

ODE EMIS MANUAL

Student Records

The Student Records EMIS Manual Sections contained in this document.¹

| § | | | Version, Posted Date |
|-------|---|-----|----------------------|
| 2.1 | Student Records Overview | N/A | 5.0, 6/9/17 |
| 2.1.1 | Student Enrollment Overview | N/A | 4.0, 6/13/17 |
| 2.2 | Student Demographic Record | GI | 5.0, 6/23/17 |
| 2.3 | Student Demographic Record - Race Detail Record | GJ | 5.0, 6/23/17 |
| 2.4 | Student Standing Record | FS | 7.0, 6/15/17 |
| 2.5 | Student Attributes - Effective Date Record | FD | 6.0, 6/13/17 |
| 2.6 | Student Attributes - No Date Record | FN | 7.0, 6/13/17 |
| 2.7 | Student Acceleration Record | FB | 4.0, 6/27/17 |
| 2.8 | Student Assessment Record | FA | 7.1, 6/30/17 |
| 2.9 | Student Program Record | GQ | 7.0, 6/16/17 |
| 2.10 | Student Gifted Education Record | GG | 5.0, 6/27/17 |
| 2.11 | Student Discipline Record | GD | 4.0, 6/29/17 |
| 2.12 | CTE Workforce Development Follow-up Record | GV | 4.0, 6/29/17 |
| 2.13 | Student Special Education Record | GE | 6.0, 7/5/17 |
| 2.14 | Student Special Education Graduation Requirement Record | FE | 6.0, 7/5/17 |
| 2.15 | Student Graduation - Core Summary Record | GC | 6.0, 7/5/17 |
| 2.16 | Graduation-Only Test Record | GP | Final, 5/31/17 |
| 2.17 | Student Missing Withdrawal Override Record | FC | 4.0, 5/4/17 |
| 2.18 | Student Summer Withdrawal Record | FL | 4.0, 7/7/17 |
| 2.19 | Student Contact Record | FF | 4.0, 7/7/17 |
| 2.20 | Student Contact Address Record | FG | 4.0, 7/13/17 |
| 2.21 | Student Transportation Record | FP | 2.0, 7/13/17 |

¹ It is important to note that—in rare instances—the sections contained within this document may not be those most recently published for the given fiscal year. Be sure to make note of the posted date of this document compared to the posted dates in the content area tables on the EMIS Manual webpage.

ODE EMIS MANUAL

Section 2.1: Student Records Overview



Version 5.0
June 9, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|----------------|-------------------|--------------------------------|------------------|---|
| 5.0 | 6/9/17 | FY17 | 47374 | Changed ECO to COS. |
| 5.0 | 6/9/17 | FY17 | 48771 | Removed reference to ASQ/SE. |
| 4.0 | 5/18/16 | FY16 | 33592 | New OELPA Assessment to replace the OTELA. |
| 4.0 | 5/18/16 | FY16 | 36420 | New Admission Reason Code for students 22 and older. |
| 4.0 | 5/18/16 | FY16 | | Added Coming Changes section. |
| 3.0 | 7/21/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.0 | 7/20/15 | FY14K | 1010 | Updated reporting instructions for ESCs per new funding system. |
| 2.0 | 7/20/15 | FY14K | 908 | Included information for reporting the Jon Peterson Scholarship Program. |
| 2.0 | 7/20/15 | FY14K | 557 | Updated per changes to reporting students in JDCs. |
| 2.0 | 7/20/15 | FY14K | 949 | Updates based on new admission reasons for board of regents use of SSID. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional ~~FY17~~ EMIS changes known to impact the Student Records Overview.

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2.1 STUDENT RECORDS OVERVIEW

General Guidelines

The Student Records sections in the ODE EMIS Manual provide instructions in relation to reporting student-level data records and elements. Guidance regarding the State Student Identifier (SSID) is also included in the Student Records. All student-level records are submitted to the Ohio Department of Education (ODE) with an SSID. Some examples of how student-level data is used include Average Daily Membership (ADM) for funding purposes, enrollment, attendance, accountability, and other information needed for federal and state reports.

OVERVIEW OF DATA

The following are general categories of student data covered in the Student Records sections of the ODE EMIS Manual.

- Student Demographic data (gender, race, etc.)
- Student Standing information (student percent of time, attendance days, absences, withdrawal/dropout, etc.)
- Student Attributes, both with and without dates
- Special Education data (disability condition, placement options, special education services, Special Education Record)
- English Language Proficiency data (identified, exited, reclassification, OELPA, etc.)
- Testing data (OGT, achievement tests, other assessments)
- Career-Technical Education (CTE) data (testing, follow-up)
- Programs (programs and services in which the student is participating)
- Discipline data (days of discipline, discipline reasons, etc.)
- Gifted data (screening, assessment, identification, services, etc.)

REPORTING RESPONSIBILITY

The following are some general guidelines/rules regarding the reporting responsibility of EMIS reporting entities. EMIS reporting entities include:

- City, local, and exempted village school districts
- Community schools
- Educational Service Centers (ESC)
- Joint Vocational School Districts (JVSD)
- Ohio Department of Youth Services (ODYS)
- Ohio School for the Deaf (OSD)
- Ohio School for the Blind (OSB)
- Stem Districts

Throughout the student's enrollment, student data should be reported so that the dates accurately reflect the situation being reported. This is the case even if the accurate dates are before the reporting date. The student's last day of school is the earlier of the student's withdrawal date or the official last day

of school. Specific guidelines and exceptions to the general reporting responsibilities are located in the individual sections of Student Records.

City, Local, and Exempted Village School Districts

One Student Demographic and all applicable student records are required to be reported by the district for each student enrolled. This includes situations such as non-resident students who are being educated by district employees through arrangements such as open enrollment and superintendent agreements.

In addition, a Student Demographic and other applicable student data records are also required to be reported by the resident city, local, and/or exempted village school district for those students who reside within district boundaries, but are enrolled in another EMIS reporting entity such as a JVSD, DYS, OSB, or OSD.

Juvenile Detention Centers

In cases where a student is placed in a Juvenile Detention Center (JDC) facility (defined by ORC §2151.65 or §2152.41), per ORC §2151.362 the facility is responsible for coordinating the education of the child. However, the public school district designated as the district responsible for the cost of education is required to report the student to EMIS. Additionally, if the district in which the facility resides is educating the students in the facility, that district must report the student in EMIS for the time period that the student is in the facility.

In cases where a non-public or home-schooled student is court placed into one of these facilities, the public school district designated as the district responsible for the cost of education is required to report the student in EMIS for the time period that the student is in the facility.

If a student was enrolled in an internet or computer-based community school at the time of the court placement and if the JDC facility has the capability, the facility may allow the student to continue to be educated by the community school. In this instance, the community school should continue to report the student and the district designated as responsible for the cost of educating the student would not report the student.

See the Special Reporting Situations for more information on how to report the students in these facilities.

Educational Service Centers

With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not to report student data records for non-preschool students receiving and/or participating in programs/services from ESC employees. It is the sending/resident districts responsibility to report the appropriate student-level data records for those students receiving services and/or being educated by an ESC employee.

For funding purposes, ESCs are still required to report student-level data for preschool students they are educating and/or providing services to. If the ESC provides preschool special education instruction or receives state preschool funds, then the ESC is required to report the appropriate student-level records. These funds include allocations for the Early Childhood Education state funds (formerly State Funded Public Preschool Grant).

Generally, the following student records are required to be reported by the ESC if the ESC is serving preschool students:

- Student Course (GN; if being reported with a percent of time and receiving more than itinerant services)
- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Assessment (FA; ~~ASQ/SE, ECOCOS~~; and ELA)
- Student Program (GQ; if applicable)

Community Schools

Community schools are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Student Course (GN)
- Student CTE Workforce Development Follow-Up (GV)
- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Gifted Education (GG)
- Student Assessment (Kindergarten Readiness Assessment, Ohio English Language Proficiency Assessment (OELPA), OGT, etc.)
- Student Program (GQ)
- Student Special Education (GE)
- Student Contact (FF)
- Student Contact Address (FG)
- Student Transportation (FP)

Joint Vocational School Districts

Joint Vocational School Districts are responsible for reporting the applicable student-level records for those students enrolled in the JVS. These may include but are not limited to:

- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Course (GN)
- Student Program (GQ)

- Student CTE Workforce Development Follow-up (GV)
- Student Assessment (FA; Industry Assessments, Industry Credentials, etc.; for students who directly enroll from a non-public school or students who are home schooled, additional tests may need to be reported)

Contracted Career Technical Programs/Services

In contracted career-technical situations, the following student records are to be reported by the district which employs the staff providing the career-technical programs/services to the students:

- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Program (GQ)
- Student Course (GN)
- Student Discipline (GD)
- Student CTE Workforce Development Follow-up (GV)
- Student Assessment (FA)

In addition, the resident city, local, or exempted village school district in which the student attending the JVS or contracted career-technical school resides is also responsible for reporting a Student Demographic (GI) Record and any other applicable student records.

Ohio School for the Deaf and Ohio School for the Blind

Students enrolled in the Ohio School for the Deaf or the Ohio School for the Blind are to be reported by these entities through EMIS. All applicable student records are to be reported, including, but not limited to,

- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Assessment (FA)
- Student Discipline (GD)
- Student Program (GQ)
- Student Course (GN)

In addition, the resident city, local, or exempted school district must also report a Student Demographic (GI) Record and any other applicable student records for students enrolled in the OSB and/or OSD.

Ohio Department of Youth Services

The Ohio Department of Youth Services is responsible for reporting Student Demographic (GI) and other applicable records for students enrolled in its institutions. In addition, the resident/sending city, local, or exempted village school district of the student must also report Student Demographic (GI), Stu-

dent Standing (FS), Student Attributes – Effective Date (FD), and Student Attributes – No Date (FN) Records for students attending DYS.

STEM Districts

STEM Districts are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Student Course (GN)
- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Gifted Education (GG)
- Student Assessment (Ohio English Language Proficiency Assessment (OELPA), OGT, etc.)
- Student Program (GQ)
- Student Special Education (GE)

STATEWIDE STUDENT IDENTIFIER

The Statewide Student Identifier (SSID) is a nine character identification code that is unique to each public school student within the State of Ohio Public Education System.

PURPOSE OF THE SSID

The SSID should be used for EMIS reporting purposes in order to maintain student privacy. Per ORC § 3301.0714 (D), at no time shall a district release the crosswalk that matches the SSID with other student-level data (e.g., name, address, social security number). This information is protected by the Family Educational Rights to Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99) and by the Ohio Revised Code for the purpose of maintaining student confidentiality. Failure to follow federal and state statutes will result in penalties as stated therein.

The SSID allows student-level data to be reported via EMIS and facilitates statewide, longitudinal tracking of student progress without the Ohio Department of Education knowing sensitive student-level information such as name, address, or social security number. All EMIS records are required to be submitted with the SSID, as it is a mandatory data element.

In order for funding to flow appropriately, it is critical to report the SSID accurately, as records submitted to ODE with invalid SSIDs will not be processed.

Software at the ITC will read the most recently reported Student Standing (FS) Record and replace the EMIS ID with the SSID in every student record.

Additional information about the SSID can be found at the ODE/EMIS website.

ISSUANCE OF AND ACCESS TO THE SSID

The identification code is to be issued by the approved Application Service Provider (IBM). IBM is contracted by the Ohio Department of Education to maintain the Statewide Student Identifier Database (SSID) System.

Any district responsible for reporting data to EMIS may access the SSID System. Access to the SSID System will only be open to authorized personnel within the district for the purpose of enrolling preschool, new kindergarten, or transfer students. All policies specified within the Ohio Revised Code (ORC) pertaining to the protection of student privacy and the maintenance of confidential records shall be followed by districts as the SSID is implemented in districts.

Districts should be aware that preschool and/or kindergarten students who are enrolling for the first time in a public district may already have an SSID. If an infant child was served by specific programs administered by the Ohio Department of Health, the Department of Health is authorized to access the SSID system to generate an SSID for the child. The Board of Regents (BOR) is also authorized to generate SSIDs.

The secure website for the SSID System is <https://www.ohiossid.com>. Districts should contact their ITC to gain access to the secure website.

DATA ELEMENTS REQUIRED FOR ASSIGNMENT OF SSID

The following nine data elements are all mandatory for assignment of the SSID.

- **Legal First Name.** Legal First Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. ODE does not receive this information.
- **Legal Middle Name.** Legal Middle Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. ODE does not receive this information.
- **Legal Last Name.** Legal Last Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. ODE does not receive this information.
- **Date of Birth.** Date of Birth (format: mm/dd/ccyy) as it appears on the birth certificate, I-95 form, or passport.
- **Gender.** The gender of the student.
 - M = Male
 - F = Female
- **Native Language.** “Native” or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech. Valid options are found in Student Records, section 2.2 Student Demographic Record (GI), *Native Language Element*.
- **Ethnicity.** Racial/ethnic group to which the student belongs or with which the student identifies. Districts must give parents the option to designate the category. Valid options are found in Student Records, section 2.2 Student Demographic Record (GI), *Summative Racial/Ethnic Group Element*.
- **Birthplace Name.** “Place/Name” for the geographic location where the student was born as it appears on the birth certificate (or via parent/guardian if student is foreign born). The Birthplace Name will typically be a city. If no city is available, Birthplace Name should be the

most specific information that appears on the birth certificate or other documentation (e.g., county, hospital name). Please report this exactly as it appears on the birth certificate, including misspellings. ODE does not receive this data. It is required only to obtain an SSID.

- **Admission Reason.** The *Admission Reason Element* has been added as a required field to obtain an SSID for a newly enrolled student for the purposes of validation and also to decrease the assignment of a second or third SSID for the same student. In addition, it will provide information on where new students coming into Ohio public education are coming from.

This element is now required to be submitted to ODE through EMIS, it is required to be submitted to IBM in any batch file for the assignment of an SSID for newly enrolled students. It will also be required on the SSID website, when a district is requesting an SSID for a new student.

This element describes how the student arrived at the district. It answers the question “How did this student arrive at my district?”

Denote the explanation for which a new SSID is being created for a newly enrolled student. The following options are valid.

1. Student Transferred from Home School in Ohio
 2. Student transferred from out of state/out of country
 3. Student transferred from a nonpublic school in Ohio
 4. Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
 5. Not enrolled in an Ohio public district or community school since 2003 for a reason other than listed above
 6. Transferred from another Ohio public/community school
 7. Not newly enrolled in this school district
 9. Student previously enrolled in Early Childhood (Pre-Preschool < 3 years of age) program
- C BOR student previously enrolled in an Ohio higher education program

Records submitted with Reasons 6, 7, 9, or C will not be assigned a new SSID, as one should already exist. Districts will receive a message indicating such.

When districts look up information in the SSID system, they may see informational Admission Reason codes “8”, “A”, “B”, and “D”. These informational Admission Reason codes are never reported in EMIS. Admission Reason code “8” is used to indicate when an SSID has been generated by the Ohio Department of Health. Admission Reason codes “A” and “B” are used to indicate when an SSID has been generated by the Board of Regents (BOR). Admission Reason code “D” is used for students who are 22 years old or older.

SSID HELP

Located on the ODE EMIS website is a frequently asked questions document regarding functionality questions about the SSID. This document may be referenced for assistance regarding the SSID; however, the EMIS coordinators should contact their ITC for assistance regarding SSID issues.

STUDENT-LEVEL RECORDS

Several records are submitted to ODE from ITCs that contain student data. Below is a list of each record and its record indicator as they are submitted from the ITCs to ODE. Data elements on each record are defined in the following sections of the Student Records.

| Record Indicator | Record Name |
|-------------------------|---|
| GI | Student Demographic Record |
| GJ | Student Demographic – Race Detail Record |
| FS | Student Standing Record |
| FD | Student Attributes – Effective Date Record |
| FN | Student Attributes – No Date Record |
| FB | Student Acceleration Record |
| FA | Student Assessment Record |
| GQ | Student Program Record |
| GG | Student Gifted Education Record |
| GD | Student Discipline Record |
| GV | CTE Workforce Development Completer Follow-Up Record |
| GE | Student Special Education Record |
| FE | Student Special Education Graduation Requirement Record |
| GC | Student Graduate Core Summary Record |
| GP | Graduation-Only Test Record |
| FC | Student Missing Override Record |
| FL | Student Summer Withdrawal Record |
| FF | Student Contact Record |
| FG | Student Contact Address Record |
| FP | Student Transportation Record |

REPORTING STUDENT DATA

Definitions for student data elements are located within this Student Records Overview section. Within each student record, each data element is organized alphabetically. Valid options for certain data elements are listed and defined accordingly. In addition to valid options and data definitions, data reporting requirements for each data element are discussed in each of the following sections.

SPECIAL REPORTING SITUATIONS

Jon Peterson Scholarship Program

All students who participate in the Jon Peterson Scholarship Program are required to be reported to EMIS by the resident district. Any district that is providing services or educating these students is also required to report the students.

When a district is providing special education services via a service plan to a non-public school student who is participating in the Jon Peterson Scholarship Program, the district should report the student in the same manner that it would report any other such student receiving services through a service plan.

When a district is providing education to a student who is from another public district and is participating in the Jon Peterson Scholarship Program, the district should report the student in the same man-

ner that it would report any other such student it is educating (e.g., open-enrolled students, foster-placed students).

The following table describes how to report key elements for students participating in the Jon Peterson Scholarship Program.

Table 1. Key Data Elements for Jon Peterson Scholarship Program (JPSP) Participants

| Data Element | Resident District | District Providing Services to a Non-Public Student | District Educating a Public School Student |
|--|---|---|--|
| <i>Legal District of Residence Element</i> | Resident District IRN | Resident District IRN | Resident District IRN |
| <i>Effective Date Elements</i> | If first attend JPSP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the JPSP program. | If reported as Non-Public student prior to entry into JPSP, then Effective Dates do not change. If reported as a public district student and first attend JPSP program in current school year, withdraw student to the Non-Public, then re-enroll the student as a Non-Public student receiving special education services. | If first attend JPSP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the JPSP program. |
| <i>How Received Element</i> | * | 6 | R |
| <i>How Received IRN</i> | ***** | Non-public entity or 999999 if non-public does not have an IRN | Resident District IRN |
| <i>Sent Reason Element</i> | JP | NA | NA |
| <i>Sent To IRN Element</i> | IRN, if known, of entity providing services to student; otherwise 999999 | ***** | ***** |
| <i>Student Percent of Time Element</i> | 000 | 000 | Indicate the percent of time the student is receiving instruction. |
| <i>Sent To Percent of Time</i> | 000 | 000 | 000 |
| <i>District Relationship Element</i> | 3 | 2 | 1 |
| <i>Attendance Days Elements</i> | S Collections Only report the days that the student actually attended in your district, if any. If the student attended the JPSP for the entire year, the district is not required to report any attendance at yearend. | S Collections Only report the days that the student actually attended in your district, if any. If the student attended the Jon Peterson Scholarship Program for the entire year, the district should not report any attendance at yearend. | S Collections Report the days that the student actually attended in your district. |

| Data Element | Resident District | District Providing Services to a Non-Public Student | District Educating a Public School Student |
|-------------------------------------|---|---|---|
| <i>Disability Condition Element</i> | As indicated in the ETR | As indicated in the ETR | As indicated in the ETR |
| <i>Program Code Element</i> | Do not report any 215xxx Special Education Service Codes | Report any applicable 215xxx - Special Education Service Codes | Report all applicable Program Codes |

Court Ordered Institutional Placement into Facility as defined by ORC §2151.65 or §2152.41

This information applies to a student who is court ordered into a facility as defined by ORC §2151.65 or §2152.41 (typically a Juvenile Detention Center (JDC)); it does not include placement into DYS. Once the student is placed in the facility, the district designated in the court order as responsible for the cost of education should report the student. Additionally, if the district in which the facility resides is educating the students in the facility, that district must report the student in EMIS for the time period that the student is in the facility.

If a student was enrolled in an internet or computer-based community school at the time of court placement and the student continues to be educated by the community school, the community school would continue to report the student and the district designated as responsible for the cost of educating the student would not report the student.

The following student records *are* required to be reported by the district designated as responsible for the cost of educating the student.

- Student Demographic (GI) Record
- Student Standing (FS) Record
- Student Attributes – Effective Date (FD) Record
- Student Attributes – No Date (FN) Record
- Student Special Education (GE) Record

The following student records are *not* required to be reported by the district designated as responsible for the cost of educating the student.

- Student Course (GN) Record
- Student Program (GQ) Record
- Student Gifted Education (GG) Record
- Student Discipline (GD) Record
- Any Student Assessment (FA) Records

When the district in which the facility resides is educating the students in the facility, that district would report all appropriate student records for the students that the district is educating.

The following table describes how to report key elements for these students.

Table 2. Key Data Elements for Court-Ordered Institutional Placements into Facility as defined by ORC §2151.65 or §2152.41

| Data Element | District Responsible for the Cost of Education |
|--|--|
| <i>Legal District of Residence Element</i> | Resident District IRN |
| <i>How Received Element</i> | * or Q if facility is within the district and district is educating |
| <i>How Received IRN</i> | ***** |
| <i>Sent Reason Element</i> | CE |
| <i>Sent To IRN Element</i> | IRN, if known, of entity providing services to student; otherwise 999999 |
| <i>Student Percent of Time Element</i> | 000 |
| <i>Sent To Percent of Time</i> | 000 |
| <i>District Relationship Element</i> | 3 |

Autism Scholarship Program

All students who participate in the Autism Scholarship Program are required to be reported to EMIS by the resident district. These students are included in the Federal December Child Count. Do not withdraw these students. Do not report the 215xxx - Special Education Service program codes for these students.

The following student records *are* required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Demographic (GI) Record
- Student Standing (FS) Record
- Student Attributes – Effective Date (FD) Record
- Student Attributes – No Date (FN) Record
- Student Program (GQ) Record
- Student Special Education (GE) Record

The following student records are *not* required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Course (GN) Record
- Student Gifted Education (GG) Record
- Student Discipline (GD) Record
- Any Student Assessment (FA) Records

The following table describes how to report key elements for students participating in the Autism Scholarship Program.

Table 3. Key Data Elements for Autism Scholarship Program Participants

| Data Element | Report for Autism Scholarship Participants |
|--|--|
| <i>Legal District of Residence Element</i> | Resident District IRN |
| <i>Effective Date Elements</i> | If first attend ASP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the ASP program. |
| <i>How Received Element</i> | * |
| <i>How Received IRN</i> | ***** |

| Data Element | Report for Autism Scholarship Participants |
|--|--|
| <i>Sent Reason Element</i> | AU |
| <i>Sent To IRN Element</i> | IRN, if known, of entity providing services to student; otherwise 999999 |
| <i>Student Percent of Time Element</i> | 000 |
| <i>Sent To Percent of Time</i> | Indicate the percent of time the student would be receiving instruction if he/she were attending the resident district. |
| <i>District Relationship Element</i> | 3 |
| <i>Attendance Days Elements</i> | <p>S Collections Only report the days that the student actually attended in your district, if any. If the student attended the Autism Scholarship Program for the entire year, the district is not required to report any attendance at yearend.</p> |
| <i>Disability Condition Element</i> | Usually 12 – Autism, but exceptions exist |
| <i>Program Code Element</i> | Do not report any 215xxx - Special Education Service Codes |

Autism Scholarship Program Funding. Initial funding of school age and preschool students participating in the Autism Scholarship Program is noted on the FTE Detail report.

Through an application process, the resident district confirms the residency of the student and indicates if the student has been included in the district’s student collections. This information is then forwarded to ODE. Funding for the program is deducted from the resident district and sent through installments to the parents of the students participating. The parents then make payments to the ODE-approved provider.

Preschool Students Found to be Ineligible for Service

Preschool students who are not otherwise enrolled in a district who are referred for special education evaluation and are found to be ineligible for special education services are required to have special education events submitted for them. In these cases, the public school district is responsible for reporting special education event records. Resident districts are to enroll these preschool students using the date of the Evaluation Team Report Date (ETR) for the admission, effective start, and effective end dates. The percent of time would be zero and the District Relationship would be 2.

These records are reported by the resident district even if an ESC completed the screening process.

Example 1.

| | |
|--|---|
| A preschool student had the following events: | |
| On 3/28/2007 | Preschool School Transition conference |
| On 5/23/2007 | Referral Date for Evaluation |
| On 5/23/2007 | Consent Date for Evaluation |
| On 6/27/2007 | Evaluation Team Report Date with an Outcome ID of ETNE not eligible for services. |
| The resident district would use the date of 6/27/2007 for the admission, effective start, and effective end dates. | |

Note that a student must be at least age 3 to be reported in the current school year. Ineligible pre-school students who are still 2 as of the end of the year must be reported once they turn 3, which could put the admission effective start and effective end dates in the summer. If these dates must be delayed until summer, the district would still use the actual event dates for the Special Ed Event records.

Race/Ethnicity Reporting

Due to mandated data collection and reporting requirement changes from the United States Department of Education (USDOE), ODE is changing the reporting of race/ethnicity information. Per USDOE requirements, when collecting race/ethnicity information districts must collect this information by using a two part question. The following excerpt is from USDOE:

Educational institutions and other recipients will be required to collect racial and ethnic data using a two-part question. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races using the following five racial groups: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Respondents will not be offered the choice of selecting a “two or more races” category.

For more information about the USDOE requirements please go to the following link: <http://www.ed.gov/policy/rschstat/guid/raceethnicity/index.html>. Also the following NCES webpage is a good resource: <http://nces.ed.gov/PUBSEARCH/pubsinfo.asp?pubid=2008802>.

To meet the new USDOE reporting requirements, districts must collect additional information for all students that enroll in the district on or after July 1, 2010. Additionally, students that were previously reported by a district but have a change in their district of residence after July 1, 2010, must also have the additional information reported for them. Districts can choose to re-collect the race/ethnicity information from all students and report the results in EMIS; however, this is not mandated by ODE.

An element “Hispanic/Latino Element” has been added to the Student Demographic record to report, for a student whose information is recollected, the response to the question “Is the student of Hispanic/Latino heritage?”

The second part of the two-part question will be reported, as appropriate (see the chart below), through the Student Demographic – Race Detail (GJ) Record. A Student Demographic – Race Detail (GJ) Record is reported for each race the respondent indicates in answering the second part of the two- part question.

The race/ethnic element on the Student Demographic (GI) Record has been re-named to “Summative Race/Ethnic Group” and will summarize the race/ethnic group of the student.

The following table summarizes how each element is to be reported based on the listed Student Situation.

Table 4. Race/Ethnicity Coding

| Student Situation | Hispanic/Latino Element Value (GI580) | Summative Race Element Value (GI090) | Race Detail Value (GJ record – one per response) |
|----------------------------|--|---|---|
| Information Not Recollect- | * | Same as FY10 Yearend | No GJ Record Report- |

| Student Situation | Hispanic/Latino Element Value (GI580) | Summative Race Element Value (GI090) | Race Detail Value (GJ record – one per response) |
|--|---------------------------------------|--|--|
| ed | | – W, B, H, A, I, P, M | ed |
| Recollected – Student is of Hispanic/Latino Heritage | Y | H | All Races Chosen from the Following: W, B, A, I, P |
| Recollected – Student is not of Hispanic/Latino Heritage – only one race being chosen | N | Race Chosen – Only one of the following: W, B, A, I, P | No GJ Record Reported |
| Recollected – Student is not of Hispanic/Latino Heritage - more than one race being chosen | N | M | All Races Chosen from the Following: W, B, A, I, P |

Summer Graduates

Summer graduates are students who did not meet graduation requirements (either course requirements or test requirements) during their final year in school but do meet graduation requirements during the summer immediately after their final year in school. In order to be considered a summer graduate the student must graduate prior to the start of the next school year.

At least one of each of the following record types are required to be reported during the Graduation (G) Collection for each student who graduates during the summer following his/her final year in school:

- Student Demographic (GI) Record
- Student Attributes – No Date (FN) Record
- Student Graduation – Core Summary (GC) Record

The *Diploma Date Element* and *Diploma Type Element* should be reported during the Graduation (G) Collection.

Districts are required to report a Student OGT Testing Record for summer graduates if the student took the OGT over the summer. The summer administration of the Student OGT Testing Record is reported during Graduation (G) Collection the summer of meeting graduation requirements.

If a student graduates after the last day of the prior school year but before July 1, the withdrawal information can be reported during the Final Student (S) Collection; however, if the withdrawal information is not reported during the Final Student (S) Collection, then it must be reported during the following year’s Initial Student (S) Collection.

If the withdrawal information is not reported during the Final Student (S) Collection, the following record types are required to be reported during the following year’s Initial Student (S) Collection for each student who graduates during the summer following his/her final year in school:

- Student Demographic (GI), Student Standing (FS), and Student Attributes – Effective Date (FD) Records
or
- Student Summer Withdrawal (FL) Record

An Effective End Date prior to the first day of the new school year and a Withdrawal Reason of “99” should be reported during the Initial Student (S) Collection.

Court-Placed Student Attending a Community School

This information applies to a student from district A (the resident district) who is court-placed into a “home” (this includes foster care, group home, Juvenile Detention Center (JDC), or other residential facility; it does not include placement into DYS) located in another district (district B) and then attends a community school. Upon enrollment at the community school, the student should be withdrawn from both the resident district (district A) and the district that the student was court-placed into (district B). If the student withdraws from the community school and enrolls at the district where the student was originally court-placed (district B), both the resident district (district A) and the district where the student was originally placed (district B) should re-enroll the student and report the student as they would for any court-placed student.

Educational Choice Scholarship Pilot Program

Non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using a withdrawal code of “42”.

Students with disabilities participating in this program are to be reported per the instructions for special education students attending a nonpublic school.

Additional information about Ed Choice can be found at the Center for School Finance website.

Special Education Student Attending a Nonpublic School

A special education student attending a nonpublic school can be placed there either by parental choice or by the district. Please follow the appropriate reporting instructions below depending on how the student was placed in the nonpublic school.

1. Parentally Placed Special Education Student in Nonpublic School

As a general reporting guideline, the public school district (not including community schools) in which the nonpublic school is located has the responsibility to report special education students who are parentally placed in the nonpublic school. This may or may not be the same district as the resident district of the student. In cases where the nonpublic school is located in a district other than the student’s resident district, the resident district has no reporting responsibility. The following reporting guidelines should be followed in this case.

- **Public School District Providing Special Education Services**

These students are receiving special education services (on a services plan) from the public district in which the nonpublic school is located. In these cases, the public school district is responsible for reporting Student Demographic, Standing, Attributes – Effective Date, Attributes – No Date, and Program Records.

- **No Special Education Services Provided by Public School District**

These students are eligible to receive services from the public district, but are not being served in this capacity. In this situation, the public district reports these students as an aggregate count on its Organization – General Information (DN) Record during the Final Calendar Collection in the *Unservd Eligible Nonpublic Students with a Disability Element*. In this case, the public school district does not report individual student level records.

2. District-Placed Special Education Students in Nonpublic School

As a general reporting guideline, the student’s resident district is responsible for reporting individual student level data for these students. The EMIS records required to be reported by the district for these students are the same records reported for a student educated within the district. The percent of time for these students is reported in the Sent To Percent of Time with a Sent Reason of NP and a Sent To IRN of the nonpublic school (if none exists, report 999999). The regular Student Percent of Time does not include the percent of time the student has been placed in the nonpublic school (therefore reported as zero for a full time placement) and the District Relationship is reported as 1.

Special Education Co-Operative Students

Generally, students who are attending a special education co-operative in a public school district other than their resident district are reported as shown in the table below.

Table 5. Special Ed Co-Operative Students – General

| Elements on Student Standing Record | Resident District Reports | Special Education Co-Operative Reports |
|--|--|---|
| <i>Legal District of Residence Element</i> | Resident District IRN | Resident District IRN |
| <i>How Received Element</i> | * | B |
| <i>How Received IRN Element</i> | ***** | Resident District IRN |
| <i>Student Percent of Time Element</i> | % of time receiving instruction at resident district | % of time receiving instruction at special ed co-op |
| <i>District Relationship Element</i> | If above is 0%, report 3; else report 1 | 1 |
| <i>Sent Reason Element</i> | SE | NA |
| <i>Sent To IRN Element</i> | District IRN of special ed co-op | ***** |
| <i>Sent To Percent of Time Element</i> | 000 | 000 |

Sometimes students are “placed” in an institution outside their resident district and attend a Special Education Co-Operative in another district. This includes students who are court-placed, foster placed, or non-court placed such as parentally placed in an institution (how received of “C”, “P”, or “T”). In these cases, the district in which the student is placed is responsible for the student’s education. These students may attend a special education co-operative at a district other than the one in which they were placed. In these situations report the student as shown in the following table.

Table 6. Special Ed Co-Operative Students – “Placed” in an Institution

| Elements on Student Standing Record | Resident District Re-ports | District in Which the Student is Placed Re-ports | Special Education Co-Operative Re-ports |
|--|---|---|---|
| <i>Legal District of Residence Element</i> | Resident district IRN | Resident district IRN | Resident district IRN |
| <i>How Received Element</i> | * | C, P, or T | B |
| <i>How Received IRN Element</i> | ***** | Resident district IRN | IRN of district in which the student was placed |
| <i>Student Percent of Time Element</i> | 0 | 0 | 100% |
| <i>District Relationship Element</i> | 3 | 3 | 1 |
| <i>Sent Reason Element</i> | <i>FC, CI, or NI</i> | <i>SE</i> | NA |
| <i>Sent To IRN Element</i> | IRN of district in which the student was placed | IRN of district of the special education co-operative | ***** |
| <i>Sent To Percent of Time Element</i> | 0 | 0 | 0 |

Building IRN Element

The Building IRN Element is defined below for all student records, unless noted otherwise within the reporting instructions for a particular student record.

 ***Building IRN Element***

| | |
|---------------------|--|
| Record Field Number | **040 |
| Definition | The state assigned six-digit information retrieval number (IRN) of the building. |

Valid Option

Six-digit IRN

Valid building IRN within the reporting district

Reporting Instructions. Generally, this is the building IRN where the student is enrolled during the situation being reported. As a general rule, if the district is instructing the student, then a building IRN within the district is to be reported. IRNs can be found in the Ohio Educational Directory.

City, Local, or Exempted Village School Districts. If a city, local, or exempted village district is instructing the student, then a building IRN within its district is reported. When the district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported in this field with the following exceptions; in situations in which How Received = “G”, “F”, “I”, “P”, “T”, or “V”, the district IRN can be used as this element’s value.

Community Schools. If a student is enrolled in a community school, then the building IRN of the community school that the student is attending should be reported.

Ohio Department of Youth Services. ODYS (Ohio Department of Youth Services) reports the building IRN of the particular institution that is providing instructional services to the student.

Educational Service Centers. If an ESC is reporting preschool student data, then the IRN of the ESC is reported in the building IRN field.

Joint Vocational School Districts. When the JVSD is reporting the building IRN for enrolled students, the building IRN of the Joint Vocational School that the student is attending should be reported.

State Schools for the Deaf and Blind. The Ohio State Schools for the Deaf and Blind each report the appropriate building IRN in which the student is enrolled.

STEM Districts. If a student is enrolled in a STEM district, then the building IRN of the STEM district that the student is attending should be reported.

Reporting the Building IRN, as Related to Student Percent of Time.

- A. If the student percent of time is greater than 0% and the student is being instructed in a building operated/owned by the district, then report the building IRN where the student is instructed.
- B. If the student percent of time is equal to 0%, then report the building where the student would have attended geographically within the district or the district IRN.
- C. If the student percent of time is greater than 0% and the student has a Sent Reason of “CT” (Contract Career-Technical), “JV” (Joint Vocational School District), “ES” (Educational Service Center), or “PS” (Post-Secondary Institution) then report the building IRN where the student receives instruction when attending the district.
- D. If the student percent of time is greater than 0% and the student is being instructed in a building **NOT** operated **OR** leased/rented by the district (e.g., hospital, detention center, nonpublic building), then report the building IRN where the student would have attended.
- E. If the student percent of time is greater than 0% and the student is being instructed in a building that is not operated by the district but is leased/rented by the district, then the report the building IRN where the student would have attended.

Example 2.

If an elementary school needs extra classrooms and rents a church across the street, then the building IRN should be the school IRN. The elementary school IRN would be used in all student and staff records (including the “Location IRN” on the Course Master Record).

Example 3.

If a district leases a building in a strip mall to house a district-wide elementary program, such as a pull-out program for gifted students, each student is to be assigned to the building he/she would have attended if this special facility did not exist.

ODE EMIS MANUAL

Section 2.1.1: Student Enrollment Overview



Version 4.0
June 13, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strike throughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|--------------|---|
| <u>4.0</u> | <u>6/13/17</u> | <u>FY17</u> | <u>46587</u> | <u>Updated Homeless definition.</u> |
| 3.1 | 1/17/17 | FY16 | 32462 | Added withdrawal code 35-Withdrew from Educating District, District of Residence no Longer Responsible. |
| 3.0 | 5/31/16 | FY16 | 32462 | Added to Coming Changes section. |
| 3.0 | 5/31/16 | FY16 | | Adding Coming Changes section. |
| 2.0 | 8/5/15 | FY15 | | Updated GED section based on update to ORC §3313.67. |
| 2.0 | 8/5/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |

Note. This section makes several references to Ohio Revised Code and Ohio Administrative Code. To find the actual language referenced, follow this link: <http://codes.ohio.gov/>.

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Enrollment Overview section of the EMIS Manual.

| Change # | Change Description |
|----------|--------------------|
| | |

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2.1.1 STUDENT ENROLLMENT OVERVIEW

GENERAL GUIDELINES

This section of the manual is an overview of student enrollment and includes information regarding students exiting an educational entity. Once a student has been properly enrolled in a district, there are a number of instances in which the student can then withdraw or be discharged from the district. Some situations may result in a district retaining responsibility for a student, even though it is no longer educating that student. One such example is a student who has been withdrawn from a district for failure to participate in learning opportunities. Though such a student is no longer the district's responsibility for funding purposes, the district does have a responsibility to this student and must still follow relevant law and policy regarding truant and missing children.

There are a number of withdrawal codes (see EMIS Manual Section 2.4) that are used to indicate how a student exited a district. These vary from a student being discharged upon graduation to a student's parent withdrawing the student to attend a different district to adult students withdrawing themselves.

This section of the EMIS Manual includes a table of contents to help to pinpoint particular situations or areas of interest. Each included topic begins with a summary of relevant federal and state law followed by relevant ODE policy. At the end of this document are a number of questions and answers based upon questions from the field and relating to many of the enrollment topics discussed in this section of the Manual.

Reporting to ODE versus District Responsibilities

All children in the state of Ohio are entitled to a free and appropriate education. Between the ages of 6 and 18, children are required to attend school. Each district is responsible for the students living within the district's boundaries who should be attending its schools. That responsibility extends beyond the reach of EMIS reporting. For instance, anytime a district learns that a student within its boundaries is allegedly truant, an investigation per local truancy policies must be undertaken. This is true regardless of whether or not the district is required to report that student via EMIS.

Districts are responsible for ensuring that students receive a free and appropriate education. As part of this responsibility, districts must sometimes attempt to compel students to attend school so that they can be educated. Much of what districts do to uphold this responsibility to students is not reported to EMIS. That something is not reported to EMIS does not mean that a district does not have a responsibility to follow through with an action or to properly document that action.

Part of the districts' role in providing education to students includes a responsibility for reporting certain information to ODE. This section of the EMIS Manual is not all inclusive in terms of how to report students whose time with a district has ended. Other sections of the manual contain information on how to code such students, EMIS Manual Section 2.4 Student Standing Record (FS), for example. Please refer to the appropriate sections of the manual for additional information and for more specific reporting instructions.

In some cases where a student has been withdrawn from school, the district's responsibility to that student does not end. For example, if a student is withdrawn, is still of compulsory school age, and is not enrolled anywhere else, the district must still conform to local and state policies, rules, and laws con-

cerning truancy. As part of this, districts still have documentation requirements, such as the continued tracking of absences and the maintenance of records documenting the steps taken in fulfillment of such policies, rules, and laws. This is an instance of a data reporting rule (when to withdraw the student in EMIS) and Ohio law (compulsory education and truancy) touching the same subject while having different requirements in terms of actions, documentation, and timelines.

The data reporting requirements for ODE may not be the same as the districts' documentation maintenance requirements. For example, once a student is reported to EMIS as withdrawn due to truancy, new records for that student are not expected to be reported (for example, attendance would not be reported for dates after the withdrawal date). However, the district's responsibility to that student does not end. The district must still maintain and document an accurate count of absences.

Another example is a student who is released from a Juvenile Detention Center (JDC) and does not return to school. If the student was not receiving instruction from his resident district while at the JDC, then his resident district does not have to report attendance data for him to EMIS. However, the district is still required to maintain this student's absence records and to follow its local truancy policy.

Districts must adhere to federal and state regulations with regards to students with disabilities, therefore districts' responsibilities may not end once these students have been withdrawn. For example, if an 18-year-old student with a disability decides to exit education, the district may have additional ETR/IEP follow-up responsibilities after the student has been withdrawn.

In this section of the EMIS Manual, we are attempting to cover most situations where districts have responsibilities toward students that may not be the same as the EMIS reporting responsibilities for those students. However, this section is mainly focused on EMIS reporting. The purpose of this section is not to include all situations in which a district is responsible for a child when not reported to EMIS. Similarly, this guide is not a substitute for working with your local administration, local board, and local legal counsel for interpretation and implementation of federal, state, and local regulations.

Required Documentation

Ohio Revised Code §3317.031 requires that districts maintain a "membership record" that includes certain information regarding every student enrolled, including withdrawal dates and days absent. Districts are required to maintain each such record "for at least five years." Districts may not have policies for purging records before that time, such as basing the deletion on student age or graduation date. Record retention policies must ensure that membership records are maintained for at least five years after the student has exited the district.

In situations where the responsibility for a student is shared between districts (e.g., JVSD students, court-placed students, etc.), it is not required that both districts maintain copies of all relevant documents. The districts involved should work together to ensure that relevant documentation exists, and the district that is not maintaining copies should document in the student's file that the district is relying on the documentation maintained by the other district.

Generally, for many of the withdrawal codes, a document from another party (e.g., a parent, another district, a court, etc.) is required for a withdrawal. If nothing is received from a responsible party outside the district, then documentation of the steps taken and information gathered by district staff must

be on file. In such instances, if an ODE system (SOES, for example) shows that the student has enrolled in another district, a screen print along with documentation of confirmation of admission from the other district can be maintained in the student file to document the withdrawal.

Documentation can be hardcopy or electronic copy; districts should follow local policy and practice for this. All excuses from parents, as well as other documents pertaining to a student's enrollment, attendance, and withdrawal from a district, become a part of the official attendance record and must be maintained regardless of format or condition.

Upon entering school, students are required to present certain documentation. Ohio Revised Code §3313.672 spells out the documentation that is required by state law for a child to be enrolled in a district. These documents become a part of the student's record and must be maintained for at least five years after enrollment ends.

Districts must maintain documentation to support any withdrawal code reported for a student. The following table includes information regarding the preferred documentation that districts should maintain in student files for the different withdrawal codes. In instances where districts are unable to secure the preferred documents, the table includes other documentation that would be acceptable alternatives to support the relevant withdrawal code. (For more information on the withdrawal codes themselves, see EMIS Manual Section 2.4 Student Standing Record (FS).)

| Withdrawal Code | Preferred Documentation | Other Documentation |
|---|---|---|
| 35 – Withdrew from Educating District, District of Residence No Longer Responsible | Documentation that proves that the student is no longer residing in the district. This could be documentation from a residency investigation that determined a student does not qualify as a resident, returned mail with a forwarding label attached by the post office, or a registered letter returned due to the intended recipient having moved. | Documentation of notice from the parent or other district/school that the student has moved. Any notice received only verbally must be documented with details of who provided the information, how it was provided, who received it, and when it was received. The district must also document its efforts to receive preferred documentation. |
| 36 – Withdrew from Preschool | Either documentation that the child has completed the preschool program or a note from a parent when the child does not complete the program. ORC §3321.13(A) | Documentation of notice from the parent indicating the parent’s decision to withdraw the student. |
| 37 – Withdrew from Kindergarten | Documentation from those who decided (including the parent/guardian) that it is in the best interest of the child to wait an additional year before starting kindergarten. For additional information, see COMPULSORY EDUCATION. ORC §3321.01(A) | Documentation of notice from the parent indicating the parent’s decision that the student is not ready for kindergarten. |
| 38 – Promoted Beyond Max Grade/Entity Closing | Evidence that the student completed the maximum grade offered by the community/STEM school (must be lower than 12 th grade) or ODE must show that the entity has closed. ORC §3321.13(A) | NA |
| 39 – Non-Enrolled Student No Longer Receiving Services from the District | Evidence that the student had previously been receiving services only, as well as documentation from a parent or district discontinuing the services. | NA |
| 40 – Transferred to Another School District Outside of Ohio 41 – Transferred to Another Ohio School District 42 – Transferred to a Private School | At least one of the following: <ul style="list-style-type: none"> • a signed withdrawal form from a responsible party outside the district that includes the last date attended in the district and the name of the new district/school. • documentation of notification from an ODE system that the student has enrolled in another Ohio district (student must be a known match by more than just SSID). • a hard copy or electronic records request from the new district/school with the date enrolled in the new school (preferred) and/or the date the request was received. ORC §3321.13(A) | Documentation of notice from the parent or other district/school that the student has transferred. Any notice received only verbally must be documented with details of who provided the information, how it was provided, who received it, and when it was received. The district must also document its efforts to receive preferred documentation. |

| Withdrawal Code | Preferred Documentation | Other Documentation |
|--|--|--|
| 43 – Transferred to Home-schooling | <p>Appropriate approval documentation. For students living in local districts, the approval comes from the ESC. Students who live within a city or exempted village school district must have the appropriate documentation and approval from the district superintendent on file. For additional information, refer to HOME-SCHOOLING.</p> <p>ORC §3321.04(A)(2), OAC §3301-34-3</p> | NA |
| 45 – Transferred by Court Order/Adjudication | <p>A copy of the court order. Note that students placed into DYS are not to be withdrawn from their resident districts. For additional information, see COURT PLACEMENT.</p> <p>ORC §3313.64(B)(2)</p> | NA |
| 46 – Transferred out of the United States | <p>Any of the documentation listed for withdrawal reasons 40-42. An additional option for students in formal foreign exchange programs is documentation that the program has ended for that student. For more information, see FOREIGN EXCHANGE/INTERNATIONAL STUDENTS.</p> <p>ORC §3321.13(A)</p> | Any of the other documentation listed for withdrawal reasons 40-42. |
| 47 – Withdrew Pursuant to <i>Yoder vs. Wisconsin</i> | <p>Documentation that the student has completed at least the eighth grade and a signed withdrawal form from the parent indicating that the child is being withdrawn in accordance with truly held religious beliefs.</p> | NA |
| 48 – Expelled | <p>Copies of the notices that are required to be sent to parents. Copies of the supporting disciplinary reports must also be maintained. Refer to DISCIPLINE/ALTERNATIVE SCHOOLS for more information regarding the steps that must be taken (and documented) in the case of a student expulsion. If a district is honoring a JVSD expulsion, then the district should obtain supporting documents from the JVSD.</p> <p>ORC §3313.661</p> | NA |
| 51 – Verified Medical Reasons | <p>A signed document from a health professional.</p> <p>ORC §3321.04(A)(1)</p> | If a district cannot obtain a signed document from a health professional, it must maintain the notice or records it is able to obtain of hospitalization, admission to a nursing home or rehabilitation facility, etc. |
| 52 – Death | <p>Documentation received from the family.</p> <p>ORC §3321.13(A)</p> | If a district does not receive the preferred documentation, copies of dated obituaries, death notices, and memorial cards are also acceptable. |

| Withdrawal Code | Preferred Documentation | Other Documentation |
|--|---|---|
| 71 – Withdrew Due to Truancy/Nonattendance | This withdrawal code requires the district to maintain a significant amount of supporting documentation. All steps taken by district staff to compel the student to attend school must be documented. The student’s absences must be accurately and completely documented. Documentation must continue beyond the withdrawal of the student in EMIS. See TRUANCY AND EXCUSED ABSENCES for additional information on the steps required in such cases. ORC §3321.19 | NA |
| 72 – Pursued Employment/Work Permit | A copy of the work permit signed by the superintendent. ORC §3331.01 | NA |
| 73 – Over 18 Years of Age | A signed withdrawal form from the student, along with proof of the student’s age (e.g., a copy of the birth certificate). ORC §3321.01(A)(1) | Documentation of notice from the student, along with proof of the student’s age (e.g., a copy of the birth certificate). Any notice received only verbally must be documented with details of who provided the information, how it was provided, who received it, and when it was received. The district must also document its efforts to receive preferred documentation. |
| 74 – Moved, Not Known to be Continuing | The steps taken to make this determination must be documented and maintained. This may include official notes from the attendance/truancy officer, returned mail with a forwarding label attached by the post office, or a registered letter returned due to the intended recipient having moved. ORC §3321.13(A) | NA |
| 75 – Student Completed Course Requirements | Students’ transcripts and test scores, where applicable, must be maintained. If an IEP states that a student is not required to pass one or more sections of the graduation assessment, then that information must be maintained as well. ORC §3321.03(A) | NA |
| 76 – Non-Attendance According to the 105 hour rule | Documentation of the student’s continuous, unexcused absences must be maintained. For more information, see TRUANCY AND EXCUSED ABSENCES. ORC §3314.03(A)(6)(B) | NA |
| 77 – Withdrew due to ORC §3314.26 (non-tested) | Documentation showing that the student was not tested during the prior two years. | NA |

| Withdrawal Code | Preferred Documentation | Other Documentation |
|--|---|----------------------------|
| 79 – No Longer Eligible to be Enrolled in District | Documentation that proves that the student is no longer eligible to be enrolled in the district. This could be documentation from a residency investigation that determined a student does not qualify as a resident, documentation indicating the end of a superintendent’s agreement, or other documentation supporting the student’s change in eligibility. ORC §3321.13(A) | NA |
| 81 – Student Reported in Error | Documentation that explains the nature of the error and supports such a withdrawal. ORC §3321.13(A) | NA |
| 99 – Completed High School Graduation Requirements | Students’ transcripts and test scores. For special education students, a copy of the IEP excusing them from the consequences of graduation assessments must also be included. ORC §332103(A) | NA |

District Level Policies

Though state law does place many requirements on districts, much is still left up to local policy. Districts must have local attendance policies. Superintendents must develop guidelines that establish procedures so that students and parents have an opportunity to challenge the district's attendance record prior to the withdrawal of a student. Districts must also have local policies to guide employees in addressing and resolving students' habitual truancy (ORC §3321.191). As these policies have an impact on EMIS reporting, it is important for EMIS coordinators to be aware of and familiar with these policies.

Due Process

Students have a right to an education. Before a district takes an action that deprives a child of that right, such as expulsion, the district needs to follow – and document – the steps taken to provide due process to the family.

Timelines for Action

As part of ensuring a student's right to a free and appropriate education, students cannot be denied admittance while a district awaits previous educational records or proof of residency. One exception to this is for students released from DYS prior to enrollment (see COURT PLACEMENT for more information).

Generally speaking, the withdrawal date a district reports is the date that is supported by the documentation it has on file. If the district has a signed form from a responsible party outside the district, then either the date indicated on the form (when notice is given in advance of the student's last day) or the date of receipt of the notice itself should be used. If the district does not have a signed form, but does have a records request, then the student is withdrawn one day prior to the enrollment date indicated on the records request. If neither of these documents is on file, then the most appropriate, documented, date should be used (e.g., date of death, date of medical withdrawal, etc.).

Students who do not return in the fall present questions regarding EMIS reporting. If a withdrawal form is received from a responsible party outside of the district at the close of the previous school year indicating that the student will not be enrolled in the district the following school year, then the student is withdrawn on the last day of school. If no form is received, but a records request is received from another district at the beginning of the new school year, then the student is withdrawn one day prior to the new enrollment date indicated on the records request. If no form is received, no records request is received, and the student does not return to school in the fall, local attendance and truancy policies must be followed and the student must be reported with unexcused absences until such time that the district meets other requirements for withdrawing the student.

There are a number of reasons that students may be withdrawn from school. ***It is a district's responsibility to make that determination. The withdrawal reason reported for every student must be supported by appropriate documentation.*** Sometimes an EMIS reporting deadline requires a district that is still in the process of investigating an absent student to report that student. In this situation, the district should report the student's status based on what it knows to be true at that time. There may be times when a withdrawal reason reported in the Initial Student Collection is later in that same school year found to be incorrect. In these instances, the district must report the correct withdrawal reason during the later Student Collections. The last withdrawal reason reported will stand. Previously withdrawn students are not to be re-enrolled at the start of a new school year for the single purpose of updating a withdrawal reason.

Missing Children

In keeping with the federal Missing Children Acts, the ORC includes certain requirements for school districts. Ohio Revised Code §109.65(D) requires schools to

- notify the attorney general and local law enforcement when a missing child attends school,
- have policies in place regarding the notification of parents within a reasonable time after their children have been determined to be absent from school, and
- notify local law enforcement when a child is enrolled without a birth certificate and school records (see ORC §3313.672(A) for specific documentation requirements, including acceptable substitutions for a birth certificate).

Within 24 hours of a student's entry into school, a request for records from their previous school must be made. (ORC §3313.672(A)(3).) If neither the previous school records nor a birth certificate (or other acceptable documentation per above) is forthcoming within 14 days, or if the previous school reports having no record of the student's attendance, then the principal must report to local law enforcement where the child lives that the student may be a missing child. ("Entry" here means the start of a student's attendance. If, for example, a student is enrolled in July and school does not begin until September, the 24 hour deadline is after the student first attends the district in September.)

Special Education

Before withdrawing a special education student, districts must ensure that they have complied with all laws and regulations regarding the education of students with disabilities. For instance, the IDEA requires that districts provide an alternative setting for the education of students who are truant and that districts continue to educate students who have been expelled. For more specific information regarding special education students, refer to ODE's Office for Exceptional Children.

COMPULSORY EDUCATION

ORC/OAC

"A child between six and eighteen years of age is 'of compulsory school age'" (ORC §3321.01(A)(1)). If a child enrolled in kindergarten is under the age of six, that child is considered 'of compulsory school age' unless the child's parent or guardian, in consultation with the child's teacher and principal, withdraws the child from kindergarten.

However, although a child is not required to attend school after reaching the age of eighteen, a child is entitled to attend school until age twenty-two. (ORC §3313.64(B).)

This applies to "[e]very child actually resident in the state" (ORC §3321.02).

Every child of compulsory school age must attend school unless and until one of the following occurs:

- The child receives a diploma, successfully completes any high school's curriculum, or successfully completes his or her IEP (ORC §3321.03(A)),
- The child receives an age and schooling certificate (ORC §3321.03(B)), or
- The child is excused per ORC §3321.04, which allows for the following:

- A superintendent may excuse a child if his or her “bodily or mental condition does not permit attendance at school.” Appropriate instruction must be provided. This must be certified in writing by a licensed physician or psychologist (ORC §3321.04(A)(1)). Such an excuse must include the reason for the excuse, and a copy must be sent to the child’s parent or legal guardian (ORC §3321.04(B)).
- A superintendent may excuse a child if the child is being homeschooled. Documentation of the determination of the home instructor’s qualifications and other information must be on file (ORC §3321.04(A)(2); OAC §3301-34-03). Such an excuse must be in writing and include the reason for the excuse, and a copy must be sent to the child’s parent or legal guardian (ORC §3321.04(B)).
- A superintendent may excuse a child who is over fourteen for a limited amount of time for the purpose of “performing necessary work” for his or her parents or legal guardians (ORC §3321.04(B); OAC §3301-69-02(A)(2)). Such an excuse must be in writing and include the reason for the excuse, and a copy must be sent to the child’s parent or legal guardian (ORC §3321.04(B)).
- ORC §3321.04(C) also allows schools to excuse children for “good and sufficient reasons.” OAC §3301-69-02 includes a list of acceptable reasons for excused absences, which includes circumstances that are good and sufficient reason within the judgment of the superintendent.

Except for students released from the custody of DYS, within 24 hours of entry into school, the student’s records must be requested from the school most recently attended. (ORC §3313.672(A)(3).)

All school districts must have policies concerning excused and unexcused absences. Pursuant to the OAC, a parent or guardian must provide an explanation for a child’s absence, which shall be recorded by the approving authority of the school and shall include the date and time of the absence. Emancipated youth and married children under the age of 18 may provide the explanation for their own absences. (OAC §3301-69-02(B)(1).)

An excuse from school may be approved for:

- Illness of the child (a statement from a health professional may be required if deemed appropriate);
- Illness in the family (a statement from a health professional explaining why the child’s absence was necessary may be required if deemed appropriate);
- Quarantine of the home;
- Death of a relative (absence is limited to 3 days unless reasonable cause is shown for a longer absence);
- Medical or dental appointment (a statement from a health professional may be required if deemed appropriate);
- Observance of religious holidays;
- College visitation (verification of the date and time of the visit may be required);
- Emergency or other set of circumstances which in the judgment of the superintendent constitutes a good and sufficient cause for absence from school (the district may include in its dis-

cipline policy the manner in which any child may be excused for absence for good and sufficient reasons). (OAC §3301-69-02(B)(2).)

A child over the age of fourteen years who has been in regular attendance may be excused from attendance for a future limited period of no more than ten consecutive days for:

- The existence of an emergency at home such as absence, illness, or death of the parent or guardian;
- Farm work of the parent or guardian during a time of year in which the amount of work to be done is exceptional; or
- Inability of the parent or guardian to employ help in the family business.

The parent must file a written request for an absence for these purposes in advance of the absence, except in cases of emergency.

A student may be excused for longer than ten days if the parent has died or become incapacitated and there is no older brother or sister living in the home who is out of school. (OAC §3301-69-02(A).)

When a child of compulsory school age withdraws from school, the district must determine the reason for withdrawal. The superintendent must be notified immediately of the withdrawal and the reason for the withdrawal. (ORC §3321.13(A).)

If the withdrawal is due to a change in residence, the new residence must be determined and included in the notice to the superintendent. The superintendent must then forward the “essential facts regarding the child,” as well as the child’s new address, to the superintendent of the child’s new district. (ORC §3321.13(A).)

If the withdrawal is due to something other than a change in residence and the child is not enrolled in or attending “an approved program to obtain a diploma or its equivalent,” then upon receipt of this information the superintendent must notify the registrar of motor vehicles and the juvenile judge of the county in which the district is located. These notifications must “be given within two weeks after the withdrawal and failure to enroll in and attend an approved program or its equivalent.” (ORC §3321.13(B)(1).)

ODE Policy

Districts cannot refuse to enroll a student or delay a student’s entrance into school based on the time of year. For instance, if a student appears in a district and applies for enrollment during the last few weeks of the school year, the district cannot refuse the student’s admittance until the following school year. Delayed paperwork is also an insufficient reason for denying a student’s immediate entrance into school. A district may not wait on a student’s transcript to be received before allowing the student to attend school (students coming directly from DYS are an exception to this; see COURT PLACEMENT).

Every time a student of compulsory school age exits school, the district must have supporting documentation on file. The withdrawal date reported for a student who is not attending and has not been excused or is truant should not be the last date the student was physically present. The withdrawal date for such a student is the date on which the district fulfills the requirements of law and policy for student ab-

sences and withdrawals. Even after withdrawing the student in EMIS, the district has a continued responsibility to follow the appropriate attendance and truancy laws and policies and to document all such efforts.

Students who are eighteen and older can withdraw themselves. Exceptions to this are students over eighteen whose guardianship resides with another person or entity. Students who have not met graduation requirements, have not submitted withdrawal documentation, and are absent without excuse cannot be withdrawn for nonattendance simply because they are eighteen.

Districts should determine whether vacation days are generally considered to be excused or unexcused absences and include this in their attendance policies. Districts with policies making vacation days unexcused absences should also determine whether there are circumstances under which vacation days may be excused. Students who are on vacation are not to be withdrawn and then re-enrolled upon their return. Unless the district has documentation to support a withdrawal, the student remains enrolled with vacation days marked as absences. Regardless of the reason for the absence, excused absences do not count toward truancy proceedings.

Compulsory attendance exceptions allow a child to comply with the laws for compulsory education without being physically present in a school setting.

Of the reasons listed in the ORC section above that allow a child to be excluded from compulsory attendance, the following are withdrawal situations: physician's excuse, homeschooling, and excused for necessary work. The last of these may involve a limited period of time in which the student is not participating in an educational activity. Other "good and sufficient reasons" require that the district continues to report the student as enrolled; however, the absences may be reported as excused.

RESIDENCY FOR SCHOOL PURPOSES

ORC/OAC

A child, who is at least five but under twenty-two years of age, "shall be admitted to the schools of the school district in which the child's parent resides." (ORC §3313.64(B)(1).)

Students do not always live with both or either of their parents. Additionally, there are other special circumstances that impact where a student can attend school. See the information below to determine a student's district of residence.

Divorced Parents. If the parents are separated or divorced or their marriage has been dissolved or annulled, "parent" means the parent who is the residential parent and legal custodian of the child. (ORC §3313.64(A)(1)(a).) Under a shared parenting agreement that does not designate which school the child is to attend, the child may attend school in the district of either parent. If the court order designates one parent as the residential and custodial parent, then the child attends school in that district. If the order specifies the schools that the child is to attend, then the child attends school in that district.

Unmarried Parents. If the parents have never been married, the child's custodian, unless there is a court order to the contrary, is the mother, and the district of residence is where the mother resides. (ORC §3109.042.)

Adoption. An adoptive parent is a parent for purposes of residency. A child placed for adoption shall be admitted to the schools of the district where the child resides. (ORC §3313.64(B)(3).)

Legal Custodian. If the child is in temporary or permanent custody of a government agency or a person other than a parent, the child attends the schools where the child resides. (ORC §3313.64(B)(2).)

If the child is in temporary custody, “parent” means the parent with residual parental rights, privileges, and responsibilities. If the child is in permanent custody, “parent” means the parent who was divested of parental rights and responsibilities for the care of the child and the right to have the child live with the parent. Legal and permanent custody and residual parental rights are defined by ORC §2151.011.

A board of education may enroll a child free of any tuition obligation for a period not to exceed sixty days, on the sworn statement of an adult resident of the district that the resident has initiated legal proceedings for custody of the child. (ORC §3313.64(E).)

Grandparents. If a grandparent executes a power of attorney under ORC §§3109.51 to 3109.62 or a caretaker authorization affidavit under ORC §§3109.64 to 3109.73, then the grandparent serves as a parent and the child attends the school where the grandparent resides. (ORC §3313.64(A)(1)(b).)

A child under the age of twenty-two years who is in the custody of the child’s parent, resides with a grandparent, and does not require special education is entitled to attend the schools of the district in which the child’s grandparent resides, provided that, prior to such attendance in any school year, the board of education of the school district in which the child’s grandparent resides and the board of education of the school district in which the child’s parent resides enter into a written agreement specifying that good cause exists for such attendance, describing the nature of this good cause, and consenting to such attendance.

Children in Homes. A “home” is a “home, institution, foster home, group home, or other residential facility in this state that receives and cares for children, to which any of the following applies:

- a) The home is licensed, certified, or approved for such purpose by the state or is maintained by the department of youth services.
- b) The home is operated by a person who is licensed, certified, or approved by the state to operate the home for such purpose.
- c) The home accepted the child through a placement by a person licensed, certified, or approved to place a child in such a home by the state.
- d) The home is a children’s home created under section 5153.21 or 5153.36 of the Revised Code.” (ORC §3313.64(A)(4).)

A child who resides in a home shall be admitted to the schools in the district in which the child resides. (ORC §3313.64(B)(2).)

Children of Parents in Military Service. There is more than one way to determine where such children are entitled to attend school.

- **Attendance in District Where Child is Living.** Any child residing with a person other than the child’s parent is entitled, for a period not to exceed twelve months, to attend school in the

district in which that person resides if the child's parent files an affidavit with the superintendent of the district in which the person with whom the child is living resides stating all of the following:

- a) That the parent is serving outside of the state in the armed services of the United States;
- b) That the parent intends to reside in the district upon returning to this state; and
- c) The name and address of the person with whom the child is living while the parent is outside the state.

(ORC §3313.64(F)(4).)

- **Military Power of Attorney.** Under a separate provision, a child under the age of twenty-two years who resides with a person other than the child's parent is entitled to attend school in the school district in which that person resides if both of the following apply:

- a) That person has been appointed, through a military power of attorney executed under §574(a) of the "National Defense Authorization Act for Fiscal Year 1994," 107 Stat. 1674 (1993), 10 U.S.C. 1044b, or through a comparable document necessary to complete a family care plan, as the parent's agent for the care, custody, and control of the child while the parent is on active duty as a member of the national guard or a reserve unit of the armed forces of the United States or because the parent is a member of the armed forces of the United States and is on a duty assignment away from the parent's residence.
- b) The military power of attorney or comparable document includes at least the authority to enroll the child in school.

The entitlement to attend school in the district in which the parent's agent under the military power of attorney or comparable document resides applies until the end of the school year in which the military power of attorney or comparable document expires. (ORC §3314.64(F)(14).)

- **Attendance in District of Parent's Residence.** A child whose parent is a member of the national guard or a reserve unit of the armed forces of the United States and is called to active duty, or a child whose parent is a member of the armed forces of the United States and is ordered to a temporary duty assignment outside of the district, may continue to attend school in the district in which the child's parent lived, as long as the child's parent continues to be a resident of that district, and regardless of where the child lives as a result of the parent's active duty status or temporary duty assignment. (ORC §3314.64(M).)

Self-Supporting and Married Students. Students who are at least eighteen but under twenty-two years of age who live apart from their parents, support themselves by their own labor, and have not successfully completed the high school curriculum or their IEP are entitled to attend school in the district in which they reside.

Any child under eighteen years of age who is married is entitled to attend school in the district in which the child resides. (ORC §3314.64(F)(2).)

Special Education. A child who requires special education is entitled to attend schools in the district in which the child resides. (ORC §3313.64(B)(2)(C).)

Medical Conditions. A child is entitled to attend school in the district in which either of the child's parents is employed if the child has a medical condition that may require emergency medical attention. The parent shall submit a statement from the child's physician certifying that the child's medical condition may require emergency medical attention, and any other evidence the board requires. (ORC §3313.64(F)(3).)

Death of a Parent. Any child whose parent dies is entitled to continue to attend school in the district in which the child attended school at the time of the parent's death for the remainder of the school year, subject to the approval of that district's board. (ORC §3313.64(F)(5).)

Building/Buying a House. A child can attend school in the district in which the parent is *building* a new house (for an established period of time that is not to exceed ninety days). The parent shall provide:

- a) A sworn statement explaining the situation, revealing the location of the house being built, and stating the parent's intention to reside there upon its completion; and
- b) A statement from the builder confirming that a new house is being built for the parent and that the house is at the location indicated in the parent's statement.

(ORC §3313.64(F)(6).)

A child can attend school in the district in which the parent is *purchasing* a home (for an established period of time that is not to exceed ninety days). The parent shall provide:

- a) A sworn statement explaining the situation, revealing the location of the house being purchased, and stating the parent's intent to reside there; and
- b) A statement from a real estate broker or bank officer confirming that the parent has a contract to purchase the house, that the parent is waiting upon the date of closing of the mortgage loan, and that the house is at the location indicated in the parent's statement.

(ORC §3313.64(F)(7).)

Child of District Employee. If a school district has a policy allowing children of employees to be admitted, a child may attend the school district where the parent is a full-time employee. No child may be admitted under this policy after the first day of classes of any school year. (ORC §3313.64(F)(8).)

Domestic Violence Shelters. A child who is with the child's parent under the care of a shelter for victims of domestic violence, as defined in section 3113.33 of the Revised Code, is entitled to attend school tuition free in the district in which the shelter is located. (ORC §3313.64(F)(9).)

Family Moves.

- **Senior Year.** Any child whose parent has moved out of the school district after the commencement of classes in the child's senior year of high school is entitled, subject to the approval of that district board, to attend school in the district for the remainder of the school year and for one additional semester or equivalent term. A district board may also adopt a policy specifying extenuating circumstances under which a student may continue to attend for

an additional period of time in order to successfully complete the high school curriculum or the IEP. (ORC §3313.64(F)(10).)

- **Pursuant to District Policy.** If a child relocates to another residence in the same county, the child may continue to attend school in the district in which the child was entitled to attend school at the end of the first full week of October for the balance of the year, so long as the child or child's parent has relocated within the same county. Two conditions apply:
 - a) The board of education of the school district in which the child was entitled to attend school at the end of the first full week in October and of the district to which the child or child's parent has relocated each has adopted a policy to enroll the children described in this section.
 - b) The child's parent provides written notification of the relocation outside of the school district to the superintendent of each of the two school districts.
(ORC §3313.64(I).)
- **Superintendent Agreement.** If the superintendents of two districts agree, then a child can attend a school district other than the district in which he or she is entitled to admission if the purpose of such attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the superintendents. (ORC §3313.64(F)(12).)

ODE Policy

Students who alternate living arrangements between parents in different districts cannot be simultaneously enrolled in both districts. These students must be withdrawn and re-enrolled as appropriate throughout the school year.

For students who transfer out of state, the manner of education is not relevant to EMIS reporting. The student is simply reported as withdrawn to another district outside of Ohio.

For foster-placed students, see the *Legal Custodian* and *Children in Homes* sections above. The resident district for a student in a foster home remains that of the parent(s). Both the resident district and the educating district are to continue to report the student throughout placement.

HOMELESS

USC

The McKinney-Vento Homeless Assistance Act of 1987 (42 USC §11431 et seq.) addresses the education of homeless youth. The main provisions of this act are as follows:

- “[E]ach child of a homeless individual and each homeless youth” must have “equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.” (42 USC §11431(1).)
- Residency requirements must include provisions for homeless youth. (42 USC §11431(2).)
- Homelessness is not an acceptable reason to separate a student from the school environment. (42 USC §11431(3).)

- Homeless children “should have access to the education and other services that such children and youths need” in order to have the same opportunity to meet the academic achievement standards expected of all students. (42 USC §11431(4).)

The McKinney-Vento Act defines “homeless children and youths” as those “who lack a fixed, regular, and adequate nighttime residence.” (42 USC §11434(a)(2)(A).) This includes the following:

- Those sharing housing with others “due to loss of housing, economic hardship, or a similar reason”; those living in motels, hotels, trailer parks, or camping grounds “due to the lack of alternative adequate accommodations”; those living in emergency or transitional shelters; those abandoned at hospitals; ~~and those awaiting foster care placement.~~ (42 USC §11434(a)(2)(B)(i).)
- Those “living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.” (42 USC §11434(a)(2)(B)(iii).)

If a homeless student finds permanent residency during the school year that is outside of the district in which he or she is enrolled, the district in which the student is enrolled must allow the student to finish out the school year. (42 USC §11432.)

Homeless students cannot be denied enrollment because they cannot produce the documentation generally required for admission to school. (42 USC §11432(g)(3)(C).)

ORC/OAC

The Ohio Revised Code requires all school districts to comply with the McKinney-Vento Homeless Assistance Act’s provisions for a free, appropriate education for homeless children. A homeless student’s parent or guardian has the option of enrolling the student in either the original district of residence or the district in which the homeless student finds him- or herself. (ORC §3313.64(F)(13).)

FOREIGN EXCHANGE/INTERNATIONAL STUDENTS

ORC/OAC

A board of education, after approving admission, may waive tuition for students who will temporarily reside in the district and who are either of the following:

- (1) Residents or domiciliaries of a foreign nation who request admission as foreign exchange students; or
- (2) Residents or domiciliaries of the United States but not of Ohio who request admission as participants in an exchange program operated by a student exchange organization. (ORC §3313.64(G).)

ODE Policy

When foreign exchange students complete their program and leave the district in order to return home, they are reported with a withdrawal code of 46—Transferred out of the United States.

For resident students leaving the district as foreign exchange students, whether they are withdrawn from the district depends on the situation. Students engaged in educational options that belong to the resident district, for instance, would not be withdrawn. However, if the foreign exchange student is

not receiving any education or services from the resident district, then he or she is withdrawn with the most appropriate withdrawal code.

If a student is out of the country for a period of time, the student should not be withdrawn and then re-enrolled upon returning. If the student has received an excuse for the absence, the student is reported as any other student with an excused absence. If the student has not received an excuse for the absence, the district must document its efforts to attempt to ascertain the location of the student and when the student is expected to return.

If the district is unable to ascertain information concerning whether or when the student will return, the district must follow the appropriate attendance and truancy laws and policies and may withdraw the student accordingly. If the district has documentation that the family no longer resides at its previous residence or anywhere within the district, the district may withdraw the student with the most appropriate withdrawal code.

COURT PLACEMENT

ORC/OAC

A child who is in the legal or permanent custody of a government agency or a person other than the child's natural or adoptive parent, or who resides in a home, shall be admitted to the schools in the district in which the child resides. (ORC §3313.64(B)(2).)

At the same time, another school district may be responsible for tuition. When a court issues an order removing a child from his or her home or vesting temporary or permanent custody of the child with a person other than the child's parent, the court shall determine the school district that is to bear the cost of educating the child. In making this determination, a court is to follow ORC §3313.64(C)(2). This determination is subject to redetermination by ODE if the parent subsequently moves. (ORC §2151.362.)

If ODE determines that the place of residence of the parent has changed since the court issued its initial order, the department may name a different school district to bear the cost of educating the child. (ORC §2151.362(A)(2).) The process of changing the determination of financial responsibility under ORC §2151.362 is initiated by contacting the Division of Finance regional coordinator. That division has an established process for determining the outcome of these requests and the nature of proof required.

If a child is placed in a detention facility established under §2152.41 of the Revised Code or a juvenile facility established under §2151.65 of the Revised Code, the facility is responsible for coordinating the education of the child. The facility may choose one of the following options to educate the child:

- use a chartered nonpublic school that operates at the facility,
- arrange with the school district responsible for the cost of educating the child for the facility to educate the child,
- contract with an ESC to educate the child,
- contract with the school district in which the facility is located to educate the child, or
- permit the child to continue enrollment in an internet or computer-based community school. (ORC §2151.362(B) (as amended by HB 59).)

The child's school district, as determined by the court or the department in the manner prescribed in §2151.362(A), shall pay the cost of educating the child based on the per capita cost of the educational facility within the detention home or facility, unless the child continues enrollment in an internet or computer-based community school. In that instance, payment for the cost of educating the child shall be made only as provided in ORC §3314.08(C).

Under ORC §3317.30, payment for the education of the child occurs as follows:

- If the facility educates the child, the facility, or the chartered nonpublic school that it operates, may submit its request for payment directly to the school district that is to bear the cost of educating the child.
- If the facility contracts with the district in which the facility is located, the school district may submit its request for payment directly to the school district that is to bear the cost of educating the child.
- If the facility contracts directly with an ESC for services for a child, the ESC may submit its request for payment for services for the child directly to the school district that is responsible for bearing the cost of educating the child.

In all of the above situations, the school district that is responsible for bearing the cost of educating the child shall pay the billing entity directly.

A district that pays for services for a child under this section shall count the child in its average daily membership and no other district shall include the child in its ADM. Payments under this section are to be determined in accordance with ORC §3313.64(C)(4).

When a child is placed by a court in a private institution, school, or residential treatment center, the state pays a subsidy to the court to help defray the expense of educating the child. (ORC §2151.362(C).) The district where the facility is located has a responsibility to educate the child. The district of residence may be required to pay tuition.

The Department of Youth Services operates its own school district within its facilities. Under ORC §3317.082, DYS bills costs to the school district responsible for paying tuition for the child.

Upon release from DYS, students are not to be admitted to a district until the students' transcripts, behavioral reports, and any IEP are received. See ORC §2152.18(D)(4) for information regarding the reports required to admit a student under these circumstances.

The Department of Rehabilitation and Corrections operates a school that provides educational services to children of compulsory school age within its facilities.

ODE Policy

If a student has been court ordered to not return to school for a certain amount of time (in order to work off court costs, for example), the student is not to be automatically withdrawn. If the district has documentation from the court on file, then the absences would be excused for the documented timeframe. If the district does not have this documentation, then the student's absences would be unexcused. Even in the instance of an 18-year-old student, the district must not report a withdrawal unless it has supporting documentation.

Students who leave JDC units without authorization are not automatically reported as withdrawals. In these instances, districts are to follow appropriate attendance and truancy laws and policies.

To determine whether to use 41—Transferred to Another Ohio School District or 42—Transferred to a Private School when students are placed in facilities depends upon the facility’s definition in OEDS.

OPEN ENROLLMENT

ORC/OAC

The Ohio Revised Code requires districts to adopt a policy regarding enrollment of students from adjacent or other districts. (ORC §3313.98.) Districts must adopt one of three potential policies:

- A policy prohibiting open enrollment (ORC §3313.98(B)(1)(a)),
- A policy permitting the enrollment of students from adjacent districts only (ORC §3313.98(B)(1)(b)), or
- A policy permitting the enrollment of students from all other districts (ORC §3313.98(B)(1)(c)).

For those districts that allow the enrollment of students from other districts, notification must be sent to each open-enrolled student’s resident district (3313.981(A)(3)). This notice must be sent by the first day of September of each year and must include

- the number of that particular district’s students enrolled,
- the classes or grade levels assigned, and
- the dates of enrollment.

Students who open enroll after the first of September shall also be reported to those students’ resident districts.

ODE Policy

There is no guarantee that students will be open enrolled into the same district from year to year. Resident districts must review enrollment lists each year to be sure students are still attending the districts into which they were open enrolled the prior year. If a previously open-enrolled student is withdrawn to the resident district at the end of a school year, but does not appear at the resident district in the fall, the resident district must pursue the appropriate attendance and truancy laws and policies.

HOMESCHOOLING

ORC/OAC

The superintendent of a city or exempted village school district can excuse a child for the remainder of the current school year if it has been shown that the child is being instructed at home by someone qualified to teach the required subjects; this includes any additional subjects that the superintendent believes the particular child needs.

The superintendent must have the following on file:

- A copy of the excuse,
- “Papers” showing how the home instructor’s qualifications were determined, and

- “All other documents relating to the information and the actions thereon.” (See ORC §3321.04(A)(2); OAC §3301-34-03.)

If a superintendent refuses to issue such an excuse, the parents must be notified in writing within 14 days. The notification must include the reason for the denial and information about the parents’ right to a due process hearing before the superintendent. (See OAC §3301-34-03 (C)(2).)

If after this hearing the superintendent still denies the request to homeschool, the superintendent must inform the parents of their right to appeal the decision, within 10 days, to the juvenile judge of the county. The judge’s decision is final. (See OAC §3301-34-03 (D)(3); ORC §3331.08.)

If at any point the superintendent determines that the child is no longer receiving “proper” home instruction, the excuse is void. (See ORC §3321.04 (A)(2).) The superintendent must notify the parents of their right to a due process hearing. If the excuse is withdrawn after such a hearing, the superintendent must notify the parents in writing that they must enroll the child in school and that they have a right to appeal to the juvenile judge of the county within 10 calendar days. (See OAC §3301-34-03 (H).)

After the first year of homeschooling, the parents must provide the superintendent with an academic assessment report. This assessment must show “reasonable proficiency.” (See OAC §3301-34-04.)

The resident school district must enroll/re-enroll any child who has previously been homeschooled. Grade level in such cases is to be determined by the superintendent. (See OAC §3301-34-06.)

DISCIPLINE/ALTERNATIVE SCHOOLS (GENERAL EDUCATION)

ORC/OAC

Note. This section details discipline provisions regarding the general school population. Students with disabilities subject to the Individuals with Disabilities Education Act have additional rights and protections that are provided by federal law, Chapter 3323 of the Ohio Revised Code, and Ohio Administrative Code Chapter 3301-51. Please consult with the Office for Exceptional Children regarding questions concerning the interaction of these provisions with Ohio law on suspensions and expulsions.

Boards of education are granted the authority to adopt rules and regulations governing the conduct of students. (ORC §3313.20.) Pursuant to this authority, boards of education enact student codes of conduct that outline behavior expectations for students and the school’s discipline policy.

Boards of education are required to have policies regarding suspension, expulsion, removal, and permanent exclusion of students that specify the type of misconduct for which a pupil may be suspended, expelled, or removed. (ORC §3313.661.)

Boards of education must have a zero tolerance policy for violent, disruptive, or inappropriate behavior; excessive truancy is to be included in such policies. Strategies to address these behaviors must be included in board policy. (ORC §3313.534.)

A board of education may establish and maintain an alternative school to serve students who are suspended, who have truancy problems, who are experiencing academic failure, who have a history of class disruption, who are exhibiting other behavioral problems as established by the board in its resolution, or who have been released from the custody of the Department of Youth Services. (ORC

§3313.533.) The Big 8 districts as well as any other district with a “significantly substandard graduation rate” (as determined by ODE) must have at least one alternative school for students with severe discipline problems, including excessive truancy. (ORC §3313.534.)

Before implementing an out-of-school suspension, a superintendent must do both of the following:

- Give written notice of the intent to suspend, including reasons for the suspension (ORC §3313.66 (A)(1)), and
- Provide an opportunity to appear at an informal hearing before the principal, assistant principal, superintendent, or superintendent’s designee (ORC §3313.66 (A)(2)).

Within one school day after a suspension, written notice must be provided to the student’s parents. The notice must include:

- The reason(s) for the suspension;
- Notification of the right to appeal the suspension to the board of education (see ORC §3313.66(E); and
- The manner and date by which the board must be notified of the parents’ intent to appeal the suspension. (ORC §3313.66 (D).)

The decision of the board of education may be appealed under Chapter 2506 of the Revised Code. (ORC §3313.66 (E).)

Any school district may temporarily deny admittance to a student who has been suspended from another district if the period of that suspension has not expired. Before denying admittance, the district must offer the opportunity for a hearing. If denied admittance per this section, the student must be admitted no later than the expiration of the suspension. (See ORC §3313.66 (J)(1).)

Before expelling a student, a superintendent must do both of the following:

- Give written notice of the intent to expel the student, including the reason(s) for the intended expulsion, notification of an opportunity to appear before the superintendent or the superintendent’s designee, and notification of the time and place to appear (the notice must meet other requirements set in statute) (ORC §3313.66 (B)(6)), and
- Provide an opportunity for the student or the student’s parent, guardian, custodian, or representative to appear in person before the superintendent to challenge the intended expulsion or otherwise explain the student’s actions. (ORC §3313.66 (B)(6).)

Within one school day after an expulsion, written notice must be provided to the student’s parents. The notice must include:

- The reason(s) for the expulsion;
- Notification of the right to appeal the expulsion to the board of education (ORC §3313.66(E)); and
- The manner and date by which the board must be notified of the parents’ intent to appeal the expulsion. (ORC §3313.66 (D).)

The decision of the board of education may be appealed under Chapter 2506 of the Revised Code. (ORC §3313.66 (E).)

Generally a superintendent may expel a student for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in the semester or term in which the incident that gave rise to the expulsion took place. (If there are fewer than eighty (80) school days remaining in the school year, the superintendent may apply the remaining days to the beginning of the following school year). (ORC §3313.66(B)(1).)

If a student is expelled and is over sixteen years of age, and either a delinquency complaint is filed or the student is prosecuted as an adult, a motion may be filed with the court seeking to extend the expulsion. (ORC §3313.66(F).)

A student who brings a firearm to school shall be expelled for one year, except that a superintendent may reduce this requirement on a case-by-case basis in accordance with district policy. A student who brings a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity (“school activity”) that is not on school property may be expelled for one year, which may be reduced on a case-by-case basis in accordance with district policy. (ORC §3313.66(B)(2).)

A board of education may adopt a resolution authorizing the superintendent to expel a pupil for a period not to exceed one year for bringing a knife to school or a school activity, for committing an act that is a criminal offense and results in serious physical harm to a person or property while at school or a school program or activity, or for making a bomb threat. (ORC §3313.66(B)(3).)

Any school district may temporarily deny admittance to a student who has been expelled from another district if the period of that expulsion has not expired. Before denying admittance, the district must offer the opportunity for a hearing. If denied admittance per this section, the student must be admitted no later than the expiration of the period of expulsion. (See 3313.66 (J)(1).)

ODE Policy

Districts should refer to local policies to determine which withdrawal code to report for students who are expelled due to truancy. If local policy requires such students to be expelled, then the district must report 48—Expelled. If local policy does not require truant students to be expelled, then the district reports 71—Withdrew Due to Truancy/Nonattendance.

If a records request is received from another district during a student’s expulsion, the student’s withdrawal code is not to be updated. Another district agreeing to enroll the student does not change the documented reason for the student’s exit from the expelling district.

If a student attending a JVSD is expelled by his or her district of residence, the JVSD reports the student with a withdraw code of 41—Transferred to Another Ohio School District. The withdrawal date is the first day of the expulsion.

If a student’s expulsion occurs at the end of his or her senior year, this could potentially affect graduation. If the student completes graduation requirements during summer school, the district reports the student as a summer graduate during the graduate reporting period. The student is not re-enrolled; enrollment is not necessary to report a summer graduate.

TRUANCY AND EXCUSED ABSENCES

ORC/OAC

All school districts must have policies concerning excused and unexcused absences. Boards are also required to have a policy to guide employees in addressing attendance practices of any student who is a habitual truant. This applies to city, exempted village, local, joint vocational, and cooperative education school districts; ESCs; and community schools. (ORC §§3321.191, 3314.03(A)(11)(d).) In addition to the requirements laid out below, districts have the option to adopt other non-mandatory provisions to address truancy. (ORC §3321.13(B)(2).)

An attendance officer or other appropriate officer of a school district shall investigate any case of supposed truancy within the district and warn the child, if found truant, and the responsible adult, in writing, of the legal consequences of being a habitual or chronic truant. (ORC §3321.19(C).) If the child is of compulsory school age and, in violation of the law, is not attending school, the attendance or other appropriate officer shall notify the responsible adult and require that person to cause the child to attend school immediately. If they fail to do so, the attendance officer, if so directed by the superintendent, shall send notice requiring attendance of that parent at a parental education program and may file a complaint in any court of competent jurisdiction.

A “habitual truant” is any child of compulsory school age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for five or more consecutive school days, seven or more school days in one school month, or twelve or more school days in a school year. (ORC §2151.011(B)(19); ORC §3321.19(A)(1).)

A “chronic truant” is any child of compulsory school age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for seven or more consecutive school days, ten or more school days in one school month, or fifteen or more school days in a school year. (ORC §2152.02(D); ORC §3321.19(A)(2).)

When a school determines that a student has been truant and the parent, guardian, or other responsible adult has failed to cause the student’s attendance, the board may require the adult to attend an educational program.

Upon the failure of the responsible adult to cause the child’s attendance at school, if the child is considered a habitual truant, the board shall do either or both of the following:

- Implement one of its intervention strategies or
- File a complaint in juvenile court. (ORC §3321.19(D).)

Upon failure of the responsible adult to cause the child’s attendance at school, if the child is considered a chronic truant, the board shall file a complaint in juvenile court. (ORC §3321.19(E).)

If a complaint is filed against a parent for failure to cause a child to attend school, the parent is discharged if they prove an inability to do so. If the parent is discharged, then the attendance officer shall file a complaint before a juvenile court judge alleging that the child is a delinquent child, unruly child, or dependent child. (ORC §3321.22.)

ODE Policy

For students who never attend (and have not previously been enrolled in) a district, the district's responsibility depends on where the child resides. If the school district is the child's resident district, then the district must follow the appropriate attendance and truancy laws and policies. If the district is not the child's resident district, then the district can use the most appropriate withdrawal code.

If a resident district learns that a child of compulsory school age who is living within its boundaries is not being educated, it has a responsibility to follow up with the student and to follow the appropriate attendance and truancy laws and policies. This applies to all students living within the district's boundaries, whether or not the student has ever attended the district's schools.

For students who fall into the compulsory education age range, there is no age limit or requirement associated with truancy. As long as the appropriate attendance and truancy laws and policies have been followed and the district has the proper documentation to support this, any student can be reported with a withdrawal code of 71.

If a student legitimately withdraws from a district while truancy proceedings are underway, then the district has no further responsibility to continue those truancy proceedings. If the district from which the student withdrew was not her resident district, the resident district may then be responsible for the student's attendance. This would depend on the withdrawal reason reported (see COMPULSORY EDUCATION).

GED***ORC/OAC***

To be eligible to take the GED, one must meet the following criteria (ORC §3313.617(A)):

- The person must be at least eighteen;
- The person must be officially withdrawn from school; and
- The person must not have received a high school diploma.

Those at least sixteen but less than eighteen who apply to take the GED must submit written approval from a parent, guardian, or court official. (ORC §3313.617(B).) These students are then counted as dropouts from the district in which the student was last enrolled. (ORC §3313.617(C).)

ODE Policy

Students who have sought and received approval from a parent, guardian, or court official to take the GED must be withdrawn with the most appropriate 7x withdrawal code. The student's file must contain documentation that supports that withdrawal code.

EXAMPLES

In this section, we have included sample questions that are based on scenarios and questions from the field, along with answers based on the information contained in this document. Whenever possible, the answer will direct you to the relevant section above for additional information.

Question 1. *A student enrolled in District A in March. The student was not in attendance at the end of the school year. The district did not receive a withdrawal notice from the parents or a records request from another district, so the student was not withdrawn by District A. The student did not return to District A the following school year. The student has been reported in the Initial Student Collection with all unexcused absences. Should this student be withdrawn as a summer withdrawal so that the unexcused absences this school year disappear?*

A student may not be withdrawn without supporting documentation on file (see *Required Documentation* under GENERAL GUIDELINES). If a district has no documentation supporting a withdrawal, the student cannot be withdrawn as a summer withdrawal. District A must follow the appropriate attendance and truancy laws and policies and report the student accordingly.

Question 2. *A District A student open enrolled into District B. District B gave the student a suspension, followed by an expulsion. District A does not know if the student will be returning to District A or District B after the disciplinary period. Should District A withdraw the student or continue pointing to District B?*

District A does not withdraw the student. For the duration of the disciplinary period, the student's EMIS relationship with District A does not change.

Question 3. *A student who resides in the district withdraws to attend an out-of-state online school. Does the district retain any responsibility for the student?*

The district must have documentation on file to support the withdrawal code reported to EMIS. Until that documentation is on file, the district must follow appropriate attendance and truancy policies. If at a future date—after the student has been withdrawn—it comes to the district's attention that the student is not attending the out-of-state online school—or any other school—it has a responsibility to follow the appropriate attendance and truancy policies. See *ODE Policy* under TRUANCY AND EXCUSED ABSENCES.

Question 4. *District A has a student who is under 18 and has no custodial parents. The student's step-parent was to obtain temporary custody of the child, but to date has not done so. While attending the district the student is living with the step-parent, who cannot prove custody. Can the district send a letter to the student stating that the student is no longer entitled to attend school in the district and report him as withdrawn in EMIS?*

The student's resident district must be determined. While the determination is being made, District A must continue to educate the student and must not withdraw him. If it is found that the student's resident district is in fact District B, but his familial situation would require him to be homeless in order to attend District B, then District A must continue to educate him. See the RESIDENCY FOR SCHOOL PURPOSES and HOMELESS sections.

Question 5. *District A has a few students who attended through the end of the prior school year, but did not return to the district at the start of the current school year. No withdrawal documentation was received from the students' parents. In the second or third week of the current school year, records re-*

quests were received from other districts for each of these students. Should District A enter unexcused absences for the first weeks of school and withdraw the students on the dates of the records requests? Or should District A report these students as summer withdrawals to the appropriate districts?

Students enrolled in a different district as of that district's first day of school are reported by District A as summer withdrawals. Students enrolled in a different district *after* that district's first day of school are reported by District A with unexcused absences. Local attendance and truancy policies must be followed, even for fall "no shows." See *Timelines for Action* under GENERAL GUIDELINES.

Question 6. *How should a district handle situations where a student's whereabouts are unknown? For example, situations where the students have most likely moved, but the district is unable to confirm for certain where the students are or that the students are continuing their educations.*

Once the appropriate attendance and truancy laws and policies have been followed and all such efforts have been documented, these students are reported with withdrawal code 74—Moved (Not known to be continuing).

Question 7. *A district has a student who is a ward of the state and has been placed within the district. Must the district enroll the student? What district is the student's district of residence?*

The student is entitled to attend school in the district in which he or she is placed. If the student's current custody situation is temporary, then the resident district is that of the parent with residual parental rights. If the student's current custody situation is permanent, the resident district is that of the parent who was divested of parental rights. See *Legal Custodian* under RESIDENCY FOR SCHOOL PURPOSES.

Question 8. *Student is a resident of District A, but was enrolled elsewhere when he was placed in a juvenile detention center (JDC). As the resident district, District A enrolled the student during his time at the JDC. When the student is released from the JDC, what documentation must District A maintain in order to withdraw him?*

Absent any documentation to the contrary, District A should assume that the student's enrollment continues upon his release from the JDC. If upon release the student does not attend District A, then District A must follow the appropriate attendance and truancy laws and policies in order to determine whether to withdraw the student to another district, for example, or to pursue truancy. See *Reporting to ODE versus District Responsibilities* under GENERAL GUIDELINES.

Question 9. *One of District A's juniors recently earned his high school diploma from an online high school. The student was enrolled simultaneously at the online school and at our district. We have a copy of his diploma and new transcript. The student is no longer attending our district. How do we withdraw this student and what date do we report as his last day?*

Students cannot be dual enrolled into multiple districts/schools and therefore the withdrawal date for this student is the day prior to his first day at the online school. Depending on the nature of the online school, District A reports either 40—Transferred to Another School District Outside of Ohio, 41—Transferred to Another Ohio School District, or 42—Transferred to a Private School.

Question 10. *Which withdrawal code should a district of residence use when one of its residents "graduates" from a Board of Developmental Disabilities (BDD)?*

In these situations, the students are withdrawn with code 73—Over 18 Years of Age.

Question 11. *JVS had an enrolled student who received a suspension followed immediately by an expulsion. On the first day of the student's suspension, she was placed in a JDC. She was released from the JDC before the period of her suspension had expired. How does JVS report this student?*

The student is withdrawn to her resident district for the dates of her incarceration at the JDC. When the student leaves the JDC, she is re-enrolled in the JVS. Finally, she is withdrawn with the code 48—Expelled as of the start of her expulsion.

Question 12. *District A often has students who are out of school for two weeks or more at a time for vacations. Can we withdraw these students and then re-enroll them upon their return?*

No. Districts do have the discretion to determine whether vacations are considered excused or unexcused absences. Unless there is appropriate documentation to support a withdrawal, districts must not withdraw students for the duration of their vacations. See the *ODE Policy* sections under COMPULSORY EDUCATION and FOREIGN EXCHANGE/INTERNATIONAL STUDENTS.

Question 13. *District A reported a student with a withdrawal code of 48—Expelled. During the expulsion period, the student moved out of state. District A received a note from the parents and a records request from an out of state school. Can District A now change this student's withdrawal code to 40—Transferred to Another School District Outside of Ohio?*

No, in this situation the withdrawal code should not be changed. That the student moved out of state does not change the way in which he exited District A. See *ODE Policy* under DISCIPLINE/ALTERNATIVE SCHOOLS (GENERAL EDUCATION).

Question 14. *District A will be evaluating new students for Services B and will only be writing service plans for speech. District A has to enroll the students for evaluation, so how would the students then be withdrawn?*

With the exception of PK, students do not need to be reported to EMIS as enrolled in order to be evaluated.

Question 15. *District A has been serving special education students at Services B. Services B is cutting back to only serving Speech and Language disability. How does District A report the students who have been attending whose current service plans have ended and will not be renewed due to the changes at Services B?*

These students are withdrawn with code 39—Non-Enrolled Student No Longer Receiving Services from District.

Question 16. *Student has been enrolled and attending school in District A. While seeming initially to meet residency requirements, it has come to the attention of District A that the student may not reside where claimed. The district, through extensive research and attempts to get information from the unresponsive parent, has not been able to determine where the student lives. Can District A withdraw this student? If so, which code and date should be reported?*

Until there is documentation showing that the family does not live within the district, the district is still responsible for educating the student. Districts cannot delay entry of students or forbid students from attending while awaiting proof of residency. If it is found and documented that the student is no longer a resident of District A, then the student is withdrawn with 79—No Longer Eligible to be Enrolled in District. The date reported is the date supported by the documentation collected by the district in its

investigation of the issue. See *Required Documentation* and *Timelines for Action* under GENERAL GUIDELINES and RESIDENCY FOR SCHOOL PURPOSES.

Question 17. *District A has a student who was reported as a summer withdrawal to District B. This withdrawal was based on a letter from a parent. District A has been notified that the student has since been court placed into District C (a community school) and that the court has ordered that District A shall bear the cost of education given that the parent did not, in the end, move to District B. District C has notified District A that the student is not attending school. What reporting responsibility does District A have? When should District A withdraw the student?*

District A withdraws the student per the parent letter. As long as the student is enrolled in and being reported by District C, District A does not report her. District C is responsible for following appropriate attendance and truancy policies. If the student is at some point withdrawn from District C, then District A would be responsible for following the appropriate attendance and truancy policies. See *Required Documentation* under GENERAL GUIDELINES, RESIDENCY FOR SCHOOL PURPOSES, and TRUANCY AND EXCUSED ABSENCES.

Question 18. *District A has a student who is 18 and is not attending school. Must the district look into the absences or can the student simply be withdrawn with 73—Over 18 Years of Age?*

As long as the student has not met graduation requirements, the district must follow the appropriate attendance policies. That a student is 18 does not relieve the district of its responsibility to follow up with the student and to properly document her withdrawal if she does not return. See COMPULSORY EDUCATION.

Question 19. *A student from District A open enrolls to District B. The student then moves to and enrolls in District C. District B has withdrawn the student. District A is unable to contact the parents by phone and receives returned mail with a forwarding label attached by the post office. The new address is in District C. How should District A withdraw this student?*

District A should withdraw the student using withdrawal code 35 and maintain the documentation supporting this withdrawal. See *Required Documentation* under GENERAL GUIDELINES, RESIDENCY FOR SCHOOL PURPOSES.

ODE EMIS MANUAL

Section 2.2: Student Demographic (GI) Record



Version 5.0
June 21, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|----------|---|
| <u>5.0</u> | <u>6/21/17</u> | <u>FY17</u> | | <u>No FY17 changes.</u> |
| 4.0 | 1/8/16 | FY16 | | Added Coming Changes section |
| 3.0 | 10/22/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.1 | 4/1/2014 | Student Cross Reference (S) | 1051 | Added Student Cross Reference reporting period to Required Reporting Period Table and to the File Layout. |
| 2.0 | 3/7/2013 | E-Transcript (E) | 922 | Added 2 new elements: (GI590,GI600), added E-Trans column to the Required Reporting Periods table, and revised the File Layout. |
| 2.0 | 3/7/2013 | Student Record Exchange (X) | 921 | Added Student Record Exchange reporting period to Required Reporting Period Table and to the File Layout. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Demographic (GI) Record.

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2.2 STUDENT DEMOGRAPHIC (GI) RECORD

Required Collection Requests

The Student Demographic (GI) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Element | Student (S) | | | S CS/STEM | | SCR | G | E | X |
|---------------------|-----------------------------|-------------|-----|-------|-----------|-------|-----|---|---|---|
| | | Initial | Mid | Final | Initial | Final | | | | |
| GI050 | EMIS Student ID Number | √ | √ | √ | √ | √ | | | | √ |
| GI070 | Date of Birth | √ | √ | √ | √ | √ | | | √ | √ |
| GI080 | Gender | √ | √ | √ | √ | √ | | | √ | √ |
| GI090 | Summative Racial/Ethnic Grp | √ | √ | √ | √ | √ | | | | √ |
| GI270 | Native Language | √ | √ | √ | √ | √ | | | √ | √ |
| GI330 | First Name | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| GI340 | Middle Name | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| GI350 | Last Name | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| GI360 | Student Birth Place City | | | | | | | | √ | √ |
| GI570 | Student Home Language | √ | √ | √ | √ | √ | | | | √ |
| GI580 | Hispanic/Latino | √ | √ | √ | √ | √ | | | | √ |
| GI590 | Social Security Number | | | | | | | | √ | |
| GI600 | Last Four of SSN | | | | | | | | √ | |

General Guidelines

Student demographic data elements are reported by the last building within a district where the student is/was enrolled on the last day of the collection request.

- If a student is enrolled in two or more buildings within a district, the demographic data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence days.

If a student has been enrolled in more than one district during the year, each district is responsible for reporting a Student Demographic (GI) Record.

Student Demographic Data Elements

The following portion of this section discusses each of the data elements within the Student Demographic (GI) Record. The elements are organized alphabetically.

☀ **Date of Birth Element**

| | |
|---------------------|---|
| Record Field Number | GI070 |
| Definition | The date on which the individual being reported was born. |

Valid Options

YYYYMMDD

Year, Month, Day

Reporting Instructions. A birth date of August 11, 2000, is to be reported as 20000811. Date of birth is used by ODE to calculate student age.

☀ EMIS Student ID Number Element

| | |
|---------------------|---|
| Record Field Number | GI050 |
| Definition | The locally determined EMIS student ID. |

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS student ID number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

☀ Gender Element

| | |
|---------------------|--|
| Record Field Number | GI080 |
| Definition | The gender of the individual being reported. |

Valid Options

M Male
F Female

☀ Hispanic/Latino Element

| | |
|---------------------|---|
| Record Field Number | GI580 |
| Definition | Indicates whether the student is of Hispanic/Latino origin. |

Valid Options

Y Yes, the student is Hispanic/Latino
N No, the student is not Hispanic/Latino
* Not Re-Collected

Reporting Instructions. Hispanic/Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

This element must be reported with the ‘Y’ or ‘N’ option if the student enrolled in the district on or after July 1, 2010, or if the student has a change in the district of residence.

The ‘* - Not Re-Collected’ option should only be used for students that were enrolled in the district prior July 1, 2010 and the district did not re-collect the ethnic/race information for the student.

When the parent or guardian refuses to provide this information, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

☀ Last Four of Social Security Number Element

| | |
|---------------------|---|
| Record Field Number | GI600 |
| Definition | Last four digits of Social Security Number. |

Valid Options

- 0001-9999
- 0000 (Default)

Reporting Instructions. The student’s Social Security Number is optional to report. If the LEA chooses not to report or does not have the student’s Social Security Number, report the default value.

☀ Name Elements

First Name

| | |
|---------------------|--|
| Record Field Number | GI330 |
| Definition | The first name of the individual being reported. |

Middle Name

| | |
|---------------------|---|
| Record Field Number | GI340 |
| Definition | The middle name of the individual being reported. |

Last Name

| | |
|---------------------|---|
| Record Field Number | GI350 |
| Definition | The last name of the individual being reported. |

Valid Options

- 30 characters

Reporting Instructions. The Student Name Element is for local use only. ODE does not receive this information. Please refer to the SSID instructions with questions about the format of this element.

☀ Native Language Element

| | |
|---------------------|---|
| Record Field Number | GI270 |
| Definition | “Native” or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech. |

Valid Options

- ENG English
- ALB Albanian
- AMH Amharic
- ARA Arabic
- CAM Cambodian
- CAN Cantonese
- CRE Creole (French)
- GER German
- HMG Hmong
- JPN Japanese
- KOR Korean

| | |
|-----|-------------|
| LAO | Laotian |
| NAV | Navajo |
| PTG | Portuguese |
| ROM | Romanian |
| RUS | Russian |
| SBC | Serbo Croat |
| SOM | Somali |
| SPN | Spanish |
| TAG | Tagalog |
| TRI | Tigrinya |
| UKR | Ukrainian |
| VTM | Vietnamese |
| OTH | Other |

Reporting Instructions. This element must be reported for all students, unlike GI570 Student Home Language Element. In addition, because of the differences in the definitions and option sets for these two elements, a student could have a different value reported in each element.

 **Social Security Number Element**

| | |
|---------------------|--|
| Record Field Number | GI590 |
| Definition | Social Security Number of the student. |

Valid Options

Nine digit Social Security Number
000000000 (Default)

Reporting Instructions. The student’s Social Security Number is optional to report. If the LEA chooses not to report or does not have the student’s Social Security Number, report the default value.

 **Student Home Language Element**

| | |
|---------------------|--|
| Record Field Number | GI570 |
| Definition | The main language spoken at home by the student. |

Valid Options

| | |
|-----|---|
| *** | Student is neither LEP nor an Immigrant in current fiscal year – specific home language not reported at this time |
| QOT | Language not included in option list (other) |
| AKA | Akan |
| SQI | Albanian |
| AMH | Amharic |
| ARA | Arabic |
| HYE | Armenian |
| BAM | Bambara |
| BAS | Basaa |
| BEN | Bengali |
| BOS | Bosnian |

| | |
|-----|-------------------------|
| BUL | Bulgarian |
| MYA | Burmese |
| KHM | Central Khmer |
| ZHO | Chinese |
| LOU | Louisiana Creole French |
| HRV | Croatian |
| DAN | Danish |
| DIN | Dinka |
| ENG | English |
| EWE | Ewe |
| FIL | Filipino |
| FRA | French |
| FUL | Fulah |
| KAT | Georgian |
| DEU | German |
| ELL | Greek |
| GUJ | Gujarati |
| HEB | Hebrew |
| HIN | Hindi |
| HMN | Hmong |
| HUN | Hungarian |
| IBO | Igbo |
| IND | Indonesian |
| ITA | Italian |
| JPN | Japanese |
| KSW | Karen |
| KIK | Kikuyu |
| KIN | Kinyarwanda |
| KOR | Korean |
| KQO | Krahn |
| KRI | Krio |
| KUR | Kurdish |
| LAO | Lao |
| LIT | Lithuanian |
| YMM | Maay |
| MKD | Macedonian |
| MSA | Malay |
| MAL | Malayalam |
| MAN | Mandingo |
| MAR | Marathi |
| MON | Mongolian |
| NAV | Navajo |
| NYA | Nyanja |
| ORM | Oromo |

| | |
|-----|------------|
| PAN | Panjabi |
| FAS | Persian |
| POL | Polish |
| POR | Portuguese |
| PUS | Pushto |
| RON | Romanian |
| RUS | Russian |
| SRP | Serbian |
| SNA | Shona |
| SIN | Sinhala |
| SOM | Somali |
| SPA | Spanish |
| SWH | Swahili |
| SWE | Swedish |
| TGL | Tagalog |
| TAM | Tamil |
| TEL | Telugu |
| THA | Thai |
| TIR | Tigrinya |
| TSN | Tswana |
| TUR | Turkish |
| TWI | Twi |
| UKR | Ukrainian |
| URD | Urdu |
| UZB | Uzbek |
| VIE | Vietnamese |
| WOL | Wolof |
| YOR | Yoruba |

Reporting Instructions. This element is only required to be reported for students who are reported at any time during the current school year as being Limited English Proficient (FD170 Limited English Proficiency (LEP) Status Element not equal to “N”) or as being an Immigrant (FD200 Immigrant Status Element equal to “Y”). For students who do not meet either of these criteria, the element may be reported with the student’s home language or with “****” to indicate that the home language is not being reported.

For most students reported with a value other than “****”, the language reported via this element will be the same as the language reported via the GI270 Native Language Element. The option value, however, may change to match the abbreviation used for the language in a national standardized list. For example, in GI270 Native Language Element, Spanish is reported as SPN. In this element, Spanish will be reported as SPA.

For students where the native and home languages are not the same, different values should be reported.

Although the list of valid options for this element is longer than the list for GI270 Native Language Element, there will be a few students whose home language is not represented in the list. For these students, the QOT option may be reported (note that the first letter is a capital “q”, not an “o”), but the percent of students in a district with the QOT option in this element should be much lower than the percent with OTH in GI270 Native Language Element.

The valid options for this element are based on two standards for coding language values (ISO 639-2 and ISO 639-3). The web site www.ethnologue.com is a valuable resource for additional information on the languages included in the valid options list. This site also recognizes the same three character language codes, so a search on the three character value at this site will return specific information on the language.

 **Summative Racial/Ethnic Group Element**

| | |
|---------------------|---|
| Record Field Number | GI090 |
| Definition | The summative, based on USDOE requirements, racial/ethnic group of the individual being reported. |

Valid Options

- W White, Non-Hispanic**
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.
- B Black or African American (Non-Hispanic)**
Persons having origins in any of the black racial groups in Africa.
- H Hispanic/Latino**
Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. (Valid only when the race/ethnic data was not re-collected or the Hispanic/Latino element is ‘Y’)
- A Asian**
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- I American Indian or Alaska Native**
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.
- P Native Hawaiian or Other Pacific Islander**
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- M Multiracial**
Persons having origins in two or more of the above options. (Valid only when the race/ethnic data was not re-collected or the Hispanic/Latino element is an ‘N’ and the parent/guardian chose more than one race option)

Reporting Instructions. This element will either be the value as reported in FY2010 yearend or will be a derived value based on the Hispanic/Latino element and the information on the Student Demographic – Race Detail (GJ) Records. If the Hispanic/Latino element is reported with a ‘Y’ then this element must be reported with the ‘H – Hispanic/Latino’ option; even if other options may apply. If the Hispanic/Latino element is reported with an ‘N’ then the ‘H – Hispanic/Latino’ option cannot be reported for this element. If multiple options apply (other than ‘H – Hispanic/Latino’) this element must be reported with the ‘M – Multiracial’ option and all applicable options should be reported through the Student Demographic – Race Detail (GJ) Record.

When the parent or guardian refuses to provide their child’s racial/ethnic group, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Demographic (GI) Record, the following field must be unique.

| Required Field | Number |
|-----------------|--------|
| EMIS Student ID | GI050 |

2.2 STUDENT DEMOGRAPHIC (GI) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|---|-----------|
| | 1-8 | Filler | PIC 9(8) |
| GI010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "GI" | |
| | 11 | Filler | PIC X |
| GI020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| GI030 | 16 | Data Set | PIC X |
| | | G – Graduate E – E-Transcript X – Student Records Exchange S – Student | |
| GI040 | 17-22 | Building IRN | PIC X(6) |
| GI050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| GI070 | 32-39 | Date of Birth (CCYYMMDD) | PIC 9(8) |
| GI080 | 40 | Gender | PIC X |
| GI090 | 41 | Summative Racial/Ethnic Group | PIC X |
| | 42-64 | Filler | PIC X(23) |
| GI270 | 65-67 | Native Language | PIC X(3) |
| | 68-85 | Filler | PIC X(18) |
| GI330 | 86-115 | First Name (Optional) | PIC X(30) |
| GI340 | 116-145 | Middle Name (Optional) | PIC X(30) |
| GI350 | 146-175 | Last Name (Optional) | PIC X(30) |
| GI360 | 176-205 | Student Birth Place City (Optional) | PIC X(30) |
| | 206-238 | Filler | PIC X(33) |
| GI570 | 239-241 | Student Home Language | PIC X(3) |
| GI580 | 242 | Hispanic/Latino | PIC X |
| GI590 | 243-251 | Social Security Number | PIC X(9) |
| GI600 | 252-255 | Last Four of Social Security Number | PIC X(4) |

ODE EMIS MANUAL

Section 2.3: Student Demographic Record–Race Detail (GJ) Record



Version 5.0
June 23, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|--|
| <u>5.0</u> | <u>6/23/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 4.0 | 1/11/16 | FY16 | | Added Coming Changes section. |
| 3.0 | 10/22/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added SRE collections to the Required Reporting Period section and to the File Layout. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Demographic Record–Race Detail (GJ) Record.

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2.3 STUDENT DEMOGRAPHIC RECORD–RACE DETAIL (GJ) RECORD

Required Collection Requests

The Student Demographic Record–Race Detail (GJ) Record is to be reported for the Traditional Districts Initial, Midyear, and Final Student (S) Collections, the Community/STEM Schools Initial and Final Student (S) Collections, and the Student Record Exchange (X) Collection.

General Guidelines

Part of the federal requirements for reporting race/ethnicity information is to allow the parent/guardian to designate multiple race groups for the student. The Student Demographic–Race Detail (GJ) Record will allow districts to report each race the parent/guardian indicated in answering the two part question.

At least one Student Demographic–Race Detail (GJ) Record is to be reported when the Hispanic/Latino Element on the Student Demographic (GI) Record is reported with a ‘Y’ or is reported with an ‘N’ and the Summative Race/Ethnic Element is reported with an ‘M’. One Student Demographic–Race Detail (GJ) Record is to be reported for every race that has been indicated.

If ‘* - Not Re-Collected’ is reported for the Hispanic/Latino Element, this record would not be reported. Additionally, if the Hispanic/Latino Element is reported with an ‘N’ and the Summative Race/Ethnic Element is reported with a ‘W’, ‘B’, ‘A’, ‘I’, or ‘P’, this record should not be reported.

Student Demographic – Race Detail Data Elements

The following portion of this section discusses each of the data elements within the Student Demographic–Race Detail (GJ) Record. The elements are organized alphabetically.

EMIS Student ID Number Element

| | |
|---------------------|---|
| Record Field Number | GJ050 |
| Definition | The locally determined EMIS student ID. |

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS student ID number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

Racial Group Element

| | |
|---------------------|--|
| Record Field Number | GJ060 |
| Definition | A racial group of the individual being reported. |

Valid Options

- W White**
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.
- B Black or African American**
Persons having origins in any of the black racial groups in Africa.
- A Asian**
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- I American Indian or Alaska Native**
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.
- P Native Hawaiian or Other Pacific Islander**
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Reporting Instructions. When the parent or guardian refuses to provide their child’s racial group, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Demographic Record–Race Detail (GJ) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-----------------|--------|
| EMIS Student ID | GJ050 |
| Racial Group | GJ060 |

2.3 STUDENT DEMOGRAPHIC RECORD–RACE DETAIL (GJ) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|----------|
| | 1-8 | Filler | PIC X(8) |
| GJ010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “GJ” | |
| | 11 | Filler | PIC X |
| GJ020 | 12-15 | Fiscal Year, e.g., 2011 (CCYY) | PIC X(4) |
| GJ030 | 16 | Data Sets | PIC X |
| | | S – Student X – Student Record Exchange | |
| GJ050 | 17-25 | EMIS Student ID Number | PIC X(9) |
| GJ060 | 26 | Racial Group | PIC X |

ODE EMIS MANUAL

Section 2.4: Student Standing (FS) Record



Version 7.0
June 16, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strike throughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|--------------|---|
| <u>7.0</u> | <u>6/16/17</u> | <u>FY17</u> | <u>36686</u> | <u>Removed language from Percent of Time (FS120) reporting instructions that is no longer relevant.</u> |
| 6.1 | 1/19/17 | FY16 | 34536 | Added further clarification on when to update Admission elements. |
| 6.0 | 6/1/16 | FY16 | 34536 | Added change 34536 to Coming Changes. |
| 6.0 | 6/1/16 | FY16 | 36679 | Revised percent of time reporting instructions. |
| 6.0 | 6/1/16 | FY16 | 36420 | Added new option for Admission Reason: D. |
| 6.0 | 6/1/16 | FY16 | 35175 | College Credit Plus reporting instructions added. |
| 6.0 | 6/1/16 | FY16 | 34514 | Preschool open enrollment coding changes. |
| 6.0 | 6/1/16 | FY16 | 32462 | Added new withdrawal code for use in certain 3 way situations. |
| 6.0 | 6/1/16 | FY16 | 31189 | PS coding changes. |
| 6.0 | 6/1/16 | FY16 | | Added Coming Changes section. |
| 5.0 | 10/20/15 | FY15S | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 5.0 | 10/20/15 | FY15S | 1040 | Updated reporting regarding whether a change in student status requires a change in admission date. |
| 4.1 | 6/12/15 | Student Cross Reference (S) | 1051 | Added Student Cross Reference (S) reporting period to Required Reporting Period Table and to the File Layout. |
| 4.1 | 6/12/15 | FY14N | 879 | Clarified reporting for combined attendance. |
| 4.0 | 10/16/13 | FY14K | 1017 | Added three new options for the Tuition Type Element: A, B, and C. |
| 4.0 | 10/16/13 | FY14K | 1010 | Removed references to unit funding. |
| 4.0 | 10/16/13 | FY14K | 951 | Updated Admitted From IRN Element reporting instructions. |
| 4.0 | 10/16/13 | FY14K | 908 | Updated to include Jon Peterson Scholarship Program. |
| 4.0 | 10/16/13 | FY14K | 557 | Updated to reflect changes regarding court placement. |
| 4.0 | 10/16/13 | FY14K | 949 | Updated to include new admission reasons for SSIDs generated by the board of regents. |
| 4.0 | 10/16/13 | FY14K | 836 | Added additional explanations for admission reasons. |
| 4.0 | 10/16/13 | FY14K | 990 | Added two new withdrawal codes: 76 and 77. |
| 4.0 | 10/16/13 | FY14K | 991 | Added additional withdrawal codes: 38, 39, 79, 81; updated reporting instructions. |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------|--------|--------------------------------|----------|---|
| 3.0 | 6/7/13 | FY13K | 948 | Added new element (FS370) with options and reporting instructions, added FS370 to required reporting period table, file layout and bullet in General Guidelines under Changes in Value for New Records. |
| 2.0 | 3/7/13 | E-Transcript (E) | 922 | Added E-Trans (E) column to Required Reporting Periods table. Added language to include E-Trans in General Guidelines. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added SRE (X) column to Required Reporting Periods table and SRE (X) reporting period to File Layout . Added language to General Guidelines to include SRE. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no known FY16 EMIS changes that will impact the Student Standing (FS) Record.

| Change # | Change Description |
|----------|--------------------|
| | |

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2.4 STUDENT STANDING (FS) RECORD

Required Collection Requests

The Student Standing (FS) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Element | S Traditional | | | S CS/STEM | | S Cross Ref | E | X |
|---------------------|-------------------------------------|---------------|-----|-------|-----------|-------|-------------|---|---|
| | | Initial | Mid | Final | Initial | Final | | | |
| FS070 | Admission Date | √ | √ | √ | √ | √ | √ | √ | √ |
| FS350 | Admitted From IRN | √ | √ | √ | √ | √ | √ | | |
| FS170 | Assigned Building Area IRN | √ | √ | √ | √ | √ | | | √ |
| FS160 | Attending Building IRN | √ | √ | √ | √ | √ | | √ | √ |
| FS370 | County of Residence | √ | √ | √ | √ | √ | | | |
| FS140 | District Relationship | √ | √ | √ | √ | √ | √ | | √ |
| FS090 | Effective End Date | √ | √ | √ | √ | √ | √ | √ | √ |
| FS060 | Effective Start Date | √ | √ | √ | √ | √ | √ | √ | √ |
| FS050 | EMIS Student ID Number | √ | √ | √ | √ | √ | √ | √ | √ |
| FS180 | How Received | √ | √ | √ | √ | √ | √ | | √ |
| FS190 | How Received IRN | √ | √ | √ | √ | √ | √ | | √ |
| FS150 | Legal District of Residence | √ | √ | √ | √ | √ | √ | | √ |
| FS320 | School Year Attendance Hours | | √ | √ | | √ | | | |
| FS330 | School Year Excused Absence Hours | | √ | √ | | √ | | | |
| FS340 | School Year Unexcused Absence Hours | | √ | √ | | √ | | | |
| FS200 | Sent Reason 1 | √ | √ | √ | √ | √ | √ | | √ |
| FS230 | Sent Reason 2 | √ | √ | √ | √ | √ | √ | | √ |
| FS210 | Sent To IRN 1 | √ | √ | √ | √ | √ | √ | | √ |
| FS240 | Sent To IRN 2 | √ | √ | √ | √ | √ | √ | | √ |
| FS220 | Sent To Percent of Time 1 | √ | √ | √ | √ | √ | √ | | √ |
| FS250 | Sent To Percent of Time 2 | √ | √ | √ | √ | √ | √ | | √ |
| FS110 | State Student ID (SSID) | √ | √ | √ | √ | √ | √ | √ | √ |
| FS080 | Student Admission Reason | √ | √ | √ | √ | √ | √ | | √ |
| FS120 | Student Percent of Time | √ | √ | √ | √ | √ | √ | | √ |
| FS130 | Tuition Type | √ | √ | √ | √ | √ | √ | | √ |
| FS100 | Withdrawal Reason | √ | √ | √ | √ | √ | √ | √ | √ |
| FS360 | Withdrawn To IRN | √ | √ | √ | √ | √ | √ | | |

General Guidelines

The Student Standing data elements describe the standing of a student within the district reporting that student. This record also describes situations in which the reporting district receives a student from another district and/or in which the reporting district sends a student to another district.

Student Standing (FS) Records are reported by a district

- if the student was enrolled in the district,
- if the student received services from the district, or
- if the district had a fiscal or other reporting responsibility for the student.

In the appropriate Student (S) Collection Requests, a district will submit one or more records describing its relationship to a student. A single record will be reported for a student if that student's relationship to the district is unchanged throughout the time frame of the collection. If the relationship of a student to the district changes, the original record must be "closed" and a new record "opened," resulting in more than one record submitted for the student during the collection.

When reporting for the E-Transcript (E) and Student Record Exchange (X) Collection Requests, the district reports only one FS record, the most recent record available.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Standing (FS) Record. These data should not extend into future potential changes to the student's standing. No element in the record should contain projected values.

Open Versus Closed Records

The terms "open" and "closed" records will be used in relation to this record and to the Student Attributes – Effective Date (FD) Record to indicate whether or not the element values in a given record are currently in effect.

A record that is open will reflect the student's relationship and status with the reporting district as it exists at the end of a reporting window; all values in the record are currently in effect. A student can have only one open record per type being reported in a single collection request.

A record that is closed will reflect a student's prior relationship with the reporting district and no longer defines the status of the student at the end of the reporting window; not all values in the record are currently in effect. There may be any number of closed records for a single student in a single collection. If a record is closed for any reason other than the withdrawal of the student, there must be a new open record.

If a record is closed by entering an Effective End Date, it may still be corrected after that date as long as ODE is still accepting data for the collection. A correction to a record does not trigger the closing of the current record and the opening of a new record as long as the corrected element value is changed to the true value of the student as of the Effective Start Date on the record.

Changes of Values in New Records

When there is a real change in the student's standing within the reporting district, the change will trigger closing the existing record and opening a new record.

For example, if a student moves from one building in a school district to another, the Attending Building IRN of the Student Standing (FS) Record must be changed. The existing record would be closed by entering an Effective End Date. The district must calculate the School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours for the time frame of the record. All of the other elements in the original record will be kept the same. A new Student Standing (FS) Record must be opened and must contain the new Attending Building IRN. A new Effective Start Date must be entered for this record and the Effective End Date, School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours Elements will be filled with zeros on the new record. Unless the move to a new building triggers some other change, other elements will contain the same values as those on the closed record.

As is evident in this example, changes to some data elements will necessitate closing the current Student Standing (FS) Record and opening a new one that defines the new relationship of the student to the reporting district.

A change to any of the following elements requires the closing of the current open record:

- Admission Date Element
- Admission Reason Element
- Assigned Building Area IRN Element
- Attending Building IRN Element
- County of Residence Element
- District Relationship Element
- How Received Element
- How Received IRN Element
- Legal District of Residence Element
- Percent of Time Element
- Sent Reason Element
- Sent to IRN Element
- Sent to Percent of Time Element
- State Student ID Element
- Tuition Type Element
- Withdraw Reason Element

The closing of the current record requires entering appropriate values for the following elements:

- Effective End Date Element
- If the record applies to a student whose attendance must be recorded:
 - School Year Attendance Hours Element
 - School Year Excused Absence Hours Element
 - School Year Unexcused Absence Hours Element

For a change in any of the above elements, except Withdraw Reason, a new record must be opened for the student. The opening of the new record requires:

- An Effective Start Date one calendar day after the closed record's Effective End Date,
- Zero values in all attendance related elements, to be updated later as appropriate,
- New value(s) in the element(s) that changed as of the Effective Start Date,
- The same values as the closed record for all other elements that continue to reflect the student's standing within the district.

When a student's district relationship changes from "2" or "3" to "1", the Effective Start Date on the newly opened FS Record should reflect the date on which the student began receiving instructional services, i.e., a day of attendance for the student. If the Effective Start Date on the newly opened FS Record does not reflect the date on which the student began receiving instructional services, then the Admission Date must reflect the date on which the student began to receive instructional services.

In general, ODE prefers that each Student Standing (FS) or Student Attributes – Effective Date (FD) Record reflect at least one change in value beyond effective dates and attendance hours between each submitted record. However, due to the challenges of maintaining this data and the impact of corrections to incorrect data, ODE will accept data rows without changing data as long as there is no overlap in the Effective Date ranges and the attendance hours are accurate on each record. In other words, if a change in a specific element triggers the closing of a current record and the opening of a new record with contiguous dates, and it is later discovered that the change in value for the specific element was incorrect,

the initial record may still be reported to ODE as closed and the new open record reported with the same value as the closed record.

Time Frames

Any district that has a relationship with the student during a time frame within the current school year must report one or more records for

- students who were enrolled one or more days from the day after the last day of the prior school year to after the start of the current school year,
- students who withdrew or graduated during the summer, and
- students in preschool as of December 1.

If a district reported student withdrawals that occurred after the last day of school through June 30th during the previous year's Final Student (S) Collection, these students would not need to be reported during the current year's Student (S) Collections. During the current year's Student (S) Collections, the district would report any withdrawal that occurred after the last day of school that had not been reported during the prior year's Final Student (S) Collection.

For the Traditional Districts and Community/STEM Schools Initial Student (S) Collections, districts must at a minimum report data that is current as of October 31. For the Traditional Districts and Community/STEM Schools Final (S) Collections, districts must at a minimum report data that is current as of March 30.

If a student is enrolled in more than one district, each district is responsible for reporting a Student Standing (FS) Record.

If a student is concurrently enrolled in more than one building of a district during a collection request, the following criteria should be used to determine how to report the student.

- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district, the Student Standing data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence hours.

Definitions of Terms Related to Attendance

Enrolled Students. An enrolled student is defined in Ohio Revised Code § 3317.03 as those pupils who are attending school, those who have attended school during the current school year and are absent for authorized (excused) reasons, scholarship students of pilot project districts, and those students with disabilities currently receiving home instruction.

Expelled Students. “Students who are expelled and not receiving instructional services are to be withdrawn from the district during the term of the expulsion” (OAC §3301-18-01(J)). When a student is expelled, the student is withdrawn from the school district on the date of expulsion and re-enrolled when the expulsion period ends and the student returns to the district. When the expulsion period ends, the Admission Date and Admission Reason Element are to be updated.

Instructional Services. Instructional services for students who are expelled and/or suspended, per OAC 3301-18-01 (C), include “alternative experiences or activities which are provided in accordance with board policy or an individualized education program (IEP) to meet the unique needs of the student.

In designing such services, modifications may be made to provisions relating to instructional time, teaching credentials, and courses of study. For students with disabilities, such modifications must be made through the IEP team”.

Parent-Teacher Conference Days. For students, parent-teacher conference days do not count as absence or attendance days. Days-in-session do not include parent-teacher conference days.

Combined Attendance. The resident district includes the attendance for school-age students receiving services from a staff person employed by an ESC. Additionally, the sending district should report combined attendance for all students with one of the following options in the Sent Reason Element:

- “MR” MR/DD that Student Attends
- “NP” Non-public school placement at district expense
- “PI” Proprietary Institution Program Placement
- “PS” Post-Secondary Institutions

Students attending a JVSD part time are to be reported by both the JVSD and the resident school district. The resident district reports the time spent at the resident district only, and the JVSD reports the time spent at the JVSD only.

Preschool students attending both an ESC and their resident school district are to be reported by both entities. The ESC reports the time spent at the ESC only and the school district reports the time spent at the school district only.

The sending district includes the attendance for non-preschool students receiving services from a staff person employed by an ESC. These students are only reported at the sending district.

Example 1.

Combined Attendance
 If a student attends a JVSD part time and the resident district part time, the resident district includes the student attendance for the time educated at the resident district. The JVSD includes student attendance for the time educated at the JVSD.

Student Standing Data Elements

The following portion of this section discusses each of the data elements within the Student Standing (FS) Record. The elements are organized logically, listing related elements together.

 **Admission Date Element**

| | |
|---------------------|---|
| Record Field Number | FS070 |
| Definition | The date of the student’s first day of attendance for the most recent entry or re-entry into the school district. |

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. If the entry/re-entry occurred during a prior school year and the exact date is unavailable, report the first day of school for that school year. If the entry/re-entry is during the current year, the Admission Date is an attendance day for the student and must occur on a date in the building’s current school year calendar.

A change in a student’s district relationship from “2” or “3” to “1” is considered a re-entry and requires either a new Admission Date or new Effective Start Date to be reported that reflects the date on which the student began receiving instruction.

When a student’s district relationship changes from “2” or “3” to “1”, if the FS Record that contains the new district relationship does not have an Effective Start Date that reflects the date on which the student began receiving instructional services, then a new Admission Date must be reported that reflects the date on which the student began to receive instructional services. In addition, when a new Admission Date is reported due to a change in district relationship from “2” or “3” to “1”, a new Admission Reason must also be reported.

The Admission Date cannot be on a day in the school’s calendar unless the student begins attendance on that day. The admission date may reflect a day prior to the first day the student actually attended if there are no scheduled days in session for the building between the date reported in the Admission Date Element and the day the student actually attended. For students who were reported by the district as of the end of the previous school year, the district should continue to report the Admission Date as it is currently being reported unless there is a change in the student’s district relationship from “2” or “3” to “1” and the new Effective Start Date does not reflect the date on which the student began receiving instructional services.

The admission date for a preschool student previously reported as an infant by the district is the date of eligibility testing when the student is found to be ineligible. When the student is found to be eligible, apply the rules for school-age children to determine the admission date.

Example 2.

Admission Date

A student moves into the district and registers for school on Monday, September 15; the student is scheduled to start classes on Tuesday of the same week. The student’s family decides to keep the student home a couple more days to help unpack. The student does not start attending school until Thursday, September 18. The admission date for the student would be Thursday, September 18. If the original record was sent to ODE with a September 16 date, the district must update the Student Standing (FS) Record without closing the record and opening a new one. The September 16 date was in error and should not be reported to ODE as the Admission Date on any record.

Example 3.

Admission Date

A student moves into the district over the summer and registers for school on June 22. The first day of the school year is August 26 and the student attends school on that day. The admission date can be June 22, August 26, or any date between these two dates as all dates between June 22 and August 26 are not days in session.

An admission date of August 1, 2008, is to be reported as 20080801.

If a student withdraws and returns to the district, an Admission Date is changed and the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new date. If an error is found for an Admission Date, the date may be corrected without closing the record and opening a new one as long as all other rules regarding the Admission Date are followed.

 **Admission Reason Element**

| | |
|---------------------|--|
| Record Field Number | FS080 |
| Definition | Describes how the student arrived at the district. |

Valid Options

- 1 Student Transferred from Home School in Ohio
 - 2 Student transferred from out of state/out of country
 - 3 Student transferred from a nonpublic school in Ohio
 - 4 Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
 - 5 Not enrolled in an Ohio public district or community school since 2003 for a reason other than listed above
 - 6 Transferred from another Ohio public/community school
 - 7 Not newly enrolled in this school district
 - 8 Early Childhood (Pre-Preschool < 3 years of age- only used by Dept. of Health)
 - 9 Student previously enrolled in Early Childhood (Pre-Preschool < 3 years of age) program
- A Student previously enrolled by the Board of Regents (BOR) - only used by BOR
 - B Student previously enrolled in an Ohio K-12 education program - only used by BOR
 - C BOR student previously enrolled in an Ohio higher education program
 - D Student is 22 years old or older

Reporting Instructions. The Admission Reason Element must be reported for every collection during which students are reported. Generally speaking, the admission reason will remain the same for the duration of the student's educational experience in the district; however, there are situations in which the student's relationship to the district is so changed that the student should be considered to be newly admitted. If the student's admission reason changes, the admission date should change to coincide with that event. These exceptional situations are described below.

Options "8", "A", "B", and "D" are informational codes that are not reportable in EMIS. Option "8" indicates that the SSID was issued through the Ohio Department of Health (ODH). Students who are issued an SSID through participation in an ODH program should be reported in EMIS with option "9". Options "A" and "B" indicate that the SSID was issued through the Board of Regents (BOR). Students who have been issued an SSID by the Board of Regents should be reported in EMIS with option "C". Option "D" indicates that the student is 22 years old or older. New SSIDs will not be issued for students with options of "8", "A", or "B".

Option "3" should be used if a student is now being educated in the district after being educated in a non-public school, Pilot Program, Jon Peterson or Autism Scholarship facility, or other non-EMIS reporting entity located in Ohio. This would be true even if the student had been receiving services or was otherwise required to be reported while attending the non-public school.

Option "7" should be used in circumstances in which the student withdraws from the district and then returns to the district without being instructed elsewhere in the interim, e.g., withdrawn for the 105-hour rule or an early childhood student reported in a prior collection with a How Received code of "V" who is now found to be eligible or is now of age to attend the district. Option "7" should be used if a student's district relationship changes from a "2" or "3" to "1" and a new Admission Date is reported.

If an Admission Reason is changed that is not simply a data entry error, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Admission Reason value.

☀ Admitted From IRN Element

| | |
|---------------------|--|
| Record Field Number | FS350 |
| Definition | The prior city, local, exempted village school district, community school, ESC, STEM District, or nonpublic school where the student was enrolled. |

Valid Options

| | |
|----------------|--|
| ***** | Default |
| Six-digit code | Valid district or nonpublic school IRN |
| 999999 | Entity that does not have an IRN |

Reporting Instructions. This element will be reported with a non-default value (a value other than “*****”) when the Admission Reason Element is reported with a value of ‘3’, ‘6’, or ‘7’ and the Admission Date is after the last day of school of the prior school year. Additionally, the element will be reported when the District Relationship of a student changes to a value of ‘1’, from a ‘2’ or ‘3’. If the IRN is unknown, the default value may be reported. Report the IRN of the district, community school, ESC, STEM district, or nonpublic school from which the student transferred. For an Admission Reason of ‘7’, this could be the reporting entity’s own IRN. ESCs and JVSJs should always report the default (“*****”) for this element.

When a student’s prior enrollment involved multiple districts, the Admitted From IRN should be the IRN of the educating district. When the prior educating district is a JVSD, the admitting district should report the IRN of the previous district that sent the student to the JVSD.

If the student is enrolling from a nonpublic school that does not have a valid IRN, report 999999.

This element should be reported with the IRN of the last Ohio public district or nonpublic school that the student was enrolled in, if that enrollment happened during the current school year or the previous school year. If the student did not attend an Ohio public school district or nonpublic school during the current school year or the previous school year, report either the IRN of last enrollment or 999999.

☀ Assigned Building Area IRN Element

| | |
|---------------------|---|
| Record Field Number | FS170 |
| Definition | The IRN of the building the student would normally attend according to the standard district attendance policy. |

Valid Options

| | |
|---------------|--|
| Six-digit IRN | Valid building IRN within the reporting district |
| ***** | Default |

Reporting Instructions. This element will be reported with a non-default value (a value other than “*****”) only if it is different from the Attending Building IRN. This IRN is the IRN of the building that the student would normally attend according to district policy, i.e., attendance area. It would be used when the student, for some reason, is attending the building of the Attending Building IRN instead of the building to which the student would have been assigned.

If the Assigned Building Area IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new IRN.

ATTENDANCE HOURS

General Information. Attendance counts are required to be submitted by any district in which the student had even a single day of enrollment.

There are three elements of the Student Standing (FS) Record that count the number of hours of attendance or absence: School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours. These counts should be reported as follows.

Every student with whom the district had a relationship during any day from the first day of the current school year to the last day of the current school year must have one or more records with the School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours reported for them.

If the student’s relationship with the district is unchanged from the first day of the school year to the last day of the school year, only one record will be reported.

If the student will continue the same relationship with the district the following school year, the Effective End Date should not be entered. When calculating attendance hours, include hours through the last day of school for the building the student was attending.

If Sent Reason = “PS”, “NP”, PI, or “MR”, the record should include School Year Attendance, School Year Excused Absence, and School Year Unexcused Absence Hours for the duration of time that the record was effective. If the Sent Reason = “AU” or “JP”, the School Year Hours for the duration of time that the record was effective should be zero.

Example 4.

For a student who attends South Elementary School for the entire school year, the FS Record values should be reported as follows.

| Element Name | Value |
|---|--------------------------------|
| Effective Start Date Element | 20080820 |
| Effective End Date Element | 00000000 |
| School Year Attendance Hours Element | actual number of hours |
| School Year Excused Absence Hours Element | actual number of hours |
| School Year Unexcused Absence Hours Element | actual number of hours |
| Attending Building IRN Element | IRN of South Elementary School |

Appropriate values should be used in all other elements on the record.

If the parent notifies the district that the student is transferring to a district outside of Ohio after the last day of school, the record would look slightly different. The last day of school for South Elementary is June 6, 2009. In this instance, the FS Record values should be reported as follows.

| Element Name | Value |
|---|--------------------------------|
| Effective Start Date Element | 20080820 |
| Effective End Date Element | 20090606 |
| School Year Attendance Hours Element | Actual number of hours |
| School Year Excused Absence Hours Element | Actual number of hours |
| School Year Unexcused Absence Hours Element | Actual number of hours |
| Attending Building IRN Element | IRN of South Elementary School |
| Withdraw Reason Element | 40 |

Determination of Attendance Hours

Determination of any attendance hour is based upon the following factors:

1. Attendance hours shall include in-school suspensions, school-sponsored field trips, and the number of hours a student received instructional services from the school district while expelled or while serving an out-of-school suspension.
2. Pupils absent due to personal illness, legal excuse, religious holiday, illness in the home, truancy, or any other reason should not be counted as in attendance.
3. No pupils shall be counted as in attendance prior to the actual date of entry in the school. Any pupil permanently withdrawn from school shall not be counted in attendance after the date of such withdrawal.
4. Include hours from days when a student is enrolled and in attendance on expulsion or suspension status and receiving instructional services from the school district.

One hour of home instruction with a tutor for a student with a disability condition is considered a day of attendance and should be included as the number of hours the student would have attended if not on home instruction.

There are a number of different schedules under which preschool programs (regular and special education) are operated. Therefore the calculation of the number of days in operation for each option varies.

Excused Absence Days

General Information. These days are recorded in the School Year Excused Absence Hours.

No student shall be counted as absent prior to the actual date of entry in the school. To have a day counted as an excused absence, a student must be enrolled and have been in attendance.

Any student permanently withdrawn from school shall not be counted as absent after the date of such withdrawal. The daily excused absence for a student who is attending less than full time may not exceed that portion of the day that he/she is scheduled to attend.

An excuse for absence from school may be approved on the basis of any one or more of the following conditions (Rule 3301-69-02 (3301-51-13 rescinded effective 9/23/06) of the Ohio Administrative Code):

- a. **Personal illness.**
The approving authority may require the certificate of a physician if he/she deems it advisable.
- b. **Illness in the family.**
The approving authority may require a written statement from a physician and an explanation as to why the child's absence was necessary.
- c. **Quarantine of the home.**
The absence of a child from school under this condition is limited to the length of quarantine as fixed by the proper health officials.
- d. **Death of a relative.**
The absence arising from this condition is limited to a period of three days unless a reasonable cause may be shown by the applicant child for a longer absence.
- e. **Medical or dental appointment.**
The approving authority may require a written statement from a physician or dentist and an explanation as to why the child's absence was necessary

f. Observance of religious holidays.

Any child of any religious faith shall be excused if his absence was for the purpose of observing a religious holiday consistent with his truly held religious beliefs.

g. Emergency or other set of circumstances.

Circumstances which in the judgment of the superintendent of schools constitutes a good and sufficient cause for absence from school.

h. College visitation.

The approving authority may require verification of the date and time of the visit by the college, university, or technical college.

 **School Year Attendance Hours**

| | |
|---------------------|---|
| Record Field Number | FS320 |
| Definition | The actual number of hours a student was in attendance during the current school year and between the effective dates on the record, inclusive. |

Valid Options

- 0000.00 Default
- 0000.00–1800.00

Reporting Instructions. Only time when all students are required to be in attendance is included when determining School Year Attendance Hours. If only certain students are required to attend, e.g., to make up time, then the time does not count toward School Year Attendance Hours.

School Year Attendance Hours for a student are defined as the actual number of hours the student was in attendance in the district during the time span of the record being submitted. These hours must encompass the first and last days of the student’s enrollment at the district in the current school year. If there has been no change in the student’s standing within the district during that time, this number will be counted on a single record and include the first and last day of school.

If there were changes to the student’s standing in the same district during the year, there will be two or more records reported during the Student (S) Collections. When a record closes, School Year Attendance Hours shall be the count of the student’s hours of attendance from the Effective Start Date to the Effective End Date, inclusive, of that specific record.

 **School Year Excused Absence Hours**

| | |
|---------------------|---|
| Record Field Number | FS330 |
| Definition | The number of hours the enrolled student was absent for excused reasons in the district for the current school year and between the effective dates on the record, inclusive. |

Valid Options

- 0000.00 Default
- 0000.00–1800.00

Reporting Instructions. These hours must be between the first and last days of the student’s enrollment at the district in the current school year.

If there has been no change in the student’s standing within the district during that time, this number will be counted on a single open record. If changes have occurred, hours will be split between one

or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

☀ School Year Unexcused Absence Hours

| | |
|---------------------|---|
| Record Field Number | FS340 |
| Definition | The number of hours the student was absent in the district during the current school year and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy. |

Valid Options

- 0000.00 Default
- 0000.00–1800.00

Reporting Instructions. These hours must be between the first and last days of the student’s enrollment at the district during the current school year.

If there has been no change in the student’s standing within the district during that time, this number will be counted on a single open record. If changes have occurred, hours will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

☀ Attending Building IRN Element

| | |
|---------------------|--|
| Record Field Number | FS160 |
| Definition | The IRN of the building within the district that the student attends between the effective dates, inclusive, of the record being reported. |

Valid Options

- Six-digit IRN Valid building IRN within the reporting district

Reporting Instructions. The Attending Building IRN should be that of a building within the hierarchy of the reporting district. It should be the building in which the student was enrolled during the duration of the record being reported. Any exceptions to this rule are explained in Student Records, Section 2.1 Student Records Overview, under **SPECIAL REPORTING SITUATIONS, Building IRN Element**.

If the student is simultaneously educated in more than one building within the reporting district, only one building should be reported. If the student spends the greater majority of the day in one building, that IRN should be used for the record. If the student spends an equal amount of time in different buildings, the IRN should be the one determined by district policy.

If there is a change in the Attending Building IRN, the existing record for the student should be closed. A new Student Standing (FS) Record must be opened and must contain the new Attending Building IRN.

If a student maintains the same relationship to the district but the Attending Building IRN is changed because of a student’s transfer within the same district, the new building the student is now attending must be in the hierarchy of the reporting district. This is a situation in which there is not a break in enrollment within the district. When determining effective dates and attendance and absence hours for the records, the district must apply its local attendance policy addressing missed time for attendance days in the district calendar when the student was present in neither building. There should be no change in the

student’s How Received or Sent Reason Elements since they define a relationship between districts and not between buildings.

If the building change is a result of the student’s withdrawal from the district, the current record should be closed by recording a value in the Withdraw Reason Element. In such a case, no new record will be opened.

 **County of Residence Code Element**

| | |
|---------------------|--|
| Record Field Number | FS370 |
| Definition | The two-digit State of Ohio designation of the county of the student’s domicile. |

Valid Options

Each county name below is followed by the county code to be used for this element.

| | | | |
|------------|----|------------|----|
| Adams | 01 | Hocking | 37 |
| Allen | 02 | Holmes | 38 |
| Ashland | 03 | Huron | 39 |
| Ashtabula | 04 | Jackson | 40 |
| Athens | 05 | Jefferson | 41 |
| Auglaize | 06 | Knox | 42 |
| Belmont | 07 | Lake | 43 |
| Brown | 08 | Lawrence | 44 |
| Butler | 09 | Licking | 45 |
| Carroll | 10 | Logan | 46 |
| Champaign | 11 | Lorain | 47 |
| Clark | 12 | Lucas | 48 |
| Clermont | 13 | Madison | 49 |
| Clinton | 14 | Mahoning | 50 |
| Columbiana | 15 | Marion | 51 |
| Coshocton | 16 | Medina | 52 |
| Crawford | 17 | Meigs | 53 |
| Cuyahoga | 18 | Mercer | 54 |
| Darke | 19 | Miami | 55 |
| Defiance | 20 | Monroe | 56 |
| Delaware | 21 | Montgomery | 57 |
| Erie | 22 | Morgan | 58 |
| Fairfield | 23 | Morrow | 59 |
| Fayette | 24 | Muskingum | 60 |
| Franklin | 25 | Noble | 61 |
| Fulton | 26 | Ottawa | 62 |
| Gallia | 27 | Paulding | 63 |
| Geauga | 28 | Perry | 64 |
| Greene | 29 | Pickaway | 65 |
| Guernsey | 30 | Pike | 66 |
| Hamilton | 31 | Portage | 67 |
| Hancock | 32 | Preble | 68 |
| Hardin | 33 | Putnam | 69 |
| Harrison | 34 | Richland | 70 |
| Henry | 35 | Ross | 71 |
| Highland | 36 | Sandusky | 72 |

| | | | |
|------------|----|--------------|----|
| Scioto | 73 | Vinton | 82 |
| Seneca | 74 | Warren | 83 |
| Shelby | 75 | Washington | 84 |
| Stark | 76 | Wayne | 85 |
| Summit | 77 | Williams | 86 |
| Trumbull | 78 | Wood | 87 |
| Tuscarawas | 79 | Wyandot | 88 |
| Union | 80 | Out of State | ** |
| Van Wert | 81 | | |

Reporting Instructions. This element should be reported on every Student Standing (FS) Record. The County of Residence Code is the county in which the student is actually living. It is the student's true place of residence for the time span of the Effective Start Date and Effective End date of a particular Student Standing (FS) Record.

If the student is living with parents, report the county of the parents' home address. If the parents are not living together, report the county of the parent who has primary custody of the student.

For a student who is not living with parents, report the county in which the student is domiciled. If foster placed, for example, it would be the county of the home of the foster parent(s).

If a student is homeless and has an established residence, such as a homeless shelter or is in a doubled-up situation, the county of that residence should be reported. Otherwise report the county code where the student spends the night.

If the domicile of the student is out of state, use “***”.

DYS does not need to report this element. For students with a Sent Reason (FS200 or FS230) = “FP”, the value in this element will not be used.

If the County of Residence Code changes during the duration of the student's enrollment in the district, the existing Student Standing (FS) Record should be closed and a new one opened, using the new Effective Start Date as the day the student began to live at the new address.

 **District Relationship Element**

| | |
|---------------------|--|
| Record Field Number | FS140 |
| Definition | The educational relationship between the student and the district. |

Valid Options

- 1 The student is receiving instruction, in whole or in part, from the reporting district
- 2 The student is receiving services but no instruction from the reporting district
- 3 The student is receiving neither services nor instruction from the reporting district but the reporting district has an obligation to submit data on the student in EMIS

Reporting Instructions. There must be a value of “1”, “2”, or “3” submitted for each student record.

If the student is being instructed by the reporting district, the value of this element should be “1” even if the reporting district is also providing services. “1” should also be used if the student is being edu-

cated in a private facility, at district expense, and for students receiving instruction from staff reported as contracted from another EMIS reporting entity (i.e., reported via contract staff job records per Staff Records, Section 3.2 Reporting Contracted Staff). In general, any student with a percent of time greater than zero in the Student Percent of Time and/or Sent To Percent of Time Elements will be reported with a “1”. Exceptions include students in the Autism Scholarship Program, who will be reported with a “3”.

If the student is receiving no instruction from the reporting district, but is receiving services, the value of this element should be “2”. Services, in this context, include activities such as *special education* services only for students with disabilities, Title I services only, career assessment services only, and pre-school students evaluated for special education as part of their Part C to Part B transition, found to be ineligible, and not otherwise attending the district. If a student is only receiving transportation services and has no other relationship with the district, they are not reported in EMIS, and therefore would not be reported with a “2”. Students reported with a “2” will have zeros reported in the percent of time elements and will not have any courses reported.

If the student is receiving neither instruction nor services from the reporting district but the district has a fiscal or other responsibility for submitting the student record, this value should be “3”.

Option “3” should only be used if neither “1” nor “2” apply. Option “2” should only be used if “1” does not apply.

If the District Relationship is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new District Relationship value.

 **Effective End Date Element**

| | |
|---------------------|--|
| Record Field Number | FS090 |
| Definition | The last day, inclusive, that the set of all other values on this record are valid |

Valid Options

| | |
|----------|--------------------------------|
| CCYYMMDD | Year, Month, Day |
| 00000000 | Still an open record (default) |

Reporting Instructions. An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FS Record that causes the current record to close and a new record to be opened has a change in value, and
- When a student withdraws from the district.

In the first situation, a new FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student’s District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record. See “Changes of Values in New Records” for additional information related to the closing of a record when a student withdraws.

See the “Open Versus Closed Records” section at the start of this record for a discussion of the meaning of open and closed records.

☀ Effective Start Date Element

| | |
|---------------------|--|
| Record Field Number | FS060 |
| Definition | The first day, inclusive, that the set of all other values on this record are valid. |

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. An Effective Start Date must be reported on all records. Students will have a new FS record with a new Effective Start Date in two situations:

- When an element on the FS record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student’s District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student’s Effective Start Dates on FS and FD Records may be less than or equal to the Admission Date on the FS Record, but cannot be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

☀ EMIS Student ID Number Element

| | |
|---------------------|---|
| Record Field Number | FS050 |
| Definition | The locally determined EMIS student ID. |

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

☀ How Received Element

| | |
|---------------------|--|
| Record Field Number | FS180 |
| Definition | How the student arrived at the district. |

Valid Options

- * Not Applicable**
No other code applies, e.g., Student is a resident of the district.
- 2 In-state, non-resident, career-technical contract student**
Also use for Career-Technical contract Special Education students.
- 3 In-state, non-resident, non-tuition, non-contract student**
Unauthorized student
- 6 In-state Student Attending Nonpublic School**
Students reported with this code must also be reported with the appropriate Title I or Special Education program code(s)
- 7 Non-resident Student Residing with Grandparent**
See ORC §3313.64.
- 8 Non-resident Student in his/her Senior Year**
See ORC §3313.64.
- 9 Non-resident, Open Enrollment Student: Inter-District**
- A Non-resident Student -Parent is a District Employee**
See ORC §3313.64.
- B Non-resident Student Attending a Special Education Program**
This includes students attending special education cooperative programs. These are not court placed students. Contract Career-Technical Special Education Students should be reported with How Received “2”
- C Foster Placed Student or Court Placed Student with Relative**
Students who are placed in foster care or placed by court with a relative. This includes court-placed students with and without disabilities. Also use for resident students who are court-placed within the resident district. Students placed in foster homes must be reported in EMIS by all districts involved.
- E Preschool ECE Early Childhood Education Grant**
Student is enrolled in an ECE program offered by the Local Education Agency (LEA). ECE is a preschool program designed to serve primarily 3-4 year-old children from income eligible families.
- F Student receiving Career Assessment Services Only**
Not enrolled in district, public student receives career assessment services only.
- G Preschool Federal Head Start**
Student is enrolled in a Federal Head Start program offered by the Local Education Agency (LEA). Federal Head Start is a preschool program primarily designed to serve 3-4 year-old children from income eligible families. (This option will no longer be a valid option in FY17.)
- H ESC Providing Instruction and Related Services**
Only used by the ESC in the case of preschool students.
- I Student receiving non-instructional, supplementary or related services**
The ESC, in the case of preschool students, or district is providing non-instructional support, supplementary, or related services to a resident or non-resident student. Examples include participation in special education services. Do not use when the student is placed in a local/county institution for the neglected or delinquent.

- K Student Attending STEM district**
How Received “K” is only to be used by STEM districts.
- L Community School Student Attending Resident District Career Tech Program**
How Received “L” is only to be used by the resident district.
- M Student Attending Community School**
See ORC §§3313.844 and 3314.01-11.
- N Preschool Other Funding**
A preschool student who is receiving instruction but is not enrolled in an ECE, or the Federal Head Start Preschool Program. This includes, but is not limited to, locally funded preschool, preschool funded by parental payment, typically developing peers in a preschool special education course, and both itinerant and center-based instruction for students with disabilities. (This option will no longer be a valid option in FY17.)
- P Court-Placed Students, Excluding Foster Care and facilities defined by ORC §2151.65 or §2152.41**
ALL court ordered institutional placements other than foster care (this includes jails and residential treatment centers). These include students both with and without disabilities. Use for resident students who are court-placed within the resident district.
- Q Court-Placed Students, facility defined by ORC §2151.65 or §2152.41, reporting district is educating.**
Court-ordered placements into facilities defined by ORC §2151.65 or §2152.41 and the reporting district is educating the student.
- R Jon Peterson Scholarship Program Participant**
- S Superintendent Agreement for Students**
Non-resident student attending district based on District Superintendent agreement for the student well being (see ORC §3313.64).
- T Students Placed in Institutions, Non-Court Ordered**
All institutional placements that are not court ordered or foster care, such as those by parents. Also use for resident students who are placed in an institution within the district of residence.
- U Students Attending State supported schools (i.e., OSB, OSD)**
How Received “U” is only to be used by these special state supported schools:
- Ohio School for the Deaf
 - Ohio School for the Blind
- V Pre-school, Evaluated Only, Found Ineligible**
Preschool student’s transition conference with disability suspected, found not to have disability, not enrolled for instruction.
- W Non-resident – Attending under Title I Public School Choice**
Student is attending a district other than he/she normally would attend due to Title I public school choice (No Child Left Behind Act of 2001, PL 107-110, Section 1116).
- X Direct enrollment at JVSD**
Student is directly enrolled in a JVSD and the legal district of residence for the student is in the jointure of the JVSD but the student does not enroll in the resident district, e.g., home-schooled student or student attending a non-public school.
- Y Placed in DYS**
How Received “Y” is only to be used by Department of Youth Services (DYS)

Reporting Instructions. Only one of the above options can be selected per student. From the reporting district's perspective, this element describes the rationale for the student being educated or receiving services at the reporting district. It must always be used with a How Received IRN Element, defining the district from which the student was received.

The How Received code should be used from the perspective of the district, not the building. If more than one How Received code can be applied in a given situation, the default is the resident district unless the How Received code is "C", "P", "T", or "L".

If a How Received/How Received IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new How Received/How Received IRN. This change may also trigger a change in other elements such as Sent Reason and Percent of Time.

The How Received code of 'R – Jon Peterson Scholarship Program Participant' should only be reported by the reporting district who is educating the student; this code should not be used when the student is a non-public student and the reporting district is providing services only. The code should not be used by the resident district to report a Jon Peterson Scholarship student.

In order to meet federal reporting requirements for CTE, districts that educate contract career-technical special education students are required to report these students in the How Received Element with a "2", instead of "B". The resident/sending district reports the How Received Element with a "CT". This will have no impact on funding, as the Disability Condition is used to identify students receiving special education services. Students receiving contracted special education services in regular districts should still be reported with How Received Element of "B".

If a resident student is court-placed within his/her resident district (where parents reside), use "C" or "P" to indicate that the student has been court-placed. If a student is placed in an institution (not court ordered or foster care) placed within his/her resident district (where parents reside), use "T".

In each of these instances, use the Resident IRN in the How Received IRN element.

Reporting "How Received" for Preschool Students. Students in ECE, regardless of the resident district are to have "E" reported for the How Received Element.

Due to program requirements, a student can enroll in either "E" or "G". A student cannot be enrolled in more than one of these programs at a time. In addition, a student can be in either "E" or "G" and also be receiving special education services.

If a resident student is enrolled in Federal Head Start, then either "G" or "*" may be reported for the How Received Element. Starting in FY17, "G" will no longer be valid. If a resident student is not enrolled in an ECE program and is not enrolled in Federal Head Start, then "N" or "*" may be reported for the How Received Element. Starting in FY17, "N" will no longer be valid. Students enrolled at an ESC who are not in an ECE program are to have "H" reported for the How Received Element. Students who are not in an ECE program and are enrolled in a traditional district that is not their resident district are to be reported with a How Received code that accurately reflects how they arrived at the district (i.e., through open enrollment, court placement, etc.). If a student is enrolled in special education and ECE, then "E" is reported for the How Received Element.

Options "E", "G", "N", and "H" are only valid for preschool students. These options take precedence over reporting the type of entity.

☀ How Received IRN Element

| | |
|---------------------|--|
| Record Field Number | FS190 |
| Definition | The entity from which a student is received. |

Valid Options

| | |
|----------------|--|
| Six-digit code | Valid IRN |
| 999999 | Entity that is not part of an EMIS reporting entity and has no IRN |
| ***** | Default |

Reporting Instructions. This element is the IRN of the district from which the student came. Unless a student is court-placed within its resident district or is not coming from a non-public school and only receiving non-instructional, supplementary, or *special education* services, the IRN must be different than the reporting IRN.

Table 1.

| How Received Value | How Received IRN Required | How Received IRN org Type Allowed |
|--------------------|---|--|
| * | N | Not applicable |
| 2 | Y | Traditional, Community |
| 3 | N | Not applicable |
| 6 | Y | Non-public entity or “999999” if non-public does not have an IRN |
| 7, 8, A, S | Y | Traditional |
| 9 | Y | Traditional |
| B | Y | Traditional |
| C, P, T | Y | Traditional |
| E, G, N | Y, if not the resident district or a community school | Traditional |
| F | Y | Traditional, Community |
| H | Y | Traditional |
| I | Y | Traditional |
| K | Y | Traditional |
| L | Y | Community |
| M | N | Not applicable |
| R | Y | Traditional |
| U | Y | Traditional, Community |
| V | N | Not applicable |
| W | Y | Traditional |
| X | N | Not applicable |
| Y | Y | Traditional |

If the How Received IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new IRN.

☀ Legal District of Residence Element

| | |
|---------------------|--|
| Record Field Number | FS150 |
| Definition | The six-digit IRN number of the city/municipal, local, or exempted village school district in which the parent(s) is a resident, if residing in-state. |

Valid Options

| | |
|---------------|-----------------------------------|
| Six-digit IRN | Valid district IRN |
| 999999 | Student is not a resident of Ohio |

Reporting Instructions. If the parent(s) resides out-of-state or is deceased and the student resides in-state with a guardian, then report the guardian’s district IRN.

A student who resides out-of-state with a parent(s), a guardian, or alone, is to have a “999999” reported as his/her Legal District of Residence Element.

A student who lives alone in-state is to be reported with the school district IRN in which he/she resides in the Legal District of Residence IRN Element.

JVSDs and the DYS must report a city, local, or exempted village IRN of the district in which the student resides. In a tri-district reporting situation, the JVSD/DYS always reports the IRN of the “true” district of residence in the Legal District of Residence Element.

Example 5

Tri-District reporting situations

A student is a resident of district “A”. He/she open enrolled into district “B”, and attended the JVSD. In this case, the JVSD reports the district IRN of district “A”.

A student who is living in a “home”, such as foster care, JDC (Juvenile Detention Center), or residential facility, the Legal District of Residence is based on where the parents resided at the time of placement, unless the court has designated another school district as financially responsible for the student.

Report the city, local, or exempted village district of residence IRN for nonpublic school students.

A student who is in a situation where parents have joint custody and reside in different districts, the Ohio Revised Code defines one parent as the custodial parent (ORC § 3313.64). The Legal District of Residence is where the custodial parent resides at the time of placement. The district that is educating the student should report the IRN where the custodial parent lives at the time of placement in the Legal District of Residence IRN Element.

District of Residence for Students with Disabilities. (District responsible for payment of tuition/excess cost)

- 1) The school district determined by the court under §2151.35 (B)(3) of the Ohio Revised Code, or the school district as determined by the probate court of the county in which the student resides. If the court fails to designate a school district of financial responsibility, then precede through items (2) and (3) below.
- 2) The school district in which the student’s parents reside, or last known to have resided.
- 3) If the school district specified in (2) above cannot be determined, the last school district in which the student’s parents are known to have resided if the parents whereabouts are currently unknown.
- 4) If the student receiving special education has a parent who is incarcerated in a correctional facility, juvenile residential placement, or residential facility in accordance with ORC §3313.65, **AND** for whom a tuition obligation has not been previously established, **AND** the other parent is not known to reside in Ohio, the school district in which the student’s parent (natural or adoptive) resided at the time of such placement is responsible for tuition.

Grandparent Legislation. Effective July 20, 2004, HB 130 created two new conditions under which a grandparent can obtain “care, physical custody, and control” over a grandchild, without changing legal custody.

- The *first condition* occurs if the parent executes a Power of Attorney authorizing the grandparent full care, custody and control of a grandchild under the age of eighteen which allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.51 to 3109.62 of the Ohio Revised Code.
- The *second condition* occurs if the grandparent executes a Caretaker Authorization Affidavit due to an inability to locate the child’s parents or the existence of a custody order that prevents contact between the child and the parent. This condition also authorizes the grandparent full care, custody and control of a grandchild under the age of eighteen and allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.65 to 3109.73 of the Ohio Revised Code.

In both of these cases the grandparents are considered the parent and the student is reported with a How Received code of “*” by the district where the grandparent resides.

The existing grandparent rule authorized by §3313.64 of the Ohio Revised Code remains unchanged. In this particular circumstance, a student under the age of twenty-two, who is in the custody of the parent(s), resides with a grandparent and does *not* require special education can attend the district where the grandparent resides tuition-free as long as the Boards of Education of both districts agree that good cause exists for such attendance. These students should continue to be reported in the How Received Element with the option of “7 – Non-resident residing with grandparent (per ORC §3313.64)”. The Legal District of Residence is the parent’s district.

If a Resident IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Resident IRN. The change of the Resident IRN may also trigger a change in the How Received or Sent Reason elements and the Percent of Time.

 **Percent of Time Element**

| | |
|---------------------|--|
| Record Field Number | FS120 |
| Definition | The average percent of time, for the week, that the student participates in any instruction provided by a certified/licensed employee. |

Valid Options
000-100

Reporting Instructions. Percent of time for students in grades 8 and below is determined based on the reporting instructions below. ~~Prior to March 23, 2015, percent of time for high school students was calculated based on the reporting instructions below. Beginning March 23, 2015, high school students (grades 9 and above) were considered to be full-time (100% of time) students if they attempted to earn 5 credits during that school year. Beginning February 1, 2016,~~ The percent of time for high school students is determined based on the reporting instructions below that were in effect prior to March 23, 2015. However, in those cases where a high school student is enrolled in courses that would generate a higher percent of time using the credit method, the percent of time may still be determined based on the rule that five credits is equivalent to full-time enrollment.

The following are general guidelines to follow when reporting the Student Percent of Time Element. Calculate the percent of time based upon the time that the student was actually enrolled in the district during the timeframe of the Student Standing (FS) Record.

Include the following in the student percent of time:

- The amount of time the student is educated by employees of the reporting district.
- The amount of time the student is educated by contracted employees of the reporting district (with the exception of time spent receiving instruction through contract career-technical instruction).
- The amount of time in which the student, enrolled in the reporting district, is educated by staff employed by an ESC. This does not apply to preschool students.

Additionally, student percent of time includes the time the student is educated at entities other than the reporting district in the following situation.

- The reporting district is providing instructional services to students placed in a “Home” (i.e., institution, Juvenile Detention Center, etc.) within the reporting school district’s boundaries.

Do *not* include the Percent of Time in the following situations. Instead, report the percentage in the Sent To Percent of Time Element together with the Sent Reason and Sent to IRN fields.

- Instructional services for students with disabilities provided at chartered nonpublic schools, when placed in the nonpublic entity by the district as the most appropriate placement per the students IEP. The Sent To IRN is the IRN of the non-public entity or “999999”.
- Services for students participating in the Autism Scholarship Program. These students are reported with the “AU” Sent Reason. The Sent To IRN is the appropriate IRN or “999999” if that IRN is not known.
- Post-secondary institutions

Do *not* include in the Student Percent of Time Element or the Sent To Percent of Time Element the amount of time the student spent/is educated by the following entities.

- County Boards of Developmental Disabilities (BDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site
- Court Ordered Institutional Placement into a Facility as defined by ORC §2151.65 or §2152.41

Student percent of time for students attending State Schools for the Blind and Deaf (OSB, OSD), or Department of Youth Services (DYS) are to be reported in the following manner.

- The OSB, OSD, or DYS each report the percent of time the student is being educated by an employee or contracted employee of the OSB, OSD, or DYS.
- The district sending the student to the OSB, OSD, or DYS reports the percent of time the student is being educated by an employee or contracted employee of the sending district. Most of the time the student percent of time will be 0% in this case.

Student percent of time for those students attending a JVSD are to be reported in the following manner.

- The JVSD reports the percent of time the student is being educated by the JVSD.
- The sending district reports the percent of time (if any) the student is being educated by the sending district.

The student percent of time should be provided as a whole number. For a full-time student, 100 should be entered, while 050 should be reported for a half-time student. If a student attends more than one district, then each district reports the amount of time, in the Student Percent of Time Element, the student spends at their district in relation to the total school day for the student.

Report zeros in the Student Percent of Time Element and the Sent To Percent of Time Element for students reported with a Sent Reason of ‘JP’.

Example 6.

Student Attending Multiple Districts (~~Grades 8 and below and high school prior to March 23, 2015; high school after January 31, 2016~~)

If a student spends 2 hours at District A and 4 hours at District B each day, then District A should report 33% and District B should report 67%.

Example 7

High School Student Attending Multiple Districts (~~required from March 23, 2015, through January 31, 2016; optional after January 31, 2016~~)

If a student is attempting 2 credits at District A and 3 credits at District B at the same time, then District A should report 40% (2 credits ÷ 5 credits) and District B should report 60% (3 credits ÷ 5 credits).

Example 8.

Student Attending Multiple Buildings within the Same District

Students are transported by bus, from several buildings within the same district, to a building housed within that district, for some type of program (i.e., gifted) for one day of the week, every week. Students are spending 80% of their time at one building and 20% of their time at the other building. The building IRN for each student should be the IRN of the building in which they spend the majority of their time. In this example, it would be the building IRN where they are 80% of the time. This is because the building IRN is a district-level element. Actually, the student spends 100% of his/her time within the same district.

Reporting Kindergarten Percent of Time. Below are general guidelines for reporting the percent of time for a student enrolled in kindergarten.

Table 2. Reporting Kindergarten Percent of Time

| Number of Hours per Week | Student Percent of Time |
|---|-------------------------|
| More than 12.5 hrs and less than or equal to 17.5 hrs | 50% - 69% |
| 17.6 – 24.9 | 70% - 99% |
| 25 hours or more | 100% |

Reporting Preschool Student Percent of Time. The Student Percent of Time Element is to be coded as 50% if the student attends less than 19 hours per week. The Student Percent of Time Element is to be coded 100% if the student attends 20+ hours per week.

Table 3. Reporting Preschool Percent of Time

| Number of Hours per Week | Student Percent of Time |
|-----------------------------|-------------------------|
| Less than 19 hours per week | 50% |
| 20+ hours per week | 100% |

Reporting College Credit Plus Percent of Time. As a general guideline, a district with a student who attends a Post-Secondary Institution (College Credit Plus, CCP) only (meaning the student does not attend a JVSD or Contract Career-Technical) is to report the percent of time that the district is educating the student in the Student Percent of Time. The time that the student is being educated at the Post-secondary institution should be reported in the Sent To Percent of Time.

For instance, if the student is attending a Post-Secondary Institution (College Credit Plus) 100% of the time, then the district reports 0% in the Student Percent of Time Element, Sent Reason “PS”, and 100 in Sent to Percent of Time Element. Then ODE knows that the student is a CCP student and through the funding calculations funds the district at 100% FTE for that student. See the tables below.

Example 9.

Student attends post-secondary institution ONLY.

| | Student Percent of Time at Each Entity | Each Entity Reports during October | Sent Reason | Sent To Percent of Time |
|-------------------|--|------------------------------------|----------------------|-------------------------|
| Resident District | 0% | 0% | PS | 100% |
| Post-Secondary | 100% | Not reported in EMIS | Not reported in EMIS | |

Example 10.

Student is educated at resident district and post-secondary institution.

| | Student Percent of Time at Each Entity | Report During October (K) | Sent Reason | Sent To Percent of Time |
|-------------------|--|---------------------------|----------------------|-------------------------|
| Resident District | 20% | 20% | PS | 80% |
| Post-Secondary | 80% | Not reported in EMIS | Not reported in EMIS | |

If a Student’s Percent of Time changes, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Student Percent of Time.

 **Sent Reason 1 Element**

| | |
|---------------------|---|
| Record Field Number | FS200 |
| Definition | Reason a student is sent to another district. |

 **Sent Reason 2 Element**

| | |
|---------------------|--|
| Record Field Number | FS230 |
| Definition | Reason a student is sent to another district if the student is sent to a second district |

Valid Options

- 64 **Attending another district per ORC §3313.64(F)(1)** (includes superintendent agreement, students following parent, residing with grandparent, senior attending, etc.)

| | |
|-----------|--|
| AU | Autism Scholarship Program participant |
| CE | Court-Ordered Institutional Placements into a Facility as defined by ORC §2151.65 or §2152.41 |
| CI | Court-Ordered Institutional Placements, excluding foster care and facilities defined by ORC §2151.65 or §2152.41 This includes both students with and without disabilities |
| CR | Resident District Career-Technical Education Participant Sent Reason “CR” is only to be used by community schools. |
| CS | Cleveland Scholarship and Tutoring Program Participant Students are only reported during the first year of participation in the program. (This option is only valid for Cleveland City School District.) |
| CT | Contract Career-Technical Education Participant |
| ES | Education Service Center Preschool program participant |
| FC | Foster Placement or Court Placed with a Relative |
| FP | Departments of Youth Services or Rehabilitation and Corrections Facility that student is attending |
| JP | Jon Peterson Scholarship Program Participant |
| JV | Joint Vocational School District Program Participant |
| MR | BDD program participant |
| NA | No Sent Reason code applies, default |
| NI | Non-Court-Ordered or Foster Care Institutional Placement Includes student placed in an institution by parent(s) |
| NP | Non-public school placement at district expense |
| OE | Attending another district via Open Enrollment |
| OS | State School (OSB or OSD) program participant |
| PI | Proprietary Institution Program Placement |
| PP | Pilot Program Participant |
| PS | College Credit Plus Program Participant |
| SE | Public District Providing Special Education to the Student This does not include Educational Service Centers |
| T1 | Title I Public School Choice Participant |
| TS | Attending another district as a tuition student This does NOT include non-resident special education or court-placement |

Reporting Instructions.

1. In cases where a student is placed in a home (i.e., foster care, group home, , or other residential facility), the district IRN in which the home is located is reported in the Sent To IRN 1 or Sent To IRN 2 Element. In cases where the “CE” Sent Reason is being reported, the IRN, if known, of the entity providing services to the student is reported in the Sent To IRN 1 or Sent To IRN 2 Element; if the IRN is not known or is not reportable in EMIS, then report “999999” in the Sent To IRN Element.
2. If the students are sent to a Department of Youth Services (DYS) institution, then the resident/sending district reports the IRN of the DHS in the Sent To IRN 1 or Sent To IRN 2 Element.
3. In the case where a student is attending a chartered nonpublic school as part of the Cleveland Scholarship and Tutoring program (Only students in the Cleveland City School District are eligible for the Cleveland Scholarship and Tutoring Program.) the Sent Reason 1 or Sent Reason 2 Element is reported with the option of “CS”.

4. Community schools are not permitted to be part of a “Jointure” with regards to JVSD/Career-Technical Education. Therefore, students enrolled in a community school who are attending a JVS are to be reported with a “CT” in the Sent Reason 1 or Sent Reason 2 Element. Such students cannot be reported with a “JV”.

The CE Sent Reason should only be reported by the district designated as responsible for the cost of educating the student.

In addition, option “ES” is only valid for preschool students attending/receiving services from an employee of an ESC. School-age students are not to be coded with option “ES” in this element.

The Sent Reason 1 and Sent To IRN 1 Elements should always be entered in tandem. If there is a Sent Reason 1 Element, the Sent To IRN 1 should contain a valid IRN or “999999” when the entity does not have an IRN. Since a district may send a student to more than one alternative educational setting, the second set of elements allows such situations to be coded. The second set of elements should only be used if the first set of elements is already being used.

If a Sent Reason 1 or Sent Reason 2 is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Sent Reason and Sent To IRN 1 or Sent Reason 2 and Sent To IRN 2. This change may also trigger a change in other elements such as the Percent of Time.

 **Sent To IRN 1 Element**

| | |
|---------------------|---|
| Record Field Number | FS210 |
| Definition | The district to which a student is sent |

 **Sent To IRN 2 Element**

| | |
|---------------------|--|
| Record Field Number | FS240 |
| Definition | The district to which a student is sent if the student is simultaneously being sent to a second district |

Valid Options

| | |
|----------------|---|
| Six-digit code | Valid IRN |
| 999999 | Entity that is not part of an EMIS reporting entity and that has no IRN |
| ***** | Default |

Reporting Instructions. If the reporting district is sending the student for instruction or services to another entity, a valid value should be entered in the Sent To IRN 1 Element.

If sent to and EMIS reporting entity that has a district level IRN, use the district IRN instead of the IRN of a specific building in the district. If the student is being sent to an entity that does not have a valid OEDS IRN, the reporting district should enter “999999”.

Please note the difference between the use of “*****” and “999999”; “*****” should be used when the student is not being sent anywhere.

If the reporting district is sending the student for instruction or services to a second institution and has entered values in the Sent To IRN 1 Element for the first institution, a valid option should be entered the Sent To IRN 2 Element.

If a Sent To IRN 1 Element or Sent To IRN 2 Element is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Sent

Reason 1 Element and Sent To IRN 1 Element or Sent Reason 2 Element and Sent To IRN 2 Element. This change may also trigger a change in other elements such as the Sent To Percent of Time.

☀ Sent To Percent of Time 1 Element

| | |
|---------------------|---|
| Record Field Number | FS220 |
| Definition | The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity. |

☀ Sent To Percent of Time 2 Element

| | |
|---------------------|---|
| Record Field Number | FS250 |
| Definition | The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity. |

Valid Options

- 01 - 100
- 000 Default

Reporting Instructions. The sum of the Student Percent of Time Element (FS120) and the Sent to Percent of Time Elements (both) for a student may not be greater than 100.

Sent to Percent of Time 1 Element must be used when the Sent To IRN 1 Element is a non-EMIS reporting entity and the time at that entity is not included in the regular Student Percent of Time Element (FS120).

If Sent Reason = “PS” or “NP” or “MR”, the record should include School Year Attendance, Excused, and Unexcused Absence Hours for the duration of time that the record was effective. If Sent Reason = “AU” or “JP”, the School Year Hours should be zero.

This element, with a Sent Reason 2 Element and a Sent To IRN 2 Element, allows a reporting district to point to a second district to which they are sending a student. This element must be used when the Sent To IRN 2 Element is a non-EMIS reporting entity.

When a student attends both a JVSD and a post-secondary institution, one can be recorded using the Sent Reason 1 Element, Sent To IRN 1 Element, and Sent To Percent of Time 1 Element and the other can be recorded using the Sent Reason 2 Element, Sent To IRN 2 Element, and Sent To Percent of Time 2 Element. For the JVSD, the Sent To Percent of Time Element should be zero, since the JVSD is an EMIS-reporting entity. For the post-secondary institution, the Sent To Percent of Time Element should reflect the amount of time the student is spending at that institution.

Do not include in the Sent To Percent of Time Element the amount of time the student spent in/was educated by the following entities.

- County Boards of Developmental Disabilities (BDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site
- Court Ordered Institutional Placements into a Facility as defined by ORC §2151.65 or §2152.41

Example 11.

| Student Attends Resident District, JVSD, and Post-Secondary Institution | | | |
|---|--|---|-------------------|
| | Student Percent of Time at Each Entity | Element and number | Sent Reason |
| Resident District | 10% | Student Percent of Time: 10% | |
| Post-Secondary | 50% | Sent To Percent of Time 1: 50% | Sent Reason 1: PS |
| JVSD | 40% | Sent To Percent of Time 2: 0%, 40% is reported when the JVSD submits its data | Sent Reason 2: JV |
| Total Student % of Time | 100% | Resident District Record: 60% JVSD Record 40% | |

Example 12.

| Student Attends both a JVSD and Post-Secondary Institution | | | |
|--|--|--|-------------------|
| | Student Percent of Time at Each Entity | Element and value | Sent Reason |
| Resident District | 0% | 0% | |
| Post-Secondary | 50% | Sent To Percent of Time 1: 50% | Sent Reason 1: PS |
| JVSD | 50% | Sent To Percent of Time 2: 0%--50% is reported by the JVSD | Sent Reason 2: JV |
| Total Student % of Time | 100% | Resident District record 50%, JVS record 50% | |

Example 13.

| Student Attends Both a Contract Career-Technical and a Post-Secondary Institution | | | |
|---|--|---|-------------------|
| | Student Percent of Time at Each Entity | Element and number | Sent Reason |
| Resident District | 0% | | |
| Post-Secondary | 70% | Sent To Percent of Time 1: 70% | Sent Reason 1: PS |
| Contract-Career Technical | 30% | Sent To Percent of Time 2: 0%-30% is reported by the Contract Career Entity | Sent Reason 2: CT |
| Total Student % of Time | 100% | Resident District record 70%, Contract Career record 30% | |

If a student were to attend a post-secondary institution and another entity other than a JVSD or Contract Career-Technical, then follow the reporting instructions for the student who attends a JVSD/Contract Career-Technical and a Post-Secondary Institution for CCP, replacing the JVSD/Contract Career-Technical with the “other entity” and use the appropriate Sent Reason.

If any Percent of Time is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Percent of Time. The change of the Percent of Time may also trigger a change in other elements in this record, such as How Received or Sent Reason Elements.

 **State Student ID (SSID) Element**

| | |
|---------------------|---------------------------------------|
| Record Field Number | FS110 |
| Definition | The state assigned unique identifier. |

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for all students.

If the SSID is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new SSID.

 **Tuition Type Element**

| | |
|---------------------|---|
| Record Field Number | FS130 |
| Definition | This element defines the manner in which the student is paying tuition to the reporting district. |

Valid Options

- D Direct pay tuition student
- N Non-tuition student (default)
- T Tuition student
- A Non-tuition student paying tuition for all-day kindergarten

- B Direct pay tuition student also paying tuition for all-day kindergarten
- C Tuition student also paying tuition for all-day kindergarten

Reporting Instructions. This element is used whenever a student is enrolled in the reporting district by way of a tuition payment. The student may be a resident of another Ohio traditional public school district or attending from an out-of-state school district.

If a tuition payment is made for attendance in all-day kindergarten, then option A, B, or C must be selected.

When this element is used, if the reporting district is a traditional district, then a How Received value of “*” should be reported. If the reporting district is a community school, then a How Received value of “M” should be reported. No value should be entered for the How Received IRN. The Resident IRN will provide the connection to the district from which the student came.

If the Tuition Type is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Tuition Type.

 **Withdrawal Reason Element**

| | |
|---------------------|---|
| Record Field Number | FS100 |
| Definition | The reason for the most recent withdrawal from the school district. |

Valid Options

- ** **Not Applicable, Default**
Student did not withdraw and was not truant.
- 35 **Withdrew from Educating Entity, Resident District No Longer Responsible**
Resident student withdrew from educating entity with a Reason Code that indicates the resident district no longer has a responsibility for the student.
- 36 **Withdrew from Preschool**
Student has withdrawn from the preschool program (for any reason).
- 37 **Withdrew from Kindergarten**
Deemed to be in best interest of student to wait one more year until starting kindergarten experience; may only be used for students with a grade level of KG.
- 38 **Promoted Beyond Max Grade/Entity Closing**
Student can no longer be reported under the entity’s current IRN (Community School grade range does not include grade student promoted to; entity student has been attending is closing or merging with another).
- 39 **Non-Enrolled Student No Longer Receiving Services from District**
Non-educating district no longer providing services.
- 40 **Transferred to Another School District Outside of Ohio**
- 41 **Transferred to Another Ohio School District**
Local, Exempted Village, or City.
- 42 **Transferred to a Private School**
Ed Choice students, for example.
- 43 **Transferred to Home Schooling**
Superintendent’s approval on file.
- 45 **Transferred by Court Order/Adjudication**
A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.
- 46 **Transferred out of the United States**

- 47 **Withdrew Pursuant to Yoder vs. Wisconsin**
Only use for 8th grade students.
- 48 **Expelled**
- 51 **Verified Medical Reasons**
Doctor’s authorization on file.
- 52 **Death**
- 71 **Withdrew Due to Truancy/Nonattendance**
- 72 **Pursued Employment/Work Permit**
Superintendent Approval on file.
- 73 **Over 18 Years of Age**
- 74 **Moved**
Not known to be continuing.
- 75 **Student Completed Course Requirements**
Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.
- 76 **Non-Attendance According to the 105-Hour Rule**
- 77 **Withdrew due to ORC §3314.26 (non-tested)**
- 79 **No Longer Eligible to be Enrolled in District**
Student eligibility changed, district does not know where education will be continued.
- 81 **Student Reported in Error**
Never should have been reported.
- 99 **Completed High School Graduation Requirements**
Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and took the appropriate statewide assessments required for high school graduation.

Reporting Instructions. If a student withdraws from a district, a new FS record should not be reported. The district should enter a Withdrawal Reason and Effective End Date on the existing open Student Standing (FS) Record. See “Changes of Values in New Records” for additional values that need to be reported on this record.

Students reported as withdrawn during a Final Student (S) Collection are not required to be reported in the Student (S) Collections the following year.

However, if a student withdrew over the summer (and was not previously reported as withdrawn in a Final Student (S) Collection), then he/she should be reported in the following year’s Student (S) Collections as withdrawn prior to the first day of the following school year.

Reasons Not to Withdraw. In situations where the Legal District of Residence is not providing instruction, but another Ohio public school district (another Ohio public school district includes exempted village, city, local, JVSD, post-secondary institution, ESC, and DYS) is, the student is not withdrawn from the Legal District of Residence. Examples include, but are not limited to, Open Enrollment, Special Education Cooperative Agreement, Superintendent Agreement, etc.

Withdrew from Educating Entity, DOR no longer responsible, Withdrawal Code 35. Withdrawal Reason 35 may only be reported by the resident district and should only be reported when reporting the student with a District Relationship of “3”. This code may not be used by the resident district when the educating district withdraws the student using withdrawal codes 43, 45, 48, or 71 – 81. Additionally, this withdrawal code cannot be used when the resident district is reporting the student with any of the following Sent Reasons: AU, CE, CR, CT, FP, JP, JV, MR, OS, PI, or PP.

Court-Placed Students in a Home. Students who are court-placed in a home (foster care, group home, or other residential facility; “home” does not include the Department of Youth Services) and are receiving instructional services from the district in which the home is located are not to be reported as withdrawn by the district of residence. The district in which the home is located enrolls the student. Once the student is released from the home, the district in which the home is located reports the student as withdrawn back to the resident district with the appropriate “40”-“52” option.

JVSDs and Career-Technical Centers. In situations where a student is attending a JVSD and/or contract career-technical center, both the resident/sending district and the career-technical district (JVSD or contract career-technical center) are required to report this element.

Graduating Students. Students who have completed course requirements for credit toward graduation and have passed the appropriate statewide assessments required for graduation are required to be reported with a withdrawal code of “99”.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent’s agreement, grandparent’s legislation), at the time of graduation the resident district withdraws this student using a withdrawal code of “41”. In these cases, the resident district is not issuing a diploma to the student and therefore does not report the Diploma Date Element or Diploma Type Element. The Effective End Date Element is required to be reported by both districts and is reported with the date of the student’s last day of school.

It is the responsibility of the district issuing the diploma to report the withdrawal code of “99” and to complete the Diploma Date Element, Diploma Type Element, and Withdrawal Date Element for these students.

When a student is attending a JVSD, ESC, or Post-Secondary Institution, because the resident district is issuing the diploma, the resident district is responsible for reporting the graduating student with the “99” Withdrawal Reason Element, the Diploma Date Element, Diploma Type Element, and Effective End Date Element. When a student attends a JVSD, the JVSD is responsible for reporting the Effective End Date and the Withdrawal Reason Elements.

Dropout Students. The 7x withdrawal codes are included in the dropout counts. When a 7x withdrawal code is reported in the Withdrawal Reason Element, the option “DR” is required to be reported in the Grade Level Next Year Element for that student.

When a student is a dropout, the district that would have issued the diploma is responsible to report the appropriate dropout code.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent’s agreement, grandparent’s legislation) at the time of a student dropout, the educating district reports the student with a 7x withdrawal code. In these cases, the resident district reports the “41” withdrawal code.

When a student is attending an ESC or post-secondary institution, because the resident district would have issued the diploma, the resident/educating district is responsible for reporting the dropout with the appropriate 7x withdrawal code and the Effective End Date Element.

In most cases, when a student drops out of a JVSD, both the JVSD and the resident district are responsible for reporting the dropout information. However, if a student is expelled from the JVSD, the resident district may or may not expel the student. In this situation, the JVSD is responsible for reporting the student expulsion (as “expelled”) and the resident district reports the appropriate withdrawal code depending on whether the student is or is not also expelled from the resident district.

105-Hour Rule, Withdrawal Code 76. Between the start of the FY15 school year and March 23, 2015, traditional districts and community schools can report this code. As of March 23, 2015, this code can only be reported by community schools and STEM districts.

This rule applies to students in brick-and-mortar, as well as digital, schools. This is the Withdrawal Reason to report whenever a student has not participated in learning activities for 105 consecutive hours. The number of days encompassed by this rule is determined by the hours per day that the district submits on the Grade Schedule Record (DL), element DL100, Hours Per Day. For example, if the DL record for the building of the student who is being evaluated under this rule is 6 hours, the student will have missed 17.5 days before the 105-hour rule can be used as a withdrawal reason.

A forced withdrawal is dictated by the non-attendance provision in ORC §3314.03(A)(6)(B). A partial day of attendance may be used in meeting the 105-hour restriction.

Students who are withdrawn due to the 105-hour rule during the school year should have absences reported in the School Year Unexcused Absence Hours (FS340) Element. The number of non-attendance hours leading up to the forced withdrawal must be reported as unexcused absences. Additional hours a student previously accumulated prior to the forced withdrawal may not be used to reduce or negate the reporting of these non-attendance hours.

Non-Tested (ORC §3314.26), Withdrawal Code 77. Only e-schools—internet- or computer-based community schools—should use this withdrawal code.

If the student “for two consecutive school years, has failed to participate in the spring administration of any assessment” that he or she is required to take, the district must notify the Ohio Department of Education. The district cannot be funded for this student.

“An internet- or computer-based community school may withdraw any student for whom the parent does not pay tuition as required by this division.” (ORC §3314.26(B).)

If the parent pays tuition to keep the student enrolled in the district, the district should update relevant elements in the Student Standing (FS) Record, including the tuition type. If the parent does not pay tuition in an amount equal to the state funds the school otherwise would receive, the student must be withdrawn.

Reporting a GED Student. Ohio law does not recognize the GED as an Ohio graduation diploma. Therefore, a student who receives a GED instead of an Ohio graduation diploma is not considered a graduate and is not counted in the graduation rate. The GED is offered through the Adult Education system. The student must exit the K-12 education system in order to pursue a GED. When this happens, the district is required to withdraw the student. The student is exiting the district without receiving an Ohio diploma and is therefore considered a dropout. These students are to be reported with the appropriate 7x withdrawal code.

Withdrawing a Kindergarten Student. If a kindergarten student is withdrawn from school by parental choice because the parent feels that the student is not developmentally ready for kindergarten, and the student is not withdrawn in order to attend another district, the district should use option “37” to withdraw the student. If the student is withdrawn for any other reason, report the withdrawal code that most closely matches the reason for withdrawal.

Educational Choice Scholarship Pilot Program. Non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using code “42”.

Special education students with disabilities who are participating in this program are to be reported per the instructions for special education students attending a non-public school. Refer to section 2.1 for more specific information.

Students Attending a Community School or Non-district STEM School. A non-district STEM school is a STEM school that is not considered a building of a district. If a STEM school is a building of a district, then students from outside the STEM’s district who attend the school do so through open enrollment and are not withdrawn.

Students who leave/dropout from a community school or non-district STEM school and do not return to the resident district for instruction should be reported with the appropriate 7x withdrawal code.

When a resident student transfers to a community school or non-district STEM school, the resident district should follow the normal withdrawal procedure; withdraw the student using the appropriate withdrawal date and a withdrawal code of “41”.

If the student returns to the resident district, the resident district should use the same procedure and coding that they would use for any student returning to the district.

Department of Youth Services Reporting. Students who leave/dropout from DYS and do not return to the resident district for instruction are to be reported in the following manner.

- DYS reports the appropriate dropout code 7x
AND
- The Legal District of Residence withdraws the student and reports a withdrawal code of “45”.

Open Enrollment Reporting. Students who open enroll into another Ohio public school district, dropout during the year, and do not return to the resident district for instructional purposes should be reported in the following manner

- Resident school district reports the student with a withdrawal code of “41”
AND
- The district in which the student was open enrolled reports the student with one of the 7x withdrawal codes as appropriate.

 **Withdrawn To IRN Element**

| | |
|---------------------|---|
| Record Field Number | FS360 |
| Definition | The IRN of the city, local, exempted village school district, community school, ESC, STEM District, or nonpublic school into which the student will be enrolling. |

Valid Options

***** Default
 Six-digit code Valid district or nonpublic school IRN
 999999 Entity that does not have an IRN

Reporting Instructions. This element will be reported with a non-default value (a value other than “*****”) only when the Withdrawal Reason element is reported with a value of ‘41’, ‘42’, or ‘45’ and the withdrawal date is after the last day of school for the prior school year. Report the IRN of the city, local, exempted village school district, community school, ESC, STEM District, or nonpublic school the student enrolled in when the student withdrew from your district. If the nonpublic school does not have a valid IRN, report 999999. ESCs and JVSDs should always report the default (‘*****’) for this element.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Standing (FS) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|----------------------|--------|
| EMIS Student ID | FS050 |
| Effective Start Date | FS060 |

2.4 STUDENT STANDING (FS) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|-------------|
| | 1-8 | Filler | PIC 9(8) |
| FS010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FS" | |
| | 11 | Filler | PIC X |
| FS020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| FS030 | 16 | Data Set | PIC X |
| | | S – Student E – E-Transcript X – Student Record Exchange | |
| FS040 | 17-22 | District IRN | PIC X(6) |
| FS050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FS060 | 32-39 | Effective Start Date | PIC 9(8) |
| FS070 | 40-47 | Admission Date CCYYMMDD | PIC 9(8) |
| FS080 | 48 | Student Admission Reason | PIC X |
| FS090 | 49-56 | Effective End Date | PIC 9(8) |
| FS100 | 57-58 | Withdrawal Reason | PIC X(2) |
| FS110 | 59-67 | State Student ID (SSID) | PIC X(9) |
| FS120 | 68-70 | Student Percent of Time | PIC 9(3) |
| FS130 | 71 | Tuition Type | PIC X |
| FS140 | 72 | District Relationship | PIC X |
| FS150 | 73-78 | Legal District of Residence | PIC X(6) |
| FS160 | 79-84 | Attending Building IRN | PIC X(6) |
| FS170 | 85-90 | Assigned Building Area IRN | PIC X(6) |
| FS180 | 91 | How Received | PIC X |
| FS190 | 92-97 | How Received IRN | PIC X(6) |
| FS200 | 98-99 | Sent Reason 1 | PIC X(2) |
| FS210 | 100-105 | Sent To IRN 1 | PIC X(6) |
| FS220 | 106-108 | Sent To Percent of Time 1 | PIC 9(3) |
| FS230 | 109-110 | Sent Reason 2 | PIC X(2) |
| FS240 | 111-116 | Sent To IRN 2 | PIC X(6) |
| FS250 | 117-119 | Sent To Percent of Time 2 | PIC 9(3) |
| | 120-134 | Filler | PIC X(15) |
| FS320 | 135-140 | School Year Attendance Hours | PIC 9(4)V99 |
| FS330 | 141-146 | School Year Excused Absence Hours | PIC 9(4)V99 |
| FS340 | 147-152 | School Year Unexcused Absence Hours | PIC 9(4)V99 |
| FS350 | 153-158 | Admitted From IRN | PIC X(6) |
| FS360 | 159-164 | Withdrawn To IRN | PIC X(6) |
| FS370 | 165-166 | County of Residence Code | PIC X(2) |

ODE EMIS MANUAL

Section 2.5: Student Attributes–Effective Date (FD) Record



Version 6.0
June 13, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|--------------|--|
| <u>6.0</u> | <u>6/13/17</u> | <u>FY17</u> | <u>46587</u> | <u>Updated Homeless Status (FD150).</u> |
| <u>6.0</u> | <u>6/13/17</u> | <u>FY17</u> | <u>46132</u> | <u>Uncoupled Homeless Status (FD150) and Homeless Unaccompanied Youth (FD160).</u> |
| <u>6.0</u> | <u>6/13/17</u> | <u>FY17</u> | <u>43144</u> | <u>Updated definition of Academic Disadvantage.</u> |
| 5.2 | 1/19/17 | FY16 | 33815 | Economic Disadvantage reporting changes. |
| 5.1 | 8/1/16 | FY16 | 32752 | LEP Status option Y updated. |
| 5.0 | 7/12/16 | FY16 | 33815 | Added to Coming Changes section. |
| 5.0 | 7/12/16 | FY16 | 34165 | “Cognitive disability” changed to “intellectual disability”. |
| 5.0 | 7/12/16 | FY16 | 32752 | New LEP option for second year of LEP “L” status. |
| 5.0 | 7/12/16 | FY16 | | Added Coming Changes section. |
| 4.0 | 10/15/15 | FY15S | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 3.0 | 10/16/13 | FY14K | 1010 | Removed references to unit funding. |
| 3.0 | 10/16/13 | FY14K | 975 | Removed language regarding AYP and LEP students. |
| 3.0 | 10/16/13 | FY14K | 908 | Included information regarding the Jon Peterson Scholarship Program. |
| 3.0 | 10/16/13 | FY14K | 911 | Clarified attendance pattern for KG students. |
| 3.0 | 10/16/13 | FY14K | 979 | Included community eligibility option. |
| 2.0 | 3/17/13 | E-Transcript (E) | 922 | Added E-Trans (E) column to Required Reporting Periods table. |
| 2.0 | 3/17/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange Reporting period to Required Reporting period section and file layout. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Attributes-Effective Date (FD) Record.

| Change # | Change Description |
|----------|--------------------|
| | |

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2.5 STUDENT ATTRIBUTES–EFFECTIVE DATE (FD) RECORD

Required Collection Requests

The Student Attributes–Effective Date (FD) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Element | S Traditional | | | S CS/STEM | | E | X |
|---------------------|--|---------------|-----|-------|-----------|-------|---|---|
| | | Initial | Mid | Final | Initial | Final | | |
| FD100 | Attendance Pattern | √ | √ | √ | √ | √ | | |
| FD130 | Disability Condition | √ | √ | √ | √ | √ | | √ |
| FD110 | Disadvantagement | √ | √ | √ | √ | √ | | √ |
| FD070 | Effective End Date | √ | √ | √ | √ | √ | | |
| FD060 | Effective Start Date | √ | √ | √ | √ | √ | √ | √ |
| FD190 | Foreign Exchange Student Graduation Plan | | √ | √ | | √ | | |
| FD150 | Homeless Status | | √ | √ | √ | √ | | √ |
| FD160 | Homeless Unaccompanied Youth | | √ | √ | | √ | | √ |
| FD200 | Immigrant Status | | √ | √ | | √ | | √ |
| FD170 | Limited English Proficiency | √ | √ | √ | √ | √ | | √ |
| FD180 | Migrant Status | | √ | √ | | √ | | √ |
| FD120 | Preschool Poverty Level | | √ | √ | | √ | | √ |
| FD090 | State Equivalent Grade Level | √ | √ | √ | √ | √ | √ | √ |
| FD140 | Student being served by 504 Plan | | √ | √ | | √ | | √ |

General Guidelines

Report at least one Student Attributes – Effective Date (FD) Record for each student reported in EMIS. For students who have changes in elements reported on this record, multiple records may be required. The open/closed concept related to the Student Standing (FS) Record also applies to this record. Please see the discussion in the general guidelines of that record for additional information.

When reporting for the E-Transcript (E) and Student Record Exchange (X) Collection Requests, the district must report only one FD Record, the most recent record available. As with the FS Record, closing an FD Record requires opening a new FD Record with an Effective Start Date of the next calendar day unless closing the FD Record was due to a student withdrawing as reported on an FS Record. In this case, the Effective End Date for both records must match, but in general, a change that would cause an FS Record to close and a new FS Record to open would not also cause an FD Record to close and a new FD Record to open. FS and FD Records with matching Effective Start Dates will usually occur when a student is admitted into the district.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Attributes-Effective Date (FD) Record. These data should not extend into future potential changes to the student’s data. No element in the record should contain projected values. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Student Attributes-Effective Date Data Elements

The following portion of this section discusses each of the data elements within this record. The elements are organized alphabetically.

☀ Attendance Pattern Element

| | |
|---------------------|--|
| Record Field Number | FD100 |
| Definition | The pattern of attendance which a student attends on a weekly basis. |

Valid Options

- ** Default value
- XX Any two number/character combination determined by the LEA

Reporting Instructions. This data element is LEA determined. Report the default “**” Attendance Pattern when grade level does not need to be differentiated into two or more groups. There should be a matching Grade Schedule (DL) Record reported when the Attendance Pattern is reported with a value other than “**”. See the District/Building Records manual sections for more information on Attendance Patterns.

☀ Disability Condition Element

| | |
|---------------------|--|
| Record Field Number | FD130 |
| Definition | Describes the disability of a student at or below 22 years of age who has been officially identified with a disability by an ETR (Evaluation Team Report), an IEP (Individualized Education Program), and one of the valid disability condition options. |

Valid Options

- ** Not Applicable
- 01 Multiple Disabilities (other than Deaf-Blind)
- 02 Deaf-Blindness
- 03 Deafness (Hearing Impairment)
- 04 Visual Impairments
- 05 Speech and Language Impairments
- 06 Orthopedic Impairments
- 08 Emotional Disturbance (SBH)
- 09 Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)
- 10 Specific Learning Disabilities
- 12 Autism
- 13 Traumatic Brain Injury (TBI)
- 14 Other Health Impaired (Major)
- 15 Other Health Impaired (Minor)
- 16 Developmental Delay

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does

not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

City, local, and exempted village school districts, community schools, and Joint Vocational School Districts (JVSDs) are required by the Individuals with Disabilities Education Act (IDEA) and Chapter 3323 of the Ohio Revised Code (ORC) to report data for students with disabilities who are receiving special education and special education services in accordance with an IEP. The data reported are used to determine the amount of Federal Special Education Part-B IDEA grant funds, special weighted funding, and also for State Preschool funding for districts.

Students not identified with a disability should be reported with “***”.

Students who have exited special education (RETR), students who have been identified with a disability whose parent refuses all services on the IEP (IIEP or RIEP), and students with an IEP whose parents withdraw consent for services (CIEP) should be reported with “***”. In these situations, the district should open a new FD Record to report the changes. For more information about reporting special education events for these situations, please refer to the Date Type Element (GE100) and Outcome ID Element (GE120) in the Student Special Education (GE) Record.

Any student reported with a Disability Condition of “16” must be a preschool student (grade level PS). All kindergarten students regardless of age are to be reported with any disability condition not equal to “16 Developmental Delay”.

Autism Scholarship Program. All students, including preschool students, who participate in the Autism Scholarship Program, are required to be reported with a disability condition during the Student (S) Collection Requests. For additional information about reporting students participating in the Autism Scholarship Program, please see the Autism Scholarship Program instructions in EMIS Manual Section 2.1 Student Records Overview, Special Reporting Situations.

Jon Peterson Scholarship Program. All students, including preschool students, who participate in the Jon Peterson Scholarship Program are required to be reported with a disability condition during the Student (S) Collections Requests. For additional information about reporting students participating in the Jon Peterson Scholarship Program, please see the Jon Peterson Scholarship Program instructions in EMIS Manual Section 2.1 Student Records Overview, Special Reporting Situations.

 **Disadvantage Element**

| | |
|---------------------|---|
| Record Field Number | FD110 |
| Definition | Identifies the student who meets the definition of economic and/or academic disadvantage. |

Valid Options

- * Not Applicable
- 1 Economic Disadvantage
- 2 Academic Disadvantage (reported for career-technical students only)
- 3 Both Economic and Academic Disadvantage (reported for career-technical students only)

- 4 Economic Disadvantage in a CEP building or LEA where the student has not been determined to meet one of the 4 conditions listed in Economic Disadvantage Reporting Instructions below.
- 5 Both Economic and Academic Disadvantage in a CEP building or LEA where the student has not been determined to meet one of the 4 conditions listed in Economic Disadvantage Reporting Instructions below.
- 6 Economic Disadvantage in a CEP building or LEA where the student has been determined to meet one of the 4 conditions listed in Economic Disadvantage Reporting Instructions below.
- 7 Both Economic and Academic Disadvantage in a CEP building or LEA where the student has been determined to meet one of the 4 conditions listed in Economic Disadvantage Reporting Instructions below.

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End Dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

This element must be reported for all students in grades PS-12 and should indicate if the student meets the definition of Economic Disadvantage, or in the case of career-technical students meets the definition(s) of Economic and/or Academic Disadvantage.

If Preschool Poverty Level Element is submitted for a preschool student, then the Disadvantage Element must also be reported.

Note. In general, districts/buildings that use Provision 2 or 3 or are participating in the Community Eligibility Option (CEO) of the National School Lunch Program may code all students in the building/district as economically disadvantaged (options 4-7), even though the student may not be income eligible. However, if a district has made a good faith effort to identify specific students who are economically disadvantaged despite not being required to do so for the National School Lunch Program, then the district may report as economically disadvantaged only those students who have been specifically identified. For information about the CEO, see <http://education.ohio.gov/Topics/Other-Resources/Food-and-Nutrition/Resources-and-Tools-for-Food-and-Nutrition/Community-Eligibility-Option>.

Economic Disadvantage Reporting Instructions. Students who meet any of the following conditions must be reported as Economically Disadvantaged in the Disadvantage Element:

- **Eligibility for Free or Reduced-Price Lunch.** Students who are known to be eligible to receive the free or reduced-price lunch; a program through the United States Department of Agriculture (U.S.D.A) National School Lunch Program. Eligibility for free or reduced-price lunch can be determined through a variety of methods including the electronic direct certification process or completion by a parent or guardian of a free and reduced-price lunch application. A student with an approved application on file for a free or reduced-price lunch is qualified to be reported to ODE as economically disadvantaged.

- **Resident of a Household in which a Member is Eligible for Free or Reduced-Price Lunch.** Students who have not submitted an application for free or reduced-price lunch or who have not been directly certified as eligible but reside in a household in which a member (e.g., sibling) is known to be eligible for free or reduced-price lunch via an approved application or through direct certification.
- **Public Assistance.** Students who are known to be recipients of or whose guardians are known to be recipients of public assistance. A source for determining whether a student’s family is receiving public assistance is the Education Monetary Assistance Distribution (EMAD) system.
- **Title I Application.** Students whose parents or guardians have completed a Title I student income form and meet the income guidelines specified.

To be eligible for free lunch, a student’s family income must be at or below 130% of the federal poverty level. To be eligible for reduced-price lunch, a student’s family income must be at or below 185% of the federal poverty level. The income guidelines for free and reduced price meals are updated annually and published by the United States Department of Agriculture (U.S.D.A.) and the Ohio Department of Education, Office of Safety, Health, and Nutrition.

Family income figures are derived from federal poverty guidelines as reported in the Federal Register. For additional information regarding Family Income figures, see the following website: <http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs.htm>.

Academic Disadvantage Reporting Instructions. Academic Disadvantage is only to be reported for career-technical students.

When reporting Academic Disadvantage, report this option only for students enrolled in career-technical education (CTE) workforce development courses and Career Based Intervention (CBI) courses.

Family and Consumer Sciences, also known as Work and Family Life, are also CTE courses, but there is no need to report Academic Disadvantage for a student enrolled solely in these CTE courses.

~~Academic Disadvantage is reported only for career technical students and refers to a student who is having academic problems that are not due to an identified disability condition. A career technical student should be reported as academically disadvantaged if he/she:~~

- ~~• lacks knowledge in one or more of the academic areas of mathematics, English/language arts, science or social studies, and~~
- ~~• performs two or more years below grade level on standardized tests.~~

~~A student officially identified as having a disability condition through the administration of an ETR (Evaluation Team Report) and is receiving special education and special education services in accordance with an IEP (Individual Education Program) is reported with the appropriate option in the Disability Condition Element, and not as academically disadvantaged in this element.~~

For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade “A” equals 4.0), or who fails to attain minimum academic competencies may be considered “academically disadvantaged.” The definition does not include individuals with learning disabilities.

Reporting Both Economic and Academic Disadvancement. A career-technical student should be reported as both economically and academically disadvantaged if he/she meets the criteria of both of the above definitions.

 **Effective End Date Element**

| | |
|---------------------|---|
| Record Field Number | FD070 |
| Definition | The last day, inclusive, that the set of all other values on this record are valid. |

Valid Options

| | |
|----------|--------------------------------|
| CCYYMMDD | Year, Month, Day |
| 00000000 | Still an open record (default) |

Reporting Instructions. An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FD Record that causes the current record to close and a new record to be opened has a change in value, and
- When a student withdraws from the district.

In the first situation, a new FD Record is opened that reflects the attributes of the student as of the new Effective Start Date. The original Effective End Date and the new Effective Start Date must be contiguous. For example, if a student’s LEP status changes on November 10, 2008, the Effective End Date for the FD Record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record.

See the Open Versus Closed Records section at the start of the Student Standing (FS) Record for a discussion of the meaning of open and closed records.

 **Effective Start Date Element**

| | |
|---------------------|--|
| Record Field Number | FD060 |
| Definition | The first day, inclusive, that the set of all other values on this record are valid. |

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. An Effective Start Date must be reported on all records. Students will have a new FD Record with a new Effective Start Date in two situations:

- When an element on the FD Record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FD Record is opened that reflects the attributes of the student as of the new Effective Start Date. The original Effective End Date and the new Effective Start Date must be contiguous. For example, if a student’s LEP status changes on November 10, 2008, the Effective End Date for the FD Record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student’s Effective Start Dates on these records may be less than or equal to the Admission Date on the FS Record, but cannot be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

 **EMIS Student ID Number Element**

| | |
|---------------------|---|
| Record Field Number | FD050 |
| Definition | The locally determined EMIS student ID. |

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

 **Foreign Exchange Student Graduation Plan Element**

| | |
|---------------------|---|
| Record Field Number | FD190 |
| Definition | The foreign exchange status of a student as it relates to the student’s graduation plans. |

Valid Options

- * Not applicable (Student is not a foreign exchange student)
- L Foreign exchange student plans to graduate in Ohio but leave the United States after graduation
- N Foreign exchange student does not plan to graduate in Ohio
- S Foreign exchange student plans to graduate in Ohio and stay in the United States after graduation

Reporting Instructions. This element determines which OGT subjects must have a test record reported. The value of this element will be “*” for all district resident students. For students coming into the district from another county as a foreign exchange student an option other than “*” must be reported.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

 **Homeless Status Element**

| | |
|---------------------|---|
| Record Field Number | FD150 |
| Definition | Students who lack a fixed regular and adequate night-time residence and have a primary night-time residence indicated in the valid options. |

Valid Options

- * **Not Applicable**
- A Shelter**
A student living in a shelter ~~or~~, transitional housing, ~~or awaiting foster care~~. Shelters are supervised facilities, public or privately operated, designed to provide temporary living accommodations. Transitional housing is temporary accommodation for homeless individuals and families provided as a step to permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing. ~~Awaiting foster care placement occurs whenever state or local child welfare agencies are working to place the student.~~
- B Unsheltered**
A student living in cars, parks, public spaces, campgrounds, unsupervised temporary trailers, abandoned buildings, substandard housing, bus or train stations, or similar settings, i.e., who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. In these cases, the unsheltered accommodation is not a fixed, regular, and adequate nighttime residence.
- C Doubled-Up**
A student who is sharing housing with other families or individuals because of a loss of housing, economic hardship, or other similar situations. ~~A doubled-up accommodation should be a fixed, regular, and adequate nighttime residence.~~

I Hotel/Motel

A student temporarily living in hotels or motels because he or she lacks adequate permanent housing.

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

All homeless students must have a primary nighttime residence classified into one of these four categories. There are no options for Other or Unknown.

 ~~Homeless-Unaccompanied Youth Element~~

| | |
|---------------------|---|
| Record Field Number | FD160 |
| Definition | A homeless student not in the physical custody of a parent or guardian. |

Valid Options

~~* Not Applicable (Only to be used if “*” was reported in the Homeless Status Element)~~

- N No
- Y Yes

Reporting Instructions. Students meeting the definition of ~~Homeless-Unaccompanied Youth~~ include, but are not limited to, youth living in runaway shelters, abandoned buildings, cars, the streets, or other inadequate housing, youth denied housing by their families (sometimes referred to as throwaways), and school-age unwed mothers who live in homes for unwed mothers and have no other housing available.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

~~The Homeless-Unaccompanied Youth Element refers to a particular type of homeless student and the Homeless Status Element refers to the living conditions of a homeless student.~~

 **Immigrant Status Element**

| | |
|---------------------|--|
| Record Field Number | FD200 |
| Definition | Per Section 3301 (6) of the Elementary and Secondary Education Act, an immigrant student is a student who <ul style="list-style-type: none"> a) is age 3 through 21; b) was not born in any State; and c) has not been attending one or more schools in any one or more |

| | |
|--|---|
| | states for more than 3 full academic years. |
|--|---|

Valid Options

- N No
- Y Yes

Reporting Instructions. Per Section 9101 (39) of ESEA, a State is defined as each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas. Per Section 9101 (30), the outlying areas include the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record. Given the definition of this element, the only time there should be a true change in the value of this element is when a student who was previously reported as an immigrant reaches three years in school in one or more States.

Foreign Exchange students are not to be reported as Immigrant students.

 **Limited English Proficiency (LEP) Status Element**

| | |
|---------------------|--|
| Record Field Number | FD170 |
| Definition | The Limited English Proficiency status of a student. |

Valid Options

- N No**
The student is not Limited English Proficient.
 - Y Yes**
Limited English Proficient student who has been enrolled in U.S. schools for more than 360 school days (or the equivalent of two school years).
- OR**
- L LEP – Enrolled in U.S. Schools for First Time**
A recently arrived Limited English Proficient student who has been enrolled in US schools for **no** more than 180 school days
 - M LEP – Trial-Mainstream**
A student considered to be in a Trial-Mainstream period. A student remains in the trial-mainstream period until he/she is reclassified from LEP.
 - S LEP – Enrolled in U.S. Schools for 2nd Year**
A recently arrived Limited English Proficient student who has been enrolled in US schools for more than 180 school days and less than 360 days (or the equivalent of two school years).

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End Dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Option M. Criteria for considering a student to be in the Trial Mainstream period are established by ODE’s approved LEP accountability plan. LEP/ELL staff in the district should have this information or obtain it from the Lau Resource Center at ODE.

☀ Migrant Element

| | |
|---------------------|---|
| Record Field Number | FD180 |
| Definition | A migrant student or migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisherman, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another, or from one administration area to another in a single school district [this is a state with only one school district], or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes. |

Valid Options

- N No
- Y Yes

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End Dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

☀ Preschool Poverty Level Element

| | |
|---------------------|---|
| Record Field Number | FD120 |
| Definition | The poverty level of the preschool student’s family, as determined by Federal Poverty Guidelines. |

Valid Options

- A 0-100%
- B 101-125%
- C 126-150%
- D 151-175%
- E 176-185%

- F 186-200%
- G 201+
- N Not a preschool student
- P Parent income information not requested or provided

Reporting Instructions. This element may change between the first and last day of the school year. If this occurs, the current FD Record must be closed and a new FD Record opened. Changes in this element between school years do not require the FD Record with the prior value to be closed and a new FD Record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Option N. Report this option whenever the student is NOT enrolled in preschool.

Option P. This option can be reported for:

- A preschool student whose education is not supported by state funds.
- A preschool student with a disability enrolled in either a state-funded Early Childhood Education program or in at state-funded Preschool Special Education center-based unit.

A student without disabilities who is coded with the option “P” does not count towards the “funded number”.

The Disadvantage Element still needs to be reported for these preschool students.

 **State Equivalent Grade Level Element**

| | |
|---------------------|---|
| Record Field Number | FD090 |
| Definition | The grade level in which the student will be included for reporting purposes. |

Valid Options

- IN Infant/Toddler: ages 0-2
- PS Preschool: ages 3-5
- KG Kindergarten
- 01-12 First through twelfth grade
- 13 Enrolled, completed course requirements but has not passed graduation test and is attending school.
- 23 Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.

Reporting Instructions. The determination of grade-level placement can most easily be done for new students by a transcript received from the previous school. When transcripts are not available from the previous school district or are unknown, the school district, according to district policy, can test the

student and determine the grade level. By State Board rule, the superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student.

This element may change between the first and last day of the school year. If this occurs, the current FD Record must be closed and a new FD Record opened. Changes in this element between school years do not require the FD Record with the prior value to be closed and a new FD Record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

The State Equivalent Grade Level Element must be reported for all students. Even if the district considers a student locally to be ungraded, the district must still choose a valid option for state reporting.

Special Education Students. Special Education students who have completed their graduation requirements, but have not received a diploma, and whose IEP team has determined that the student has not completed all IEP goals that would result in Fair and Appropriate Public Education (FAPE) should be reported through EMIS with a “23” in this element.

Receiving a diploma is defined as the designation of a student as a graduate by the school district’s board.

Matching Grade Levels among EMIS Reporting Entities. The superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student; however, when there is a mismatch between two EMIS reporting entities regarding the grade level for a specific student, the district that has the responsibility of issuing the diploma to the student (or would be issuing a diploma to the student if the student were to remain in continuous education at that district until 12th grade) determines the official grade level of this student. The other EMIS reporting entity is responsible to report (match) the grade level of the district responsible for issuing the diploma.

For example, if a student is attending a JVSD and a resident district, the resident district is responsible for issuing the diploma, and the JVSD should match the grade level assigned by the resident district.

In the cases when a student attends a DYS, because students can graduate from the DYS, the resident district should match the grade level assigned by the DYS when reporting these students to EMIS.

 **Student being served by a 504 Plan Element**

| | |
|---------------------|---|
| Record Field Number | FD140 |
| Definition | Student who is identified with a disability under Section 504 of the Rehabilitation Act of 1973, and is being served by a 504 plan that has been developed to meet the specific needs of the student. |

Valid Options

- N No. Student is not being serviced by a 504 plan (default)
- Y Yes. Student is being served by a 504 plan

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Section 504 of the Rehabilitation Act of 1973 defines an individual with a disability at 34 CFR, 104.3(j) as:

(j) “Handicapped person.” (1) “Handicapped persons” means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such as impairment, or (iii) is regarded as having such an impairment. A Section 504 Plan would be a plan developed under this legislation to meet the needs of such person.

Note. This is not the same as an IEP.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Attributes–Effective Date (FD) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|----------------------|--------|
| EMIS Student ID | FD050 |
| Effective Start Date | FD060 |

2.5 STUDENT ATTRIBUTES–EFFECTIVE DATE (FD) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|----------|
| | 1-8 | Filler | PIC 9(8) |
| FD010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “FD” | |
| | 11 | Filler | PIC X |
| FD020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| FD030 | 16 | Data Set | PIC X |
| | | S – Student E – E - Transcript X – Student Record Exchange | |
| FD040 | 17-22 | District IRN | PIC X(6) |
| FD050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FD060 | 32-39 | Effective Start Date | PIC 9(8) |
| FD070 | 40-47 | Effective End Date | PIC 9(8) |
| | 48-49 | Filler | PIC X(2) |
| FD090 | 50-51 | State Equivalent Grade Level | PIC X(2) |
| FD100 | 52-53 | Attendance Pattern | PIC X(2) |
| FD110 | 54 | Disadvantagement | PIC X |
| FD120 | 55 | Preschool Poverty Level | PIC X |
| FD130 | 56-57 | Disability Condition | PIC X(2) |
| FD140 | 58 | Student being served by 504 Plan | PIC X |
| FD150 | 59 | Homeless Status | PIC X |
| FD160 | 60 | Homeless Unaccompanied Youth | PIC X |
| FD170 | 61 | Limited English Proficiency | PIC X |
| FD180 | 62 | Migrant Status | PIC X |
| FD190 | 63 | Foreign Exchange Student Graduation Plan | PIC X |
| FD200 | 64 | Immigrant Status | PIC X |

ODE EMIS MANUAL

Section 2.6: Student Attributes–No Date (FN) Record



Version 7.0
June 13, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|--------------|--|
| <u>7.0</u> | <u>6/13/17</u> | <u>FY17</u> | <u>48883</u> | <u>Added Diploma Type options for Honors Diploma.</u> |
| 6.2 | 1/19/17 | FY16 | 30351 | Make updates to CTE Program of Concentration. |
| 6.1 | 7/25/16 | FY16 | 37704 | Added fields and updated text based on no longer collecting Grad Only (GP) Record. |
| 6.1 | 7/25/16 | FY16 | 37226 | Updated Majority of Attendance dates. |
| 6.1 | 7/25/16 | FY16 | 30351 | Added to Coming Changes section. |
| 6.1 | 7/25/16 | FY16 | | Added Coming Changes section. |
| 6.0 | 8/31/15 | FY16 | 34322 | Changes to Retained Status options. |
| 5.2 | 8/31/15 | FY15 | | CTE Program of Concentration option additions and name changes. |
| 5.1 | 8/10/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 5.1 | 8/10/15 | FY15 | | Added Previous Year District IRN. |
| 5.1 | 8/10/15 | FY15 | | Deleted Non-Attending Reason. |
| 5.0 | 8/15/14 | FY15S | 1115 | Added new Retained Status Element Options related to TGRG. Deleted Option C. |
| 4.2 | 5/16/14 | FY14N | 1069 | Added new Reading Diagnostic Result option. |
| 4.1 | 11/27/13 | FY14N | 961 | Updated file layout to include filler at position 95. |
| 4.0 | 10/16/13 | FY14K | 998 | Valid Options updated for the Retained Status Element to account for the Third Grade Reading Guarantee. |
| 4.0 | 10/16/13 | FY14K | 999 | Updated for fall collection of Third Grade Reading Guarantee diagnostics. |
| 3.0 | 6/20/13 | FY13N | 961 | Deleted FN280 Element and reporting instructions, deleted from Required Reporting Periods Table and File layout. |
| 3.0 | 6/20/13 | FY13N | 941 | Added new Elements FN360, 370 & 380 to Required Reporting Period table, added new elements and reporting instructions and added new elements to file layout. |
| 3.0 | 6/20/13 | FY13N | 918 | Added new element FN390 and reporting instructions, updated Required Reporting Periods table to include (N) and updated the file layout table. |
| 3.0 | 6/20/13 | FY13N | 933 | Added new IE21 option to FN270. |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------|--------|--------------------------------|----------|---|
| 2.0 | 3/7/13 | E-Transcript (E) | 922 | Added 4 new elements :FN320, FN330, FN340, FN350 and reporting instructions, updated Required Reporting Periods table to include E-Trans (E) and updated the file layout table. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange Reporting Period to Required Reporting Periods Table and SRE reporting period to File Layout. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

*At this time, there are no additional **FY17** EMIS changes known to impact the Student Attributes–No Date (FD) Record.*

| Change # | Change Description |
|----------|--------------------|
| | |

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2.6 STUDENT ATTRIBUTES—NO DATE (FN) RECORD

Required Collection Requests

The Student Attributes—No Date (FN) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Element | S All | S Traditional | | | S CS/STEM | | G | R | E | X |
|---------------------|---|-----------|---------------|-----|-------|-----------|-------|---|---|---|---|
| | | Retention | Initial | Mid | Final | Initial | Final | | | | |
| FN140 | Accountability IRN | | | √ | √ | | √ | | | | |
| FN350 | Admission to Current High School Date | | | | | | | | | √ | |
| FN240 | CORE Economics and Financial Literacy Requirement Met | | | | | | | √ | √ | | √ |
| FN250 | CORE Fine Arts Requirement Met | | | | | | | √ | √ | | √ |
| FN300 | CORE Graduation Requirement Exemption Code | | | | | | | √ | √ | √ | √ |
| FN320 | CORE Graduation Requirement Exemption Date | | | | | | | | | √ | √ |
| FN330 | CORE Graduation Requirement Met Flag | | | | | | | | | √ | √ |
| FN290 | CTE Program of Concentration | | | √ | √ | | √ | | | √ | √ |
| FN410 | Courses Completed Date | | | | | | | √ | √ | | √ |
| FN420 | Courses Completed IRN | | | | | | | √ | √ | | √ |
| FN090 | Diploma Date | | | | | | | √ | | √ | |
| FN100 | Diploma Type | | | | | | | √ | | | |
| FN260 | Exempted from Physical Education Graduation Requirement | | | | | | | √ | √ | √ | |
| FN340 | Expected Graduation Date | | | | | | | | | √ | |
| FN110 | Fiscal Year that Student Began Ninth Grade | | | √ | √ | | √ | √ | √ | √ | |
| FN080 | Grade Level Next Year | | | | √ | | √ | | | | √ |
| FN210 | Limited English Proficient Reclassification Date | | | | √ | | √ | | | | |
| FN220 | Majority of Attendance IRN | | | √ | √ | | √ | | | | |
| FN360 | Math Diagnostic Result | | | √ | √ | | √ | | | | |
| FN310 | Military Compact Graduation Alternative Count | | | √ | √ | | √ | √ | √ | | √ |
| FN390 | Next Year Attending Building IRN | | | | √ | | √ | | | | |
| FN120 | OGT Graduation Alternative | | | √ | √ | | √ | √ | √ | | |
| FN400 | Previous Year District IRN | | | | | √ | √ | | | | |
| FN370 | Reading Diagnostic Result | | | √ | √ | | √ | | | | |
| FN070 | Retained Student Status | √ | | | | | | | | | |
| FN270 | Updated October 31 IEP Outcome | | √ | √ | √ | √ | √ | | | | |
| FN380 | Writing Diagnostic Result | | | √ | √ | | √ | | | | |
| FN230 | Yearend Reported State Student ID (SSID) | | | | | | | √ | √ | | |

General Guidelines

Report one Student Attributes – No Date (FN) Record per collection for each student reported in EMIS. For the Graduation (G) Collection, report one Student Attributes – No Date (FN) Record for each student who graduated from your district any time between the first day of the just completed school year and the day before the first day of the next school year.

Career-Technical Students Who Graduate

JVSDs do not report the Diploma Date and Diploma Type Elements.

JVSDs should continue to report the appropriate withdrawal code for graduating students.

Student Attributes – No Date Data Elements

The following portion of this section discusses each of the data elements within this record. The elements are organized alphabetically.

 **Accountability IRN Element**

| | |
|---------------------|--|
| Record Field Number | FN140 |
| Definition | The building IRN within the district that is responsible for the student’s performance measures. |

Valid Options

- Six-digit code Valid building IRN within the reporting district
- ***** Not Applicable

Reporting Instructions. In the *Accountability IRN Element*, a district may enter the IRN of a specific building within their district to be accountable for a specific student’s performance results when both of the following criteria are true:

Student was enrolled in a building for a full academic year.

Student was simultaneously enrolled in two or more buildings in the district or participated in a special program in another building (other than the building that would be his/her “home” school based on attendance zones). An example of this would be an IEP program that specializes in educating certain students with disabilities that is housed in one school that all districts eligible students attend. If the district does not enter an IRN in the *Accountability IRN Element*, the student will be included in the results for the educating building; however, the district may enter the IRN of the building that the student would be attending if the student were not in that program (the “home” building IRN). The student would then count at the “home” building.

It is not necessary for districts to manually enter the *Accountability IRN Element* if the student was not enrolled in a building within the district for the full academic year. Only an IRN of a building within the district should be entered into the *Accountability IRN Element*.

☀ Admission to Current High School Date

| | |
|---------------------|---|
| Record Field Number | FN350 |
| Definition | The date of the student’s first day of attendance at his/her current high school. |

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. If the entry occurred during a prior school year and the exact date is unavailable, report the first day of school for that school year. If the entry is during the current year, the Admission to Current High School Date is an attendance day for the student and must occur on a date in the building’s current school year calendar.

The Admission to Current High School Date cannot be on a day in the school’s calendar unless the student begins attendance on that day. The admission date may reflect a day prior to the first day the student actually attended if there are no scheduled days in session for the building between the date reported in the Admission to Current High School Date Element and the day the student actually attended.

☀ CORE Economics and Financial Literacy Requirement Met

| | |
|---------------------|---|
| Record Field Number | FN240 |
| Definition | Indicates if a student has met the CORE Economics and Financial Literacy Requirement. |

Valid Options

Y District has determined that student has met this requirement
 N District has not determined that student has met this requirement

Reporting Instructions. Option ‘N’ may be used for students who have not met the requirement as well as for situations where the district has not yet determined if the student met the requirement or not.

Experiences completed by a student to meet this requirement may or may not be for graduation credit and may or may not be reported via the GC Student Graduation – Core Summary Record.

For additional information on this requirement, search from any ODE web page for “CORE Graduation Requirements.”

☀ CORE Fine Arts Requirement Met

| | |
|---------------------|--|
| Record Field Number | FN250 |
| Definition | Indicates if a student has met the CORE Fine Arts Requirement. |

Valid Options

Y District has determined that student has met this requirement
 N District has not determined that student has met this requirement

Reporting Instructions. Option ‘N’ may be used for students who have not met the requirement as well as for situations where the district has not yet determined if the student met the requirement or not.

Experiences completed by a student to meet this requirement may or may not be for graduation credit and may or may not be reported via the GC Student Graduation – Core Summary Record.

For additional information on this requirement, search from any ODE web page for “CORE Graduation Requirements.”

☀ CORE Graduation Requirement Exemption Code

| | |
|---------------------|--|
| Record Field Number | FN300 |
| Definition | The Ohio CORE exemption status of a student. |

Valid Options

- * Student has not opted out of Ohio CORE requirements (default)
- 1 Student opted out of the Ohio CORE requirement as described in 3313.603(D) (parent waiver)
- 2 Student is attending drop-out prevention and recovery program with an approved waiver from ODE and student has opted out of the Ohio CORE requirements as described in 3313.603(F) (dropout-prevention and recovery program)
- 3 Student’s IEP requires substantial modifications to curriculum; student receiving diploma by meeting IEP goals instead of by meeting CORE requirements.

Reporting Instructions. Option “*” should be used for the students who have not opted out of Ohio CORE requirements and for students who began 9th grade prior to July 1, 2010. For more information about the opt-out options refer to Section 3313.603 (D) and (F) of the Ohio Revised Code. These elements are to be reported in the Graduate and Graduation Requirements Progress Collections beginning in the school year that the student meets the exemption. Continue to report the exemption until the student withdraws or chooses to forego the exemption and graduate under the Ohio CORE requirements.

☀ CORE Graduation Requirement Exemption Date Element

| | |
|---------------------|---|
| Record Field Number | FN320 |
| Definition | The date the CORE Graduation Exemption is determined. |

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. Report the date the student was determined to be exempt from Ohio CORE graduation requirements.

☀ CORE Graduation Requirement Met Flag

| | |
|---------------------|---|
| Record Field Number | FN330 |
| Definition | Indicates if the student’s Ohio CORE Graduation requirement has been met. |

Valid Options

- Y Student has met Ohio CORE course graduation requirements.
- N Student has not met Ohio CORE course graduation requirements.

☀ CTE Program of Concentration Element

| | |
|---------------------|---|
| Record Field Number | FN290 |
| Definition | The primary CTE Workforce Development Program for which a student has met the requirements to be considered a concentrator. |

Valid Options

** Student is not a concentrator in any CTE program

Agricultural and Environmental Systems

- A0 Agribusiness and Production Systems
- A1 Industrial Power Technology
- A2 Animal Science and Management
- A3 Agriculture, Food, and Natural Resources Bioscience
- A5 Horticulture
- A6 Natural Resource Management

Arts and Communication

- B0 Media Arts
- B1 Performing Arts
- B2 Visual Design and Imaging

Business and Administrative Services

- C0 Administrative and Professional Support
- C1 Business Management
- C2 Legal Management and Support
- C3 Medical Management and Support
- C4 Business and Administrative Services

Construction Technologies

- DD Structural Systems
- DE Mechanical, Electrical, and Plumbing
- DF Construction Design and Management

Education and Training

- E0 Early Childhood Education
- E1 Teaching Professions

Engineering and Science Technologies

- F6 Engineering and Design

Finance

- G0 Accounting
- G1 Financial Services
- G2 Finance

Government and Public Administration

H0 Government and Public Administration

Health Science

J0 Medical Bioscience
J6 Exercise Science and Sports Medicine
J7 Health Information Management
JM Allied Health and Nursing

Hospitality and Tourism

L0 Culinary Arts
L1 Hospitality

Human Services

M0 Barbering
M1 Cosmetology
M2 Family and Community Services
M3 JTC

Information Technology

N0 Information Support and Services
N1 Interactive Media
N2 Network Systems
N3 Programming and Software Development

Law and Public Safety

P1 Criminal Justice
P6 Firefighting and Emergency Medical Services

Manufacturing Technologies

R7 Manufacturing Operations

Marketing

S0 Acquisition and Logistics
S1 Entrepreneurship
S2 High School of Business
S3 Marketing Communications
S4 Marketing Management
S5 Marketing

Transportation Systems

T6 Maritime Occupations
T9 Ground Transportation
TA Air Transportation

Reporting Instructions. This element is to be reported in the following Student Collections: Traditional Districts Midyear and Final and Community/STEM Schools Final. It is also reported in the Electronic Transcript (E) and the Student Records Exchange (X) Collections.

The *CTE Program of Concentration Element* designates the program area of concentration for a CTE concentrator. A “CTE Concentrator” is a secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level. For guidance (and examples) in identifying when a secondary student becomes a CTE Concentrator, see *Career-Technical Education Programming and EMIS Reporting* on the Ohio Department of Education website (Career-Technical Education section).

The Office of Career-Technical Education has developed a Data Accountability Manual, which can be found by searching for “Career-Technical Education Data and Accountability” on the Ohio Department of Education website.

The district that employs the workforce development teacher is responsible for identifying and reporting CTE concentrators and the CTE Program of Concentration. Only the code for one area of concentration may be reported for a student within a collection. Once a student is identified as a CTE concentrator, the student is a CTE concentrator for the rest of his/her schooling. Current grade level has no relationship to whether or not a student is identified as a concentrator; i.e., a student can be a junior and be identified as a concentrator.

 **Courses Completed Date Element**

| | |
|---------------------|--|
| Record Field Number | FN410 |
| Definition | The month and year in which the student completed the course requirements for a diploma. |

Valid Options

| | |
|--------|-------------|
| YYYYMM | Year, Month |
| 000000 | Default |

Reporting Instructions. This is required for students who were not educated in the current year by the district. Current year students may be reported with the actual value or the default.

 **Courses Completed IRN Element**

| | |
|---------------------|---|
| Record Field Number | FN420 |
| Definition | The IRN of the district in which the student completed the course requirements for a diploma. |

Valid Options

| | |
|---------------|--------------------|
| Six-digit IRN | Valid district IRN |
| 000000 | Default |

Reporting Instructions. This is required for students who were not educated in the current year by the district. Current year students may be reported with the actual value or the default.

☀ Diploma Date Element

| | |
|---------------------|--|
| Record Field Number | FN090 |
| Definition | The date the student received his/her diploma. |

Valid Options

00000000 Not Applicable
 CCYYMMDD Year, Month, Day

Reporting Instructions. A diploma date of June 8, 2015, is to be reported as 20150608.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer should be reported with a diploma date in the Graduate (G) Collection. The diploma date for summer graduates must be between the end of the school year and prior to the start of the next school year. A summer graduation date cannot be earlier than the date on which a student completed graduation requirements (e.g., completes course requirements or receives a passing score on the OGT, etc.).

Career-Technical Students who Graduate. For the purposes of the state and federal accountability plan under the No Child Left Behind Act of 2001, contract career-technical students and JVSD students count in the resident district as graduates, therefore only the “resident” should report the Diploma Date Element.

For purposes of reporting CTE performance data to the U.S. Department of Education, the Office of Career-Technical Education is required to report the percentage of career-technical students who are graduates. This is a federal performance measure. ODE will use the resident district graduation information for the federal performance measure.

☀ Diploma Type Element

| | |
|---------------------|---|
| Record Field Number | FN100 |
| Definition | The type of diploma received by the graduating student. |

Valid Options

- * Not Applicable (not a graduating student)
- 1 Regular Diploma
- 2 Academic Diploma with Honors
- 3 Diploma received in another state via Military Compact
- 4 International Baccalaureate Honors Diploma
- 5 Career Tech Honors Diploma
- 6 STEM Honors Diploma
- 7 Arts Honors Diploma
- 8 Social Science and Civic Engagement Honors Diploma

Reporting Instructions. ~~Either option “1” or “2”~~ The appropriate option is reported for all students who graduate with an Ohio Diploma.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer are reported with the appropriate option for the *Diploma Type Element* in the Graduate (G) Collection.

Military Compact students and the graduation requirements for these students are defined in Section 3301.60 of the Ohio Revised Code. For additional information on this student population, search from any ODE web page for “Military Compact.”

☀ Exempted from Physical Education Graduation Requirement

| | |
|---------------------|---|
| Record Field Number | FN260 |
| Definition | Indicates if the district has adopted a policy to exempt certain students from the Physical Education graduation credit requirement and if the student has met the policy’s requirements. |

Valid Options

- Y District has adopted policy and the student has met policy’s requirements
- N District has not adopted policy or policy adopted but student has not met all of the policy’s requirements

Reporting Instructions. For additional information on this requirement, search from any ODE web page for “CORE Graduation Requirements.”

☀ Expected Graduation Date

| | |
|---------------------|--|
| Record Field Number | FN340 |
| Definition | The anticipated graduation date for the student. |

Valid Options

- CCYYMMDD Year, Month, Day

Reporting Instructions. Report the anticipated graduation date for the student. If the specific graduation day is not known, report the first day of the month (e.g., 20150601).

☀ Fiscal Year that Student Began Ninth Grade Element

| | |
|---------------------|---|
| Record Field Number | FN110 |
| Definition | The fiscal year in which the student first began ninth grade. |

Valid Options

- 0000 Not Applicable
- CCYY Fiscal Year

Reporting Instructions. This element is required to be reported every year for each student enrolled in grades 9, 10, 11, 12, 13, and 23. Students who are not currently enrolled in one of these grades are to be reported with “0000”.

Report the fiscal year the student would have begun or did begin ninth grade for the first time in any Ohio public or chartered nonpublic school.

A student who is promoted from 8th to 10th grade (skipping 9th grade) is to be reported with the fiscal year he/she would have begun 9th grade had he/she not skipped a grade level. In this case, since the student would have started 9th grade in the year he/she started 10th grade, the fiscal year the student started 10th grade is reported in the *Fiscal Year that Student Began Ninth Grade Element*.

When a student is enrolled in 8th grade and is taking some 9th grade classes, the *Fiscal Year that Student Began Ninth Grade Element* is not reported as the fiscal year he/she was enrolled in 8th grade and taking some 9th grade classes. It is reported as the fiscal year in which he/she was first enrolled or would have been enrolled as a 9th grade student.

 **Grade Level, Next Year Element**

| | |
|---------------------|---|
| Record Field Number | FN080 |
| Definition | Indicates the grade level to which a student has been promoted, or the grade level in which a student will be retained the following school year. |

Valid Options

- ** Not Applicable
- IN Infant/Toddler: ages 0-2
- PS Preschool: ages 3-5
- KG Kindergarten
- 01-12 First through twelfth grade
- 13 Enrolled, completed course requirements but did not pass graduation test
- 23 Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.
- GR Student will complete graduation requirements
- DR Student has dropped out, is not enrolled in the district, and is not known to be enrolled anywhere

Reporting Instructions. This element is required for all students. Seniors who have been retained are to be reported with a “12” in this element. “DR” must be reported with a 7xx withdrawal reason.

For FY16, report third grade students who do not meet the required promotion score on the third grade state assessment with ‘03’. Exceptions to this rule are students who achieve a promotion score on an approved TGRG Alternative Assessment and those students identified as meeting one of the retention exemptions in law.

 **Limited English Proficient Reclassification Date Element**

| | |
|---------------------|--|
| Record Field Number | FN210 |
| Definition | The date on which the student is considered “no longer LEP”. |

Valid Options

- 000000 – Not Applicable
- CCYYMM – Date

Reporting Instructions. If a student has met the criteria for reclassification and is reclassified from LEP status to “no longer LEP”, then the year and month in which the student was reclassified is reported in the *Limited English Proficient Reclassification Date Element* during the Traditional Districts and Community/STEM Schools Final Student (S) Collections.

Alternatively, if an LEP student has not met all three criteria by the end of the school year and is not reclassified, then this element is reported with “000000” during the Traditional Districts and Community/STEM Schools Final Student (S) Collections.

This element is reported as “000000” for a student who is not LEP.

Report the year and month in which a student is reclassified from LEP. This element is to be reported during the Final Student Collection for the school year in which the student was reclassified. In addition, the date in which the student was reclassified remains a part of this record and must be reported in subsequent years during the Final Student Collection.

A student who is reclassified in the spring of 2015 is to be reported with the year 2015 and the month in which he/she is reclassified. For instance, a student reclassified in March 2015 would be reported with a reclassification date of 201503.

Required Criteria for Reclassification. A student must meet all the required criteria in order to be reclassified as “no longer an LEP student”. For more information regarding the criteria for reclassification from LEP, please refer to the ODE website.

 **Majority of Attendance IRN Element**

| | |
|---------------------|--|
| Record Field Number | FN220 |
| Definition | The IRN of the building or district where a student is continuously enrolled from the Friday of the first full week of October through the spring test administration date, as shown in the table located in the reporting instructions. |

Valid Options

Six-digit IRN

Not Applicable

Valid Building/District IRN

Reporting Instructions. Do not report building IRNs that are not located in your district or a district IRN that is not your own.

Continuously enrolled means that the student did not withdraw from the district after the first full week of October and then re-enroll in the same district prior to the test date in the following table.

| Grade | Test | MOA End Date | Participation Date |
|---|--|--------------|---------------------|
| Students in grades K-8 and untested students | | | |
| Any | Untested | March 19 | NA |
| | Alternate Assessment: ELA, Math | March 19 | March 19 |
| 3-8 | Next Gen Spring: all subjects | April 13 | April 13 |
| Students who were first time ninth graders <i>before</i> July 1, 2014 | | | |
| 9-12 | OGT (Reading, Writing, Math, Science, Social Studies); <i>not</i> taking American History or American Government | March 19 | March 19 (R/M only) |
| 9-12 | OGT (Reading, Writing, Math, Science, Social Studies); <i>taking</i> American History or American Government | April 13 | March 19 (R/M only) |
| Students who were first time ninth graders <i>on or after</i> July 1, 2014 | | | |
| 9-12 | Next Gen Fall: taking ELA or Math and not taking any spring assessments | April 13 | December 15 |
| | Next Gen Spring: all spring assessments | April 13 | April 13 |

Note that if the school year ends prior to the relevant MOA date, then the MOA end date is the last day of the school year.

A student that meets “MOA enrollment” in a single building is reported with the IRN of that building in the *Majority of Attendance IRN Element*. However, a student that meets “MOA enrollment” in the district, but was enrolled in multiple buildings within the district during that time frame, is reported with the IRN of the district.

A student who has not met “MOA enrollment” in the district is reported with “*****” in the *Majority of Attendance IRN Element*.

When a student is attending a Post-Secondary Institution, County Board of DD, Joint Vocational School District, or is a Contract Career-Technical student, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

For a school-age student in programs/classes offered by the ESC, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

Educational Service Centers. ESCs are required to report this element for preschool students with the IRN of the ESC.

 **Math Diagnostic Result**

| | |
|---------------------|---|
| Record Field Number | FN360 |
| Definition | Result of the student’s math diagnostic assessment. |

Valid Options

- ** Not required
- EX Exempt from diagnostic assessment

| | |
|----|------------------------|
| RN | Required, not assessed |
| AO | Assessed, on-track |
| NO | Assessed, not on-track |

Reporting Instructions. Districts and community schools are required to administer a math diagnostic assessment for students in grades 1 and 2 and report whether the student is “on-track” or “not on-track”. A diagnostic result of “Assessed, on-track” (“AO”) indicates the student has been assessed and determined to be at grade level for mathematics. A result of “Assessed, not on-track” (“NO”) indicates the student has been assessed, but the results identify the student as not at grade level for mathematics.

If a student is assessed for math more than once during the school year, report only the initial assessment results. Students not on track per the initial assessment will remain not on track until scoring on track on the following school year’s math diagnostic assessment.

Reporting Students not Assessed. For Kindergarten and grade 3 students, districts can report “***” if no assessment was given. For Preschool students and grades 4 and above, districts should report “***”. For grades 1 and 2, districts may only report “EX” for students identified with “significant cognitive disabilities” and exempt from diagnostic assessment by law (ORC §3313.608(B)(1)).

Report “***” for grades 1 and 2 when the student is enrolled in the district less than 30 days or the student is enrolled in a chartered non-public school on a scholarship (Jon Peterson and Autism). For any other students in grades 1 and 2 who have not been assessed, report “RN”.

Reporting Transfer Students. If a student in grades 1 or 2 transfers at any point during the school year after having completed a math diagnostic, the receiving school may use that diagnostic’s “on track”/“not on track” results. For grades 1 and 2 transfer students without evidence of a completed math diagnostic, the new school must administer the same diagnostic used for its other students within 30 days of the transfer, unless the student transferred prior to the district’s scheduled math diagnostic assessment, in which case the new school may administer the transfer student’s math diagnostic assessment on the same schedule as all other students in grades 1 and 2.

 **Military Compact Graduation Alternative Count Element**

| | |
|---------------------|---|
| Record Field Number | FN310 |
| Definition | Identifies that the requirement to take one or more graduation tests was met using the military compact alternative criteria. |

Valid Options

- 0 Student is not using the military compact alternative criteria to meet Ohio graduation requirements.
- 1-5 The number of Ohio graduation assessments that the student is not required to pass in Ohio to graduate.

Reporting Instructions. Students who are identified under the Military Compact, per Section 3301.60 of the Ohio Revised Code, may be exempt from Ohio’s graduation assessment requirements if they can prove they met his/her former state’s graduation assessment requirements. For additional information on this student population, search from any ODE web page for “Military Compact.”

☀ Next Year Attending Building IRN

| | |
|---------------------|--|
| Record Field Number | FN390 |
| Definition | The state assigned six-digit information retrieval number (IRN) of the building that the student would be attending the following school year. |

Valid Options

| | |
|---------------|---|
| Six-digit IRN | Valid building IRN within the hierarchy of the reporting district |
| ***** | Not applicable |

Reporting Instructions. This element will be reported at year end only. A six-digit IRN is reported for a student with a *District Relationship* of “1” whose latest FS record is reported with a *Withdrawal Reason* of “***”.

A six-digit IRN is also valid when the student is reported with a *Sent Reason* of “CT- Contract Career-Technical Education Participant”, “JV- Joint Vocational School District Program Participant”, “MR- DD program participant”, “OS – State School (OSB or ODS) program participant”, or “PI – Proprietary Institution Program Placement” and the student's latest FS record is reported with a *Withdrawal Reason* of “***”.

The Not applicable option, “*****”, may be reported in all other cases.

This element is only used for traditional districts all other entities may report an IRN or “*****”.

☀ OGT Graduation Alternative Element

| | |
|---------------------|--|
| Record Field Number | FN120 |
| Definition | Identifies that passage on one graduation test was met using the alternative criteria. |

Valid Options

| | |
|---|----------------------------------|
| 0 | Not used |
| 1 | Used for one test not yet passed |

Reporting Instructions. Section 3313.615 of the Ohio Revised Code indicates that a student may meet the passing standard for one graduation test provided he/she has met all identified alternative requirements. This alternative can only be used for one of the five Ohio Graduation Tests. Report a “0” if the student does not use this alternative to meet the graduation test requirements. Report a “1” only when the school district reports the student as a graduate.

☀ Previous Year District IRN

| | |
|---------------------|---|
| Record Field Number | FN400 |
| Definition | Indicates the IRN of the Ohio school district where the student resided during October count week of the prior school year. This element is only to be completed by community schools/STEM schools for students who were not enrolled in an Ohio EMIS reporting entity the prior year or for situations where the current school determines that the IRN assigned by ODE for the prior year is incorrect. |

Valid Options

- ***** Not applicable
- Six-digit code Valid district IRN

Reporting Instructions. City, local, and exempted village districts, JVSs, ESCs, State Schools for the Deaf and Blind, and Department of Youth Services may report “*****” for all students. Community and STEM schools will use this value when the school agrees with the IRN determined by ODE as a part of the FLICS system.

 **Reading Diagnostic Result**

| | |
|---------------------|--|
| Record Field Number | FN370 |
| Definition | Result of the student’s reading diagnostic assessment. |

Valid Options

- ** Not required
- EX Exempt from Diagnostic Assessment
- RN Required, not assessed
- AO Assessed, on track
- NO Assessed, not on track

Reporting Instructions. Districts and community schools are required to administer a reading diagnostic assessment for students in grades K-3 and report whether the student is “on track” or “not on track”. A diagnostic result of “Assessed, on track” (“AO”) indicates the student has been assessed and determined to be at grade level for reading. A result of “Assessed, not on track” (“NO”) indicates the student has been assessed, but the results identify the student as not reading at grade level.

Reading Improvement and Monitoring Plans are required for students identified as “Assessed, not on track” (“NO”). Districts/community schools must report the associated reading improvement interventions/programs in EMIS (see Intervention Program Codes in the Student Program Record (GQ), EMIS Manual section 2.9).

If a student is assessed for reading more than once during the school year, report only the initial assessment results. For EMIS reporting, students not on track per the initial assessment will remain not on track until scoring on track on the following school year’s reading diagnostic assessment.

Reporting Students not Assessed. Report “***” for students in Preschool and grades 4 and above. For Kindergarten through grade 3, only report “***” if the student is enrolled in the district for fewer than 30 days or if the student is enrolled in a chartered non-public school on a scholarship (Ed Choice, Cleveland Tutoring and Scholarship Program, Jon Peterson, and Autism Scholarships). Report “EX” if the K-3 student has significant cognitive disabilities and is exempt from the TGRG Reading Diagnostic Assessment by law (ORC §3313.608(B)(1)).

For any K-3 students that have not been assessed and do not meet the exceptions listed above, report “RN”.

Reporting Transfer Students. If a K-3 student transfers at any point during the school year having completed a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving

school may use that diagnostic’s “on-track”/“not on-track” results. For K-3 transfer students without evidence of a completed reading diagnostic, the new school must administer the same diagnostic used for its other students within 30 days, unless the student transferred near the beginning of the school year, in which case the new school would have the longer of 30 days or the September 30 deadline.

 **Retained Status Element**

| | |
|---------------------|--|
| Record Field Number | FN070 |
| Definition | Indicates if a student was retained at the end of a school year and whether he/she will advance to the next grade level. |

Valid Options

- * Student was not retained at the end of the previous school year. Includes all 3rd grade students promoted to 4th grade who received the required promotion score on any administration of the state 3rd grade reading assessment before the start of the next school year.
- 1 Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained.
- 2 Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced because of successful completion of summer school.
- 3 Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced at parent request.
- 4 Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced for a reason other than completion of summer school or parents’ request.
- 5 Student demonstrated adequate performance on the TGRG Alternative Assessment for promotion to grade 4, but was retained for reasons other than the Third Grade Reading Guarantee.
- A Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee and is still retained.
- D Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained because student met the ELL exemption.
- E Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained because student met the IEP exemption.
- F Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).
- G Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.
- H Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee, but is not enrolled this school year.
- J Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – Iowa before the start of the next school year.

- K Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – NWEA-MAP before the start of the next school year.
- L Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – Terra Nova before the start of the next school year.

Reporting Instructions. Report the option that best describes the student’s retention status as of the first day of the current school year.

Reporting Retention Status Specific to Third Grade Reading Guarantee Requirements. If a student is subject to retention in grade 3 based on Third Grade Reading Guarantee reading requirements and state assessment results, report the student’s retained status with options “A” – “L” or option “5”.

For any grade 3 student promoted due to adequate performance on a Third Grade Reading Guarantee Alternative Assessment, report the option that identifies the specific alternative assessment taken—options “J”, “K”, or “L”. The full names of the ODE-approved Third Grade Reading Guarantee Alternative Assessments can be found on ODE’s website. For students demonstrating adequate performance on a Third Grade Reading Guarantee Alternative Assessment who are retained for other reasons, report option “5”.

Report option “*” for students who have met the reading requirements in the Third Grade Reading Guarantee and have not been retained.

 **Updated October 31 IEP Outcome Element**

| | |
|---------------------|---|
| Record Field Number | FN270 |
| Definition | Least Restrictive Environment (LRE) outcome as of October 31 for a student whose IEP currently on file with ODE does not reflect the current LRE for a student with a disability. |

Valid Options

- **** **No change from Latest IEP Reported to ODE**
- IEDP IEP Resulted in Due Process**
- IEENS IEP Complete – Not Served**
- IEPR IEP Complete – Parental Refusal**
- IE13 Special Education outside the regular class less than 21% of the day.**
 Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:
 - Regular classes with special education/special education services provided within the regular classes;
 - Regular classes with special education/special education services provided outside regular classes;
 - Regular classes with special education services provided in resource rooms.

IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.

This may include placement in:

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

IE15 Special education outside the regular class more than 60% of the day.

Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:

- 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;
- Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.

IE16 Public Separate School

Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

- Students with disabilities attending County Boards of MR/DD;
- Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities;
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

A student with a disability receiving education programs in private separate day school facilitates. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in private separate schools. This may include:

- Private day schools for students with disabilities;
- Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day;
- Private residential facilities, if the student does not live at the facility.

IE18 Public Residential Facility

A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and special education services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week);
- Public residential schools for students with disabilities;
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day;
- Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School;

Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).

IE19 Private Residential Facility

A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Private residential schools for students with disabilities;
- Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility and not living there.

IE20 Homebound/Hospital

A student with a disability receiving education programs in a homebound/hospital environment includes children with disabilities placed in and receiving special education and special education services in:

- Hospital programs;
- Homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.

IE21 Correctional Facility

A student with a disability receiving education programs who are incarcerated at a correctional facility other than Department of Youth Services (DYS) or Ohio Central School during the school week. This may include but is not limited to children with disabilities placed in:

- County jails;
- County detention centers; and
- Community-based correctional facilities

- IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.**
- IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.**
Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.
- IE51 Regular Early Childhood Program 10 or More Hours per week and most services in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE53 Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE60 Pre-School – Special Education Program – Separate Class**
A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE62 Pre-School – Special Education Program – Separate School**
A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE64 Pre-School – Special Education Program – Residential Facility**
A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.

IE70 Pre-School–Home

A program in which a child receives all of his/her special education and special education services in the principle residence of the child’s family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.

IE72 Pre-School – Service Provider Location

A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians’ offices, clinicians’ offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

Reporting Instructions. This element is reported in Traditional Districts Initial, Midyear, and Final Student Collections and Community/STEM Schools Initial and Final Student (S) Collections for only those students with a change in their Least Restrictive Environment (LRE) since their most recent IEP as of October 31. In general, the LRE will not change without a new IEP being completed and reported, but there are some cases, especially with IEPs reported in the prior year that are still in effect on October 31, where the LRE could change. Examples include but are not limited to a student whose parent originally consented to services but pulled the student from services prior to October 31 and situations where an expelled student is given an alternative placement that will be in effect on October 31. In addition, for a pre-school student (especially for those who are part time), a parental placement in a private preschool program could change the LRE for that student.

When completing the Federal Child Count, ODE will review the LRE on the latest reported IEP event effective as of October 31 (including IEPs reported in the prior Final Student Collection and IEP events reported in the current Initial Student Collection) and the value of this element. The value of this element will take precedence. For this element to be valid for the Federal Child Count, the student must already have an IEP reported to ODE that is valid on October 31 (e.g., October 31 is between the reported Outcome Beginning and End dates on an IEP that was reported to ODE in the prior Final Student or in the current Initial Student). If no reported IEP is valid on October 31, then the value in this element will be ignored.

 **Writing Diagnostic Result**

| | |
|---------------------|--|
| Record Field Number | FN380 |
| Definition | Result of the student’s writing diagnostic assessment. |

Valid Options

- ** Not required
- EX Exempt from diagnostic assessment
- RN Required, not assessed
- AO Assessed, on track
- NO Assessed, not on track

Reporting Instructions. Districts and community schools are required to administer a writing diagnostic assessment for students in grades 1-3 and report whether the student is “on-track” or “not on-track”. A diagnostic result of “Assessed, on-track” (“AO”) indicates the student has been assessed and determined to be at grade level for writing. A result of “Assessed, not on-track” (“NO”) indicates the student has been assessed, but the results identify the student as not at grade level for writing.

If a student is assessed for writing more than once during the school year, report only the initial assessment results. Students not on track per the initial assessment will remain not on track until scoring on track on the following school year’s writing diagnostic assessment.

Reporting Students not Assessed. For Kindergarten students districts can report “***” if no assessment was given. For students grades 4 and above, districts should report “***”. For grades 1-3, districts may only report “EX” for students identified with “significant cognitive disabilities” and exempt from diagnostic assessment by law (ORC §3313.608(B)(1)).

Report “***” for grades 1-3 when the student is enrolled in the district less than 30 days or the student enrolled in a chartered non-public school on a scholarship (Jon Peterson and Autism). For any other students in grades 1-3 who have not been assessed, report “RN”.

Reporting Transfer Students. If a student in grades 1-3 transfers at any point during the school year after having completed a writing diagnostic, the receiving school may use that diagnostic’s “on track”/“not on track” results. For students in grades 1-3 who transfer without evidence of a completed writing diagnostic, the new school must administer the same diagnostic used for its other students within 30 days of the transfer, unless the student transferred prior to the district’s scheduled writing diagnostic assessment, in which case the new school may administer the transfer student’s writing diagnostic assessment on the same schedule as all other students in grades 1-3.

 **Yearend Reported State Student ID (SSID) Element**

| | |
|---------------------|--|
| Record Field Number | FN230 |
| Definition | The state assigned unique identifier for a graduate as of the close of yearend processing. |

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for all graduates during the Graduate (G) Collection.

The SSID reported in this field will enable ODE to connect data for a student between a prior year’s student reporting and the Graduate (G) Collection. For school year graduates, report the same SSID that appears on the Student Standing (FS) Record listing the student’s withdrawal reason (the final closed record).

For a summer graduate, report the same SSID that appears on the latest Student Standing (FS) Record from the prior year’s student reporting. In most cases, this will be an open record, but it could be a closed record with a withdrawal reason if the student withdrew before graduating and later re-enrolled in summer school to complete graduation requirements.

For graduates not educated in the prior year, report the SSID from the latest Student Standing (FS) Record from the latest year's student reporting. Finally, for students who were never reported in the past, but are graduating, report the SSID with the best match from the SSID system or from the last educating district (if known).

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Attributes–No Date (FN) Record, the following field must be unique.

| Required Fields | Number |
|-----------------|--------|
| EMIS Student ID | FN050 |

2.6 STUDENT ATTRIBUTES–NO DATE (FN) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|---|-----------|
| | 1-8 | Filler | PIC 9(8) |
| FN010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “FN” | |
| | 11 | Filler | PIC X |
| FN020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| FN030 | 16 | Data Set | PIC X |
| | | S – Student G – Graduate E – E-Transcript X – Student Records Exchange | |
| FN040 | 17-22 | District IRN | PIC X(6) |
| FN050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| | 32 | Filler | PIC X |
| FN070 | 33 | Retained Status | PIC X |
| FN080 | 34-35 | Grade Level, Next Year | PIC X(2) |
| FN090 | 36-43 | Diploma Date | PIC 9(8) |
| FN100 | 44 | Diploma Type | PIC X |
| FN110 | 45-48 | Fiscal year student began 9th grade | PIC 9(4) |
| FN120 | 49 | OGT Graduation Alternative | PIC 9 |
| | 50-53 | Filler | PIC 99V99 |
| FN140 | 54-59 | Accountability IRN | PIC X(6) |
| | 60-66 | Filler | PIC X(7) |
| FN210 | 67-72 | Limited English Proficient Reclassification Date | PIC X(6) |
| FN220 | 73-78 | Majority of Attendance IRN | PIC X(6) |
| FN230 | 79-87 | Yearend Reported State Student ID (SSID) Element | PIC X(9) |
| FN240 | 88 | CORE Economics and Financial Literacy Requirement Met | PIC X |
| FN250 | 89 | CORE Fine Arts Requirement Met | PIC X |
| FN260 | 90 | Exempted from Physical Education Graduation Requirement | PIC X |
| FN270 | 91-94 | Updated October 31 IEP Outcome | PIC X(4) |
| | 95 | Filler | PIC X |
| FN290 | 96-97 | CTE Program of Concentration Element | PIC X(2) |
| FN300 | 98 | CORE Graduation Requirement Exemption Code | PIC X |
| FN310 | 99 | Military Compact Graduation Alternative Count | PIC 9 |
| FN320 | 100-107 | CORE Graduation Requirement Exemption Date | PIC 9(8) |
| FN330 | 108 | CORE Graduation Requirement Met Flag | PIC X |
| FN340 | 109-116 | Expected Graduation Date | PIC 9(8) |
| FN350 | 117-124 | Admission to Current High School Date | PIC 9(8) |
| FN360 | 125-126 | Math Diagnostic Result | PIC X(2) |
| FN370 | 127-128 | Reading Diagnostic Result | PIC X(2) |
| FN380 | 129-130 | Writing Diagnostic Result | PIC X(2) |
| FN390 | 131-136 | Next Year Attending Building IRN | PIC X(6) |
| FN400 | 137-142 | Previous Year District IRN | PIC X(6) |
| FN410 | 143-148 | Courses Completed Date | PIC 9(6) |

| Number | Position | Name | PIC/Size |
|---------------|-----------------|-----------------------|-----------------|
| FN240 | 149-154 | Courses Completed IRN | PIC X(6) |

ODE EMIS MANUAL

Section 2.7: Student Acceleration (FB) Record



Version 4.0
June 27, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|--|
| <u>4.0</u> | <u>6/27/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 3.0 | 6/13/16 | FY16S | 37971 | Determine a clearer way to ID early entry and whole grade accelerated sstudents. |
| 3.0 | 6/13/16 | FY16 | | Added Coming Changes section. |
| 2.0 | 10/20/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Acceleration (FB) Record.

| Change # | Change Description |
|----------|--------------------|
| | |

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2.7 STUDENT ACCELERATION (FB) RECORD

Required Collection Requests

The Student Acceleration (FB) Record is to be reported for the Traditional Districts Midyear and Final Student (S) Collections and the Community/STEM Schools Final Student (S) Collection. It is reported only for students who have a referral from the district’s Acceleration Evaluation Committee and were placed on a Written Acceleration Plan (WAP). The record can be reported for students who are accelerated in any grade level, kindergarten through high school.

Acceleration stops being reported if the student is no longer subject or whole grade accelerated. If the student was subject accelerated in Math and Reading, but is no longer subject accelerated in Reading, the acceleration for Reading is no longer reported.

General Guidelines

The Student Acceleration (FB) Record is reported for one or more of the following reasons:

- Student was accelerated in the current school year in one or more of the valid subjects for acceleration collected via this record, or
- Student took a state assessment at an accelerated grade level, regardless of if the acceleration first occurred this year or in a prior year.

“Accelerated in the current school year” means that the student received instruction at the accelerated grade level in the current year. If the decision to accelerate a student is made this year but will be implemented next year, then the Student Acceleration (FB) Record would be reported next year.

A separate record is required for each subject area in which the student is accelerated.

This record is not required for students who are not accelerated.

Student Acceleration Elements

The following portion of this section discusses each of the data elements within the Student Acceleration (FB) Record. The elements are organized alphabetically.

Subject Area Code

| | |
|---------------------|---|
| Record Field Number | FB060 |
| Definition | A four character code that identifies the area or subject in which the student was accelerated and/or of the assessment administered. |

Valid Options

- C Social Studies
- M Mathematics
- R Reading
- S Science
- W Writing

Reporting Instructions. This element indicates the assessment/subject area that is the context for all other elements reported on this record. Subject areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

 **Accelerated Assessment Flag**

| | |
|---------------------|---|
| Record Field Number | FB080 |
| Definition | Identifies if the student is taking an assessment at a grade level that is higher than the student’s overall grade level. |

Valid Options

- Y The student is participating in the state assessment in this subject area at a higher grade level than the student’s overall grade level reported via the State Equivalent Grade Level Element (FD090) due to acceleration in this subject area.
- N The student is taking the state assessment in this subject at the same grade level reported via the State Equivalent Grade Level Element (FD090), or there is no state assessment to take in this subject area at the FD090 grade level.

 **Accelerated Level Count**

| | |
|---------------------|---|
| Record Field Number | FB070 |
| Definition | Indicates, for the current school year, the number of year(s) a student was accelerated in a particular subject area. |

Valid Options

- 0 – 9 Number of Years Accelerated in the Current School Year

Reporting Instructions. The Acceleration Level Count element is used when a student has been accelerated in the current school year for one or more grade-levels in a subject area reported on this record type.

If a student is accelerated more than once in a school year, the district should report the student’s complete acceleration—the total count of grade levels accelerated—in a single record.

Whole grade acceleration takes place if the student is first time accelerated in all subject areas and accelerated levels. All five records must be reported, one for each subject area. The Accelerated Level Count Element is the same on all five records. See Example 1, Student B. The student is not whole grade accelerated if they were previously reported as accelerated in one of the five subject areas at the same level that they are currently accelerated to in the remaining subject areas. See Example 4, Student A.

Districts only report a new non-zero acceleration value in the initial year that the new acceleration occurred. Although the acceleration record is reported every year, a zero is reported in subsequent years as long as the student remains on the same acceleration track. A student who remains on the same acceleration track as the prior year would have a value of zero reported in this element. Anytime a new decision is made that results in a change to the student’s acceleration track where the student is accelerated yet again, a new non-zero value would be reported in this element.

Example 1, Student A.

Year 1

If it is determined in FY11 that Student A will accelerate or “skip” one grade-level in mathematics subject area during the FY12 school year, this element would be populated with a “1” in the Acceleration Level Count Element and a value of “M” in the Assessment Area Code Element in FY12.

Example 2, Student A.

Year 2

If it is determined at the end of FY12 that Student A will remain on this track for the FY13 school year, this element will be populated with a “0” and a value of “M” in the Assessment Area Code Element in FY13.

Example 3, Student A.

Year 2

If it is determined at the end of FY12 that the student will be accelerated yet another grade level in mathematics (the WAP allows the student to skip the next sequential course in this subject area) for the FY13 school year a “1” would again be reported in the Acceleration Level Count Element and a value of “M” in the Assessment Area Code Element at year end in FY13.

Example 4, Student A.

Year 2

If it is determined at the end of FY13, student A should be accelerated in all subject areas. Then in FY14 “0” would be reported in the Acceleration Level Count Element for mathematics since they were previously accelerated in Math, and a “1” would be reported in the Acceleration Level Count Element for the remaining four subject Areas.

OR

Example 1, Student B.

Year 1

If it is determined at the end of FY13 student B who is in grade 3, should be whole grade accelerated to grade 5. In FY14, a “1” would be reported in the Acceleration Level Count Element for all five subject areas.

Example 2, Student B.

Year 2

If it is determined at the end of FY14 student B who is in grade 5, should be whole grade accelerated to grade 6. In FY15, a “1” would be reported in the Acceleration Level Count Element for all five subject areas.

OR

Example 3, Student B.

Year 2

It is determined at the end of FY14, student B remains on the same acceleration track then a “0” would be reported in the Acceleration Level Count Element for all five subject areas.

Reporting Early Entrance Students. A student who is referred to early entrance for kindergarten by the district’s Acceleration Evaluation Committee and has a Written Acceleration Plan (WAP) established should be reported on this record. The student would be reported with an Acceleration Level Count Element of 1 for each of the 5 subjects. Students who enter kindergarten without a referral from the district’s Acceleration Evaluation Committee are not to be reported on this record.

Faster than Normal Grade Progression in High School. A student who is “ahead of schedule” in a high school that assigns grade levels by number of high school credits earned is not necessarily considered an accelerated student, even if the student spends less than four full years in high school earning a diploma. If the student took the normal sequence of courses, but was able to earn the required credits more quickly (e.g., doubled up on math courses, took summer courses), then this would not be considered acceleration. However, if a WAP is completed and the student skips a course in a normal sequence for a subject area, it would be considered acceleration in that subject area.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Acceleration (FB) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-------------------|--------|
| EMIS Student ID | FB050 |
| Subject Area Code | FB060 |

2.7 STUDENT ACCELERATION (FB) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--------------------------------|----------|
| | 1-8 | Filler | PIC X(8) |
| FB010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FB" | |
| | 11 | Filler | PIC X |
| FB020 | 12-15 | Fiscal Year, e.g., 2015 (CCYY) | PIC X(4) |
| FB030 | 16 | Data Set S – Student | PIC X |
| FB040 | 17-22 | District IRN | PIC X(6) |
| FB050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FB060 | 32-35 | Subject Area Code | PIC X(4) |
| FB070 | 36 | Accelerated Level Count | PIC 9 |
| FB080 | 37 | Accelerated Assessment Flag | PIC X |
| FB090 | 38-43 | Filler | PIC X(6) |

ODE EMIS MANUAL

Section 2.8: Student Assessment (FA) Record



Version 7.1
June 30, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|--------------|---|
| <u>7.1</u> | <u>6/30/17</u> | <u>FY17</u> | <u>56611</u> | <u>Added H as a valid Score Not Reported for Assessment Type GF.</u> |
| <u>7.1</u> | <u>6/30/17</u> | <u>FY17</u> | <u>56629</u> | <u>Added information regarding ACT Workkeys Assessment Version 2.0.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>40945</u> | <u>Updated valid test date ranges (FA210) for Fall GN reporting window to match FY17 testing window.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>40946</u> | <u>Added summer testing window for GN and EOC assessments.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>42098</u> | <u>Added new Score Not Reported (FA235) Option Q and added it as a valid option for KRA.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>42101</u> | <u>Modified Score Not Reported (FA235) Option S and added it as a valid option for the early learning assessment.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>43217</u> | <u>Change the date reported for Industry Credential Date Field</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>43844</u> | <u>FY17 CTE Technical Assessment (GY) updates.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>43846</u> | <u>FY17 CTE Industry Credential (GW) updates.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>44480</u> | <u>Added Test Day of the Month (FA212) to record layout.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>44504</u> | <u>Score Not Reported option S now allowed for KRA.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>45146</u> | <u>Updated KRA reporting instructions: LEP students should take the KRA.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>45242</u> | <u>Modified Score Not Reported Option L; added L to GD assessment type in table.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>45372</u> | <u>Remove assessment error bands for KRA assessments.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>46347</u> | <u>NWEA MAP (GD) assessment date changes for FY17.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>47373</u> | <u>Updated required early learning assessments test date collections.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>47374</u> | <u>Early Childhood Outcome (ECO) changed to Childhood Outcome Summary (COS)</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>47376</u> | <u>Updated description of when the Childhood Outcome Summary (COS) should be given.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>47647</u> | <u>Added new Score Not Reported Option 2.</u> |
| <u>7.0</u> | <u>5/30/17</u> | <u>FY17</u> | <u>47738</u> | <u>Score Not Reported Option U deleted.</u> |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------------------|-------------------------|--------------------------------|-----------------------|--|
| 7.0 | 5/30/17 | FY17 | 48134 | Modified Score Not Reported Option Y. |
| 7.0 | 5/30/17 | FY17 | 48866 | Eliminated the Writing Assessment Area Code (FA205) when reporting alternate assessment records. |
| 7.0 | 5/30/17 | FY17 | 49863 | Updated Score Not Reported options for SAT/ACT; added Score Not Reported Options 3 and 4. |
| 7.0 | 5/30/17 | FY17 | 50128 | Added code for new IB assessments. |
| 7.0 | 5/30/17 | FY17 | 51361 | Updated JVS reporting requirements to replaced OAA assessment types. |
| 6.2 | 5/2/17 | FY16 | 39005 | End of Course and WorkKeys assessments added to Graduate (G) reporting. |
| 6.1 | 3/1/17 | FY16A | 40985 | Clarified SAT reporting. |
| 6.1 | 3/1/17 | FY16A | 39625 | Test type GD added to Score Not Reported valid options table. |
| 6.0 | 7/7/16 | FY16A | 39625, 40985 | Added to Coming Changes. |
| 6.0 | 7/7/16 | FY16A | 41535 | Remove ASQ/SE Assessment (type GS). |
| 6.0 | 7/7/16 | FY16A | 40944 | Added fall collection and dates for GN, and removed fall collection for GA. |
| 6.0 | 7/7/16 | FY16A | 43843 | Added six CTE Technical Assessment (GY) Areas. |
| 6.0 | 7/7/16 | FY16A | 39527 | Two AP Assessments added: AP Research and AP Seminar. |
| 6.0 | 7/7/16 | FY16A | 37781 | Assessment Area Code R valid for GN, grade 3. |
| 6.0 | 7/7/16 | FY16A | 37739 | Assessment Type GU (Industry Assessments) no longer reported. |
| 6.0 | 7/7/16 | FY16A | 36440 | Removed CL03 option from Assessment Area Codes for Industry Credentials. |
| 6.0 | 7/7/16 | FY16A | 36438 | Removed AGL1 option from Assessment Area Codes for EOC exams. Added ALG1. |
| 6.0 | 7/7/16 | FY16A | 34328 | Added BIOL/biology option to Assessment Area Codes for EOC exams. |
| 6.0 | 7/7/16 | FY16A | 34301 | Required Test Type options “ST1” and “ST2” deleted. |
| 6.0 | 7/7/16 | FY16A | 33592 | OTELA name changed to OELPA. |
| 6.0 | 7/7/16 | FY16A | 32833 | Changes to ECO reporting guidelines. |
| 6.0 | 7/7/16 | FY16A | 32755 | Changes to the progression areas on the ELA. |
| 6.0 | 7/7/16 | FY16A | 32752 | New LEP option added for second year of LEP “L” status. |
| 6.0 | 7/7/16 | FY16 | | Added Coming Changes section. |
| 5.1 | 1/13/16 | FY15A | | Deleted Assessment Area Code options C and R for GO (KRA). |
| 5.1 | 1/13/16 | FY15A | | Added IB Chinese exams to Assessment Area Code options. |
| 5.0 | 9/16/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------|----------|--------------------------------|-----------|--|
| 5.0 | 9/16/15 | FY15A | 1072 | Included information regarding new KG assessment. |
| 5.0 | 9/16/15 | FY15A | 1085 | Included information for collecting additional informaton for DORP Report Card. |
| 5.0 | 9/16/15 | FY15A | 1107 | Deleted GGG, and included information for new PK assessment (ELA). |
| 5.0 | 9/16/15 | FY15 | | Added or modified information about EOC exams, WK assessments, next generation exams, and non-state assessments. |
| 4.1 | 4/21/15 | FY14N | 962 | Added Score Not Reported and Score options for CTE assessments. |
| 4.1 | 4/21/15 | FY14N | 1060 | Added reporting instructions for new industry credential measure. Also added a number of assessment options. |
| 4.1 | 4/21/15 | FY14N | 1007/1008 | Added reporting instructions for IB and AP Assessments. |
| 4.1 | 4/21/15 | FY14N | 1024 | Updated reporting instructions for Score Not Reported Option P. |
| 4.1 | 4/21/15 | FY14N | 830/831 | Updated reporting instructions for ACT and SAT. |
| 4.1 | 4/21/15 | FY14N | 1020 | Added and deleted several CTE Technical Assessments. |
| 4.1 | 4/21/15 | FY14G | | Beginning in FY14, CTE Student Assessments (GY) also reported in March. |
| 4.0 | 10/16/13 | FY13K | 1010 | Removed references to unit funding. |
| 3.0 | 6/7/13 | FY13N | 976 | Deleted verbiage from Test Formats and Accommodations, modified verbiage under Ohio Acievement Assesements (GA) and Ohio Graduation Test (GX). Modified reporting instructions for FA240, added verbiage to Example 2. Reporting ALT Scores, modified language in reporting instructions for FA210 within the assessment window table. |
| 2.1 | 5/8/13 | FY13 K | 996 | Changed version number on front page and footer. Added new GY assessments to FA205. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added E-Transcript and Student Record Exchange to Required Reporting Period and file layout. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added language in the General Guidelines to include College Entrance Examination and Local District Assessments. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added language to include SRE collection request under CTE Industry Assessment (GU). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added Assessments reported for All Reporting Periods Section and Table 1. Assessments by Reporting period. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added Reporting instructions for FA220. |

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|---------|--------|--------------------------------|----------|--|
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added new assessment types to table (FA235). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified/deleted reporting instructions for FA210 and added new assessments to Administration Table. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added new assessment types to Grade level values table (FA200). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added new assessment types to Type of Accommodation Element values table (FA225). |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Deleted Language from General Guidelines. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified Student Situations Heading in General Guidelines. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified Reporting Assessment Records Heading in General Guidelines. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added verbiage to Ohio Graduation Test (GX) section. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added verbiage to CTE Student Assessment (GY) section. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Created an Options Table for FA060. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Modified/added reporting instructions to FA210 and added assessment types to table. |
| 2.0 | 5/2/13 | (E), (X) | 921, 922 | Added HA-RZ for Special Collection Requests to Assessment type column to the FA205 Valid Options table. Added assessments to FA205 and reporting instructions. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

*At this time, there are no additional **FY17** changes known to impact the Student Assessment (FA) Record.*

| Change # | Change Description |
|----------|--------------------|
| | |

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2.8 STUDENT ASSESSMENT (FA) RECORD

Required Collection Requests

The Student Assessment (FA) Record and the relevant elements are to be reported as follows.

| Assessment | Assessment (A) | Graduate (G) | March (D) | Grad Req Prog (R) | E-Trans (E) | Student Record Exchange (X) |
|--|----------------|--------------|-----------|-------------------|-------------|-----------------------------|
| AC – American College Testing (ACT) Assessment | √ | √ | | √ | √ | √ |
| AP – Advanced Placement Assessment | √ | √ | | √ | √ | √ |
| GA – Ohio Achievement Assessment (OAA) | √ | | | | | √ |
| GB – Early Learning Assessment (ELA) | √ | | | | | √ |
| GD – NWEA Measures of Academic Progress (MAP) DORP Growth Assessment | √ | | | | | |
| GE – End of Course Exam | √ | √ | | | | |
| GF – Ohio English Language Proficiency Assessment (OELPA) | √ | | | | | √ |
| GM – Early Childhood Outcome (ECO) Childhood Outcome Summary (COS) Assessment | √ | | | | | √ |
| GN – Next Generation Assessment (NGA) | √ | | | | | |
| GO – Kindergarten Readiness Assessment (KRA) | √ | | | | | √ |
| GW – Industry Credential | √ | √ | √ | √ | | |
| GX – Ohio Graduation Test (OGT) | √ | √ | | | √ | √ |
| GY – CTE Technical Assessment | √ | | √ | | √ | √ |
| HA-RZ – Special Collection Assessment | √ | | | | | √ |
| IB – International Baccalaureate Assessment | √ | √ | | √ | √ | √ |
| SA – Scholastic Aptitude Test (SAT) | √ | √ | | √ | √ | √ |
| WK – ACT WorkKeys Assessment | √ | √ | | √ | | |

General Guidelines

Assessments are reported using a common format, the Student Assessment (FA) Record. **Please note that the Graduation Only Test (GP) Record cannot be reported using this format.**

Districts are required to report one record per student, per assessment type, per assessment area/subject, per assessment date for all tested grade levels. Therefore, if a given assessment has multiple areas/subjects, then multiple Student Assessment (FA) Records must be reported.

Test Formats and Accommodations

Students can take state assessments in one of the following formats:

- Standard format (STR) or Standard format (STR) with one of the following accommodations:
 - 504 if indicated in the student’s 504 plan,
 - LEP if the student meets the criteria established for LEP students, or
 - IEP.
- Alternate assessment (ALT). Currently, the only state-reported assessments with an Alternate form are the Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT).

The determination as to how a student with disabilities will participate in state- and district-wide assessments is made by each student’s IEP team, at least annually at each IEP meeting. The test format reported for any testing record should be the actual format of the assessment that was administered to the student.

Alternate assessment is appropriate only for students who have severe disabilities. In many instances, this means students with severe limitations to cognitive functioning. Such severe limitations in the area of cognitive functioning should be documented in the student’s evaluation team report. If the IEP team believes that alternate assessment is appropriate for a student, then that student must take the alternate assessment in all subject areas tested.

A school district may determine that it is appropriate for a student to take any of the standard state assessments with IEP or 504 Plan accommodations. In such cases, it is the responsibility of the school district to document what accommodations, if any, will be provided to the student when tested. The documentation of accommodations can be

- included in each student’s IEP or
- documented in writing for any student who was evaluated under section 504.

Accommodations must meet all the following criteria, as defined by rule 3301-13-03 (H):

1. The accommodation is provided in the student’s IEP for classroom and district-wide tests that are similar in format to the statewide test in the same subject area;
2. The accommodation does not change the content or structure of the test; for example, the examiner who reads multiple-choice questions to students may not eliminate one or more answer choices provided as part of the question, nor shall any examiner convert any open-ended question to a multiple-choice question or cause such conversion;
3. The accommodation does not change what the test is intended to measure; for example, examiners are not permitted to read passages from a reading test because this would change the test from a measure of “reading” skills to a measure of “listening” skills; and
4. The accommodation does not change or enhance the student’s response; for example, a scribe shall record only the actual response provided by the student.

All LEP students are allowed the use of a dictionary or extended time for taking the statewide assessments. The *Type of Accommodation Element* refers to additional LEP accommodations beyond the use of a dictionary or extended time, such as the use of a translator.

Student Situations and Statewide Assessments

Retained Students. For information regarding the administration of Statewide Assessment Tests to retained students, please contact the Office of Curriculum and Assessment through the ODE Call Center at (877) 644-6338 and ask to be connected to the Office of Curriculum and Assessment. Rules for the KRA are noted in the section below on that assessment.

Career-Technical Students. JVSDs should only report ~~OGT and OAA~~ required non-CTE state testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home schooled students. School districts that are educating contract career-technical students will not need to report ~~OGT and OAA~~ required non-CTE state testing results for these students. All Career Technical providers would report the CTE assessments relevant to each student's program enrollment.

DD Students. Resident districts report results from the standard (STR) tests or alternate assessment (ALT) results for students that attend DDs unless noted otherwise.

Department of Youth Services (DYS) Students. The Department of Youth Services will report results from the standard (STR) tests or alternate assessments (ALT) for students which attend and are in their buildings.

Home-Schooled Students. Home-schooled students who are taking a CORE curriculum course(s) at the public school are required to take the corresponding statewide test(s). The district should report the assessment results for these students. These students will be included in the district's accountability calculations for those test areas, based upon the Where Kids Count business rules, and the rules for inclusion in the participation rate.

Adult Students. At this time, there are no requirements for reporting EMIS data, including test results, for adult students.

Students Exempt from Consequences. All students in a tested grade level are required to participate in the statewide assessments; however, a school district may exempt a student with disabilities from meeting the passing standard on one or more of the required graduation tests. If the student is exempt from the individual consequences for any subject test and therefore not required to meet the passing standard of that subject test in order to graduate, a Student Special Education Graduation Requirement (FE) Record is required to be reported. The record is reported whenever an IEP determination is made to continue an exemption, add an additional assessment area for an exemption, or cancel a prior exemption from the consequences of any graduation test.

If after the initial administration, the IEP team determines that the student is no longer exempt from the individual consequences and is now required to meet the passing standard on one or more of the graduation tests, the student will need to take and pass the subject test(s) identified by the IEP team in order to meet graduation requirements. A new Student Education Graduation Requirement record must be reported indicating the IEP event and date when this determination was made.

Reporting Statewide Assessment Records

Statewide assessment results are required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. If a student enrolled

during a required test administration is required to test and was not tested, or was tested but test scores were not available in time for EMIS reporting, then the district is required to submit the required test records with the applicable option in the *Score Not Reported Element*.

Test records are not required if the student was not enrolled in the district during any test administration window.

Who Reports OAA, OGT, OELPA, and KRA Test Results. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) or the value of either of the Sent Reason Elements (FS200 or FS230) on the Student Standing records from each reporting entity.

A student with a District Relationship of ‘1’ during any part of the testing window is required to have the appropriate assessment record(s) reported by the district reporting this relationship; for Career Technical students refer to the Career-Technical Students section above. In addition, a student who has a Sent Reason of ‘CT – Contract Career-Technical Education Participant’, ‘JV- Joint Vocational School District Program Participant’, ‘MR – DD program participant’, ‘OS – State School (OSB or OSD) program participant’, or ‘PI - Proprietary Institution Program Placement’ and is enrolled in the district during any part of the testing window is required to have the appropriate assessment record(s) reported.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to meet the above criteria (e.g., the student moved during the testing window). In this case, both districts would have to report the assessment record(s) unless noted otherwise.

Student Mobility. If the student takes at least one “subject” test at the district and then moves before taking the other “subject” tests, then the district reports a test record for the student for that subject, reporting the score(s) for the “subject” test(s) taken. The district reports a “J Student moved in or out of the district” option in the *Score Not Reported Element* on the test records for the other subject test(s) not taken in the district.

When a student transfers between public school districts in Ohio or from a private school to a public district, student test results are required to be shared with the new district according to Ohio Administrative Code (OAC) 3301-13-01. Districts are required to immediately send the results as part of the official student record. The sending school or district must provide the test results to the receiving school or district upon request.

Contact Information

The EMIS Manual is not intended to be a comprehensive resource for all issues related to state assessments. For additional information beyond the scope of EMIS reporting, please contact the appropriate ODE office listed below.

Office of Assessment. Please refer to the Office of Assessment’s web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on the Ohio Achievement Assessment (OAA), Ohio Graduation Test (OGT), or Ohio English Language Proficiency Assessment (OELPA).

For answers to questions regarding the scoring process or the test scoring company, contact the ODE Call Center at: (877) 644-6338 and ask to be connected to the Office of Curriculum and Assessment.

Office of Early Learning and School Readiness. Please contact the Office of Early Learning and School Readiness, formerly, the Office of Early Childhood Education (ECE), for questions and additional information regarding the administration, legislation, test implementation dates, scoring standards and up-to-date information regarding the Preschool Early Learning Assessment (ELA), the Preschool Childhood Outcome Summary (COS)~~Early Childhood Outcome (ECO)~~ Assessment, and the Kindergarten Readiness Assessment (KRA).

Office of Career-Technical Education. Please refer to the Office of Career Technical Education (CTE) web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Paths for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education’s web site.

The following section gives guidelines for reporting each of the assessments via the Student Assessment Record. The end of the section contains the reporting rules for the specific elements on the Student Assessment Record.

Preschool Assessments (GB, GM)

Preschool Early Learning Assessments ~~are~~ is usually always required to be administered twice during the academic year: in the first half of the school year (fall) and also in the second half of the school year (spring). The Child Outcome Summary (COS) is usually required to be administered at least once during the academic year; usually around the time of the appropriate special ed event (xETR/xIEP). For any child who enters and exits preschool special education services in the same school year with 6 months or more between entry and exit, the COS process must be completed twice (once at entry and once at exit). Results from these assessments are reported during the appropriate Early Learning Assessments (A) Collection.

The different preschool assessments require a different number of Student Assessment (FA) Records to fully report the assessment (for example, GB requires 9-10 and GM requires 6). The following chart summarizes the Assessment Areas to be reported for each preschool assessment.

| Assessment Type(s) | Required Assessment Area Code(s) | Area Code Description |
|--------------------|----------------------------------|---|
| GB (ELA) | AEE | Awareness and expression of emotion |
| | COOP | Cooperation with peers |
| | PLR | Phonics and letter recognition <u>Phonological awareness</u> |
| | COMM | Communication |
| | W | Emergent writing |
| | CLRF | Classification |
| | CSM | Coordination – Small motor |
| | SFIP | Safety and injury prevention |
| | <u>RWA</u> | <u>Relationships with adults</u> |

| Assessment Type(s) | Required Assessment Area Code(s) | Area Code Description |
|--------------------------|----------------------------------|---|
| | <u>VOC</u> | <u>Vocabulary</u> |
| | <u>NBSN</u> | <u>Number sense</u> |
| | PCT | Personal care tasks |
| GM (ECO COS) | E | Social-Emotional Skills |
| | EPRG | Social-Emotional Skills Progress |
| | K | Acquiring and Using Knowledge and Skills |
| | KPRG | Acquiring and Using Knowledge and Skills Progress |
| | T | Taking Appropriate Action to Meet Needs |
| | TPRG | Taking Appropriate Action to Meet Needs Progress |

Scoring Test Results. Because the preschool assessments are not scored by an outside scoring company, and are both administered and scored at the local level, the district or ESC is responsible for entering the scores on these records.

Students at multiple reporting entities. If multiple EMIS reporting entities are providing instructional services, providing special education services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the Student Assessment Record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more than one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window). In this case, both resident districts would have to report a Student Assessment record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

Reporting Test Results for ~~ECO~~COS and ELA. All preschool students with a disability are required to have ELA and ~~ECO~~ assessment records reported twice annually. All preschool students with a disability are required to have COS assessment records reported at least once annually.

Any preschool child with a disability enrolled for one or more days between the first day of school and December 1 will have test records reported during the Early Learning Fall Assessments (A) Collection. Likewise, if a preschool child is enrolled one or more days after December 1, assessment records will be reported during the Early Learning Spring Assessments (A) Collection.

~~Each~~ The ELA assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. If an assessment is administered multiple times between July 1 and December 1, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled the previous year, report the score from the most recent assessment (or last score) as of December 1.

If an assessment is given multiple times between December 2 and the end of the school year, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled prior to December 2 who has fall scores reported in the Early Learning Fall Assessments (A) Collection, report the final score as of May 15.

ELA (GB) General Guidelines

The Early Learning Assessment (ELA) is required to be administered twice during the academic year: at the beginning of the school year (fall) and also at the end of the school year (spring).

Scoring Instructions. Report a valid score for each assessment area. Valid scores include 1, 2, 3, 4, 5, A, B, C, or D.

Assessment of Students without Disabilities. All preschool students without disabilities, ages 3-5 as of December 1, enrolled in a preschool program funded or administered by the Office of Early Learning and School Readiness (EL&SR) are required to be assessed using this instrument.

Programs funded or administered by the Office of Early Learning and School Readiness include:

- Ohio's Early Childhood Education Programs, formerly "State Funded Public Preschool Grantee's"
- State Funded Preschool Special Education

It is optional to assess and report students from other preschool programs.

An ELA record is required for typically developing peers enrolled in ~~a state-funded preschool special-education-center-based-class~~ an Early Childhood Education grant program at a public school district, ESC, or JVSD.

A typically developing peer enrolled at the DD in a center-based preschool special education program is required to be administered the preschool assessment (ELA). However, his/her preschool assessment results are not reported through EMIS. Typically developing peers are students without a disability condition who are enrolled in a center-based special education class with students with disabilities.

Assessment of Students with Disabilities. All preschool students with disabilities age 3-5 by December 1 who receive preschool education and/or special education services are required to be assessed regardless of the funding source or type of service provided. In addition, all preschool students who only

receive preschool special education itinerant services or only special education services are required to be assessed.

Board of DD Students. For a preschool special education student attending a County Board of DD, the results of the assessment are to be reported by their resident school district.

Student Mobility. Student mobility does not apply to children with disabilities. All disabled students are reported regardless of the funding source of the district/building where they began, or moved to during the school year. Both the previous and current district/building is responsible for reporting the score as assessed by the district/building that had the child during the test administration window.

The following section applies to children without disabilities.

1. State Funded District into State Funded District

If a student moves from one district/ESC that was allocated state funds for a preschool program(s) into another district/ESC also allocated state funds for a preschool program(s) during the test administration window, then both districts are required to submit ELA records. The new district should obtain and report the results from the prior district's administration unless the student had not yet been tested in the first district. In this case, the new district would test the student and report those results and the prior district would still report a test record because the student was enrolled during the test administration.

2. Non-State Funded District into State Funded District

If a student moves from a district that is not allocated any of the state funds mentioned above for a preschool program(s) during a test administration into a district/ESC that is allocated state funds for one of the preschool program(s), then the state funded district/ESC is required to report ELA records. The non-state funded district has no responsibility to report ELA records.

3. State Funded District into Non-State Funded District

If a student moves from a district that is allocated any of the state funds mentioned above for a preschool program(s) during a test administration, into a district that is not allocated any state funds for a preschool program(s) as mentioned above, then the district/ESC that was allocated the state funds for the preschool program(s) is responsible for reporting ELA records. The non-state funded district does not have any responsibility to report ELA records.

ECOCOS (GM) General Guidelines

All preschool students with a disability are required to be assessed using the Childhood Outcome Summary (COS) ~~Childhood Outcome (ECO)~~ Assessment instrument. The ECOCOS is a record of progress on specific outcomes as required by federal law.

As of ~~in~~ FY16, this assessment can occur any time during the ~~school year, whenever the evaluation has been completed.~~ Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when the child exited preschool special education. Every preschool special education student must have at least one COS assessment record reported per school year. For any child who enters and exits preschool special education services in the same school year with 6 months or more between entry and exist, two COS assessment records should be reported (once at entry and once at exit). ~~A student could have zero, one, or two ECO results reported~~

~~in each Early Learning Assessment (A) Collection, depending on when the student enters and exits preschool special education. Each ECOCOS result should have a Test Date (FA210) equal to the year and month that the evaluation was completed.~~

~~These assessments are reported in the Fall Early Learning Assessment (A) Collection and the Spring Early Learning Assessment (A) Collection. An ECO completed during the fall should be reported in the Fall Early Learning Assessment (A) Collection. An ECO completed during the spring should be reported in the Spring Early Learning Assessment (A) Collection.~~

~~Same-aged, typically developing peers enrolled in the same preschool special education program may also be assessed, but these scores will not be reported in EMIS.~~

The school district and/or ESC providing the preschool special education service is required to submit the ECOCOS assessment records for students enrolled in these programs.

If children are being served by a DD, the district of residence responsible for placement submits the ECOCOS results for students enrolled in these programs.

Scoring Information. The scores on Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs assessment areas refer to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7. The scores for the related Progress assessment areas will be F, N, or Y based on whether the child has shown any new skills or behaviors since the last ECOCOS assessment.

ASQ/SE (GS) General Guidelines

Beginning in FY17, this assessment will no longer be administered. Districts are not required to report FY16 results.

Kindergarten Readiness Assessment (GO)

Traditional Ohio public school districts and community schools are required to administer the Kindergarten Readiness Assessment (KRA) to kindergarten students. The assessment may be administered to a student prior to the student's enrollment in kindergarten, but in no case shall the results of the readiness assessment be used to prohibit a student from enrolling in kindergarten.

All kindergarten students enrolled no later than November 1 are required to take the KRA, with a few one exceptions: students who have been retained in kindergarten.

- ~~• LEP students who have been enrolled in US schools for no more than 180 school days,~~
- ~~• Students with disabilities who are deaf and/or blind, and~~
- ~~• Students who have been retained in kindergarten and were therefore assessed in the prior year.~~

The Student Assessment Record for KRA is reported only during the Early Learning Fall (A) Collection.

- Traditional public school districts and community schools are required to submit Student Assessment (FA) Records for each kindergarten student enrolled during the test administration window.
- If a kindergarten student partially completes the KRA in one district and then moves to a different district and takes the test at the new district, the first district should share its results with the second district so that while at the second district the student completes the parts that have not yet been taken. Both districts report the assessment results.

As a general guideline, if a student was administered a KRA two or more times, the results of the first administration are required to be reported.

If a kindergarten student receives most of or all of his/her instruction at the Educational Service Center or the County Board of DD, then the district of residence is responsible for reporting the record.

~~If a student is not required to be tested but still takes the test, such as a recently arrived LEP student who has been enrolled in US schools for no more than 180 school days, then a record should be submitted with a valid score and the appropriate accommodations (if any).~~

Retained kindergarten students are not required to be administered the KRA. Therefore, school districts are not to submit a Student Assessment Record for students who are retained. Students reported with the option of “1” in *Retained Status Element*, found on the Student Attributes-No Date (FN) Record, are considered retained and therefore, ODE is not expecting a Student Assessment Record for these students. ~~For all other options reported in the *Retained Status Element* for students with a grade level of kindergarten, a KRA record is required to be reported.~~

Ohio English Language Proficiency Assessment (GF)

Results from the Ohio English Language Proficiency Assessment (OELPA) administered during spring of the current school year are reported during the OELPA Assessment (A) Collection.

Student Assessment (FA) Record(s) are required to be submitted for each student with a “Y”, “M”, “S”, or “L” option reported on the LEP Status Element on the Student Attribute – Effective Date (FD) Record for any day within the testing window. Students who have been identified as English Language Learners must take the OELPA until they receive a score that will allow them to exit the program. While they are taking the OELPA, the students must also take the Next Generation, OGT, and end-of-course exams if the students meet the requirements during the test windows for those assessments.

Districts are required to submit one Student Assessment (FA) Record for each OELPA area/subject (Listening, Reading, Speaking, and Writing) for each student. Therefore, four assessment records for each student are required to be submitted to ODE during the OELPA Assessment (A) Collection.

Report the scaled score of each test area/subject in the Score Element (FA240). If the required student did not test for a particular required Assessment Area then report the reason in the Score Not Reported Element (FA235).

Ohio Achievement Assessments (GA)

Per H.B. 487, Ohio Achievement Assessments (OAAs) will be replaced by the new Next Generation Assessments (NGAs). Starting with FY16, OAAs are no longer reported in the Fall and Spring. However, all grade 3-8 ALT assessments will be reported using assessment type GA.

Ohio Graduation Test (GX)

Beginning with the Class of 2007, the Ohio Graduation Tests (OGT) are required for graduation. All five tests (Reading, Math, Writing, Science, and Social Studies) are required to be administered to 10th grade students. Eleventh and twelfth graders are required to continue to take tests for any of the five subjects not yet passed or exempted from consequences.

Beginning in FY15, students who began 9th grade after July 1, 2014, will begin to take the new state tests, the next generation assessments, and the end of course exams, which will replace the OGT. Please refer to the section on End of Course Exams (GE) later in this section. Students who began 9th grade before July 1, 2014, will continue to take the OGTs. This includes retained 9th grade students and students who started the OGT and have yet to pass one or more subject tests.

The reporting district(s) must submit a separate Student Assessment (FA) Record per student, per test date, per test subject.

As a general guideline, report the subject test record(s) until the student passes the subject test(s). With the exception of summer graduates, all Student Assessment (FA) Records for OGT tests will be reported during the OGT Summer/Fall or Spring Assessment (A) Collections. For the E-Transcript (E) Collection Request, the district should report the most recent passed OGT “STR” results for each subject.

Scaled scores are reported for all standard assessments—(*STR*) *Required Test Type Element*—and all alternate assessments—(*ALT*) *Required Test Type Element*—administered beginning with the 2012–2013 school year.. Raw scores are reported for all alternate assessments—(*ALT*) *Required Test Type Element*—administered prior to the 2012–2013 school year.

If for whatever reason a student is not tested during a required administration (fall and spring), a record for each subject the student should have taken is to be submitted by the district for the most recent test administration for which he/she was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

The optional summer administration of the OGT is required to be reported by the district where the student is first enrolled at the beginning of the school year. Therefore, in situations where a student takes the OGT in the summer in one school district, and then enrolls in a different school district at the beginning of the next school year, the new district where the student is enrolled reports the results during the OGT Summer/Fall Assessment (A) Collection. In this case, the only responsibility of the district where the student took the OGT over the summer is to share the test results with the new district where the student enrolls.

Summer Graduates. OGT assessment records should be reported for students who were enrolled in the district the previous school year and graduate as a result of taking and passing the summer administration of the OGT. These students would be students that were enrolled in the district the previous school year, took the summer administration of the OGT and graduated from the district prior to the start

of the new school year. Report OGT results for these graduates during the Graduation (G) Collection; all other summer administration results should be reported during the OGT Summer/Fall Assessment (A) Collection.

Reporting Test Records for First Time 10th Graders. Assessment records are to be reported for each student enrolled during the test administration in the current school year.

Districts are required to submit one Student Assessment (FA) Record for each subject (reading, math, writing, science, and social studies) for each student enrolled in 10th grade for the first time. Therefore, five assessment records for each student are required to be submitted to ODE during the OGT Spring Assessment (A) Collection.

Reporting Test Records for Non-First Time Test Takers. Districts are required to submit assessment records for all non-first time test takers in situations where these students have yet to pass one or more subjects of the OGT. It is optional to report prior year test results. As a general guideline, report an assessment record for each subject until the student passes the test unless the student is exempted from passing the test on the latest IEP.

When submitting previous year test results, use current year values for Fiscal Year (FA020).

If a student is not tested during a required administration (fall and/or spring) a record for each test the student should have taken is to be submitted by the district for the most recent test administration for which the student was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

American College Testing Assessment (AC)

The American College Testing Assessment (ACT) covers five subject areas: Reading, Mathematics, Writing, English, and Science. The Writing subject area is optional. A separate record is required for each subject area. Composite or total scores are not to be reported. Scaled scores will be reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

Scholastic Aptitude Test (SA)

The Scholastic Aptitude Test (SAT) covers three subject areas: Reading, Mathematics, and Writing. A separate record is required for each subject area. Beginning with the March 2016 SAT administration, the English Language Arts score will be reported as the Reading score. See the chart below for more detailed information. Composite or total scores are not to be reported. Scaled scores will be reported for all standard assessments – (STR) Required Test Type Element.

| EMIS Assessment Area | SAT Score Format | |
|-----------------------------|--------------------------------------|---|
| | Prior to March 2016 Administration | Current (March 2016 Administration and after) |
| Reading (R) | Reading score (200-800) reported | English Language Arts (200-800) reported as R |
| English Language Arts (ELA) | area not reported in EMIS | area not reported in EMIS |
| Mathematics (M) | Mathematics score (200-800) reported | Mathematics score (200-800) reported |
| Writing (W) | Writing score (200-800) reported | Writing sub-score (20-80) not reported |
| none | n/a | Reading sub-score (20-80) not reported |

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

International Baccalaureate Assessment (IB)

The International Baccalaureate (IB) offers four high quality international education programs: IB Primary Years, IB Middle Years, IB Diploma Program, and IB Career Related Certificate program. Only IB Diploma Program Assessments are collected in EMIS. Composite or total scores are not reported. Scaled scores are reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

Advanced Placement Assessments (AP)

There are many Advanced Placement (AP) examinations, each for a different subject area. As each examination is for a specific AP subject area, a separate record is required for each examination. Composite or total scores are not reported. Scaled scores are reported for all standard assessments – (STR) Required Test Type Element.

Districts should report this assessment during the Non-State Assessments for LRC (A) Collection, the Graduation Requirements Progress (R) Collection, and the Graduate (G) Collection. This assessment is also reported as part of the E-Transcript (E) and Student Record Exchange (X) Collections. All available assessments should be reported, including assessments from prior years.

CTE Technical Assessment (GY)

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTE Technical Assessment. This requirement pertains to any secondary student who is in the last class of a series of career-technical classes. Such students are considered to be “concentrators” within a program. For students taking modular assessments, they should take these modules over the course of their two-year program.

CTE Technical Assessment records should be reported by the district that employs the CTE Workforce Development instructor during the CTE Assessment (A) Collection. CTE Technical Assessment results are also reported in the March (D), E-Transcript (E), and Student Record Exchange (X) Collections. Most students will only have a single record reported, but if a student is in multiple programs, multiple records may be reported.

Note that with the exception of students enrolled in the 350011 Teaching Professions course, a record is only reported if the assessment is completed. Therefore, nearly all students will have this assessment type reported with a Score Not Reported value of “*”. All students in the 350011 course are expected to have an assessment reported with an Assessment Area of “14TP”; if a student did not complete a portfolio, report a Score Not Reported value of “F”.

CTE Industry Credential (GW)

An industry credential is a credential, certification, or license developed and awarded by an industry association or state licensing agency. Students are not required to get an industry credential, but if a student does receive one of the industry credentials listed in this section of the EMIS Manual, the district should report the credential to EMIS.

If a graduating student receives an industry credential prior to the close of the Graduate (G) Collection, the district should report the industry credential during G reporting. All districts may report industry credentials during the CTE Assessment (A) Collection. Dropout Recovery community schools should report all industry credentials received by their students as this measure will appear on their report cards.

During the March (D) Collection, industry credentials are only able to be reported for students who already exist in the March (D) database. If a student has not been extracted into the March (D) database by ODE, an industry credential will not be able to be reported for the student.

A record is to be reported for any student who earns an industry credential listed in this section of the EMIS Manual. If a student earns more than one industry credential, report all credentials that the student receives.

Industry credentials can be reported by either the JVSD or the home district. Most students will only have a single record reported, but if a student has multiple credentials, multiple records may be reported.

End of Course Exams (GE)

Starting in FY15, students who began 9th grade on or after July 1, 2014, are required to take End of Course (EOC) exams. In general, a student who is enrolled in an EOC subject and is earning high school credit must take the EOC exam for that subject.

Students who began 9th grade before July 1, 2014, are required to take the OGT. This includes retained 9th grade students and students who have already begun the OGT and have yet to pass one or more subject tests.

There is no separate alternate assessment for each EOC exam. If a student is eligible to participate in an alternate assessment per the Alternate Assessment for Students with Significant Cognitive Disabili-

ties (AASCD) participation guidelines, a proficient score in each of the assessed content areas—English language arts, mathematics, science, and social studies—may be used in lieu of attaining the required minimum composite score on the EOC exams for graduation requirement.

Any student who is enrolled in American History or American Government as year long or second semester courses will take the EOC exam in that subject area. Students who have already taken an Advancement Placement or International Baccalaureate exam in American History or American Government do not have to take the EOC exam in these subject areas.

Districts are required to report administration results in the appropriate collection. Results from the fall administration are reported in the EOC Fall Assessment (A) Collection, and results from the spring administration are reported in the EOC Spring Assessment (A) Collection. EOC assessments may also be reported during the Graduation (G) Collection.

Table 1. Courses requiring EOC Exams

| EOC Exam Subject Area | Course Code | Course Name |
|--------------------------|-------------|--|
| Algebra I | 110065 | Advanced Mathematics 8 |
| | 110301 | Algebra I |
| | 110480 | Applied Algebra or Applied Mathematics I |
| American Government | 150300 | Government (American) |
| | 150308 | Government/Economics (American) |
| | 159950 | Government & Politics (United States) |
| American History | 150810 | History (American) |
| | 152300 | History (Integrated) |
| Biology | 132230 | Biology |
| | 132330 | Advanced Biology |
| English Language Arts I | 050160 | Integrated English Language Arts I |
| English Language Arts II | 050170 | Integrated English Language Arts II |
| Geometry | 111200 | Geometry |
| | 110490 | Applied Geometry or Applied Mathematics II |
| Mathematics I | 110065 | Advanced Mathematics 8 |
| | 110010 | Mathematics I |
| | 110480 | Applied Algebra or Applied Mathematics I |
| Mathematics II | 110020 | Mathematics II |
| | 110490 | Applied Geometry or Applied Mathematics II |
| Physical Science | 132220 | Physical Science |

Next Generation Assessment (GN)

Beginning in the spring of FY15, ODE will begin collecting results from the new next Generation Assessments. These assessments will replace the Ohio Achievement Assessments and will eventually replace the Ohio Graduation Tests.

Districts are required to report administration results in the Next Generation Spring Assessment (A) Collection.

Reporting 3rd Grade Students. Students in 3rd grade take the Grade 3 English Language Arts (ELA) Assessment. Third grade ELA scores are collected in the Fall 3rd Gr ELA and Reading Assess-

ment (A) Collection and the Spring State Assessment (A) Grades 3-8 Collection. The grade 3 ELA is reported as two GN records, one for the overall ELA score and one for the reading score. Third grade ELAs are the only time that two records are reported when reporting ELA results. For grade 4-8 ELA results, only one record is reported.

ACT Workkeys Assessment (WK)

~~Beginning in the spring of FY15, ODE began collecting results from the ACT WorkKeys Assessment for Career Technical Students.~~ This job skills assessment is a measure of workforce readiness and employability for the purpose of high school graduation. This assessment is reported in the Non-State Assessments for LRC (A) Collection, as well as the Graduate (G) and Graduation Requirements Progress (R) Collections.

On June 1, 2017, ACT released a new version (Version 2.0) of WorkKeys with several significant changes, including different assessment names, items, and scoring scales. The original version of the WorkKeys assessment will be operational through Sept. 30, 2017.

Because the scoring scales differ between Versions 1.0 and 2.0 of the WorkKeys test, students must complete all three sections from the same version. Students who want to retest on all or part of the original (Version 1.0) WorkKeys assessment or want to complete a section of the original WorkKeys they have not yet taken must test on WorkKeys Version 1.0 by Sept. 30, 2017.

NWEA Assessment (GD)

Beginning in the spring of FY15, ODE began collecting results from the NWEA Assessment. These assessments measure student skills in mathematics and reading. Results from the spring administration will be reported in the DORP Growth Assessment (A) Collection.

Assessments Only Collected in Special Collections

Assessments collected in Special Collection requests will not have a crosswalk between the Assessment Type Code (FA060) and Assessment Area Code (FA205); therefore, ODE will not validate between the Assessment Type and Assessment Area. Also, some subject areas for HA - RZ assessments might not already exist in the list of options for reporting Assessment Area Code (FA205). When this occurs, districts should choose the closest matched option in Assessment Area Code for the subject area being reported on the HA-RZ assessment.

Assessments Reported by Assessment Collection

The table below lists each Assessment (A) Collection and the assessments to be reported therein. Do not report previous years' assessments, except when reporting the GW, OGT, ACT, SAT, IB, and AP, where previous years are allowed. The Graduate (G), March (D), E-Transcript (E), and Student Record Exchange (X) Collections also allow prior years' scores to be reported. The exception to this rule is the reporting of the OGT on E-Transcript (E), where the highest score per subject is reported. Starting in FY15, industry credentials may be reported during the March (D) Collection.

Table 2. Assessments in each Assessment Collection

| Assessment Collection | Assessments Included |
|--|--------------------------------|
| Alternate Spring Assessment Collection | GA (ALT only) GX (ALT only) |
| CTE Assessment Collection | GW |

| | |
|--|----------------------------------|
| | GY |
| Fall DORP Growth Assessment Collection | GD |
| Spring DORP Growth Assessment Collection | GD |
| Early Learning Fall Assessments Collection | GB GM GO |
| Early Learning Spring Assessments Collection | GB GM |
| EOC Fall Assessment Collection | GE (STR) |
| EOC Spring Assessment Collection | GE (STR) |
| Fall Grade 3 ELA | GN (3rd STR only) |
| Non-State Assessments for LRC Collection | AC AP GW IB SA WK |
| OAA Summer Reading Assessment Collection | GA (3rd STR only) |
| OGT Spring Assessment Collection | GX (STR) |
| OGT Summer/Fall Assessment Collection | GX |
| OELPA Assessment Collection | GF |
| Spring State Grade 3-8 | GN (STR) |

Student Assessment Record Data Elements

The following portion of this section discusses each of the data elements within the Student Assessment (FA) Record. The elements are organized alphabetically.

 **Assessment Area Code**

| | |
|---------------------|---|
| Record Field Number | FA205 |
| Definition | A one to four character code that identifies the test or subject area of the assessment administered. |

Valid Options

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|----------------------|---|----------------------------------|
| C | Social Studies | GA (OAA) GN (NGA) GX (OGT) |
| E | Social-Emotional Skills | GM (ECOCOS) |
| EPRG | Social-Emotional Skills Progress | |
| K | Acquiring and Using Knowledge and Skills | |
| KPRG | Acquiring and Using Knowledge and Skills Progress | |
| LIST | Listening | GF (OELPA) |

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|----------------------|--|--|
| M | Mathematics | AC (ACT) GA (OAA) GD (MAP) GO (KRA) GN (NGA) GX (OGT) SA (SAT) WK (WorkKeys Version 1.0) |
| R | Reading | AC (ACT) GA (OAA) GD (MAP) GF (OELPA) GN (NGA), 3rd grade only GX (OGT) SA (SAT) WK (WorkKeys Version 1.0) |
| S | Science | AC (ACT) GA (OAA) GN (NGA) GX (OGT) |
| SPKG | Speaking | GF (OELPA) |
| T | Taking Appropriate Action to Meet Needs | GM (ECOCOS) |
| TPRG | Taking Appropriate Action to Meet Needs Progress | |
| W | Writing | AC (ACT) GA (OAA) GF (OELPA) GX (OGT) SA (SAT) |
| ENG | English | AC (ACT) |
| ELA | English Language Arts | GN (NGA) |
| GOVM | American/United States Government | GE (EOC) HA-RZ |
| HIST | American/United States History | GE (EOC) |
| BIOL | Biology | |
| PHYS | Physical Science | |
| ELA1 | English Language Arts I | |
| ELA2 | English Language Arts II | |
| ALG1 | Algebra I | |
| GEOM | Geometry | |
| MTH1 | Mathematics I | |
| MTH2 | Mathematics II | |
| LL | Language-Literacy | |

| Assessment Area Code | Area Code Description | Valid Assessment Type(s) |
|----------------------|--|--|
| LLSE | Language Literacy—Error Band | GO (KRA) |
| M | Mathematics | |
| MSE | Mathematics—Error Band | |
| PD | Physical Development | |
| PDSE | Physical Development Error Band | |
| SF | Social Foundations | |
| SFSE | Social Foundations Error Band | |
| OISR | Overall Individual Student Report | |
| AEE | Awareness and expression of emotion | GB (ELA) |
| COOP | Cooperation with peers | |
| PLR | Phonological awareness | |
| COMM | Communication | |
| CSM | Coordination – Small motor | |
| SFIP | Safety and injury prevention | |
| RWA | Relationships with adults | |
| VOC | Vocabulary | |
| NBSN | Number sense | |
| PCT | Personal care tasks | |
| LCIF | Locating Information | WK (WorkKeys Version 1.0) |
| AMTH | Applied Math | WK (WorkKeys Version 2.0) |
| GLIT | Graphic Literacy | |
| WDOC | Workplace Documents | |
| ELA | English Language Arts | HA-RZ (Special Collection Requests only) |
| LA | Language Arts | |
| MUSC | Music | |
| HIST | United States History | |
| VOCB | Vocabulary | |
| ECON | Economics | |
| FSIQ | Full Scale Intelligence Quotient | |
| VIQ | Verbal Intelligence Quotient | |
| NVIO | Non-Verbal Intelligence Quotient | |

Table 3. GY (CTE Technical) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|--|
| 14TP | Teaching Professions – State Development Portfolio Score |
| 01EA | Accounting |
| 01MC | Accounting |
| 01MD | Finance |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| 02EA | Administrative Office Technology |
| 02MA | Administrative Office Technology |
| 02MC | Administrative Office Technology |
| 02MD | Business and Administrative Services |
| 03MC | Agribusiness and Production Systems |
| 04MC | Financial Services |
| 05MC | Agricultural and Industrial Equipment <u>Power</u> |
| 07EA | Heating, Ventilation, Air-Conditioning and Refrigeration |
| 08MC | Animal Science and Management |
| 09EA | Auto Collision Technician |
| 09MC | Ground-Air Transportation Collision |
| 10DA | Auto Mechanics |
| 10MC | Ground Transportation Automotive |
| 11MC | Medical Management and Support |
| 12EA | Building and Property Maintenance |
| 13MC | Business Administration and Management |
| 14MC | Legal Management and Support |
| 15EA | Carpentry |
| 15MA | Carpentry |
| 15MC | Construction Design <u>and Management</u> |
| 16MC | Early Childhood Education |
| 16MD | Early Childhood Education |
| 16FA | Early Childhood Education and Care |
| 17MC | Legal Management and Support |
| 18MC | Visual Design and Imaging |
| 18MD | Visual Design and Imaging |
| 19MC | Media Arts |
| 19MD | Media Arts |
| 21MC | Cosmetology |
| 22MC | Health Information Management |
| 23MA | Dental Assistant |
| 23MC | Allied Health <u>Exercise Science</u> |
| 24EA | Diesel Mechanics |
| 24MC | Ground Transportation Truck |
| 25HA | Diversified Health Occupation |
| 25MC | Allied Health and Nursing |
| 26EA | Drafting |
| 26MA | Drafting |
| 26MC | Manufacturing and Engineering Design |
| 27EA | Electrical Trades |
| 27MB | Electrical Trades |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| 27MC | Mechanical, Electrical, Plumbing |
| 28EA | Electronics |
| 28MA | Electronics |
| 28MC | Manufacturing Operations |
| 34EA | Food Management, Production and Service |
| 34MC | Culinary and Food Service Operations |
| 34MD | Culinary and Food Service Operations |
| 35MC | Supply Chain Management |
| 36MC | Marketing Management |
| 36MD | Marketing |
| 37MC | Integrated Marketing Communications |
| 38MC | Performing Arts |
| 38MD | Performing Arts |
| 39MC | Natural Resources and Management |
| 39DA | Natural Resources and Forest Industry Worker |
| 39DB | Natural Resources and Resource Conservation |
| 40EA | Hospitality and Facility Care Services |
| 40MC | Lodging and Travel Services |
| 40MD | Lodging and Travel Services |
| 41MC | Fire-EMT |
| 42EA | Industrial Maintenance |
| 43FA | Criminal Justice |
| 43MC | Criminal Justice |
| 44EA | Precision Machine Technologies |
| 45DA | Masonry |
| 45MC | Structural Construction Systems |
| 46MC | Science and Technology of Food |
| 46MD | AFNR Bioscience |
| 47FA | Medical Assistant |
| 47MC | Biomedical |
| 53MC | Horticulture |
| 56DA | Power Equipment Technology |
| 56MC | Ground Transportation Power Equipment |
| 59EA | Welding |
| 80MC | Information Technology Basic |
| 81MC | Information Support and Services |
| 81MD | Information Support Services |
| 82MC | Network Systems |
| 82MD | Network Systems |
| 83MC | Programming and Software Development |
| 83MD | Programming and Software Development |

| Assessment Area Code | Area Code Description |
|----------------------|------------------------|
| 84MC | Interactive Media |
| 84MD | Interactive Media |
| 93WB | Manage Transitions |
| 94WB | Career Search I and II |
| 95WB | Healthy and Safe Foods |
| 97WB | Child Development |
| 98WB | Financial Management |

Table 4. GW (CTE Industry Credential) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CA01 | Accountancy Board of Ohio—Certified Public Accountant (CPA) |
| CA02 | Accreditation Council of Optometric Education/American Optometric Association (AOA)—Certified Paraoptometric Assistant (CPOA) |
| CA06 | Adobe Certified Expert—Acrobat XI Pro |
| CA07 | Adobe Certified Expert—Acrobat X Pro |
| CA08 | Adobe Certified Expert - After Effects CS5 |
| CA09 | Adobe Certified Expert - After Effects CS6 |
| CA10 | Adobe Certified Expert - Captivate 5.5 |
| CA11 | Adobe Certified Expert - Coldfusion ColdFusion 9 |
| CA12 | Adobe Certified Expert - Coldfusion ColdFusion 8 |
| CA13 | Adobe Certified Expert - Dreamweaver CC |
| CA14 | Adobe Certified Expert - Dreamweaver CS6 |
| CA15 | Adobe Certified Expert - Flash CS5 |
| CA16 | Adobe Certified Expert - Flash CS6 |
| CA17 | Adobe Certified Expert - FrameMaker 10 |
| CA18 | Adobe Certified Expert - Illustrator CS5 |
| CA19 | Adobe Certified Expert - Illustrator CS6 |
| CA20 | Adobe Certified Expert - InDesign CS5 |
| CA21 | Adobe Certified Expert - InDesign CS6 |
| CA22 | Adobe Certified Expert - LiveCycle ES4 Designer |
| CA23 | Adobe Certified Expert - LiveCycle ES4 Server |
| CA24 | Adobe Certified Expert - Photoshop CC |
| CA25 | Adobe Certified Expert - Photoshop CS6 |
| CA26 | Adobe Certified Expert - Premier Pro CC |
| CA27 | Adobe Certified Expert - Premier Pro CS6 |
| CA28 | Air Conditioning Contractors of America (ACCA) - HVAC Universal |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CA29 | American Association for Laboratory Animal Sciences—Laboratory Animal Technician (LAT) |
| CA30 | American Association for Laboratory Animal Sciences—Laboratory Animal Technologist (LATG) |
| CA31 | American Association Of Medical Assistants (AAMA)—Certified Medical Assistant (CMA) |
| CA32 | American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET)—Certified EEG Technologist/Certified EKG Technician/Certified ECG Technician |
| CA33 | American Culinary Federation - Certified Culinarian (CC) |
| CA34 | American Health Information Management Association (AHIMA) - Certified Coding Specialist (CCS) |
| CA35 | American Health Information Management Association (AHIMA) - Certified Coding Specialist- Physician (CCS-P) |
| CA36 | American Hospitality and Lodging Education Institute (AHLEI) - Certified Coding Associate (CCA) |
| CA37 | American Medical Technologists (AMT) - Registered Dental Assistant (RDA) |
| CA38 | American Medical Technologist (AMT) - Registered Phlebotomy Technician (RPT) |
| CA39 | American Medical Technologists (AMT) - Medical Assistant (MA) |
| CA40 | American Medical Technologists (AMT) - Certified Medical Laboratory Technician (CMLT) |
| CA41 | American Optometric Association (AOA) - Certified Paraoptometric (CPO) |
| CA42 | American Payroll Association (APA)—Fundamental Payroll Certification (FPC) |
| CA43 | American Registry for Diagnostic Medical Sonography (ARDMS)—Registered Diagnostic Medical Sonographer (RDMS) |
| CA44 | American Registry for Diagnostic Medical Sonography (ARDMS)—Registered Diagnostic Cardiac Sonographer (RDCS) |
| CA45 | American Society for Clinical Pathology (ASCP) - Phlebotomy Technician (PBT) |
| CA46 | American Society of Plebotomy-Phlebotomy Technicians (ASPT) - Certified Phlebotomy Technician (CPT) |
| CA47 | American Welding Society (AWS) - Certified Welder |
| CA48 | Association of Nutrition & Foodservice Professionals (ANFP) - Certified Dietary Manager (CDM) |
| CA49 | Adobe Acrobat X Pro |
| CA50 | Adobe Acrobat XI Pro |
| CA51 | Adobe After Effects CS5 |
| CA52 | Adobe After Effects CS6 |
| CA53 | Adobe Captivate 5.5 |
| CA54 | Adobe Certified Associate Graphic Design & Illustration Using Adobe Illustrator |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CA55 | Adobe Certified Associate Interactive Media Using Adobe Flash Professional |
| CA56 | Adobe Certified Associate Print & Digital Media Publication Using Adobe InDesign |
| CA57 | Adobe Certified Associate Video Communication Using Adobe Premiere Pro |
| CA58 | Adobe Certified Associate Visual Communication Using Adobe Photoshop |
| CA59 | Adobe Certified Associate Web Authoring Using Adobe Dreamweaver |
| CA60 | Adobe Dreamweaver CC |
| CA61 | Adobe Dreamweaver CS6 |
| CA62 | Adobe Flash CS5 |
| CA63 | Adobe Flash CS6 |
| CA64 | Adobe FrameMaker 10 |
| CA65 | Adobe Illustrator CS5 |
| CA66 | Adobe Illustrator CS6 |
| CA67 | Adobe InDesign CS5 |
| CA68 | Adobe InDesign CS6 |
| CA69 | Adobe LiveCycle Designer |
| CA70 | Adobe LiveCycle Server |
| CA71 | Adobe Photoshop CC |
| CA72 | Adobe Photoshop CS6 |
| CA73 | Adobe Premiere Pro CC |
| CA74 | Adobe Premiere Pro CS6 |
| CA75 | American Medical Technologists (AMT) - Registered Dental Assistant (RDA) AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate |
| CA76 | American Society for Quality (ASQ) Certified Quality Inspector |
| CA77 | American Welding Society (AWS) - Certified Welding Inspector |
| CA78 | APICS Certified in Production and Inventory Management (CPIM) |
| CA79 | ASP Baton Certification |
| CA80 | Association of Public Safety Communications Officials (APCO) 911 |
| CA81 | Association of Public-Safety Communications Officials (APCO) 911 |
| CA82 | Certificate of Initial Proficiency (CIP) |
| CA83 | Certificate of Advanced Proficiency (CAP) |
| CB01 | Cardiovascular Credentialing International—Certified Cardiographic Technician (CCT) |
| CB02 | CIW Web Foundations Associate |
| CB06 | CIW Web Development Professional |
| CB10 | CIW Web Security Professional |
| CB11 | CIW Web Security Specialist |
| CB12 | CIW Web Security Associate |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CB14 | Council for Professional Recognition - Child Development Associate Credential (CDA) |
| CB15 | Cisco Certified Network Associate |
| CB16 | Cisco Certified Network Professional (CCNP) |
| CB17 | Cisco Certified Entry Networking Technician |
| CB18 | Cisco Certified Technician Data Center |
| CB19 | Cisco Certified Technician Telepresence |
| CB20 | Cisco Certified Technician Routing and Switching |
| CB21 | Cisco Certified Network Associate - Data Center |
| CB22 | Cisco Certified Network Associate - Routing and Switching |
| CB23 | Cisco Certified Network Associate - Security |
| CB24 | Cisco Certified Network Associate - Service Provider |
| CB26 | Cisco Certified Network Associate - Video |
| CB27 | Cisco Certified Network Associate - Voice |
| CB28 | Cisco Certified Network Associate - Wireless |
| CB29 | Cisco Certified Network Professional - Data Center |
| CB30 | Cisco Certified Network Professional - Routing and Switching |
| CB31 | Cisco Certified Network Professional - Security |
| CB32 | Cisco Certified Network Professional - Service Provider |
| CB34 | Cisco Certified Network Professional - Voice |
| CB35 | Cisco Certified Network Professional - Wireless |
| CB36 | Cisco Certified Design Associate |
| CB37 | Cisco Certified Design Professional |
| CB39 | CompTIA Server+ |
| CB40 | CompTIA A+ |
| CB41 | CompTIA Healthcare IT Technician |
| CB42 | CompTIA Network + |
| CB44 | CompTIA Security + |
| CB45 | CompTIA Strata IT Fundamentals |
| CB46 | CompTIA CDIA + |
| CB47 | CompTIA Cloud + |
| CB48 | CompTIA CTT + |
| CB49 | CompTIA Linux + |
| CB50 | CompTIA Mobile App Security + |
| CB51 | CompTIA Mobility + |
| CB52 | CompTIA Project + |
| CB53 | CompTIA Storage + |
| CB54 | CompTIA Cloud Essentials |
| CB55 | Certified Information Systems Security Professional (CISSP) |
| CB56 | Cisco Certified Network Associate - Collaboration |
| CB57 | Cisco Certified Network Professional - Collaboration |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CB58 | CIW Web and Mobile Design Professional |
| CB59 | CIW Web Design Professional |
| CB60 | Commission on Ohio Dental Assistants Certification (CODA) - Ohio Certified Dental Assistant AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate |
| CB61 | CompTIA Home Technology Integrator (-HTI+) |
| CB62 | CPR First Aid |
| CB63 | Cisco Certified Network Associate - Cloud |
| CB64 | Cisco Certified Network Associate - Industrial |
| CB65 | Cisco Certified Network Professional - Cloud |
| CC02 | Environmental Protection Agency (EPA) - Refrigerant Recovery Core + Level 1 (Small Appliances) |
| CC03 | Environmental Protection Agency (EPA) - Refrigerant Recovery Core + Level 2 (High Pressure) |
| CC04 | Environmental Protection Agency (EPA) - Refrigerant Recovery Core + Level 3 (Low Pressure) |
| CC05 | Environmental Protection Agency (EPA) - Refrigerant Recovery Universal |
| CC06 | Environmental Protection Agency (EPA) - Refrigeration Service Engineer-Type II |
| CD01 | Federal Aviation Administration (FAA) - Airframe Mechanic |
| CD02 | Federal Aviation Administration (FAA) - Power Plant Mechanic |
| CE12 | Internet and Computing Core Certification (IC3) |
| CE13 | ICAR Collision Repair |
| CE14 | Information Technology Infrastructure Library (ITiL) |
| CE15 | International Society of Certified Electronics Technicians (ISCET) Certified Electronics Technician |
| CE16 | ICAR ProLevel I Refinishing Technician Certification |
| CF02 | Journeyman certification in any trade |
| CG03 | Microsoft Technology Associate (MTA) - Database |
| CG04 | Microsoft Technology Associate (MTA) - Developer |
| CG05 | Microsoft Technology Associate (MTA) - IT Infrastructure |
| CG06 | Microsoft Certified Solutions Associate - Windows Server 2012 |
| CG07 | Microsoft Certified Solutions Associate - Windows Server 2008 |
| CG08 | Microsoft Certified Solutions Associate - Windows 7 |
| CG09 | Microsoft Certified Solutions Associate - Windows 8 |
| CG10 | Microsoft Certified Solutions Associate - SQL Server 2012 |
| CG19 | Microsoft Office Specialist - Word 2013 |
| CG20 | Microsoft Office Specialist - Excel 2013 |
| CG21 | Microsoft Office Specialist - PowerPoint 2013 |
| CG22 | Microsoft Office Specialist - Access 2013 |
| CG23 | Microsoft Office Specialist - Outlook 2013 |
| CG24 | Microsoft Office Specialist - Sharepoint SharePoint 2013 |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CG25 | Microsoft Office Specialist - OneNote 2013 |
| CG26 | Microsoft Office Specialist - Word 2010 |
| CG27 | Microsoft Office Specialist - Excel 2010 |
| CG28 | Microsoft Office Specialist - PowerPoint 2010 |
| CG29 | Microsoft Office Specialist - Access 2010 |
| CG30 | Microsoft Office Specialist - Outlook 2010 |
| CG31 | Microsoft Office Specialist - Sharepoint <u>SharePoint</u> 2010 |
| CG32 | Microsoft Office Specialist - Office 365 |
| CG33 | Microsoft Office Specialist - Word 2013 Expert |
| CG34 | Microsoft Office Specialist - Excel 2013 Expert |
| CG35 | Microsoft Office Specialist - Word 2010 Expert |
| CG36 | Microsoft Office Specialist - Excel 2010 Expert |
| CG38 | Microsoft Certified Professional |
| CG39 | Microsoft Certified Solutions Associate |
| CG40 | Microsoft Certified Solutions Developer |
| CG41 | Microsoft Certified Solutions Developer - Application Lifecycle |
| CG42 | Microsoft Certified Solutions Developer - Sharepoint <u>SharePoint</u> Applications |
| CG43 | Microsoft Certified Solutions Developer - Web Applications |
| CG44 | Microsoft Certified Solutions Developer - Windows Store Apps |
| CG45 | Microsoft Certified Solutions Expert |
| CG46 | Microsoft Certified Solutions Expert Business Intelligence |
| CG47 | Microsoft Certified Solutions Expert Communication |
| CG48 | Microsoft Certified Solutions Expert Data Platform |
| CG49 | Microsoft Certified Solutions Expert Desktop Infrastructure |
| CG50 | Microsoft Certified Solutions Expert Messaging |
| CG51 | Microsoft Certified Solutions Expert Private Cloud |
| CG52 | Microsoft Certified Solutions Expert Server Infrastructure |
| CG53 | Microsoft Certified Solutions Expert Sharepoint <u>SharePoint</u> |
| CG54 | Motoman DX100 Basic Programming w/Material Handling |
| CH24 | National Court Reporters Association (NCRA) – Certified Legal Video Specialist (CLVS) |
| CH25 | National Electronics Service Dealers Association (NESDA) – Certified Customer Service Representative (CSR) |
| CH27 | National Healthcareer Association (NHA) - Certified Electronic Health Records Specialist (CEHRS) |
| CH28 | National Healthcareer Association (NHA) - Certified Billing & Coding Specialist (CBCS) |
| CH30 | National Healthcareer Association (NHA) - Certified Phlebotomy Technician (CPT) |
| CH31 | National Healthcareer Association (NHA) - Certified Professional Coder (CPC) |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| CH32 | National Healthcareer Association (NHA) – Certified Electronics Technician (CET) |
| CH33 | National Institute for Automotive Service Excellence (ASE) - A1 Engine Repair |
| CH34 | National Institute for Automotive Service Excellence (ASE) - A2 Automatic Transmission/Transaxle |
| CH35 | National Institute for Automotive Service Excellence (ASE) - A3 Manual Drive Train & Axles |
| CH36 | National Institute for Automotive Service Excellence (ASE) - A4 ASE Suspension & Steering |
| CH37 | National Institute for Automotive Service Excellence (ASE) - A5 Brakes |
| CH38 | National Institute for Automotive Service Excellence (ASE) - A6 Electrical/Electronic Systems |
| CH39 | National Institute for Automotive Service Excellence (ASE) - A7 Heating & Air Conditioning |
| CH40 | National Institute for Automotive Service Excellence (ASE) - A8 Engine Performance |
| CH41 | National Institute for Automotive Service Excellence (ASE) - A9 Light Vehicle Diesel Engines |
| CH42 | ASE B2 Painting & Refinishing |
| CH43 | ASE B3 Non-Structural Analysis & Damage Repair |
| CH44 | ASE B4 Structural Analysis & Damage Repair |
| CH45 | ASE B5 Mechanical and Electrical Components |
| <u>CH48</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Automatic Transmission/Transaxle</u> |
| <u>CH49</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Brakes</u> |
| <u>CH50</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Electronic/Electrical System</u> |
| <u>CH51</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Engine performance</u> |
| <u>CH52</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Engine Repair</u> |
| <u>CH53</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Heating and Air Conditioning</u> |
| <u>CH54</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Maintenance and Light Repair</u> |
| <u>CH55</u> | <u>Automotive Service Excellence (ASE) Student Certification - Automotive Manual Drive Train and Axles</u> |
| <u>CH56</u> | <u>Automotive Service Excellence (ASE) Student Certification - Collision Mechanical and Electrical</u> |
| <u>CH57</u> | <u>Automotive Service Excellence (ASE) Student Certification - Collision Non-Structural Analysis and Damage Repair</u> |
| <u>CH58</u> | <u>Automotive Service Excellence (ASE) Student Certification - Collision Painting and Refinishing</u> |

| Assessment Area Code | Area Code Description |
|-----------------------------|---|
| <u>CH59</u> | <u>Automotive Service Excellence (ASE) Student Certification - Collision Structural Analysis and Damage Repair</u> |
| <u>CH60</u> | <u>Automotive Service Excellence (ASE) Student - Medium Heavy Truck Brakes</u> |
| <u>CH61</u> | <u>Automotive Service Excellence (ASE) Student Certification - Medium Heavy Truck Diesel Engines</u> |
| <u>CH62</u> | <u>Automotive Service Excellence (ASE) Student Certification - Medium Heavy Truck Electrical/Electronic Systems</u> |
| <u>CH63</u> | <u>Automotive Service Excellence (ASE) Student Certification - Steering and Suspension</u> |
| CH64 | National Institute for Automotive Service Excellence (ASE) - T1 Gasoline Engines (Truck) |
| CH65 | National Institute for Automotive Service Excellence (ASE) - T2 Diesel Engines (Truck) |
| CH66 | National Institute for Automotive Service Excellence (ASE) - T3 Drive Train (Truck) |
| CH67 | National Institute for Automotive Service Excellence (ASE) - T4 Brakes |
| CH68 | National Institute for Automotive Service Excellence (ASE) - T5 Suspension & Steering (Truck) |
| CH69 | National Institute for Automotive Service Excellence (ASE) - T6 Electrical/Electronic Systems (Truck) |
| CH70 | National Institute for Automotive Service Excellence (ASE) - T7 Heating, Ventilation & A/C (Truck) |
| CH71 | National Institute for Automotive Service Excellence (ASE) - T8 Preventative Maintenance Inspection (Truck) |
| CH72 | NIMS Machining Level 1 Certification |
| CH73 | NIMS Machining Level 2 Certification |
| CH74 | NIMS Machining Level 3 Certification |
| CH75 | National Restaurant Association - ServeSafe |
| CH83 | National Association of Stationary Operating Engineers Third Class Power Engineer License |
| CH84 | National Incident Management System 100 |
| CH85 | National Incident Management System 700 |
| CH86 | National Institute for Automotive Service Excellence (ASE) - P1 Medium-Heavy Truck Parts Specialist |
| CH87 | National Institute for Automotive Service Excellence (ASE) - P2 Automobile Parts Specialist |
| CH88 | National Institute for Certification in Engineering Technologies (NICET) Level II Certification or higher |
| <u>CH89</u> | <u>NCCER Core and Level One Certification</u> |
| CH90 | North American Technician Excellence HVACR Certification (Installation, Service, or Senior Levels) |
| <u>CH91</u> | <u>NCCER Core</u> |
| <u>CH92</u> | <u>NCCER Level 1</u> |
| <u>CH93</u> | <u>National Incident Management System 800</u> |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| CH94 | National Incident Management System 200 |
| CH95 | Automotive Service Excellence (ASE) Student Certification - Automotive Suspension and Steering |
| CH96 | Automotive Service Excellence (ASE) Student Certification - Automobile Service Technology |
| CH97 | Automotive Service Excellence Maintenance & Light Repair (MLR) (G1) |
| CH98 | AutoCAD User |
| CH99 | AutoCAD Professional |
| CJ01 | Occupational Safety and Health Administration (OSHA) - 30-Hour Training |
| CJ02 | Occupational Safety and Health Administration (OSHA) - 10-Hour Training |
| CJ13 | Ohio Department of Health - Radiation Therapist |
| CJ14 | Ohio Department of Health - Radiographer |
| CJ16 | Ohio Department of Health - State Tested Nurse Assistant (STNA) |
| CJ19 | Ohio Department of Public Safety, Division of EMS - EMT - Basic |
| CJ20 | Ohio Department of Public Safety, Division of EMS - EMT - Paramedic |
| CJ21 | Ohio Department of Public Safety, Division of EMS - EMT - Intermediate |
| CJ22 | Ohio Department of Public Safety, Division of EMS - Ohio Firefighter I |
| CJ23 | Ohio Department of Public Safety, Division of EMS - Ohio Firefighter II |
| CJ28 | Ohio State Board of Cosmetology - Esthetician |
| CJ29 | Ohio State Board of Cosmetology - License of Cosmetology |
| CJ30 | Ohio State Board of Cosmetology - Managing Cosmetologist |
| CJ31 | Ohio State Board of Cosmetology - Manicurist |
| CJ33 | Ohio State Board of Nursing - Licensed Practical Nurse (LPN) |
| CJ34 | Ohio State Board of Pharmacy - Certified Pharmacy Technician (CPhT)(ExCPT) |
| CJ36 | OC/Pepper Spray |
| CJ37 | Ohio Certified Nursey Technician - Grower |
| CJ38 | Ohio Certified Nursey Technician - Landscape |
| CJ39 | Ohio Certified Nursey Technician - Garden Center |
| CJ40 | Ohio Certified Nursey Technician - Master Technician |
| CJ41 | Ohio Commercial Driver's License |
| CJ42 | Ohio Peace Officer Training Academy Private Security Certification |
| CJ43 | Ohio State Occupational Therapy, Physical Therapy, and Athletic Trainers Board - Physical Therapy Assistant (PTA) License |
| CJ44 | Oracle Certified Associate - Java |
| CJ45 | Oracle Certified Master - Java |
| CJ46 | Oracle Certified Professional - Java |
| CJ47 | Association of Public-Safety Communications Officials (APCO) Emergency Medical Dispatch |

| Assessment Area Code | Area Code Description |
|-----------------------------|--|
| <u>CJ48</u> | <u>Association of Public-Safety Communications Officials (APCO) Law Enforcement Communications</u> |
| <u>CJ49</u> | <u>Association of Public-Safety Communications Officials (APCO) Fire Service Communications</u> |
| <u>CJ50</u> | <u>HAZWOPER Awareness Level</u> |
| <u>CJ51</u> | <u>HAZWOPER Operational Level</u> |
| <u>CJ52</u> | <u>HAZWOPER Technician Level</u> |
| <u>CJ53</u> | <u>EPA Painters, Repair, and Renovation Certificate</u> |
| CL04 | State of Ohio High Pressure Boiler Operator License |
| CL05 | State of Ohio Low Pressure Boiler Operator License |
| CL06 | State of Ohio Steam Engineer License |
| <u>CL07</u> | <u>Safeland</u> |
| <u>CL08</u> | <u>Certified Solid Works Associate (CSWA)</u> |
| <u>CL09</u> | <u>Certified Solid Works Professional (CSWP)</u> |
| CM02 | PrintEd |
| CM03 | ProStart Certificate of Achievement |
| CM04 | ProTools |
| CM05 | ProTools- Expert Music |
| CM06 | ProTools- Expert Post |
| CM07 | ProTools- ICON Mixer |
| CM08 | ProTools- Operator Music |
| CM09 | ProTools- Operator Post |
| CM10 | ProTools- User |
| CM11 | ProTools- VENUE Operator |
| CM12 | ProTools- Worksurface Operator |
| <u>CM13</u> | <u>Fanuc - Handling Tool Operation & Programming J2P0310 IACT Approved</u> |
| CP01 | Taser Certification |

Table 5. AP (Advanced Placement) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|-----------------------------------|
| AP01 | Art History |
| AP02 | Biology |
| AP03 | Calculus AB |
| AP04 | Calculus BC |
| AP05 | Chemistry |
| AP06 | Chinese Language & Culture |
| AP07 | Comparative Government & Politics |
| AP08 | Computer Science A |
| AP09 | English Language & Composition |

| Assessment Area Code | Area Code Description |
|----------------------|------------------------------------|
| AP10 | English Literature & Composition |
| AP11 | Environmental Science |
| AP12 | European History |
| AP13 | French Language & Culture |
| AP14 | German Language & Culture |
| AP15 | Human Geography |
| AP16 | Italian Language & Culture |
| AP17 | Japanese Language & Culture |
| AP18 | Latin |
| AP19 | Macro-economics |
| AP20 | Micro-economics |
| AP21 | Music Theory |
| AP22 | Physics B |
| AP23 | Physics C: Electricity & Magnetism |
| AP24 | Physics C: Mechanics |
| AP25 | Psychology |
| AP26 | Spanish Language and Culture |
| AP27 | Spanish Literature and Culture |
| AP28 | Statistics |
| AP29 | Studio Art: 2-D Design |
| AP30 | Studio Art: 3-D Design |
| AP31 | Studio Art: Drawing |
| AP32 | U.S. Government & Politics |
| AP33 | U.S. History |
| AP34 | World History |
| AP35 | Physics 1 |
| AP36 | Physics 2 |
| AP37 | Seminar |
| AP38 | Research |

Table 6. IB (International Baccalaureate) Assessment Areas and Descriptions

| Assessment Area Code | Area Code Description |
|----------------------|--------------------------------------|
| IB01 | Group A Language A – Special Request |
| IB02 | Language B French – Ab Initio |
| IB03 | Language B German – Ab Initio |
| IB04 | Language B Hebrew – Ab Initio |
| IB05 | Language B Italian – Ab Initio |
| IB06 | Language B Japanese – Ab Initio |
| IB07 | Language B Polish – Ab Initio |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| IB08 | Language B Spanish – Ab Initio |
| IB09 | Language B Swahili – Ab Initio |
| IB10 | Biology – Higher Level |
| IB11 | Business and Management – Higher Level |
| IB12 | Chemistry – Higher Level |
| IB13 | Classical Greek – Higher Level |
| IB14 | Computer Science – Higher Level |
| IB15 | Dance – Higher Level |
| IB16 | Design Technology – Higher Level |
| IB17 | Economics – Higher Level |
| IB18 | English: Language and Literature – Higher Level |
| IB19 | Film – Higher Level |
| IB20 | Geography – Higher Level |
| IB21 | History – Higher Level |
| IB22 | History – Standard Level |
| IB23 | History 2: Africa – Higher Level |
| IB24 | History 2: Asia/Oceania – Higher Level |
| IB25 | History 2: Europe/Middle East – Higher Level |
| IB26 | History 2: Americas – Higher Level |
| IB27 | ITGS – Higher Level |
| IB28 | Language A English Language and Literature – Higher Level |
| IB29 | Language A Literature English – Higher Level |
| IB30 | Language B French – Higher Level |
| IB31 | Language B German – Higher Level |
| IB32 | Language B Hebrew – Higher Level |
| IB33 | Language B Italian – Higher Level |
| IB34 | Language B Japanese – Higher Level |
| IB35 | Language B Polish – Higher Level |
| IB36 | Language B Spanish – Higher Level |
| IB37 | Language B Swahili – Higher Level |
| IB38 | Latin – Higher Level |
| IB39 | Mathematics – Higher Level |
| IB40 | Mathematics: Discrete Mathematics – Higher Level |
| IB41 | Mathematics: Sets, Relations and Groups – Higher Level |
| IB42 | Mathematics: Statistics and Probability – Higher Level |
| IB43 | Music – Higher Level |
| IB44 | Psychology – Higher Level |
| IB45 | Social and Cultural Anthropology – Higher Level |
| IB46 | Theatre – Higher Level |
| IB47 | Visual Arts Option A – Higher Level |

| Assessment Area Code | Area Code Description |
|----------------------|--|
| IB48 | Visual Arts Option B – Higher Level |
| IB49 | Physics – Higher Level |
| IB50 | Biology – Standard Level |
| IB51 | Business and management – Standard Level |
| IB52 | Chemistry – Standard Level |
| IB53 | Classical Greek – Standard Level |
| IB54 | Computer science – Standard Level |
| IB55 | Dance – Standard Level |
| IB56 | Design technology – Standard Level |
| IB57 | Economics – Standard Level |
| IB58 | Environmental Systems and Societies – Standard Level |
| IB59 | Film – Standard Level |
| IB60 | Geography – Standard Level |
| IB61 | ITGS – Standard Level |
| IB62 | Language B French – Standard Level |
| IB63 | Language B German – Standard Level |
| IB64 | Language B Hebrew – Standard Level |
| IB65 | Language B Italian – Standard Level |
| IB66 | Language B Japanese – Standard Level |
| IB67 | Language B Polish – Standard Level |
| IB68 | Language B Russian – Standard Level |
| IB69 | Language B Spanish – Standard Level |
| IB70 | Language B Swahili – Standard Level |
| IB71 | Latin – Standard Level |
| IB72 | Math Studies – Standard Level |
| IB73 | Mathematics – Standard Level |
| IB74 | Music, Creating – Standard Level |
| IB75 | Music, Group Performing – Standard Level |
| IB76 | Music, Solo Performing – Standard Level |
| IB77 | Physics – Standard Level |
| IB78 | Psychology – Standard Level |
| IB79 | Social and Cultural Anthropology – Standard Level |
| IB80 | Theatre – Standard Level |
| IB81 | Visual Arts Option A – Standard Level |
| IB82 | Visual Arts Option B – Standard Level |
| IB83 | World Religions – Standard Level |
| IB84 | Language A Literature English – Standard Level |
| IB85 | Philosophy – Higher Level |
| IB86 | Philosophy – Standard Level |
| IB87 | Chinese A Literature Higher Level |

| Assessment Area Code | Area Code Description |
|----------------------|---|
| IB88 | Chinese A Literature Standard Level |
| IB89 | Chinese A Language & Literature Higher Level |
| IB90 | Chinese A Language & Literature Standard Level |
| <u>IB99</u> | <u>Other IB assessment not otherwise listed</u> |

Reporting Instructions. The Assessment area value must be a valid Assessment Area Code for the reported Assessment Type Code (FA060). For Assessment types HA-RZ, report the Assessment Area Code option that best matches the assessment subject area. Any of the valid Assessment Area Codes may be used with the HA-RZ Assessment Type.

Assessment areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

IB99 is to be used for IB assessments under the following circumstances:

- the IB assessment counts towards earning an IB diploma,
- the IB assessment is scored from 1-7, and
- the IB assessment is not otherwise listed in the above Assessment Area Code Table.

If a student takes more than one assessment that meets the above criteria, report the assessment with the highest score using the IB99 code.

 **Assessment Type Code**

| | |
|---------------------|--|
| Record Field Number | FA060 |
| Definition | Identifies the type of assessment that is the source of the data on the record submitted to ODE. |

| Option | Assessment |
|---|--|
| Valid Options for Regular EMIS Collection Requests | |
| AC | American College Testing Assessment (ACT) |
| AP | Advanced Placement Assessment (AP) |
| GA | Ohio Achievement Assessment (OAA) |
| GB | Preschool Assessment (ELA) |
| GD | NWEA Measures of Academic Progress (MAP) DORP Growth Assessment only |
| GE | End of Course Exam (GE) |
| GF | Ohio English Language Proficiency Assessment (OELPA) |
| GM | Preschool Early Childhood Outcome (ECO) <u>Childhood Outcome Summary (COS)</u> Assessment |
| GN | Next Generation Assessment (NGA) |
| GO | Kindergarten Readiness Assessment (KRA) |
| GW | Industry Credential |
| GX | Ohio Graduation Test (OGT) |
| GY | CTE Technical Assessment |
| IB | International Baccalaureate (IB) |
| SA | Scholastic Aptitude Test (SAT) |

| Option | Assessment |
|--|---|
| WK | ACT WorkKeys Assessment |
| Valid Options for Special Collections | |
| HA | Achieve 3000 |
| HB | ACT Assessment Program (AAP) |
| HC | Academic Intervention Monitoring System (AIMSWeb) |
| HD | Basic Achievement Skills Inventory - Comprehensive Version |
| HE | Bateria III Woodcock Munoz Pruebas de habilidad cognitiva- Revisada |
| HF | Bateria III Woodcock Munoz-NU Pruebas de aprovechamiento |
| HG | Clark's Drawing Abilities Test |
| HH | Cognitive Abilities Test (CogAT) |
| HJ | Cognitive Abilities Test (CogAT), Nonverbal Battery |
| HK | Compass (ACT) |
| HL | Comprehensive Testing Program (CTP) |
| HM | Dance Talent Assessment Process (DTAP) |
| HN | Das-Naglieri Cognitive Assessment Systems (CAS) |
| HP | Dibels |
| HR | Differential Ability Scales |
| HS | Diagnostic Online Math Assessment (DOMA) (Let's Go Learn) |
| HT | Diagnostic Online Reading Assessment (DORA) (Let's Go Learn) |
| HU | Explore (ACT) |
| HV | Inspect (Key Data) |
| HW | InView - A Measure of Cognitive Abilities |
| HX | Iowa Assessments |
| HY | iReady Diagnostic |
| HZ | Kaufman Assessment Battery for Children (KABC) |
| JA | Kaufman Test of Educational Achievement (KTEA) |
| JB | Leiter International Performance Scale-Revised (Leiter-R) |
| JC | Logramos Assessment |
| JD | Measures of Academic Progress (MAP) (NWEA) |
| JE | Metropolitan Achievement Tests |
| JF | Music Talent Assessment Process (MTAP) |
| JG | Naglieri Nonverbal Ability Test |
| JH | Otis Lennon School Ability Test |
| JJ | Performance Assessment (Global Scholar) |
| JK | PLAN (ACT) |
| JL | Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) |
| JM | PRO-Core (PRO-Core Learning Systems) |
| JN | Quality Core (ACT) |
| JP | Raven's Progressive Matrices (Standard and Advanced Form) |
| JR | Readistep |
| JS | SAT I Reasoning Test |
| JT | Riverside Interim |
| JU | Scholastic Reading Inventory (SRI) |
| JV | Scholastic Math Inventory (SMI) |
| JW | Stanford Achievement Test |
| JX | Stanford Aprenda |
| JY | Stanford-Binet Intelligence Scales |
| JZ | Standardized Testing and Reporting (STAR) Early Literacy |

| Option | Assessment |
|--------|--|
| KA | Standardized Testing and Reporting (STAR) Early Math |
| KB | Standardized Testing and Reporting (STAR) Math Enterprise |
| KC | Standardized Testing and Reporting (STAR) Reading Enterprise |
| KD | Terra Nova |
| KE | Test of Cognitive Skills |
| KF | Test Packs (Edmentum) |
| KG | Tests of Achievement and Proficiency (TAP) |
| KH | Theatre Arts Talent Assessment Process (TTAP) |
| KJ | Torrance Tests of Creative Thinking |
| KK | Universal Nonverbal Intelligence Test (UNIT) |
| KL | Wechsler Individual Achievement Test (WIAT) |
| KM | Wechsler Intelligence Scale for Children |
| KN | Wechsler Nonverbal Scale of Ability |
| KP | Wechsler Preschool and Primary Scale of Intelligence |
| KR | Woodcock Johnson NU Tests of Achievement |
| KS | Woodcock-Johnson, Tests of Cognitive Abilities - NU |
| KT-RZ | Reserve for future use. |

☀ Grade Level of Student at Time of Test

| | |
|---------------------|--|
| Record Field Number | FA220 |
| Definition | The grade level of the student at the time the reported assessment was administered. |

Valid Options

- PS, KG-12, 13, 23
- ** Not Applicable

Reporting Instructions. Option “***” is only valid for GW, GY, AC, SA, AP, IB, and HA-RZ assessments types only.

☀ Required Test Type

| | |
|---------------------|---|
| Record Field Number | FA215 |
| Definition | The type of test/form of the assessment reported on the record. |

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA and GX Assessment Types only)

Reporting Instructions. If a test is given in only one format report “STR”. If an “ALT” is reported for a Special Education student then all areas for that assessment on that date must be reported as ALT.

☀ Score

| | |
|---------------------|--|
| Record Field Number | FA240 |
| Definition | A three character field containing the score on the reported assessment. |

Valid Options

| | |
|---------|--|
| 000-999 | Range of Numeric Scores |
| A | Advanced – The student scored Advanced on the CTE Technical Assessment (GY Assessment Type) |
| F | First Assessment - This record represents the first ECOCOS assessment for this student, so progress is not relevant (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas only) |
| I | Student is participating in CTE Technical Assessments (GY Assessment Type), but has not completed enough modules for a valid score |
| N | No - The student has not shown any new skills or behaviors related to the assessment area (GM Assessment- EPRG, KPRG, and TPRG Assessment Areas) or Student scored Not Proficient on the CTE Technical Assessment (GY Assessment Type) |
| P | Student scored Proficient on the CTE Technical Assessment (GY Assessment Type) |
| Y | Yes - The student has shown new skills or behaviors related to the assessment area (GM Assessment - EPRG, KPRG, and TPRG Assessment Areas only) |
| *** | No Score to Report |

Reporting Instructions. An assessment taken that results in a score of zero must be reported with a *Score Not Reported* value of “*”. With the exception of the industry credential, an assessment without a score to report (***) must be reported with a value other than “*” in the *Score Not Reported* element. Industry credentials should be reported with a score of “***”.

The score can be numeric or non-numeric as required based on the Assessment Type and Assessment Area codes.

Non-numeric scores that do not require all 3 available characters may be reported with either leading or trailing spaces.

Numeric scores that do not require all 3 available characters may be reported with either leading zeros or leading spaces, but in both cases, the actual score must be right-justified within the element.

Example 1.

Reporting Scores Less Than 100
 A score of 6 may be reported as either “006” or “6”.
 A score of 0 may be reported as either “000” or “0”.

Decimal points are assumed and should not be reported in this element. Currently, the only assessments where a score with an implied decimal is reported are raw scores from Required Test Type-Alternate Assessments for the Ohio Graduation Test administered prior to the 2012-2013 school year.

Example 2.

Reporting ALT Scores Prior to 2012-2013
 A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.

On ALT assessments, do not report the entry score provided by the testing provider. For the Reading and Writing ALT Assessment Areas, report the Total Raw Score/ELA on both test records.

☀ Score Not Reported

| | |
|---------------------|--|
| Record Field Number | FA235 |
| Definition | Identifies the reason why the student did not take the required assessment and/or does not have a score to report. |

Valid Options

- * Option Not Applicable, Student took the test.
- A Medical Reason
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (reason not listed)
- G EOC assessment (GE) not given for the course in which the student is enrolled within this district
- H SSID for this student appears on the assessment vendor file due to a data error; student with this SSID was not required to be assessed
- I Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
- J Student moved in or out of district before test administered
- K Not required in this district due to part-time student status, home school, nonpublic school and not enrolled in course for this assessment/subject area
- L Student has a disability condition ~~and is deaf and/or blind and is not required to take the test~~ for which no vendor accommodation exists
- M Medical Emergency – Circumstances beyond the Local Education Agency’s control prevent a student from being assessed at any time during the testing window due to a significant medical emergency (e.g., student is hospitalized due to an accident). Ongoing medical conditions are not considered medical emergencies.
- N Accelerated Student, No Subject Test at Accelerated Grade
- P Due to Timing of Alternate Assessment Determination
- Q Student who was previously enrolled in kindergarten is a kindergarten student again this year, but was not reported as retained during the Retention Collection.
- R Parents request results not be reported to the state
- S Non-Scorable Assessment ~~(only valid for that Standards-Based Alternate Assessment)~~
- T CTE student is taking an industry assessment, to be reported in March (D)
- ~~U Unable to answer sample items~~
- V CTE student was not given a technical or industry assessment
- W Assessment score not reported because student received graduation credit for assessment area due to course completion prior to end of course assessment availability; Number in score field represents number of graduation points earned

- X Assessment score not reported because student received graduation credit for assessment area due to completion of a dual credit course; Number in score field represents number of graduation points earned
- Y Student transferred in with course already completed out of state or while being homeschooled; number of required graduation points reduced
- 2 Assessment score not reported because student received graduation credit for alternative Non-Public school EOC assessment prior to public district enrollment; Number in score field represents number of graduation points earned
- 3 Already met remediation-free standards
- 4 English Learner – Less than 2 Years in US schools and no accommodations available

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

If a recently arrived LEP student has not been enrolled in U.S. schools for more than 180 school days and has not previously been exempt from a State’s spring test administration, the student is not required to take the State’s English language arts assessments (reading/writing). If an LEP student enrolls during the spring administration on or after the majority of attendance dates for the Ohio Graduation Tests or for the Ohio Achievement Assessments, that spring administration will not count as this single exemption for testing recently arrived LEP students, unless the student was enrolled in an Ohio school during a prior year prior to the March 19th or May 10th dates. However students reported as “L” during the Initial Student (S) Collections who will have over 180 school days in U.S. schools as of the first day of a spring test administration window, will be required to be assessed in the State’s English language arts assessments during that spring test administration. See EMIS Manual Section 2.6 for the majority of attendance and participation dates for the current school year.

Option “P” is only valid for a student who enrolls on or after the last day designated for the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) test window and

- has an IEP and is required to take an alternate assessment, or
- has an IEP with alternate assessment determination made prior to the spring test administration.

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the OAA (GA) and OGT (GX) assessments who did not take one or more of the tests (or alternate assessment if designated in the student’s IEP). This element will be used for this legislative mandate.

Report option “R” when a parent makes a request under ORC §3301.0714(B)(1)(n). This law is also applied to the preschool assessments managed by the Office of Early Learning and School Readiness.

Option “V” is used for students when an assessment was available, but the student was not given the assessment. Per the CTE Assessment Matrix, failure to test may negatively impact CTE report card results.

Not all Score Not Reported values can be used with each Assessment Type. The following table lists which Score Not Reported values can be used with each Assessment Type:

| Assessment Type | Subset of Valid Score Not Reported Options |
|---|---|
| AC , GW, SA , HA-RZ, AP, IB, WK | * |
| <u>AC, SA</u> | *, <u>A, B, C, D, E, F, H, I, J, K, L, 3, 4</u> |
| GA | *, A, B, C, D, E, F, H, I, J, K, M, N, P, S |
| GB | *, A, B, D, F, J, M, R, <u>S</u> |
| GD | *, A, B, C, D, E, F, H, I, J, <u>L</u> , M |
| GE | *, A, B, C, D, E, F, G, H, I, J, M, W, X, Y, <u>2</u> |
| GF | *, A, B, C, D, E, F, <u>H, I</u> , J |
| GM | *, A, B, D, F, J, R |
| GN | *, A, B, C, D, E, F, H, I, J, K, M, N |
| GO | *, A, B, C, D, E, F, H, J, K, M, <u>Q, R, S</u> |
| GX | *, A, B, C, D, E, F, H, I, J, K, M, P, S |
| GY | *, F (F only used for 14TP Assessment Area), T, V |

 **Test Date**

| | |
|---------------------|-------------------------------------|
| Record Field Number | FA210 |
| Definition | The date the test was administered. |

Valid Options

YYYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date of the test that would have been administered. For example, a test which was taken on March 15, 2012, is to be reported in the following format: 201203.

The year (YYYY) value reported in this element is the year that corresponds to the month reported for current school year administrations. For example, an assessment given in FY12 would typically be reported with 2011 for June-December and 2012 for January-May. When reporting OGT results from prior years, results from any prior year assessment window can be reported in Assessment (A) or Graduate (G) Collections as needed.

For the E-Transcript (E) Collection Request, the SA, AC, GY, and GX assessments may also have results reported from previous years.

The following table summarizes the administration window for each Assessment Type and the corresponding month (MM) values that can be reported in this element. For Assessment Windows marked with *, see the ODE website Testing area for the specific assessment window dates for each year.

For Student Record Exchange (X) Collection, all assessment types may be reported with any valid month value listed in the following table.

| Assessment Type | Assessment Window | Valid Month Values |
|-----------------|---|--|
| GA | Spring (A reporting): ALT test type, February 23 - March 06 | February (02) - March (03) |
| | Summer (A reporting): Third grade STR reading only June 15 – June 28 | June (06) |
| GB | Fall (A reporting): October 20 – December 19 August – November | October (10) – December (12) August (08) – November (11) |
| | Spring (A reporting): April 13 – June 5 February – May | April (04) – June (06) February (02) – May (05) |
| GF | Spring (A reporting): January 12 through March 6 | January (01) – March (03) |
| GM | Fall (A reporting): Enrolled or Exited | July (07) – December (12) |
| | Spring (A reporting): Enrolled or Exited | January (01) – June (06) |
| GO | Fall (A reporting): first day of school – November 1 | July (07) – November (11) |
| GW | Reported in Fall and Spring A and G: Actual assessment dates will vary | Always January (01) of year reported, regardless of year taken Year and Month credential was earned |
| GX | Summer prior to current school year (A reporting): June – July*, non-summer graduates | June (06) – July (07) |
| | Fall (A reporting): October-November* | October (10) – November (11) |
| | Spring (A reporting): STR test type in March*, and ALT test type late February - March* | February (02) - March (03) |
| | A Summer after current school year (G reporting): June – July*, summer graduates only | June (06) – July (07) |
| | Reported in E: Actual assessment dates will vary | March (03) – November (11) |
| GY | Reported in A (Fall reporting): actual assessment dates will vary | Always January (01) of year reported, regardless of year taken |
| | Reported in E: Previous years to current year | |
| AC | Reported in E, Spring A, or G: Actual assessment dates will vary | January (01) – December (12) |
| SA | Reported in E, A (Fall reporting), or G: Actual assessment dates will vary | January (01) – December (12) |
| HA-RZ | Reported in X: Actual assessment dates will vary | January (01) – December (12) |
| AP | Reported in E, Spring A, or G: Actual assessment dates will vary | May (05) |
| IB | Reported in E, Spring A, or G: Actual assessment dates will vary | November (11) and May (05) |
| GN | Reported in A (Spring window) | April (04) regardless of actual test date |

| Assessment Type | Assessment Window | Valid Month Values |
|----------------------------|--|--|
| GN (3rd grade ELA only) | <u>Summer (A reporting): ELA Third grade STR reading only July 11 – July 15, 2016</u> | <u>Always July (07)</u> |
| | <u>Fall (A reporting): November 30 – December 11</u> <u>See assessment website for details.</u> | <u>Always December (12)</u> <u>November (11)</u> |
| GE | Reported in A – Fall Block Schedule | December (12) regardless of actual test date |
| | Reported in A – Spring regular | April (04) regardless of actual test date |
| | Reported in A – Spring Block Schedule | May (05) regardless of actual test date |
| | <u>Summer (A reporting): July 18 – July 29, 2016</u> | <u>Always July (07)</u> |
| | Reported in G | Actual month and year of administration |
| WK | Reported in A (Spring window), D, and G: actual assessment dates will vary | Actual month and year of administration |
| GD | <u>Fall Window August – November</u> <u>Winter Window December 1 – Feb 28</u> <u>Spring Window March 1 – June 15</u> | <u>August (08) – November (11)</u> <u>January (01) – February (02)</u> <u>March (03) – June (06)</u> |

 **Test Day of the Month**

| | |
|----------------------------|--|
| <u>Record Field Number</u> | <u>FA212</u> |
| <u>Definition</u> | <u>The day of the month the test was administered.</u> |

Valid Options

- DD Day of the Month (01-31)
- 00 Not required/not applicable

Reporting Instructions. Report the day of the month such that, when combined with FA210 Test Date, a complete calendar date is reported.

This element is only required to have a value other than 00 when reporting an assessment type where ODE may need to receive more than one set of results for assessments that occurred in the same month. Currently, the only assessment types where this is allowed are SA (SAT) and AC (ACT). If this element is reported with a value that creates a valid date when combined with the test month and year, then the reported day of the month will be used for these assessment types. If this element does not create a valid date (e.g., reporting 30 when the test month is February), then the test date will default to the first of the month.

For all other assessment types, this element will be ignored and the full test date will be set to the first of the month reported in FA210 Test Date.

 **Test Grade Level**

| | |
|----------------------------|--|
| <u>Record Field Number</u> | <u>FA200</u> |
| <u>Definition</u> | <u>The grade level of the assessment administered.</u> |

Valid Options

** , PS, KG, 01-12

Reporting Instructions. It is optional to report Test Grade Level for Assessment types (HA-RZ). However, some HA-RZ assessments may have different forms that vary by grade level. In these cases, the grade level associated with the form can be reported in this element. The following table summarizes the possible Test Grade Level values for each Assessment Type.

| Assessment Type | Valid Test Grade Level values |
|---|--|
| AP, GA, GN, HA-RZ, and IB | 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 |
| GB and GM | PS |
| GD, GE, GF, GW, GY, AC, SA, HA-RZ, WK, AP, and IB | ** |
| GO and HA-RZ | KG |
| HA-RZ | 01, 02 |
| AP, IB, and GX | 10 |

If a student is accelerated in a subject that exists at the student’s grade level on the Grades 3-8 NGA, as reported on the Student Attributes – Effective Date (FD) Record, but there is no such Grades 3-8 NGA subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th grader accelerated to 5th grade in writing: report 05 in the Test Grade Level Element and report option “N” in the Score Not Reported Element.

 **Type of Accommodation**

| | |
|---------------------|---|
| Record Field Number | FA225 |
| Definition | Identifies if accommodations were provided to the student when taking the assessment. |

Valid Options

- ** Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken
- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with LEP accommodations other than the use of a dictionary and/or extended time

Reporting Instructions. The following table summarizes the possible Type of Accommodation values for each Assessment Type.

| Assessment Type | Valid Type of Accommodation |
|------------------------|-----------------------------|
| GA, GD, GE, GN, and GX | any |

| | |
|---|-----------------|
| GB and GO | ** , NO, Y3 |
| GF | ** , NO, Y1, Y2 |
| GM, GW, GY, AC, SA, HA-RZ, AP, IB, and WK | ** |

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Assessment (FA) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|------------------------------|---------------|
| EMIS Student ID | FA050 |
| Assessment Type Code | FA060 |
| Test Grade Level | FA200 |
| Assessment Area Code | FA205 |
| Test Date | FA210 |
| <u>Test Day of the Month</u> | <u>FA212</u> |

2.8 STUDENT ASSESSMENT (FA) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|------------------|----------|--|----------|
| | 1-8 | Filler | PIC X(8) |
| FA010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FA" | |
| | 11 | Filler | PIC X |
| FA020 | 12-15 | Fiscal Year, e.g., 2016 (CCYY) | PIC X(4) |
| FA030 | 16 | Collections | PIC X |
| | | A – Assessment D – March G – Graduate R – Graduation Requirements Progress E – E-Transcript X – Student Record Exchange | |
| FA040 | 17-22 | District IRN | PIC X(6) |
| FA050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FA060 | 32-33 | Assessment Type Code | PIC X(2) |
| FA200 | 34-35 | Test Grade Level | PIC X(2) |
| FA205 | 36-39 | Assessment Area Code | PIC X(4) |
| FA210 | 40-45 | Test Date (CCYYMM) | PIC X(6) |
| FA212 | 46-47 | Filler <u>Test Day of the Month</u> | PIC X(2) |
| FA215 | 48-50 | Required Test Type | PIC X(3) |
| FA220 | 51-52 | Grade Level of Student at time of test | PIC X(2) |
| FA225 | 53-54 | Type of Accommodation | PIC X(2) |
| FA235 | 55 | Score Not Reported | PIC X |
| FA240 | 56-58 | Score | PIC X(3) |

ODE EMIS MANUAL

Section 2.9: Student Program (GQ) Record



Version 7.0
June 16, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|--------------|--|
| <u>7.0</u> | <u>6/16/17</u> | <u>FY17</u> | <u>50774</u> | <u>Added clarifying language around RIMP reporting.</u> |
| 6.0 | 6/13/16 | FY16S | 35175 | Updated PSEO to CCP. |
| 6.0 | 6/13/16 | FY16 | | Adding Coming Changes section. |
| 5.0 | 10/22/15 | FY15 | | Updated withdrawal reason element options to match the updates made in FS. |
| 5.0 | 10/22/15 | FY15 | | Removed Program Codes for Seniors to Sophomores, Closing the Achievement Gap, and the Metro School. |
| 4.1 | 5/23/14 | FY14N | 1086 | Clarified reporting instructions for RIMP intervention codes. |
| 4.0 | 10/8/13 | FY14K | 1010 | Removed references to unit funding. |
| 3.0 | 5/29/13 | 2013N | 922 | Deleted language from program code 211011. |
| 3.0 | 6/7/13 | 2013N | 941 | Added program codes 151500, 152500-152699 to Program Code Schedule Table, deleted “Academic” from Academic Intervention Programs title in Program Codes Section, and added new table for program codes 151500, 152500-152699 and descriptions. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange to the Required Reporting Periods section and SRE reporting period to File Layout. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added reporting instructions in the last paragraph under the Guidelines for Assigning Academic Intervention Codes. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Program (GQ) Record.

| Change # | Change Description |
|----------|---|
| 30422 | Determine a clearer way to ID early entry and whole grade accelerated students. Further analysis of this change indicated no changes for this section. |

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2.9 STUDENT PROGRAM (GQ) RECORD

Required Collection Requests

The Student Program (GQ) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Element | S Trad | | | S CS/STEM | | Student Record Exchange (X) |
|---------------------|---|---------|-----|-------|-----------|-------|-----------------------------|
| | | Initial | Mid | Final | Initial | Final | |
| GQ060 | Program Code | √ | √ | √ | √ | √ | √ |
| GQ070 | Employee ID | √ | √ | √ | √ | √ | |
| GQ090 | Program Provider IRN | √ | √ | √ | √ | √ | |
| GQ100 | Program Enrollment Start Date CCYYMMDD | √ | √ | √ | √ | √ | |
| GQ110 | Program Enrollment End Date CCYYMMDD | √ | √ | √ | √ | √ | |

General Guidelines

A Student Program (GQ) Record is to be reported for all programs/services the student is participating in and/or receiving. The number of programs in which a student can participate is unlimited. Student program codes are reported during the designated collection requests by the appropriate entities. If the student is in the program and then withdraws from the district during the year, the program code for the student is still reported.

ESCs Not Required to Submit Student Data. With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not required to report a Student Program (GQ) Record for school-age students receiving and/or participating in programs/services from an ESC employee(s). This includes those ESC services for which a school district contracts. It is the sending/resident district’s responsibility to report the appropriate Student Program (GQ) Records for those students receiving services from an ESC employee.

Summer School Program Codes. Only the resident district reports the required summer data. If a student attends summer school programs in another district or entity, the resident district should request the information from the provider and report the summer program data for that student.

Only the Academic Intervention and Title I summer program codes are reported for summer program activity.

Major Program Code Groupings

Education Option Program Codes. Experiences or activities that may be provided in accordance with board policy to supplement the regular school program are considered Educational Options. These options may be used as additional curricular tools to expand, enrich, and improve students' experiences and perspectives. If the educational option is a course that will provide credit toward graduation, use one of the course types instead of a program code.

Early College High School Program Codes. These program codes are to be used for students who are participating in Ohio Department of Education (ODE) approved Early College High School Programs. The program code should be reported by the district that will issue the student diploma.

205xxx Codes for Gifted Intervention Services not provided by Gifted Intervention Specialists. The 205XXX program codes include settings in which supplemental gifted programs and services are provided to gifted students by staff other than the Gifted Intervention Specialist (GIS). Gifted services/programs provided within these settings must be differentiated according to each student's needs and contained in the student's Written Education Plan (WEP). These services are reported on the Student Program (GQ) Record. The 205XXX program codes do not need to be linked to a staff member, therefore an employee ID is *not* required to be reported. Courses taught by a GIS who is considered the teacher of record are to be reported with the appropriate gifted option in the Course Type Element and the appropriate subject code in the Subject Code Element on the Course Master (CN) Record.

Gifted Education Services Provided by Gifted Intervention Specialists. Settings in which supplemental gifted programs and services are provided to gifted students by the GIS. The GIS is not considered the "teacher of record" and does not assign grades. Gifted Services/ programs provided within these settings must be differentiated according to each student's needs and contained in the student's WEP. These services are required to be linked to the GIS and should be reported on the Student Program (GQ) Record with the employee ID of the GIS. Courses taught by GIS's who are considered the teacher of record should continue to be reported with the appropriate gifted options in the Course Type Element and the appropriate gifted subject codes in the Subject Code Element on the Staff Course Master Record.

Itinerant Services. The "220100" program code is used for preschool special education state funding. This code is reported for any preschool student who receives preschool itinerant services. In the case of preschool special education itinerant services, the entity that is providing the itinerant education is responsible for reporting the itinerant services program code on the Student Program (GQ) Record. In addition, the Employee ID Element is required to be reported with the ID of the staff member providing the itinerant services to that child. Preschool special education funding is dependent upon the Employee ID Element being completed for itinerant services. Courses are to be reported for preschool students who are receiving preschool center-based services.

Title 1. Title 1 program codes are to be reported by the sending/resident district for students where Title 1 services/programs are applicable.

A nonpublic student who receives services funded by Title I should be reported by the district with student status "6" and with the appropriate Title I program codes. These program codes must be reported by both Title I Targeted Assistance and School-wide Programs.

At least one Title I Subject Area program code must be reported for all Title I served students attending Title I Targeted Assistance Schools (TAS). Title I Supporting Area program codes can only be reported for students who have also been coded with a Title I Subject Area program code. Title I program codes are not required for those students who attend a Title I School-wide Program, since eligibility criteria is not required to be applied to individual students. However, Title I funded buildings with schoolwide programs are required to report Student Program (GQ) Records for students where the following apply:

- Students court-placed in institutions for neglected and delinquent youth (“234001” or “234002”)
- Students served in Title I Supplemental Kindergarten (“233200”)
- Nonpublic Students served with Title I funds

Title I funds can only be used to supplement intervention services mandated by state law or assumed as a local responsibility. Only students in a Title I funded building (Targeted Assistance or Schoolwide) in School Improvement status who are from low-income families are eligible for Supplemental Educational Services. These services are defined as additional academic instructional services offered by ODE-approved providers beyond the traditional school day.

If there are insufficient resources to serve all of the students who qualify, the priority is the lowest achieving students from low-income families. Students may be reported with both an academic intervention program code (formerly student intervention code) and a Title I program code. However, academic intervention services (formerly called student intervention) are not the same as the services provided by Title I. Academic intervention is required by law (Senate Bill 1) and therefore must be funded by non-Title I funds. Title I funds can only be used for services that are supplemental to, or in addition to, these intervention services.

Title I – Summer School Subject Areas. Title I funds can only be used to supplement intervention requirements mandated by state law, such as HB 3. Title I Supporting Area codes (232xxx) can only be reported for those students who have also been reported with a Title I Summer School Subject Area code (231xxx).

Title I – Supporting Areas. Report areas in which Title I funded support services were provided either by Title I funded personnel or through Title I funded services. Please note that Title I Supporting Area codes “232XXX” can only be reported for those students who also have also been reported with a Title I Summer School Subject Area Code “231XXX”.

Limited English Proficiency. These programs include elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of limited English proficiency. The programs provide structured English language instruction, with respect to the years of study to which the program is applicable, and instruction in the student’s native language to the extent necessary to allow a student to achieve competence in English. The instruction must incorporate the cultural heritage of these students and of other children in American society. The instruction must, to the extent necessary, be in all courses or subjects of study that will allow a student to meet grade promotion and graduation standards.

Note. One of the following four program codes (235012, 235013, 235014, or 235015) must be marked for every Limited English Proficient (LEP) student.

Immigrant Education Program. Supplementary educational services for immigrant children enrolled in elementary and secondary public and nonprofit private schools. “Immigrant children” refers to children who were not born in the United States and who have been attending schools in one or more states for less than three complete academic years.

Work Experience and Career Exploration Program (WECEP). The WECEP program code “305007” is required to be reported for a student if the answer to all of the following questions is “Yes”. If the answer to any of the following questions is “No”, do not report the WECEP program code.

- Is/was the student enrolled in a Career-Based Intervention program (subject code = 252525)?
- Is/was the student working?
- Is/was the student paid for working?
- Is/was the student 14 or 15 years of age?

The program provides for a course of study and actual job experience for students ages 14 and 15. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related employability skill development with individualized or remedial instruction where needed.

Career-Technical Academic Intracurricular Programs. A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest in various career areas.

Extracurricular/Intracurricular Programs. Report for Grade Levels 7-12. Student activities under the guidance or supervision of qualified adults that are designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups at school events, public events, or a combination of these for purposes such as motivation, enjoyment, and skill improvement. In practice, participation usually is not required and credit usually is not given. When participation is required, or credit given, the activity generally is considered to be a curricular course. Also included here are civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to citizen involvement and school service.

Academic Extracurricular Programs. A combination of subject matter and experiences, usually not provided in the regular class, designed for pupils who wish to pursue satisfying individual/group interests and study in specific aspects of the subject matter provided in a regular class. Frequently emphasized are opportunities for pupils that will enrich their regular classroom experiences and personal lives.

School-Related Services. Included here are civic and social-oriented school-related activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service.

Athletics and Related Programs. Athletics and sports are activities offered to students on a voluntary basis that provide opportunities for developing physical and mental fitness in competitive situations. Students are offered opportunities to improve their knowledge, attitudes, and judgments useful to enjoyment, citizenship, health, and safety. These activities are usually planned for enriching the regular classes and lives of the students.

Interscholastic Athletics. School-sponsored activities, under the guidance and supervision of the local school district staff, that provide opportunities for students to pursue various aspects of physical education. Athletics normally involve competition between schools.

Previous Dropout. The previous dropout program codes (500001 and 500002) can only be used if the student meets the following criteria:

- The student dropped out and returned to the district after the designated time period to be considered a “returning withdrawal” AND
- The student drops out again.

These dropout program codes cannot be used for a student upon his/her return. The appropriate dropout program code can only be reported when the district reports the student with at least a second withdrawal date and withdrawal code of 71-75 and this is at least the second time that the student has dropped out.

Use of the dropout program codes is valid only when a student returns after the defined time period for a “returning withdrawal” and drops out again. For students who drop out and return within the defined time period for a “returning withdrawal”, previous dropout program codes cannot be used when the student drops out again.

Academic Intervention Programs. For purposes of EMIS reporting, the Ohio Department of Education has defined academic intervention services (formerly called student intervention services) as supplemental instructional services that are based on reliable educational research and systematically offered to all students who are struggling with grade-level academic content. Supplemental instruction includes, but is not limited to, services such as tutoring, extended day instruction, additional classroom teachers/aides, summer school, etc. It does not refer to the additional help that is regularly provided on an ad hoc basis in the normal course of teaching. Clarification for Academic Intervention Program Codes is provided below in the Guidelines for Assigning Academic Intervention Codes.

Guidelines for Assigning Academic Intervention Codes.

- A. First, for a student to be coded as receiving “Academic Intervention” both of the following conditions must be met:
1. The student receiving the intervention is at risk of not scoring at least proficient on one or more of Ohio’s Achievement Tests (or the Ohio Graduation Test), or has already scored at less than proficient on one or more of these tests.
- OR**
- The student in an underachieving accelerated learner.
2. The interventions received by the student are designed to reduce the non-academic or academic barriers to that student’s academic achievement. (For example, reducing non-academic barriers might include strategies that target a specific student’s problems with discipline, truancy, or mobility.)
- B. If both of the above are true, then two of the following three conditions also need to be true:
1. The intervention is in addition to the regular classroom activities conducted during the course of the school day or school year. (Summer school activities would meet this condition if at least one of the two conditions below is also true.)
 2. The intervention extends beyond the school’s normal course offerings and is unlikely to occur in the course of routine teaching and learning pedagogy (including those learning activities called for in IEPs).

- The student does not receive grades or credit accrual for the learning activities taking place within the intervention.

Reading Improvement and Monitoring Plan Intervention Programs. Reading Improvement and Monitoring Plans (**RIMPs**) are required for K-3 students identified by the reading diagnostic assessment as not reading at grade level. Districts and community schools are required to report reading improvement interventions/programs provided during the school year in EMIS during the Traditional Districts Midyear and Final Student (S) Collections and the Community/STEM Schools Final Student (S) Collection. **One Report one** or more interventions ~~must be reported~~ for any K-3 student identified as not on track for reading. **Only those students on a RIMP implemented within 60 days of the diagnostic results can be reported with the RIMP Intervention Program codes. Students with improvement plans implemented more than 60 days after diagnostic result availability must be reported with other Academic Intervention codes.**

Summer interventions associated with a Reading Improvement and Monitoring Plan are reported during the Traditional Districts Midyear and Final Student (S) Collections and the Community/STEM Schools Final Student (S) Collection the following school year.

The following table gives general guidance regarding the collection requests in which Student Program (GQ) Records are to be reported to ODE. Any valid program codes for the current school year may be reported in this record, with the exception of Reading Improvement and Monitoring Plan Intervention Program Codes, which may only be reported for students participating in a Reading Improvement and Monitoring Plan.

Table 1. Program Code Schedule

| Student Program Code(s) Categories | Program Series | S Traditional | | | S CS/STEM | |
|--|-------------------|---------------|-----|-------|-----------|-------|
| | | Initial | Mid | Final | Initial | Final |
| Educational Options | 115XXX | | √ | √ | | √ |
| Early College High School | 120010 | | √ | √ | | √ |
| Chartered Non-public or Private School | 160110 | | √ | √ | | √ |
| Gifted Education Programs | 205XXX 206XXX | | √ | √ | | √ |
| Alternative Placement for Students with Disability Conditions | 211001 | | √ | √ | | √ |
| Preschool Itinerant Services | 220100 | √ | √ | √ | √ | √ |
| Academic Intervention – Summer | 151490 | | √ | √ | | √ |
| Academic Intervention – Regular School Year | 152330 | | √ | √ | | √ |
| Reading Improvement and Monitoring Plan Intervention – Summer | 151500 | | √ | √ | | √ |
| Reading Improvement and Monitoring Plan Intervention – Regular School Year | 152500- 152699 | | √ | √ | | √ |
| Title I Subject Areas | 231001- 231010 | | √ | √ | | √ |
| Title I Subject Areas – Summer School | 231101- 231110 | | √ | √ | | √ |
| Title I Supporting Areas | 232001- 232007 | | √ | √ | | √ |
| Title I Supporting Areas – Summer School | 2321XX | | √ | √ | | √ |

| Student Program Code(s) Categories | Program Series | S Traditional | | | S CS/STEM | |
|---|----------------|---------------|-----|-------|-----------|-------|
| | | Initial | Mid | Final | Initial | Final |
| Title I Services | 233XXX | | √ | √ | | √ |
| Title I Students Attending Neglected or Delinquent School | 2340XX | | √ | √ | | √ |
| Title I Students Attending Neglected or Delinquent – Summer School | 2341XX | | √ | √ | | √ |
| Limited English Proficiency (ESL) | 235XXX | | √ | √ | | √ |
| Emergency Immigrant Education Program | 240XXX | | √ | √ | | √ |
| Career Technical Programs Note. 305003 Career Assessment is not reported in the Initial Student (S) Collection. | 305XXX | √ | √ | √ | √ | √ |
| CTE Single Parent Subgroup | 305010 | | √ | √ | | √ |
| Academic/Extracurricular programs and services | 405XXX | | √ | √ | | √ |
| Academic Intracurricular Descriptions | 410XXX | | √ | √ | | √ |
| School-Related Service | 415XXX | | √ | √ | | √ |
| Athletics and Related Programs/Interscholastic Athletics | 420XXX | | √ | √ | | √ |
| Previous dropout codes | 50000X | | √ | √ | | √ |

Student Program Data Elements

The following portion of this section discusses each of the data elements within the Student Program (GQ) Record. The elements are organized alphabetically.

 **Employee ID Element**

| | |
|---------------------|---|
| Record Field Number | GQ070 |
| Definition | Unique code assigned to the staff member. |

Valid Options

A valid nine-character code.

Reporting Instructions. If the resident/educating district is contracting with an ESC or another EMIS reporting entity for a staff member to provide this program, then the educating/resident district is required to report the Credential ID or the state assigned Z ID of the staff member (employed by ESC/EMIS reporting entity) providing the program. The Employee ID Element for non-contracted staff will be the local number assigned to the employee by the district and reported on the Staff Demographic (CI) Record.

What to Report. This element is required to be reported with the following program codes:

- 305003 Career Assessment program code
- 206XXX Gifted program codes
- 220100 Preschool Itinerant Services program code

If not reporting one of the above program codes, do not report the Employee ID Element.

☀ Program Code Element

| | |
|---------------------|---|
| Record Field Number | GQ060 |
| Definition | The program in which a student participates and/or receives services. |

Valid Options

Six-digit code As defined at the end of this section

Reporting Instructions. Report the appropriate program code for all programs and services in which a student participates. Valid program code options can be found at the end of this document.

If the programs listed do not exactly match the service being provided, select the one which best describes the program.

Community Schools. Community schools, not the resident school district, are responsible for reporting the appropriate program records for students who are enrolled in a community school; this includes both start-up and conversion community schools.

JVSDs. The district employing the staff member who operates the program must report Student Program (GQ) Records for students participating in Career-Technical Programs.

DYS and Ohio State Schools for the Blind and Deaf. These entities are responsible for reporting the appropriate program records for students who are enrolled and receiving such services/programs.

☀ Program Enrollment End Date Element

| | |
|---------------------|---|
| Record Field Number | GQ110 |
| Definition | Last day a student is enrolled in a program where dates are required. |

Valid Options

00000000 Reporting student’s enrollment date not required or, if required, the program enrollment is still ongoing (default)
 CCYYMMDD Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment end date must be reported is the preschool itinerant 220100 program code.

If available in a district’s data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20110132 would cause a Student Program (GQ) Record to fatal) and must be within the current fiscal year (20110701 to 20120630 for FY12).

☀ Program Enrollment Start Date Element

| | |
|---------------------|--|
| Record Field Number | GQ100 |
| Definition | First day a student is enrolled in a program where dates are required. |

Valid Options

00000000 Reporting student’s enrollment date not required (default)
 CCYYMMDD Year, Month, Day

Reporting Instructions. Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment start date must be reported is the preschool itinerant 220100 program code.

If available in a district’s data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20110132 would cause a Student Program (GQ) Record to fatal).

Dates from a prior fiscal year may be reported, but districts are not required to research and enter dates for programs that began in prior years. If a program enrollment must now be reported but the program began in a prior year, a default date of July 1 of the current fiscal year may be used. Start dates for a future fiscal year should not be reported, as programs should not be reported prior to the school year they begin.

 **Program Provider IRN Element**

| | |
|---------------------|--|
| Record Field Number | GQ090 |
| Definition | The district IRN of the entity in contract with the reporting school district. |

Valid Options

Six-digit code Valid IRN of program provider
 ***** Not Applicable

Reporting Instructions. In most circumstances, the sending/resident district is responsible for reporting Student Program (GQ) Record(s), with the appropriate program data, for all programs/services the student is participating in and/or receiving. Preschool is an exception to this rule.

The Program Provider IRN Element is required to be reported if the school district has an agreement with an ESC or another EMIS entity to provide the service.

The Program Provider IRN Element will be used to connect the Contractor Staff Record reported by the contractor.

For additional reporting instructions with regards to reporting contracted staff, please see Staff Records, Section 3.5 Contractor Staff Employment (CJ) Record and Section 3.6 Contract Only Staff (CC) Record and general guidelines for reporting staff members in Section 3.1 Staff Records Overview.

If the school district is not contracting with any EMIS reporting entity for the programs and/or services in which the student is participating, then this field should be filled with “*****”.

Reporting Career-Technical Programs. The district employing the staff member that operates the program must report Student Program (GQ) Records for students participating in Career-Technical Programs.

PROGRAM CODES

Educational Options

| Program Code | Description |
|--------------|---|
| 115002 | Educational Travel An educational activity involving travel in accordance with board policy under the direction of a person approved by the board and parent. |
| 115004 | Mentor Program An educational activity including advanced or in-depth work by an individual pupil in accordance with board policy under the direction of a non-certificated individual. Mentors shall be individuals selected in accordance with board criteria and subject to parental approval. |
| 115005 | Tutorial Program An educational activity involving work by an individual pupil under the direction of a certificated teacher in accordance with board policy. |

Early College High School

| Program Code | Description |
|--------------|---|
| 120010 | Early College High School The student is enrolled in an ODE approved Early College High School. |

Placement in a Chartered Nonpublic or Private School

| Program Code | Description |
|--------------|---|
| 160110 | Student placement by the district in a chartered nonpublic or private school. |

Gifted Education Services NOT Provided by a Gifted Intervention Specialist

| Program Code | Description |
|--------------|--|
| 205040 | Guidance Services Services received from a guidance counselor and/or guidance program specifically designed to meet the social and emotional needs of gifted students, including making academic and career choices. |
| 205047 | Regular Classroom Services Services are provided by the regular classroom teacher and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below). All regular classrooms do not meet the criteria for gifted services. Service must meet requirements in Ohio Administrative Code 3301-51-15(D)(3)(b)(i). |
| 205050 | Regular Classroom with Grade Acceleration A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third grade during the year, and on to fourth grade after the summer) during the current year. |

| Program Code | Description |
|--------------|--|
| 205052 | Regular Classroom with Subject Acceleration A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. Report this code for a student in the year one or more courses in the specific subject sequence are skipped. This code can be reported for the same student in multiple years if the student skips courses in different subjects or has multiple skips in the same subject. |
| 205055 | Regular Classroom with Early Entrance to Kindergarten Students are admitted to kindergarten before they have reached the district’s usual cut-off age and date for kindergarten (e.g., a student with an October birthday would be eligible for early entrance even if the district’s cut-off date was September 30). |
| 205062 | Regular Classroom with Cluster Grouping Several gifted students are deliberately placed in one class and services are provided by the regular classroom teacher. All regular classrooms do not meet the criteria for gifted services. Service must meet requirements in Ohio Administrative Code 3301-51-15(D)(3)(b)(i). |
| 205065 | Advanced Placement (AP) Course(s) College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Not all AP courses meet the criteria for gifted services. |
| 205070 | College Credit Plus Course(s) Students may enroll in college-level courses and receive college credit and credit toward graduation from high school at the same time. Note that all CCP courses do not meet the criteria for gifted services. |
| 205075 | Honors Class(es) Specific subject area classes which are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. Note that all honors classes courses do not meet the criteria for gifted services. |
| 205080 | Educational Option(s) Defined in OAC 3301-35-01 and 06, Educational Options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning (see OAC for complete list). |
| 205085 | Other Service Given that the above codes represent nearly all of the possible options for services allowed under OAC, use of this code should be rare, and is likely to generate a request for additional information from the district to document the nature of the “other service.” |

Gifted Education Services Provided by a Gifted Intervention Specialist

| Program Code | Description |
|--------------|---|
| 206040 | Guidance Services with GIS directly involved with student Services received from a guidance counselor and/or a guidance program specifically designed to meet the social and emotional needs of gifted children, including making academic and career choices. GIS is involved in service delivery. |
| 206045 | Regular Classroom with GIS directly involved with student Services are provided through collaboration and team teaching by the regular classroom teacher and a GIS, and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below). |

| Program Code | Description |
|--------------|---|
| 206050 | <p>Regular Classroom with Grade Acceleration and GIS directly involved with student A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third during the year, and on to fourth after the summer) during the current year. The GIS is providing supplementary services to the student and/or team teaching with the regular classroom teacher.</p> |
| 206052 | <p>Regular Classroom with Subject Acceleration and GIS is directly involved with student A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. The GIS is providing supplementary services to the student in the accelerated subject area. Report this code for a student in the year one or more courses in the specific subject sequence are skipped. This code can be reported for the same student in multiple years if the student skips courses in different subjects or has multiple skips in the same subject.</p> |
| 206055 | <p>Regular classroom with Early Entrance to Kindergarten and GIS is directly involved with student Students are admitted to kindergarten before they have reached the district’s usual cutoff age and date for kindergarten (e.g., a student with an October birthday would be eligible for early entrance even if the district’s cut off date was September 30). The GIS is providing supplementary services to the student and/or team teaching with the regular classroom teacher.</p> |
| 206060 | <p>Regular Classroom with Cluster Grouping and GIS works directly with students in the cluster Several gifted students are deliberately placed in one class with a teacher who has received professional development in differentiating curriculum and instruction and agreed to provide differentiated curriculum and instruction for these clustered students within the regular classroom. A gifted intervention specialist is actively involved in helping the regular classroom teacher differentiate and deliver content to gifted students. If all students in the course are identified as gifted and a GIS teaches the course, do not use this program code. Instead report the class with the GX Student Population.</p> |
| 206065 | <p>Advanced Placement (AP) Course(s) with a GIS directly involved with student College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Note that not all AP courses meet the criteria for gifted services. The GIS is providing supplementary services to the student and/or team teaching with the teacher of the AP class. If all students in the course are identified as gifted and a GIS teaches the course, do not use this program code. Instead report the class with the GX Student Population.</p> |
| 206070 | <p>Resource/Pull-Out Room for Gifted Students led by GIS Students are regularly assigned (but less than 100% of time) to a resource room for gifted students instead of their regular classroom. The instruction is differentiated and delivered by a GIS.</p> |

| Program Code | Description |
|--------------|--|
| 206075 | Honors Class(es) with a GIS directly involved with student Specific subject area classes that are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. The GIS is providing supplementary services to the student and/or team teaching with the teacher of the honors class. If all students in the course are identified as gifted and a GIS teaches the course, do not use this program code. Instead report the class with the GX Student Population code. |
| 206080 | Educational Option(s) with a GIS directly involved with student Defined in OAC 3301-35-01 and 06, educational options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning. The GIS is overseeing the student's work for the educational option. |
| 206085 | Other Service directly involving GIS Given that the above codes represent nearly all of the possible options for services allowed under the OAC, use of this code should be rare and is likely to generate a request for additional information from the district to document the nature of the "other service" provided by the GIS. |

SPECIAL EDUCATION SERVICES

Alternative Placement

| Program Code | Description |
|--------------|---|
| 211001 | Alternative Placement Alternative Placement for Special Education Students who are Expelled: An educational setting where a special education student may be temporarily placed for up to 45 days and for the same amount of time as children and youth without disabilities would be subject to discipline. This setting, where the student will continue to receive instruction, is different from the student's current placement setting. |

ITINERANT SERVICES

Itinerant Services

| Program Code | Description |
|--------------|---|
| 220100 | Student Receiving Preschool Special Education Itinerant Services Preschool student with disabilities receives special education itinerant services from a pre-school special education teacher. |

TITLE I

Title I Subject Areas

| Program Code | Description |
|--------------|--|
| 231001 | Title I Reading A course in which Title I funded supplemental instruction in reading was provided for Title I served students. |

| Program Code | Description |
|---------------------|--|
| 231002 | Title I Writing A course in which Title I funded supplemental instruction in writing was provided for Title I served students. |
| 231003 | Title I Language Arts A course in which Title I funded supplemental instruction in language arts was provided for Title I served students. |
| 231004 | Title I English A course in which Title I funded supplemental instruction in English was provided for Title I served students. |
| 231005 | Title I Mathematics A course in which Title I funded supplemental instruction in mathematics was provided for Title I served students. |
| 231006 | Title I Science A course in which Title I funded supplemental instruction in science was provided for Title I served students. |
| 231007 | Title I Civics/Government A course in which Title I funded supplemental instruction in civics/government was provided for Title I served students. |
| 231008 | Title I History A course in which Title I funded supplemental instruction in history was provided for Title I served students. |
| 231009 | Title I Geography A course in which Title I funded supplemental instruction in geography was provided for Title I served students. |
| 231010 | Title I Other A course not in the sequence of 231001 through 231009 in which Title I funded supplemental instruction was provided for Title I served students. |

Title I Summer School Subject Areas

| Program Code | Description |
|---------------------|--|
| 231101 | Title I Reading (Summer School) |
| 231102 | Title I Writing (Summer School) |
| 231103 | Title I Language Arts (Summer School) |
| 231104 | Title I English (Summer School) |
| 231105 | Title I Mathematics (Summer School) |
| 231106 | Title I Science (Summer School) |
| 231107 | Title I Civics/Government (Summer School) |
| 231108 | Title I History (Summer School) |
| 231109 | Title I Geography (Summer School) |
| 231110 | Title I Other (Summer School) |

Title I Supporting Areas

| Program Code | Description |
|--------------|---|
| 232001 | Guidance/Counseling/Social Work Title I funded guidance/counseling/social work service provided for Title I served children and/or guidance/counseling/social work service provided by Title I funded personnel for Title I served children. |
| 232002 | Health/Dental Title I funded health/dental service provided for Title I served children and/or health/dental work service provided by Title I funded personnel for Title I served children. |
| 232003 | Nutrition Title I funded nutrition service provided for Title I served children and/or nutrition service provided by Title I funded personnel for Title I served children. |
| 232004 | Transportation Title I funded transportation service provided for Title I served children and/or transportation service provided by Title I funded personnel for Title I served children. |
| 232005 | Preparation for Jobs Title I funded preparation for jobs service provided for Title I served children and/or preparation for jobs service provided by Title I funded personnel for Title I served children. |
| 232006 | Earned General Educational Development (GED) Title I funded high school equivalency/GED service provided for Title I served children and/or high school equivalency/GED service provided by Title I funded personnel for Title I served children. |
| 232007 | Other Title I service(s) not in the sequence of the 232001 – 232006 program codes which was (were) provided for Title I served students. |

| | |
|--------|---|
| | The following codes are for summer school services |
| 232101 | Guidance/Counseling/Social Work (Summer School) |
| 232102 | Health/Dental (Summer School) |
| 232103 | Nutrition (Summer School) |
| 232104 | Transportation (Summer School) |
| 232105 | Preparation for Jobs (Summer School) |
| 232106 | Earned GED (Summer School) |
| 232107 | Other Title I Services not in the sequence “232101-232106” (Summer School) |

Title I Services

| Program Code | Description |
|--------------|---|
| 233200 | Title I Supplemental Kindergarten Program Refers to kindergarten instruction funded by Title I that is provided to supplement the regular kindergarten program offered by the district. |

Title I Students Attending Neglected or Delinquent Institutions

| Program Code | Description |
|--------------|---|
| 234001 | Court placement in a local/county-operated institution for neglected youth. |
| 234002 | Court placement in a local/county-operated institution for delinquent youth. |
| 234101 | Court placement in a local/county-operated institution for neglected youth (Summer School). |

| Program Code | Description |
|--------------|--|
| 234102 | Court placement in a local/county-operated institution for delinquent youth (Summer School). |

LIMITED ENGLISH PROFICIENCY

Limited English Proficiency Program Codes

| Program Code | Description |
|--------------|---|
| 235012 | <p>English-only Supplemental Instructional Program A program designed to meet special language needs of LEP students, in which none of the instruction during the day incorporates the student’s native language. Examples of instructional delivery options provided in this program are English as a Second Language (ESL) classes, pull-out tutoring sessions, sheltered content-based classes (such as a mathematics class adapted to the English proficiency level of LEP students), and support provided by an ESL specialist in a mainstream classroom setting (inclusion).</p> |
| 235013 | <p>Bilingual Supplemental Instructional Program A program designed to meet the special language needs of LEP students, in which some of the instruction is provided through the native language of the students. Examples of instructional options provided in this program are bilingual education classes taught by a teacher with a bilingual education endorsement or validation (such as a mathematics class taught in both English and Spanish), or explanations of content provided in the native language of the students by a bilingual instructional assistant. Students in this program also may participate in English-only instructional sessions (such as an ESL class) during part of the day.</p> |
| 235014 | <p>No Supplemental LEP Instructional Program Due to Parental Refusal The LEP student does not participate in any supplemental program designed to meet his or her special language needs. School districts are required to take affirmative steps to meet the special language needs of LEP students by providing appropriate supplemental instructional programs. Consequently, this code is to be used only for those LEP students whose parents or caregivers refuse (in writing) to have their child participate in the district’s specially-designed program for LEP students.</p> |
| 235015 | <p>No Supplemental LEP Instruction Provided by District District may be in violation of Title VI and Elementary and Secondary Education Act (ESEA).</p> |

Immigrant Education Program

| Program Code | Description |
|--------------|--|
| 240001 | The student is an immigrant and participates in the program. |
| 240002 | The student is an immigrant and does not participate in the program. |

CAREER-TECHNICAL PROGRAMS

Career–Technical Program Codes

| Program Code | Description |
|--------------|--|
| 305003 | <p>Career Assessment A comprehensive process whereby a career assessment specialist systematically uses psychological testing, situation assessment, job tryouts, and work samples derived from general work tasks to determine an individual’s potential to succeed in a career-technical program. In addition, an integral part of the process includes review of the individual’s well-being as derived from assessed factors and performances from existing medical, psychological, social, educational, and economic conditions.</p> |
| 305007 | <p>Work Experience and Career Exploration Program (WECEP) The U.S. Department of Labor (USDOL) state approved program provides an opportunity for students 14 and 15 years of age to participate in a paid work experience program during school hours. The program provides for a course of study and actual job experience. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related and employability skill development with individualized or remedial instruction where needed. The WECEP designation applies only to students ages 14 and 15 in paid work experience within Career Based Intervention programs (subject code 252525). Additional information can be found at the office of career technical website</p> |
| 305008 | <p>Jobs for Ohio’s Graduates (JOG) JOG is a program operated by state approved local JOG agencies which serves students identified as at-risk of not graduating and/or of not making a successful transition from school to work. The program emphasizes career exploration, career development, job attainment, job survival, leadership and self-development, personal skills and basic skills through JOG’s 37 core competencies. Additionally, Individual Career Plan development, study skills and academic intervention are included in the program. To participate in this program, the individuals served must be enrolled in an approved JOG program.</p> |
| 305010 | <p>CTE Single Parent Subgroup Student participates in a Career Technical program and should be included in the Federal Single Parent subgroup due to being a single parent, including single pregnant students.</p> |

Career-Technical Academic Intracurricular Program Codes

| Program Code | Description |
|--------------|---|
| 410001 | <p>Business Professionals of America (BPA) A co-curricular career-technical student organization which serves as an integral part of the business education program and is designed to develop and enhance leadership, citizenship, academic, and technological skills and competency in business and office occupations.</p> |
| 410002 | <p>DECA (formerly Distributive Education Clubs of America) A co-curricular career-technical student organization which serves as an integral component of marketing education, providing educational and leadership development activities to be integrated into the classroom marketing instructional program. It is DECA’s mission to enhance the education of students with an interest in marketing, management, and entrepreneurship.</p> |

| Program Code | Description |
|--------------|---|
| 410003 | <p>FFA (formerly Future Farmers of America) A co-curricular career-technical student organization which serves as an integral component of agricultural education programs. This program helps students sharpen their leadership, citizenship, and cooperation skills through participation in various local, state, and national activities.</p> |
| 410004 | <p>Family, Career, and Community Leaders of America (FCCLA) A co-curricular career-technical student organization which serves as an integral component of family and consumer science education, hospitality, tourism, and early childhood education programs. The organization helps youth assume active roles in society through personal growth, family life, career preparation and community involvement through participation in various local, state, and national activities.</p> |
| 410005 | <p>Technology Student Association (TSA) (formerly American Industrial Arts Student Association) Promotes leadership and citizenship development, knowledge, and understanding of our technological society and the making of informed and meaningful occupational choices through participation in a variety of local, state, and national organizational co-educational extracurricular and/or co-curricular learning activities. Local Level I and Level II TSA Chapter membership is open to all currently and previously enrolled students of technology education courses. Level I Chapters serve students in grades 7-9, while Level II serves students in grades 10-12.</p> |
| 410006 | <p>SKILLSUSA-VICA A co-curricular career-technical student organization which serves as an integral component of industrial and engineering systems and health sciences career programs. Emphasis on leadership, dignity of work, good workmanship, citizenship, teamwork, and respect and concern for others is integrated into the classroom activities.</p> |
| 410007 | <p>Future Educators of America (FEA) FEA is an organization for middle and high school students that provides opportunities to explore teaching as a career option. FEA helps students gain a realistic understanding of the nature of education and the role of the teacher and offers schools and communities a chance to shape their own future by shaping the future of the education profession. FEA provides the following for students:</p> <ul style="list-style-type: none"> • Helps develop leadership qualities • Offers service learning opportunities • Sponsors competitive events and state and national conventions • Can be a catalyst for financial aid |
| 410008 | <p>Health Occupations Students of America (HOSA) A national career-technical student organization for students enrolled in health occupations programs. A goal of HOSA is to promote career opportunities in the health care industry through leadership development programs and student recognition activities.</p> |

EXTRACURRICULAR/INTRACURRICULAR PROGRAMS

Academic Extracurricular Programs Codes

| Program Code | Description |
|--------------|--|
| 405001 | National Honor Society Student activity program with the purpose of recognizing pupils for achievements in academic excellence. |
| 405002 | Debate Team/Speech Club Provide activities for those students who are interested in different forms of public address which could include competitions. |
| 405003 | Drama Club/Thespians Provide activities for those students who are interested in participating in theatrical productions including musical theatre. Through Thespian organizations, students may have opportunities to compete in theatre activities and receive recognition. |
| 405004 | Foreign Language Clubs A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest and study in specific aspects of various languages. |
| 405005 | Yearbook Staff Provides opportunities for students who are interested in various aspects of yearbook publication, including copywriting and editing, photography, layout, etc. |
| 405006 | School Newspaper Staff Provides opportunities for students who are interested in journalism and newspaper publication, including reporting, copywriting and editing, photography, layout, etc. |
| 405007 | Music Activities (Not associated with a course for which credit is earned) Subject matter and/or activities not included in the graded course of study and designed for pupils who wish to pursue various aspects of music. |
| 405008 | Computer Clubs |
| 405009 | Science Club Noncompulsory opportunities for science study for which no science credit is earned. Example opportunities include but are not limited to activities and strategies that emphasize access to scientists and other career role models in science, mathematics, engineering, and technology; and/or access to authentic field studies, problem-based learning, non-formal, and/or special programs. |
| 405010 | Future Career Clubs |
| 405012 | National Vocational Technical Honor Society A student activity program in which membership consists of career-technical students who have demonstrated scholastic achievement, skill development, leadership, honesty, responsibility, and good character. Student invitation to membership is extended only by National Vocational Technical Honor Society (NVTHS) chartered schools. |
| 405013 | Visual Arts Club Subject matter and/or activities not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of the visual arts. |
| 405014 | Dance Club Subject matter and/or activities not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of dance. |

| Program Code | Description |
|--------------|---|
| 405015 | Mathematics Club Subject matter and experiences not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interest and study in specific aspects of mathematics. |
| 405011 | Other Academic Extracurricular Activities |

School Related Service Program Codes

| Program Code | Description |
|--------------|---|
| 415002 | Drug Prevention Programs (e.g., Youth to Youth, SADD) Programs designed to solve problems in the area of alcohol and drug abuse prevention with applicability to other behavioral problems such as truancy, vandalism, and disruptive behavior. |
| 415003 | Other School-Related Service Civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service that are not listed in the previous category. |
| 415004 | Student Council |

Athletics and Related Program Codes

| Program Code | Description |
|--------------|--|
| 420001 | Pep Clubs |
| 420015 | Other - Athletics and Related Programs (not Interscholastic Athletics) |

Interscholastic Athletic Program Codes

| Program Code | Description |
|--------------|--|
| 420002 | Football |
| 420003 | Basketball |
| 420004 | Baseball |
| 420005 | Track and Field |
| 420006 | Wrestling |
| 420007 | Softball |
| 420008 | Golf |
| 420009 | Tennis |
| 420010 | Soccer |
| 420011 | Swimming and Diving |
| 420012 | Volleyball |
| 420013 | Other Interscholastic Athletics |
| 420014 | Intramural Athletics |
| 420020 | Cheerleading |
| 490000 | Other – participation in extracurricular programs and activities not identified in one of the above categories |

PREVIOUS DROPOUT

Table 2. When to use a previous dropout program code

| Within Same district | |
|---|---|
| Grade and Time Student Drops Out | 9th grade, March FY13 |
| Dropout is Reported | FY13 Student (S) Collections |
| Student Returns | April FY14 |
| Return is Reported | FY14 Student (S) Collections |
| In Calculation As | 9th grade dropout - not a returning withdrawal (net=1) |
| Student Drops Out Again | 10th grade, December FY15 |
| Dropout is Reported | FY15 Student (S) Collections: report withdrawal date, withdrawal reason code, and use previous dropout program code 500001 |
| In Calculation As | 9th grade dropout and 10th grade dropout with previous dropout program code (excluded from calculation) (net=1) |

Table 3. When *not* to use the previous dropout program codes

| | |
|---|---|
| Grade and Time Student Drops Out | 9th grade March FY13 |
| Dropout is Reported | FY13 Student (S) Collections |
| Student Returns | Beginning of next school year |
| Return is Reported | FY14 Student (S) Collections |
| In Calculation As | 9th grade dropout and 10th grade summer returning withdrawal (net=0) |
| Student Drops Out Again | 10th grade March FY14 |
| Dropout is Reported | FY14 Student (S) Collections: report withdrawal date and withdrawal reason code <i>Do not report a previous dropout program code</i> |
| In Calculation As | 9th grade dropout, 10th grade summer returning withdrawal and 10th grade dropout (net=1) |

Table 4. Dropout Codes

| Program Code | Description |
|--------------|---|
| 500001 | Previously reported as a dropout in the reporting district's graduation rate. |
| 500002 | Previously reported as a dropout in another Ohio school district. |

INTERVENTION PROGRAMS

Academic Intervention Program Codes

| Program Code | Description |
|--------------|--|
| 151490 | Student received intervention services during the summer. |
| 152330 | Student received intervention services during the regular school year. |

Reading Improvement and Monitoring Plan Intervention Program Codes

(RIMP codes are only reported for students participating in a Reading Improvement and Monitoring Plan implemented within 60 days of reading diagnostic result availability)

| Program Code | Description |
|--------------|---|
| 151500 | <p>Summer Reading Programs Any structured summer program that tracks and monitors the progress of the student and is targeted toward the student’s reading difficulty. The program provider may be the school or a third party such as a library, community organization, or other provider, but must meet the above criteria.</p> |
| 152500 | <p>Extended Learning Time (Each Week) This approach is the lengthening of time for academic learning, including, but not limited to, adding instructional time for: core academic instruction, additional course instruction; additional class time; lengthening the school day or school year.</p> |
| 152505 | <p>Guided Reading (Small Group Instruction) Small group work where the teacher supports each reader’s development of effective strategies for processing new texts at increasing levels of difficulty. The teacher carefully groups children according to need, selects a book to introduce, and works with individual students as each reads the book in its entirety. Discussion, focused teaching, and optional word work complete the lesson.</p> |
| 152510 | <p>Increase Reading Time A substantial increase in the intensity and duration of instruction, designed to accelerate reading development and proficiency. Intervention is generally provided in small group or one-on-one settings and delivered at a pace that is responsive to students' specific instructional needs.</p> |
| 152515 | <p>Interactive Writing A large or small group context where the teacher and children compose messages and stories to write using a “shared pen” technique that involves children in the writing. During interactive writing, students learn concepts about print (such as spacing), letter-sound relationships, how words work, and the writing process.</p> |
| 152520 | <p>Leveled Literacy Intervention The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.</p> |
| 152525 | <p>Literacy Collaborative A comprehensive school reform project designed to improve the reading, writing, and language skills of elementary students. The cornerstone of this project is dynamic, long-term professional development led by a trained, school-based literacy coach.</p> |
| 152530 | <p>One-on-One Tutoring or Mentoring Provides individualized instruction focused on skill-specific deficits and remediation or enrichment in academic skills. It also provides individual academic assistance.</p> |
| 152535 | <p>Orton-Gillingham A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and</p> |

| Program Code | Description |
|--------------|---|
| | sequence. |
| 152540 | Peer- Assisted Learning Strategies The intentional pairing of higher and lower achieving students in which students exchange the roles of player and coach, resulting in gaining knowledge from each other through practice and reinforcement. |
| 152545 | Phonemic Awareness and Phonemic Decoding Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This understanding improves students' word reading and comprehension and helps them learn to spell. To decode words, learners must recognize the letters in the word, associate each letter with its sound, hold these sounds in sequence in memory, blend these sounds together to determine the word and retrieve the memory of the words. Together, phonemic awareness and phonemic decoding are key foundational skills for beginning readers. |
| 152550 | Proactive Intervention Explicit instruction in synthetic phonics with a focus on fluency. |
| 152555 | Reading 180 A reading intervention program designed to increase students' reading levels, comprehension, fluency, and spelling. Students use repeated auditory, visual, and kinesthetic actions to watch anchor videos that generate prior knowledge, read passages into the microphone, listen to the pronunciation of words, and practice spelling. Students use an rBook during the guided reading station and choose from a variety of high-interest, age and grade appropriate books and audiobooks during the independent and modeled reading station. |
| 152560 | Reading Recovery A short-term, one-to-one, intervention for first grade students who struggle to learn to read and write. Children have daily 30-minute lessons with a trained Reading Recovery teacher for 12-20 weeks with the goal of accelerating learning to reach the class average. |
| 152565 | Responsive Intervention Explicit instruction in synthetic phonics with a focus on analogy phonics. |
| 152570 | Shared Reading During shared reading, the teacher and children read an enlarged text together as the teacher explicitly demonstrates reading strategies such as word-by-word matching, word solving, and fluency. |
| 152575 | Sight Word Instruction Intervention designed to increase students' ability to recognize and read individual words with fluency and automaticity. Instruction to improve sight word reading may focus on improving students' decoding strategies, knowledge of word parts and patterns, the use of analogies, and writing. |
| 152580 | Success for All A program that supports an entire school from the planning stage through implementation of a comprehensive approach to reading. |
| 152585 | Supplemental Instruction in Decoding Skills Early, explicit and systematic instruction in phonics can help strengthen students' decoding skills. Strategies include: using manipulatives to help teach letter-sound relationships, providing differentiated instruction and helping students understand the purpose of phonics by engaging them in reading and writing activities that requires them to apply the information taught. |
| 152590 | System 44 A data driven software program designed to increase students' sight word recognition. |

| Program Code | Description |
|--------------|--|
| | phonics, and decoding skills. The software is broken into stages of consonants, vowels, sight words, word parts, and syllables. Students use repeated auditory, visual, and kinesthetic actions to sound out and listen to blends, digraphs, and multi-syllabic words. Includes supplemental student/teacher materials, paperbacks, audio and e-books for differentiated small group instruction and independent learning. |
| 152595 | Other Explicit Instruction of Comprehension Interventions A comprehension intervention is selected based on student’s area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned. |
| 152600 | Other Explicit Instruction of Fluency Interventions A fluency intervention is selected based on student’s area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned. |
| 152605 | Other Explicit Instruction of Vocabulary Interventions A vocabulary intervention is selected based on student’s area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned. |
| 152610 | Other Language Experience Approach LEA uses the student’s own language and prior experiences to create connected text. The student dictates words/story/text to the teacher who records it exactly as stated, reads it back to student, and student reads it to others. |
| 152699 | Other Intervention An intervention included in a student’s Reading Improvement and Monitoring Plan that is not described by any other intervention in the 152500 – 152610 or 151500 program codes |

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Program (GQ) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-----------------|--------|
| EMIS Student ID | GQ050 |
| Program Code | GQ060 |

2.9 STUDENT PROGRAM (GQ) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|----------|
| | 1-8 | Filler | PIC 9(8) |
| GQ010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "GQ" | |
| | 11 | Filler | PIC X |
| GQ020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| GQ030 | 16 | Data Sets | PIC X |
| | | S – Student X – Student Record Exchange | |
| GQ040 | 17-22 | Building IRN | PIC X(6) |
| GQ050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| GQ060 | 32-37 | Program Code | PIC X(6) |
| GQ070 | 38-46 | Employee ID | PIC X(9) |
| | 47-52 | Filler | PIC X(6) |
| GQ090 | 53-58 | Program Provider IRN | PIC X(6) |
| GQ100 | 59-66 | Program Enrollment Start Date CCYYMMDD | PIC 9(8) |
| GQ110 | 67-74 | Program Enrollment End Date CCYYMMDD | PIC 9(8) |

ODE EMIS MANUAL

Section 2.10: Student Gifted Education (GG) Record



Version 5.0
June 27, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|--|
| <u>5.0</u> | <u>6/27/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 4.0 | 1/18/16 | FY16 | | Added Upcoming Changes section. |
| 3.0 | 10/7/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 3.0 | 10/7/15 | FY15 | 987 | Removed Gifted Identification Date option “**”. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange to Required Reporting Periods section and File Layout. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Gifted Education (GG) Record.

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2.10 STUDENT GIFTED EDUCATION (GG) RECORD

Required Reporting Periods

The Student Gifted Education (GG) Record is to be reported for the Traditional Districts Midyear and Final Student (S) Collections, the Community/STEM Schools Final (S) Collection, and the Student Record Exchange (X) Collection.

General Guidelines

The data reported on the Student Gifted Education (GG) Record are used to report the number of students screened, assessed, identified, and served in gifted areas. For additional information about gifted students and services, please refer to Ohio Revised Code §§3324.01 – 3324.07, Ohio Administrative Code §3301-51-15, and the ODE Gifted Education webpage.

The resident/educating school district and/or community school reports the Student Gifted Education (GG) Record for each student enrolled in grades kindergarten through twelve. Though community schools are not required to screen, assess, identify, and/or serve students who are gifted, they are required to report a Student Gifted Education (GG) Record for each student.

When a student transfers from one school district to another during the course of the school year, gifted identification carries from one district to another. Both districts are required to report the student as identified. Once a student is identified as gifted, he/she should continue to be reported as identified in EMIS, even if he/she transfers to another district during the school year. Screening, assessment, and service are activities undertaken by a district. Therefore, the reporting district is only required to report screened, assessed, and/or served if this happened while the student was enrolled in their district.

Exceptions to Reporting the Student Gifted Education (GG) Record

The Student Gifted Education (GG) Record does not need to be reported for students in the following situations:

- Students who are attending/placed at another entity 100% of the time (e.g., court-placement, open-enrollment, direct pay tuition, etc.). That entity would report the Student Gifted Education (GG) Record for those students.
- JVSs do not report the Student Gifted Education (GG) Record.

Annual Versus Cumulative Data in the Student Gifted Education (GG) Record

Only the identification data is cumulative; all other data elements reflect only those activities that took place during the current school year. State policy is that once a student is identified in an area of giftedness, he/she is always identified in that area of giftedness. Therefore, the seven identification “Yes/No” elements and their corresponding date elements should be carried forward from one school year to the next. All other Student Gifted Education (GG) Record elements (screened, assessed, and served) should default to “No” at the start of a school year, regardless of their values during the prior school year.

Student Gifted Data Elements

The elements on the Student Gifted Education (GG) Record refer to whether or not a student has been screened, assessed, and/or identified using one of the assessments on the ODE approved list of Gift-

ed Screening/Assessment instruments. In addition, the “served” element indicates if a student is receiving services according to Ohio Administrative Code §3301-51-15.

Report whether or not a student was screened, assessed, identified, and/or served in each of the following areas of giftedness:

- Gifted – Superior Cognitive Ability
- Gifted – Specific Academic Ability SAA – Mathematics
- Gifted – Specific Academic Ability SAA – Science
- Gifted – Specific Academic Ability SAA – Reading, Writing, or a combination
- Gifted – Specific Academic Ability SAA – Social Studies
- Gifted – Creative Thinking Ability
- Gifted – Visual or Performing Arts Ability
- Up to five elements will be reported for each of the areas listed above. These are:
- Screening (Y/N)
- Assessment (Y/N)
- Identification (Y/N)
- Identification Date (CCYYMM)
- Served (Y/N)

The following portion of this section discusses each of the data elements within the Student Gifted Education (GG) Record. The elements are not organized alphabetically, but rather follow the gifted determination process.

 **Gifted Screening Elements**

Creative Thinking Ability

| | |
|---------------------|--|
| Record Field Number | GG110 |
| Definition | Indicates if the student was screened for giftedness in the area of creative thinking, according to the criteria used to screen students for giftedness. |

Mathematics

| | |
|---------------------|--|
| Record Field Number | GG070 |
| Definition | Indicates if the student was screened for giftedness in the area of mathematics, according to the criteria used to screen students for giftedness. |

Reading/Writing

| | |
|---------------------|--|
| Record Field Number | GG090 |
| Definition | Indicates if the student was screened for giftedness in the area of reading/writing, according to the criteria used to screen students for giftedness. |

Science

| | |
|---------------------|--|
| Record Field Number | GG080 |
| Definition | Indicates if the student was screened for giftedness in the area of science, according to the criteria used to screen students for giftedness. |

Social Studies

| | |
|---------------------|---|
| Record Field Number | GG100 |
| Definition | Indicates if the student was screened for giftedness in the area of social studies, according to the criteria used to screen students for giftedness. |

Superior Cognitive Ability

| | |
|---------------------|---|
| Record Field Number | GG060 |
| Definition | Indicates if the student was screened for giftedness in the area of superior cognitive ability, according to the criteria used to screen students for giftedness. |

Visual/Performing Arts

| | |
|---------------------|---|
| Record Field Number | GG120 |
| Definition | Indicates if the student was screened for giftedness in the area of visual/performing arts, according to the criteria used to screen students for giftedness. |

Valid Options

- N No, the student was not screened in this specific area of giftedness during the current school year
- Y Yes, the student was screened in this specific area of giftedness during the current school year

Reporting Instructions. A student is considered “screened” in a specific area of giftedness if one of the following occurred during the current school year:

1. The student was given an approved assessment by the school to determine giftedness in one or more areas, based on a nomination by a school staff member, parent, or any student (including self-nomination), or
2. The student was given an approved assessment by the school to determine giftedness in one or more areas during a whole-grade testing session (e.g., all students at a grade level were tested), or
3. The student was given an approved assessment within the prior 24 months by a qualified professional outside the local school system (i.e., private testing or transfer student), and the parent presented the scores to the district during the current school year to determine giftedness in one or more areas.

The list of approved assessment instruments is available on the gifted education section of the ODE website. Specific assessments are approved for screening in specific areas of giftedness. For a student to be screened in all seven areas of giftedness they would have to be given at least three different assessments, therefore, most whole-grade screening is only for a subset of the seven areas of giftedness.

☀ Gifted Assessment Elements

Creative Thinking Ability

| | |
|---------------------|--|
| Record Field Number | GG180 |
| Definition | Indicates if a student has completed the assessment stage in the area of creative thinking ability of the gifted identification process. |

Mathematics

| | |
|---------------------|--|
| Record Field Number | GG140 |
| Definition | Indicates if a student has completed the assessment stage in the area of mathematics of the gifted identification process. |

Reading/Writing

| | |
|---------------------|--|
| Record Field Number | GG160 |
| Definition | Indicates if a student has completed the assessment stage in the area of reading/writing of the gifted identification process. |

Science

| | |
|---------------------|--|
| Record Field Number | GG150 |
| Definition | Indicates if a student has completed the assessment stage in the area of science of the gifted identification process. |

Social Studies

| | |
|---------------------|---|
| Record Field Number | GG170 |
| Definition | Indicates if a student has completed the assessment stage in the area of social studies of the gifted identification process. |

Superior Cognitive Ability

| | |
|---------------------|---|
| Record Field Number | GG130 |
| Definition | Indicates if a student has completed the assessment stage in the area of superior cognitive ability of the gifted identification process. |

Visual/Performing Arts

| | |
|---------------------|---|
| Record Field Number | GG190 |
| Definition | Indicates if a student has completed the assessment stage in the area of visual/performing arts of the gifted identification process. |

Valid Options

- N No the student was not assessed in the specific area of giftedness during the current school year
- Y Yes, the student was assessed in the specific area of giftedness during the current school year

Reporting Instructions. Sometimes the first testing of a student for giftedness (screening) does not produce a final answer to the question, “Is this student gifted in this area?” When the results are not conclusive, the student moves to a second stage of the identification process, called assessment. During the assessment stage, the student is given a second test to determine giftedness.

There are specific criteria that dictate when the assessment stage will occur. The Ohio Revised Code defines a specific score for each area of giftedness that must be achieved for a student to be identi-

fied. In addition, each district must set its own score, which must be lower than the state identification score, that will move a student from screening to assessment. Only those students who score at or above the district score, but below the state identification score, will be “assessed” (e.g., re-tested) for giftedness.

In general, the screening and assessment stages will take place during the same school year. However, in situations where the screening took place near the end of the year and there was no time to complete the second stage in the same school year, a student may appear in EMIS as screened in one year and assessed the next year.

There are many situations in which a student who was previously screened would be tested again but not be considered assessed. Consider a student who is tested through whole-grade testing in the 5th grade. The student would be marked as screened during their fifth grade year. The next year, the student is in sixth grade, and all sixth grade students are tested for giftedness. This student would again be entered in EMIS as screened, since the second testing was based on their grade level, not on the score they received on the fifth grade testing.

Another common situation where a second testing is still considered screening involves the testing of a student due to a request from a parent for re-testing within the same school year. Districts must provide at least two opportunities for testing each year. Therefore, a student could be screened in the same area of giftedness twice in the same school year.

A final caution about the assessment stage of gifted identification relates to the term itself. The term “assessment”, as it relates to giftedness in Ohio, has two distinct meanings. “Assessment” is used to refer to any test, checklist, or other measure that is given to a student and has been approved by ODE for the screening and identification of gifted students. In addition, “assessment” is a specific stage in the process for identifying gifted students. Given the above definition for the “assessment” stage of the gifted identification process, these two meanings are not interchangeable. Therefore, the fact that a student is given an approved “assessment” does not mean that the student has been “assessed” for giftedness.

There will never be a case where all students at a grade level in a district will be reported as assessed in EMIS within the same school year, and in general, the number of students marked as assessed for giftedness will be much lower than the number of students marked as screened for giftedness.

 **Gifted Identification Elements**
Creative Thinking Ability

| | |
|---------------------|---|
| Record Field Number | GG250 |
| Definition | Indicates if the student was identified as gifted in the area of creative thinking ability. |

Mathematics

| | |
|---------------------|---|
| Record Field Number | GG210 |
| Definition | Indicates if the student was identified as gifted in the area of mathematics. |

Reading/Writing

| | |
|---------------------|---|
| Record Field Number | GG230 |
| Definition | Indicates if the student was identified as gifted in the area of reading/writing. |

Science

| | |
|---------------------|---|
| Record Field Number | GG220 |
| Definition | Indicates if the student was identified as gifted in the area of science. |

Social Studies

| | |
|---------------------|--|
| Record Field Number | GG240 |
| Definition | Indicates if the student was identified as gifted in the area of social studies. |

Superior Cognitive Ability

| | |
|---------------------|--|
| Record Field Number | GG200 |
| Definition | Indicates if the student was identified as gifted in the area of superior cognitive ability. |

Visual/Performing Arts

| | |
|---------------------|--|
| Record Field Number | GG260 |
| Definition | Indicates if the student was identified as gifted in the area of visual/performing arts. |

Valid Options

- N No, the student has never been identified as gifted in the specific area under Ohio law.
- Y Yes, the student has been identified as gifted in the specific area under Ohio law.

Reporting Instructions. A student is identified as gifted if he/she is screened and/or assessed using an approved instrument and if either the screening or assessment score meets the statutory identification threshold in Ohio Revised Code §3324.03. Once a student is identified as gifted in a specific area of giftedness in Ohio, whether by his/her current district or another district in the state, he/she will always be considered gifted in that area and must be reported in EMIS identified as gifted. Even if a student is later re-tested and scores below the required threshold, he/she is still considered identified as gifted in that area.

The definition of giftedness is set by state law. Therefore, a student who was identified as gifted in a state other than Ohio and who then transfers into an Ohio district must establish gifted identification under Ohio's standards before he/she is considered gifted in Ohio. If the student has test scores on an approved assessment from their prior home state that are no more than 24 months old, then the Ohio district must consider those scores as screening scores and either identify or re-test the student as appropriate.

☀ Gifted Identification Date Element

Creative Thinking Ability

| | |
|---------------------|---|
| Record Field Number | GG480 |
| Definition | The date the student was identified as gifted in the area of creative thinking ability. |

Mathematics

| | |
|---------------------|---|
| Record Field Number | GG440 |
| Definition | The date the student was identified as gifted in the area of mathematics. |

Reading/Writing

| | |
|---------------------|---|
| Record Field Number | GG460 |
| Definition | The date the student was identified as gifted in the area of reading/writing. |

Science

| | |
|---------------------|---|
| Record Field Number | GG450 |
| Definition | The date the student was identified as gifted in the area of science. |

Social Studies

| | |
|---------------------|--|
| Record Field Number | GG470 |
| Definition | The date the student was identified as gifted in the area of social studies. |

Superior Cognitive Ability

| | |
|---------------------|--|
| Record Field Number | GG430 |
| Definition | The date the student was identified as gifted in the area of superior cognitive ability. |

Visual/Performing Arts

| | |
|---------------------|--|
| Record Field Number | GG490 |
| Definition | The date the student was identified as gifted in the area of visual/performing arts. |

Valid Options

| | |
|--------|----------------|
| CCYYMM | Year, Month |
| 000000 | Not identified |

Reporting Instructions. For this element, report the date on which a student was first identified as gifted in the specific area based on the results of screening and/or assessment activities that were either conducted by or submitted to the district. If a transfer student was previously identified by another Ohio district, use the date when the prior district identified the student. Use the date when the district received the test scores, either from its own testing or from a parent or qualified testing professional.

If the identified element for any of the seven areas is “N”, the corresponding date field can be reported as “000000”.

☀ Gifted Served Elements

Creative Thinking Ability

| | |
|---------------------|--|
| Record Field Number | GG560 |
| Definition | Identifies if the student received gifted services in the area of creative thinking ability. |

Mathematics

| | |
|---------------------|--|
| Record Field Number | GG520 |
| Definition | Identifies if the student received gifted services in the area of mathematics. |

Reading/Writing

| | |
|---------------------|--|
| Record Field Number | GG540 |
| Definition | Identifies if the student received gifted services in the area of reading/writing. |

Science

| | |
|---------------------|--|
| Record Field Number | GG530 |
| Definition | Identifies if the student received gifted services in the area of science. |

Social Studies

| | |
|---------------------|---|
| Record Field Number | GG550 |
| Definition | Identifies if the student received gifted services in the area of social studies. |

Superior Cognitive Ability

| | |
|---------------------|---|
| Record Field Number | GG510 |
| Definition | Identifies if the student received gifted services in the area of superior cognitive ability. |

Visual/Performing Arts

| | |
|---------------------|---|
| Record Field Number | GG570 |
| Definition | Identifies if the student received gifted services in the area of visual/performing arts. |

Valid Options

- N No, the student did not receive services in the specific area of giftedness during the current school year.
- Y Yes, the student did receive services in the specific area of giftedness during the current school year.

Reporting Instructions. If option “Y” was reported for a student, then the student must also have either a Student Program (GQ) Record submitted with a valid gifted program code reported (205xxx or 206xxx) or a Course Record submitted with a local classroom code reported indicating he/she is being taught in a course designated for a Gx Student Population.

This data element indicates the area(s) of gifted identification for which a gifted student is receiving services from the school district according to Ohio Administrative Code, Rule 3301-51-15.

If a service a district is offering meets the Ohio Administrative Code criteria, then identified gifted students participating in the service can be considered served during the current school year. These criteria include multiple requirements beyond enrollment in a specific course or program, therefore, the determination of whether a specific student is being served must be made by district staff knowledgeable of Ohio’s gifted education requirements.

Districts should note that the same course or program may be considered a gifted service for some students but not others. For example, an advanced mathematics program may be considered a form of gifted service for a student who is identified as gifted in the specific academic area of mathematics. However, the advanced mathematics program would not be considered a form of gifted service for a student who is identified as gifted only in the visual and performing arts.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Gifted Education (GG) Record, the following field must be unique.

| Required Fields | Number |
|------------------------|---------------|
| EMIS Student ID | GG050 |

2.10 STUDENT GIFTED EDUCATION (GG) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|----------|
| | 1-8 | Filler | PIC 9(8) |
| GG010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “GG” | |
| | 11 | Filler | PIC X |
| GG020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| GG030 | 16 | Data Set | PIC X |
| | | S – Student X – Student Record Exchange | |
| GG040 | 17-22 | Building IRN | PIC X(6) |
| GG050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| GG055 | 32 | Filler | PIC X |
| GG060 | 33 | Gifted Screening – Superior Cognitive Ability | PIC X |
| GG070 | 34 | Gifted Screening – Specific Academic Ability (SAA) – Mathematics | PIC X |
| GG080 | 35 | Gifted Screening – SAA – Science | PIC X |
| GG090 | 36 | Gifted Screening – SAA – Reading/ Writing | PIC X |
| GG100 | 37 | Gifted Screening – SAA – Social Studies | PIC X |
| GG110 | 38 | Gifted Screening – Creative Thinking Ability | PIC X |
| GG120 | 39 | Gifted Screening – Visual/Performing Arts | PIC X |
| GG130 | 40 | Gifted Assessment – Superior Cognitive Ability | PIC X |
| GG140 | 41 | Gifted Assessment – SAA – Mathematics | PIC X |
| GG150 | 42 | Gifted Assessment – SAA – Science | PIC X |
| GG160 | 43 | Gifted Assessment – SAA – Reading, Writing | PIC X |
| GG170 | 44 | Gifted Assessment – SAA – Social Studies | PIC X |
| GG180 | 45 | Gifted Assessment – Creative Thinking Ability | PIC X |
| GG190 | 46 | Gifted Assessment – Visual/Performing Arts | PIC X |
| GG200 | 47 | Gifted Identification – Superior Cognitive Ability | PIC X |
| GG210 | 48 | Gifted Identification – SAA – Mathematics | PIC X |
| GG220 | 49 | Gifted Identification – SAA – Science | PIC X |
| GG230 | 50 | Gifted Identification – SAA – Reading/Writing | PIC X |
| GG240 | 51 | Gifted Identification – SAA – Social Studies | PIC X |
| GG250 | 52 | Gifted Identification – Creative Thinking Ability | PIC X |
| GG260 | 53 | Gifted Identification – Visual/Performing Arts | PIC X |
| GG430 | 54-59 | Gifted Identification Date – Superior Cognitive Ability (CCYYMM) | PIC X(6) |
| GG440 | 60-65 | Gifted Identification Date – SAA – Mathematics (CCYYMM) | PIC X(6) |
| GG450 | 66-71 | Gifted Identification Date – SAA – Science (CCYYMM) | PIC X(6) |
| GG460 | 72-77 | Gifted Identification Date – SAA – Reading/Writing (CCYYMM) | PIC X(6) |
| GG470 | 78-83 | Gifted Identification Date – SAA – Social Studies (CCYYMM) | PIC X(6) |
| GG480 | 84-89 | Gifted Identification Date – Creative Thinking Ability (CCYYMM) | PIC X(6) |
| GG490 | 90-95 | Gifted Identification Date – Visual/Performing Arts (CCYYMM) | PIC X(6) |
| GG510 | 96 | Gifted Served – Superior Cognitive Ability | PIC X |
| GG520 | 97 | Gifted Served – SAA – Mathematics | PIC X |
| GG530 | 98 | Gifted Served – SAA – Science | PIC X |

| Number | Position | Name | PIC/Size |
|---------------|-----------------|---|-----------------|
| GG540 | 99 | Gifted Served – SAA – Reading, Writing | PIC X |
| GG550 | 100 | Gifted Served – SAA – Social Studies | PIC X |
| GG560 | 101 | Gifted Served – Creative Thinking Ability | PIC X |
| GG570 | 102 | Gifted Served – Visual/Performing Arts | PIC X |

ODE EMIS MANUAL

Section 2.11: Student Discipline (GD) Record



Version 4.0
June 29, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|---|
| <u>4.0</u> | <u>6/29/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 3.0 | 1/18/16 | FY16 | | Added Coming Changes section. |
| 2.0 | 10/19/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Discipline (GD) Record.

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2.11 STUDENT DISCIPLINE (GD) RECORD

Required Reporting Periods

The Student Discipline (GD) Record is reported for the Traditional Districts Midyear and Final Student (S) Collections and the Community/STEM Schools Final Student (S) Collection.

General Guidelines

The data requested on this record is required to meet the reporting requirements of federal and state legislation. The last building in a district where the student was enrolled, and ***where the discipline action was administered***, is responsible for reporting the Student Discipline (GD) Record. This may not be the last district where the student was enrolled at the end of the reporting period. A record is reported for each student, including those with disabilities, who receives a discipline action (i.e., expulsion, suspension, etc.) from the district where the discipline action was administered.

A Student Discipline (GD) Record is only to be reported for incidents in which a student receives a discipline action. If a student is administered a discipline action in District A, and later that year withdraws to District B where no discipline action is administered, then the building where the student was last enrolled in District A is responsible for reporting a Student Discipline Record for this student. The discipline was administered within District A; therefore, District B is not responsible for reporting a Student Discipline (GD) Record for this student since no discipline action was administered to the student by District B.

Definition of “school grounds/property”: School grounds/property includes the school building and immediate grounds, school transportation (i.e., buses), designated school bus stops, school sponsored activities such as field trips and sporting events, stadiums/gymnasiums, other facilities, and any setting under the control and supervision of the school district. District Boards of Education may, at their discretion, use a different, more expansive definition.

Student Discipline Data Elements

The following portion of this section discusses each of the data elements within the Student Discipline (GS) Record. The elements are organized alphabetically.

☀ Building IRN Element

| | |
|---------------------|--|
| Record Field Number | GD040 |
| Definition | The state assigned six-digit information retrieval number (IRN) of the building. |

Valid Options

Six-digit IRN

Valid building IRN within the reporting district

Reporting Instructions. Below are general guidelines regarding the reporting of the building IRN, as related to the Student Discipline (GD) Record.

1. The building where the student is enrolled last, within the reporting district, is responsible for reporting a Student Discipline (GD) Record for each type of discipline administered.

- The incident (misbehavior/infraction) may or may not have taken place at the reporting building. Thus, the Building IRN Element and the Building IRN Where the Incident Took Place Element may contain two different building IRNs within the reporting district.

See EMIS Manual Section 2.1 Student Records Overview, Building IRN Element (**040), for general reporting instructions about reporting the Building IRN Element.

☀ Building IRN of Where Discipline Incident Took Place Element

| | |
|---------------------|--|
| Record Field Number | GD120 |
| Definition | The IRN of the building where the incident (misbehavior) took place. |

Valid Options

- Six-digit code Valid building IRN where the discipline incident took place
- 999999 Non-EMIS Reporting Entity

Reporting Instructions. Only those incidents that required a discipline action, described as Type of Discipline Element, are to be reported to EMIS.

Report the Building IRN of the building in which the discipline incident took place. The IRN in this element could possibly reflect another building within the reporting district, a building outside the reporting district, or the IRN of another EMIS reporting entity (i.e., ESCs, JVSDs).

If a JVSD administers the discipline action to the student, then the JVSD is responsible for reporting the Student Discipline (GD) Record and reports the IRN of the building where the incident occurred in the Building IRN of Where Discipline Incident Took Place Element. In this case, if the resident district did not administer any discipline to the student, then the resident district does not report this record for this student.

Example 1.

Reporting when the incident did not occur in the reporting building

Situation
 A student enrolled during November in building A, commits a discipline incident in that building in December. The student receives a discipline action for the incident that is required to be reported to EMIS.
 Later that year this student moves to building B, within the same district. He/she remains in building B until the end of the school year.

EMIS Reporting
 The Student Discipline (GD) Record for this student is reported to EMIS by building B because this is where the student was enrolled last during the reporting period. The Building IRN Where Discipline Incident Took Place Element is to be the building IRN of building A, since this is where the discipline incident took place.

Example 2.

| | |
|---|--|
| Reporting Incident IRN for students attending the ESC | |
| Situation A student enrolled in building C commits a discipline incident while receiving services at the ESC. The student received a discipline action for the incident. The student remains enrolled in building C for the remainder of the school year. | |
| EMIS Reporting Building C reports the Student Discipline (GD) Record, because building C is where the student was enrolled last during the reporting period. The Building IRN of Where the Discipline Incident Took Place Element is to be reported with the IRN of the ESC, since this is where the incident took place. | |

 ***Date of Discipline Element***

| | |
|---------------------|---|
| Record Field Number | GD060 |
| Definition | The date on which the student began the discipline. |

Valid Option

YYYYMMDD Year, Month, Day

Reporting Instructions. Report the date in which the student begins the discipline administered. If the type of discipline being administered is longer than one day, then report the first day in which the discipline was administered. This is the day the student began the discipline type.

A date of April 5, 2015, is to be reported as 20150405.

 ***Discipline Reason Element***

First Reason

| | |
|---------------------|---|
| Record Field Number | GD080 |
| Definition | The first reason for which a student was disciplined. |

Second Reason

| | |
|---------------------|--|
| Record Field Number | GD080 |
| Definition | The second reason for which a student was disciplined. |

Third Reason

| | |
|---------------------|---|
| Record Field Number | GD080 |
| Definition | The third reason for which a student was disciplined. |

Fourth Reason

| | |
|---------------------|--|
| Record Field Number | GD080 |
| Definition | The fourth reason for which a student was disciplined. |

Fifth Reason

| | |
|---------------------|---|
| Record Field Number | GD080 |
| Definition | The fifth reason for which a student was disciplined. |

Valid Options

- ** **Not Applicable**
- 01 Truancy**
Truancy is unexcused absence from school.
- 03 Fighting/Violence**
Fighting/Violence is mutual participation in an incident involving physical violence.
- 04 Vandalism/ Damage to School or Personal Property**
Vandalism is the willful destruction or defacement of school or personal property.
- 05 Theft/Stealing Personal or School Property**
Theft is the unlawful taking of property belonging to another person.
- 06 Use, Possession, Sale or Distribution of a Firearm**
A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. This includes zip guns, starter guns, and flare guns. Firearm look-a-likes should not be reported with this option.
- 07 Use, Possession, Sale or Distribution of a Dangerous Weapon Other Than a Firearm or Explosive, Incendiary or Poison Gas**
A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. section 930).
- 08 Use, Possession, Sale or Distribution of Any Explosive, Incendiary or Poison Gas**
Any destructive device, which includes a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce and a mine or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- 09 Use, Possession, Sale or Distribution of Tobacco Products**
This includes smokeless tobacco.
- 10 Use, Possession, Sale or Distribution of Intoxicating Alcoholic Beverages**
- 11 Use, Possession, Sale or Distribution of Drugs Other Than Tobacco or Alcohol**
Use, possession, sale or distribution of any controlled drug other than prescription medication that has been administered in accordance with the district's policies.
- 14 False Alarms/Bomb Threat**
Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.

- 18 Disobedient/Disruptive Behavior**
Unwillingness to submit to authority, refusal to respond to a reasonable request, or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violations, inappropriate language, cursing, inappropriate gestures).
- 19 Harassment/Intimidation**
Repeatedly annoying or attacking using physical, verbal, written, or electronic action that creates fear of harm, an intimidating or hostile education or work environment, without displaying a weapon and without subjecting the victim to actual physical attack (i.e., bullying, hazing, threat of harm).
- 20 Firearm Look-a-Likes**
Any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, bb guns, pellet guns).
- 21 Unwelcome Sexual Conduct**
Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment (i.e., pinching, grabbing, suggestive comments, gestures or jokes or pressure to engage in sexual activity).
- 22 Serious Bodily Injury**
An incident that results in serious bodily injury to oneself or others. Serious Bodily Injury is defined as “A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. § 1365(3)(h)).

Reporting Instructions. Districts may report up to five (5) discipline reasons for each discipline incident. For example, if the district reported a “2 – Out-of-School Suspension” in the Type of Discipline Element, then the district may report multiple reasons for the discipline action in the Discipline Reason Element for the out-of-school suspension such as:

- “03 – Fighting/Violence”
- “18 – Disobedient/Disruptive Behavior”

Do not report the same discipline reason more than once for a single incident. For example, do not report option “03 – Fighting/Violence” in the Discipline Reason Elements one and two for the same incident.

Discipline Reason “** Not Applicable” can only be used for Discipline Reasons 2 through 5. Districts must choose one of the existing options “01” to “22” for the first/primary reason for a reported discipline incident. If the reason the student was disciplined does not match any of the listed discipline reasons, the district should use the most appropriate option.

☀ Discipline Modified Element

| | |
|---------------------|--|
| Record Field Number | GD100 |
| Definition | Indicates if the Chief Administrating Officer modified, on a case-by-case basis, in writing, the one-year expulsion requirement for possession of a firearm at school. |

Valid Options

- * Not Applicable
- Y Yes
- N No

Reporting Instructions. Expulsion (Type of Discipline = 1) must still be reported even if the Chief Administering Officer modifies the expulsion for a student.

If, after due process has been accorded, a student is found to have brought a firearm to school or possessed a firearm at school, the Gun-Free Schools Act requires an expulsion for a period of not less than one year. The law allows the Chief Administrating Officer of the school district to modify the one-year expulsion requirement on a case-by-case basis, but only if the modification is in writing.

Option “* Not Applicable” is to be reported when the Type of Discipline is anything other than 1, or if the Type of Discipline is 1 and the Discipline Reason is anything other than 06 and/or 08.

Option “Y” or “N” are only to be reported when there is a combination of:

Type of Discipline is 1 Expulsion;

AND

Discipline Reason is 06 Use, possession, sale, or distribution of a firearm;

AND/OR

08 Use, possession, sale, or distribution of any explosive, incendiary, or poison gas

☀ Discipline Sequence Number Element

| | |
|---------------------|---|
| Record Field Number | GD085 |
| Definition | The order in which the discipline incident occurred, if the incidents occurred on the same day and the same Type of Discipline was administered for both. |

Valid Options

- 1 – 9

Reporting Instructions. Report the order in which the discipline incident occurred, if two or more separate incidents occurred on the same day and the same discipline action was administered to the student for both incidents.

Example 3.

Discipline Sequence

Two different suspensions were administered to a student for two separate discipline incidents that occurred on the same day. The first incident resulting in the first suspension is reported as “1” in the Discipline Sequence Number Element and the second incident resulting in the second suspension is reported as “2”.

If the district administers one Type of Discipline for several different incidents occurring on the same day, report “1” in this element. Only one Student Discipline (GD) Record is reported per discipline action.

Note. Most Student Discipline (GD) Records reported will have “1” reported in this field.

 **Referred for Alternate Educational Services Element**

| | |
|---------------------|---|
| Record Field Number | GD110 |
| Definition | Indicates if a student, for whom a Chief Operating Officer modifies as part of a case-by-case basis the one-year expulsion requirement for possession of a firearm, was recommended for alternate educational services. |

Valid Options

- * Not Applicable
- Y Yes
- N No

Reporting Instructions. Type of Discipline must still be reported as a 1, Expulsion for this student even if alternative educational services are provided.

Options Y and N are to be reported only when the Discipline Modified Element (on a case-by-case basis) was reported with a Y.

Report * in the following circumstances:

If the Discipline Modified Element was reported with an N or an *

Type of Discipline is 1

When Discipline Reasons are NOT 06 or 08

OR

Type of Discipline is 2 -7 with any Discipline Reason

If the Chief Administering Officer of the school district modifies the student’s expulsion for Discipline Reasons 06 or 08, then the district may recommend that the student receive alternative educational services.

If alternative educational services are provided, report “Y” in this element.

Do not report the option “4 in school alternative discipline class/program/ building” in the Type of Discipline Element if the Chief Administering Officer modifies the student’s expulsion for possession of firearm, and then chooses to refer the student for alternate education.

☀ Total Discipline Days Element

| | |
|---------------------|---|
| Record Field Number | GD090 |
| Definition | Refers to the length of discipline, in Full Time Equivalency (FTE), for each discipline occurrence. |

Valid Options

000.00 – 999.99

Reporting Instructions. Report the total number of days, in FTE, that the student served his/her discipline. If the student served half a day suspension as discipline, then report .50 in this element.

☀ Type of Discipline Element

| | |
|---------------------|---|
| Record Field Number | GD070 |
| Definition | The type of discipline administered to the student. |

Valid Options

1 Expulsion

Expulsion is the involuntary removal of a student from school by the superintendent. In most cases, the expulsion should not exceed 80 days, or the number of days remaining in a school semester. In situations where a student brought or possessed a firearm to school or property owned by the school, the superintendent shall expel a pupil from school for a period of one year (ORC §3313.66 (B)(1) and (2)). In these cases, the Gun-Free School Act requires the expulsion of the student.

2 Out-of-school Suspension

An out-of-school suspension is the denial of attendance at school for no more than 10 days (ORC §3313.66 (A)). This includes the suspension of the student’s normal instructional activities by the superintendent or a school principal due to discipline reasons.

3 In-school Suspension

In-school suspension is the suspension of the student’s normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do school work but does not specifically address the behavior(s) that resulted in discipline.

4 In-school Alternate Discipline Class/Program/Building

This is the suspension of the student’s normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends a special class, program, or building that specifically addresses the behavior(s) that resulted in discipline. This may occur within or outside of the district. For students with disabilities, this is an appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables

the student to continue to progress in the general curriculum; to continue to receive services and modifications, including those described in the student’s current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

6 Emergency Removal by District Personnel

(A description of the process can be found in ORC §3313.66(C)) “If a pupil’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal or assistant principal may remove a pupil from curricular activities or from the school premises, and a teacher may remove a pupil from curricular activities under the teacher’s supervision, without the notice and hearing requirements of division (A) or (B) of this section. As soon as practical after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.”

7 Removal by a Hearing Officer

Those instances in which an impartial state appointed hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternate educational setting for not more than 45 days based on the hearing officer’s determination that the public agency has demonstrated by substantial evidence that maintaining the student’s current placement is substantially likely to result in injury to the student or others.

Reporting Instructions. Multiple Types of Discipline are not to be reported for the same discipline incident.

Only report the most severe type of discipline for the specific incident. For example, if the student is suspended pending an expulsion for the same incident, only the expulsion is reported. The following table ranks the options in the Types of Discipline Element from most severe to least severe.

Table 1. Type of Discipline – Order of Severity

| Severity Order | Type of Discipline |
|----------------|---|
| 1 | Emergency Removal by District Personnel |
| 2 | Expulsion |
| 3 | Removal by a Hearing Officer |
| 4 | Out-of-school Suspension |
| 5 | In-school Alternate Discipline Class/Program/Building |
| 6 | In-school Suspension |

In the circumstances where a student is expelled for possession of or bringing a firearm to school, the expulsion is still to be reported even if the chief administering officer chooses to modify the expulsion and/or refer the student for alternative educational services.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Discipline (GD) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|------------------------|---------------|
| Date of Discipline | GD060 |
| Type of Discipline | GD070 |
| Sequence Number | GD085 |

2.11 STUDENT DISCIPLINE (GD) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|---|-------------|
| | 1-8 | Filler | PIC 9(8) |
| GD010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "GD" | |
| | 11 | Filler | PIC X |
| GD020 | 12-15 | Fiscal Year, e.g., 2015 (CCYY) | PIC X(4) |
| GD030 | 16 | Data Set | PIC X |
| | | S – Student | |
| GD040 | 17-22 | Building IRN | PIC X(6) |
| GD050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| GD060 | 32-39 | Date of Discipline (CCYYMMDD) | PIC X(8) |
| GD070 | 40 | Type of Discipline | PIC X |
| GD080 | 41-42 | Discipline Reason (First Reason) | PIC X(2) |
| | 43-44 | Discipline Reason (Second Reason) | PIC X(2) |
| | 45-46 | Discipline Reason (Third Reason) | PIC X(2) |
| | 47-48 | Discipline Reason (Fourth Reason) | PIC X(2) |
| | 49-50 | Discipline Reason (Fifth Reason) | PIC X(2) |
| GD085 | 51 | Discipline Sequence Number | PIC 9 |
| GD090 | 52-56 | Total Discipline Days | PIC 9(3)V99 |
| GD100 | 57 | Discipline Modified | PIC X |
| GD110 | 58 | Referred for Alternate Educational Services | PIC X |
| GD120 | 59-64 | Building IRN where Discipline Incident Took Place | PIC X(6) |

ODE EMIS MANUAL

Section 2.12: CTE Workforce Development Follow-Up (GV) Record



Version 4.0
June 29, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|---|
| <u>4.0</u> | <u>6/29/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 3.0 | 7/29/16 | FY16 | 39816 | Removed Student Earned Certificate/License Element. |
| 3.0 | 7/29/16 | FY16 | | Added Coming Changes section. |
| 2.0 | 9/3/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.0 | 9/3/015 | FY15D | | Added Career-Technical Student Organization Participation Level. |
| 1.1 | 6/5/13 | FY13D | 971 | Deleted language from the reporting instructions for GV680. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the CTE Workforce Development Follow-up (GV) Record.

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2.12 CTE WORKFORCE DEVELOPMENT FOLLOW-UP (GV) RECORD

Required Collection Requests

The CTE Workforce Development Follow-Up (GV) Record is to be reported for the March (D) Collection.

General Guidelines

CTE Concentrator follow-up data are collected for the second (2nd) quarter (October 1 – December 31 timeframe) after graduation or after the student is no longer enrolled in school. This data collection should be conducted January through March of the current school year. Districts may use the Career-Technical Student Follow-Up Form, available on CTE’s website, to help collect data for reporting the CTE Workforce Development Follow-Up information. The follow-up information collected is reported on this record during the current year’s March (D) Collection.

The district employing the teacher of the workforce development program shall report CTE concentrator follow-up data in the current school year’s March (D) Collection for all concentrators within six months of leaving school. This is typically concentrators from one or more prior school years Yearend (N) reporting period, where the student was identified as a concentrator. This record is compiled in the following manner:

Data from prior years are extracted for CTE Concentrators, who have graduated or who are no longer enrolled in school. During the next reporting period that follows Yearend (N), ODE will check to ensure that Concentrators reported are not enrolled in an Ohio School District. Concentrators who are reported as no longer enrolled but found to be enrolled will be ineligible for follow-up reporting.

This record is based on multiple Yearend (N) EMIS databases, and includes Period G Graduates, for the duration of the student’s schooling anytime he/she was reported as a Concentrator at yearend.

The elements that appear on the March (D) follow-up record will be exactly as the district reported them in each of the Yearend (N) and Graduate (G) reporting periods. Therefore, it is important for districts to be sure the data elements are reported accurately at Yearend (N) and during the Graduate (G) reporting periods. The following table lists elements that are derived from each prior yearend reporting period in which the *CTE Concentrator Element* (GN130) was reported with a “Y”.

Table 1. Source elements from the Student Demographic (GI), Student Standing (FS), Student Attribute – Effective Date (FD) yearend records where *CTE Concentrator Element* was reported with a “Y” and student is no longer enrolled

| CTE Data Element | Prior Yearend Data Element |
|--|--|
| <i>Date of Birth Element (GV075)</i> | <i>Date of Birth Element (GI070)</i> |
| <i>Disadvantage Element (GV170)</i> | <i>Disadvantage Element (FD110)</i> |
| <i>Disability Condition Element (GV200)</i> | <i>Disability Condition Element (FD130)</i> |
| <i>Gender Element (GV080)</i> | <i>Gender Element (GI080)</i> |
| <i>Grade Level Element (GV420)</i> | <i>Grade Level Element (FD080)</i> |
| <i>Grade Level Next Year Element (GV430)</i> | <i>Grade Level Next Year Element (FN080)</i> |
| <i>Homeless Status Element (GV450)</i> | <i>Homeless Status Element (FD150)</i> |

| CTE Data Element | Prior Yearend Data Element |
|--|--|
| <i>How Received (GV690)</i> | <i>How Received Element (FS180)</i> |
| <i>How Received IRN (GV700)</i> | <i>How Received IRN Element (FS190)</i> |
| <i>Legal District of Residence (GV105)</i> | <i>Legal District of Residence (FS150)</i> |
| <i>Limited English Proficiency Element (GV210)</i> | <i>Limited English Proficiency Element (FD170)</i> |
| <i>Migrant Status Element (GV460)</i> | <i>Migrant Status Element (FD180)</i> |
| <i>Racial/Ethnic Category Element (GV090)</i> | <i>Racial/Ethnic Category Element (GI090)</i> |
| <i>Student Percent of Time Element (GV440)</i> | <i>Student Percent of Time Element (FS120)</i> |
| <i>Withdrawal Date Element (GV230)</i> | <i>Effective End Date Element (FS090)</i> |
| <i>Withdrawal Reason Element (GV240)</i> | <i>Withdrawal/ Reason Element (FS100)</i> |

Table 2. Source elements from Student Attributes – No Date (FN) Record reported in G following yearend where CTE Concentrator Element was reported with a “Y” and student is no longer enrolled

| CTE Data Element | Prior Yearend Data Element |
|-------------------------------------|-------------------------------------|
| <i>Diploma Date Element (GV120)</i> | <i>Diploma Date Element (FN090)</i> |
| <i>Diploma Type Element (GV130)</i> | <i>Diploma Type Element (FN100)</i> |

Table 3. Source elements from the Yearend Course Master Record where CTE Concentrator Element was reported with a “Y”

| CTE Data Element | Prior Yearend Course Master Data Element |
|---|--|
| <i>CTE Program of Concentration Code (-1,-2,-3,-4,-5) (GV320, GV350, GV380, GV410, GV540)</i> | <i>Subject Code Element (CN050) for Oct CTE funded course with same Local Classroom Code</i> |

The following elements are reserved for use by ODE. Districts should not modify these elements in any way. The elements are used to connect data for a student between multiple Yearend (N) and Graduate (G) reporting periods where CTE Concentrator Element was reported with a “Y” in each Yearend period.

- Student Standing Key (GV710)
- Course Master Key 1 (GV720)
- Course Master Key 2 (GV730)
- Course Master Key 3 (GV740)
- Course Master Key 4 (GV750)
- Course Master Key 5 (GV760)

A student can be a concentrator in multiple workforce development programs. However, during the March (D) Collection, a student can be reported as a CTE concentrator in only one workforce development program. For March (D), the district must choose which program the student will be reported as a CTE concentrator. The file layout will include five subjects and the district must identify which ONE of five possible subjects most closely identifies the CTE program that the student is to be considered a CTE concentrator of. There will be a CTE Program of Concentration Flag and year next to each of the five Subjects/CTE Programs of Concentration extracted from the Yearend (N) databases. The district must select ONLY one of the five Subject Codes to be the subject in which a student is considered a CTE concentrator by designating “Yes” in one CTE Program of Concentration Flag. Only ONE CTE Program of Concentration Flag can be set to “Y.”

Through the selection of the flag, the district defines the program referenced in the *Apprenticeship, Employed Placement, Postsecondary Certificated/Licensed, and Military Placement Elements*.

In the March (D) Collection, the following elements must be reported by a district for each CTE concentrator who was no longer enrolled. The elements are organized alphabetically.

 **Apprenticeship Element**

| | |
|---------------------|---|
| Record Field Number | GV620 |
| Definition | The apprenticeship status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education. |

Valid Options

- ** Not reported (Default)
- Y1 Yes, in an apprenticeship program related to CTE Program
- Y2 Yes, in an apprenticeship program not related to CTE Program
- NO No, not in an apprenticeship program

 **Career-Technical Student Organization Participation Level**

| | |
|---------------------|---|
| Record Field Number | GV720 |
| Definition | Indicates student participation in CTSO programs related to the student's chosen career field(s). |

Valid Options

- ** Did not participate
- LC Participated at the local level
- RG Participated at the regional level
- ST Participated at the state level
- NT Participated at the national level

Reporting Instructions. Report the highest level of the student's participation.

 **Diploma Element**

| | |
|---------------------|---|
| Record Field Number | GV630 |
| Definition | The diploma status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student withdrew from secondary education. |

Valid Options

- * Diploma Status Unknown
- G Earned a GED diploma
- N No, has not earned a diploma
- D Diploma reported in a prior reporting period

☀ Employed Placement Element

| | |
|---------------------|---|
| Record Field Number | GV640 |
| Definition | The employment status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education. |

Valid Options

- ** Not reported (Default)
- Y1 Yes, employed in an occupation related to CTE program
- Y2 Yes, employed, in an occupation not related to CTE program
- NO No, not employed

☀ Fiscal Year of CTE Program of Concentration

Program of Concentration – 1

| | |
|---------------------|--|
| Record Field Number | GV570 |
| Definition | The fiscal year the corresponding CTE Program of Concentration was reported. |

Program of Concentration – 2

| | |
|---------------------|--|
| Record Field Number | GV580 |
| Definition | The fiscal year the corresponding CTE Program of Concentration was reported. |

Program of Concentration – 3

| | |
|---------------------|--|
| Record Field Number | GV590 |
| Definition | The fiscal year the corresponding CTE Program of Concentration was reported. |

Program of Concentration – 4

| | |
|---------------------|--|
| Record Field Number | GV600 |
| Definition | The fiscal year the corresponding CTE Program of Concentration was reported. |

Program of Concentration – 5

| | |
|---------------------|--|
| Record Field Number | GV610 |
| Definition | The fiscal year the corresponding CTE Program of Concentration was reported. |

Valid Options

- YYYY Year

☀ CTE Program of Concentration Flag

Flag - 1

| | |
|---------------------|---|
| Record Field Number | GV340 |
| Definition | Indicates if a student is considered a concentrator in the corresponding CTE Program of Concentration Code. |

Flag - 2

| | |
|---------------------|---|
| Record Field Number | GV370 |
| Definition | Indicates if a student is considered concentrator in the corresponding CTE Program of Concentration Code. |

Flag - 3

| | |
|---------------------|---|
| Record Field Number | GV400 |
| Definition | Indicates if a student is considered a concentrator in the corresponding CTE Program of Concentration Code. |

Flag - 4

| | |
|---------------------|---|
| Record Field Number | GV530 |
| Definition | Indicates if a student is considered a concentrator in the corresponding CTE Program of Concentration Code. |

Flag - 5

| | |
|---------------------|---|
| Record Field Number | GV560 |
| Definition | Indicates if a student is considered a concentrator in the corresponding CTE Program of Concentration Code. |

Valid Options

- N No
- Y Yes

Reporting Instructions. A student can be reported as a CTE Concentrator in only one subject during the March (D) Collection. If a student is a concentrator in more than one CTE program the district must choose in which subject the student will be reported as a CTE Concentrator for the March (D) Collection. Indicate which subject code/CTE Program, extracted from a prior school year’s Yearend (N) database, is to be the subject in which a student is considered a CTE Concentrator.

There can be up to five Subject Codes/CTE Programs for each student. Each Subject Code/CTE Program will have a CTE Program of Concentration Flag.

The district must designate “Yes” in the CTE Program of Concentration Flag corresponding to the subject code in which the student is considered a Concentrator. Only ONE CTE Program of Concentration Flag can be set to “Y.”

 **Military Placement Element**

| | |
|---------------------|---|
| Record Field Number | GV650 |
| Definition | The military status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education. |

Valid Options

- ** Not reported (Default)
- Y1 Yes, in the military in an area related to CTE program
- Y2 Yes, in the military in an area not related to CTE program
- NO No, not in military

☀ Other Follow-up Status Element

| | |
|---------------------|---|
| Record Field Number | GV660 |
| Definition | Status not reported in any of the other CTE Concentrator follow-up status elements. |

Valid Options

- * Not Applicable (Default)
- U Status Unknown
- D Deceased
- X Incorrectly reported as a CTE Concentrator

Reporting Instructions. Report an “*” if any of these elements—Apprenticeship, Diploma, Employed Placement, Military Placement, or Postsecondary Education or Advanced Training—are reported with a value other than their default (** - Not Reported or Diploma = * or D).

☀ Postsecondary Education or Advanced Training Element

| | |
|---------------------|---|
| Record Field Number | GV670 |
| Definition | The postsecondary or advanced training status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education. |

Valid Options

- ** Not reported (Default)
- Y1 Yes, enrolled in postsecondary education or advanced training related to CTE program.
- Y2 Yes, in postsecondary education or advanced training not related to CTE program.
- NO No, not enrolled in postsecondary education or advanced training.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the CTE Workforce Development Follow-Up (GV) Record, the following field must be unique.

| Required Fields | Number |
|-----------------|--------|
| EMIS Student ID | GV050 |

2.12 CTE WORKFORCE DEVELOPMENT FOLLOW-UP (GV) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|---------------------------------------|-----------|
| | 1-8 | Filler | PIC 9(8) |
| GV010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "GV" | |
| | 11 | Filler | PIC X |
| GV020 | 12-15 | Fiscal Year | PIC 9(4) |
| GV030 | 16 | Data Set | PIC X |
| | | D – March | |
| GV040 | 17-22 | Attending Building IRN | PIC X(6) |
| GV050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| GV105 | 32-37 | Legal District of Residence IRN | PIC X(6) |
| | 38-45 | Filler | PIC X(8) |
| GV055 | 46-87 | STUDENT NAME (OPTIONAL) | PIC X(42) |
| GV075 | 88-95 | Date of Birth CCYYMMDD | PIC 9(8) |
| GV080 | 96 | Gender | PIC X |
| GV090 | 97 | Racial/Ethnic Category | PIC X |
| | 98 | Filler | PIC X |
| GV120 | 99-106 | Diploma Date | PIC 9(8) |
| GV130 | 107 | Diploma Type | PIC X |
| GV170 | 108 | DISADVANTAGEMENT | PIC X |
| GV200 | 109-110 | Disability Condition | PIC X(2) |
| GV210 | 111 | Limited English Proficiency | PIC X |
| GV230 | 112-119 | WITHDRAWAL DATE | PIC 9(8) |
| GV240 | 120-121 | WITHDRAWAL REASON | PIC XX |
| GV420 | 122-123 | Grade Level | PIC XX |
| GV430 | 124-125 | Grade Level, Next Year | PIC XX |
| GV440 | 126-128 | Student Percent of Time | PIC 9(3) |
| GV450 | 129 | Homeless Status | PIC X |
| GV460 | 130 | Migrant Status | PIC X |
| GV320 | 131-132 | CTE Program of Concentration Code – 1 | PIC X(2) |
| | 133-156 | Filler | PIC X(24) |
| GV340 | 157 | CTE Program of Concentration Flag – 1 | PIC X |
| GV350 | 158-159 | CTE Program of Concentration Code – 2 | PIC X(2) |
| | 160-163 | Filler | PIC X(4) |
| | 164-183 | Filler | PIC X(20) |
| GV370 | 184 | CTE Program of Concentration Flag – 2 | PIC X |
| GV380 | 185-186 | CTE Program of Concentration Code – 3 | PIC X(2) |
| | 187-190 | Filler | PIC X(4) |
| | 191-210 | Filler | PIC X(20) |
| GV400 | 211 | CTE Program of Concentration Flag – 3 | PIC X |
| GV410 | 212-213 | CTE Program of Concentration Code – 4 | PIC X(2) |
| | 214-217 | Filler | PIC X(4) |
| | 218-237 | Filler | PIC X(20) |
| GV530 | 238 | CTE Program of Concentration Flag – 4 | PIC X |

| Number | Position | Name | PIC/Size |
|--------|----------|---|-----------|
| GV540 | 239-240 | CTE Program of Concentration Code – 5 | PIC X(2) |
| | 241-244 | Filler | PIC X(4) |
| | 245-264 | Filler | PIC X(20) |
| GV560 | 265 | CTE Program of Concentration Flag – 5 | PIC X |
| | 266–267 | Filler | PIC X(2) |
| GV310 | 268 | Tech Prep | PIC X |
| GV570 | 269-272 | Fiscal Year of CTE Program of Concentration -1 | PIC 9(4) |
| GV580 | 273-276 | Fiscal Year of CTE Program of Concentration -2 | PIC 9(4) |
| GV590 | 277-280 | Fiscal Year of CTE Program of Concentration -3 | PIC 9(4) |
| GV600 | 281-284 | Fiscal Year of CTE Program of Concentration -4 | PIC 9(4) |
| GV610 | 285-288 | Fiscal Year of CTE Program of Concentration -5 | PIC 9(4) |
| GV620 | 289-290 | Apprenticeship Element | PIC X(2) |
| GV630 | 291 | Diploma Element | PIC X |
| GV640 | 292-293 | Employed Placement Element | PIC X(2) |
| GV650 | 294-295 | Military Placement Element | PIC X(2) |
| GV660 | 296 | Other Follow-up Status Element | PIC X |
| GV670 | 297-298 | Postsecondary Education or Advanced Training | PIC X(2) |
| | 299 | Filler | PIC X |
| GV690 | 300 | How Received | PIC X |
| GV700 | 301-306 | How Received IRN | PIC X(6) |
| GV710 | 307-316 | Student Standing Key | PIC 9(10) |
| GV720 | 317-318 | Career-Technical Student Organization Participation Level | PIC X(2) |

ODE EMIS MANUAL

Section 2.13: Student Special Education (GE) Record



Version 6.0
July 5, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|-----------|--|
| <u>6.0</u> | <u>7/5/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 5.0 | 7/29/16 | FY16 | 40841 | Removed old option from Table 1. |
| 5.0 | 7/29/16 | FY16 | 34165 | Changed terminology from “cognitive disability” to “intellectual disability.” |
| 5.0 | 7/29/16 | FY16 | | Added Coming Changes section. |
| 4.0 | 10/15/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 4.0 | 10/15/15 | FY15S | 1078 | Removed Date Type option FIEP. |
| 4.0 | 10/15/15 | FY15S | | Added Date Type options NIEP and SEMD. |
| 3.3 | 10/27/14 | FY14N | 1026 | Removed PSPD and PSNR Outcome ID options as they were added in error. |
| 3.2 | 5/14/14 | FY14N | 1026 | Added outcome options to Outcome ID Element. (PSPD and PSNR) |
| 3.1 | 11/16/13 | FY13N | 933 | Added new IE21 option to the Outcome ID Element. (Note that this change is from FY13N.) |
| 3.0 | 6/7/13 | FY13K | 938 | Added AIEP option and reporting instructions to GE100, added AIEP to Date Ranges are inclusive Table and the Date Type and Outcome Combinations table. |
| 3.0 | 6/7/13 | FY13K | 920 | Added language to General Guidelines for IISP/RISP, added GE100 Date Type Options IISP and RISP, added ISP to Date Ranges are inclusive table, added reporting instructions to GE120, GE130, and GE170, added RISP and IISP to Date Type and Outcome Combinations table. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange to Required Reporting period table and File Layout. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Modified language in the General Guidelines |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

| *At this time, there are no additional FY17 EMIS changes known to impact the Student Special Education (GE) Record.*

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2.13 STUDENT SPECIAL EDUCATION (GE) RECORD

Required Collection Requests

The Student Special Education (GE) Record is reported for the Traditional Districts Beginning of Year, Midyear, and End of Year Student (S) Collections, the SOES Beginning of Year and End of Year Student (S) Collections, and the Student Record Exchange (X) Collection.

General Guidelines

A separate Special Education (GE) Record is to be reported for students with a disability and students *suspected to have a disability*.

For FY15, for all students who are reported as part of the Student (S) Collections, a Special Education (GE) Record is to be reported for all events that occur from June 1, 2014, through June 30, 2015. Starting with FY16, report for all events that occur from July 1, 2015, through June 30, 2016. When reporting for the Student Record Exchange (X) Collection Request, the district may report all available special education events that are valid for the current school year.

The record is only reported for students attending a public school and for students placed in a non-public school by a public school district, and for parentally placed non-public students receiving special education services from the public school district. For parentally placed non-public students, report all events that occurred during the current reporting timeframe at the district resulting in an ISP (Individualized Service Plan), including non-ISP event types (CNST, RFRL, etc.).

All EMIS reporting entities, except JVSDs and ESCs, who either provide education or services to a student with a disability or are the resident district must report this record. There are two exceptions to this requirement:

- Student attends another district for Contract Career Technical education only – the district where the Contract Career Technical education is being provided does not submit this record; or
- Student is enrolled in Department of Youth Services (DYS) – the resident district does not submit this record for events which occur while the student is attending DHS.

This record is reported for an “event” that occurs on a “date” with an “outcome” that may or may not have happened within a “compliance” timeline. This section of the manual describes each of these four data elements.

The Outcome Beginning Date and Outcome End Date Elements for some events will be reported through EMIS. These dates are only collected for IIEP, IISP, NIEP, RIEP, RISP, TIEP, and TETR event types.

Each year, every student with a disability should have at least one event to report. Some students, especially those in the process of determining the absence or presence of a disability for the first time, will have multiple events to report within a school year. The focus on an event date and the variable number of records for each student makes the structure of this record more like the structure of the Student Discipline (GD) Record than the structure of other student records.

The record reports all event dates related to determination of the student's disability and his/her planned services. Districts are expected to record each event as it occurs throughout the year. The Office for Exceptional Children has created an optional data collection form to assist with reporting this record. It can be found on their home page and linked to from the EMIS Other Resources web page.

Events should be reported as they occur in the Traditional Districts Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES Beginning of Year and End of Year Student (S) Collections. For the Beginning of Year Student (S) Collections, districts should—at a minimum—report events through October 31 of the current school year.

Dates are reported for the following events:

- Preschool Transition Conference
- Referral for Evaluation
- Parent / Guardian Consent for Evaluation
- Evaluation Team Report Completion (Initial, Reevaluation or Transfer)
- Individualized Education Program Completion (Initial and Periodic Review)
- Transfer Student IEP Adoption Date
- IEP consent withdrawn by parent
- Amended IEP
- ISP
- NIEP

The reported dates for events are dates on which the event occurred, and not necessarily when the event(s) will be effective. A district may report an event date in the current collection but not report some consequences of that event until future collections. For example, if an IEP is written this spring and will not be effective until next school year, only the event would be reported in the current year's data. Any related changes to the special education services are not reported until they are actually effective.

Federal and State laws mandate that certain special education events occur within specific timeframes. Whenever the dates of any of these events are known to be non-compliant according to the required timeframes, districts should report an out of compliance reason.

For information concerning Federal and State special education requirements, please consult with your local Special Education staff or contact the ODE Call Center at (877) 772-7771 and ask to be connected to the Office of Exceptional Children.

Report all events that are the district's responsibility. The event is to be reported in the collection that coincides with the event date range.

For students with a disability who are newly enrolled for the current school year in the district, report the dates and events for all events completed by the district, including any prior to the usual June 1 start date.

For school age students with a disability and who are newly enrolled in the district report a minimum of the student's current IEP and ETR dates (completion or adoption).

The IEP Test Type format on the Student Special Education (GE) Record is only reported for students with disabilities when a Date Type of IIEP, RIEP, or TIEP is reported. The IEP Test Type format reported is the required format for all assessments taken by a student with a disability. The IEP Test Type format must be reported for all students with an IEP.

Although every reported date will require a date type, only certain outcomes and non-compliance IDs can be reported with certain date types as shown in the table below.

Table 1. Date Type and Outcome Combinations

| Date Type | Outcome ID | Non Compliance ID | | | | | | | | | | | | |
|--|--|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|
| | | ** | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
| PSTC – Preschool Transition Conference Date | | √ | | | | | | | | | | | | |
| RFRL – Referral for Evaluation | **** | √ | | | | | | | | | | | | |
| CNST Parent/Guardian Consent for Evaluation Date | CNGI CNGO CNGR CNRF CNNR CNDP | √ | | | | | | | | | | | | |
| IETR – Evaluation Team Report Completion Date-Initial | ETNE ETDP ET01-ET16 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | |
| IIEP – IEP Completion Date-Initial | IENS IEPR IEDP IE13-IE72 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | |
| IISP – ISP completion Date – Initial | IE39 | √ | | | | | | | | | | | | |
| RIEP – IEP Completion Date-Periodic Review | IENS IEPR IEDP IE13-IE72 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | |
| RISP – Evaluation Team Report Completion Date - Reevaluation | IE39 | √ | | | | | | | | | | | | |
| RETR – Evaluation Team Report Completion Date-Reevaluation | ETEX ETDP ET01-ET16 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | |
| TETR – Evaluation Team Report Completion Date-Transfer | ET01 – ET16 | √ | | | | | | | | | | | | |
| TIEP – Transfer Student IEP Adoption Date | IE13-IE72 | √ | | | | | | | | | | | | |

| Date Type | Outcome ID | Non Compliance ID | | | | | | | | | | | | |
|--|------------|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|
| | | ** | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
| CIEP – IEP consent withdrawn by parent | IEPR | √ | | | | | | | | | | | | |
| AIEP – IEP Amended Completion Date | IE13-IE72 | √ | | | | | | | | | | | | |
| SEMD – Manifestation Determination | **** | √ | | | | | | | | | | | | |
| NIEP – Services being provided without an IEP in place | IE13-IE72 | | | | | | | | | | | √ | √ | √ |

Student Special Education (GE) Record Data Elements

The following portion of this section discusses each of the data elements within the Special Education (GE) Record. The elements are organized alphabetically.

☀ Date Element

| | |
|---------------------|-------------------------|
| Record Field Number | GE110 |
| Definition | Date an event occurred. |

Valid Options

YYYYMMDD Year, Month, Day.

Reporting Instructions. Report the date when the event reflected by the GE100 Date Type Element occurred.

☀ Date Type Element

| | |
|---------------------|------------------------------------|
| Record Field Number | GE100 |
| Definition | Used to indicate the type of date. |

Valid Options

PSTC Preschool Transition Conference Date

This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district. The conference is for a student who is suspected of having a disability and may be transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education services. It is federally mandated that the district attend this conference. The conference generally occurs between 90 and 120 days before the child’s 3rd birthday.

This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education, NOT to be used for school-age children.

RFRL Referral for Evaluation Date

The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.

CNST Parent/Guardian Consent for Evaluation Date

The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).

IETR Evaluation Team Report Completion Date-Initial

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.

RETR Evaluation Team Report Completion Date-Reevaluation

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report reevaluation completion date does not meet mandated federal time lines then a Non-compliance ID is required.

TETR Transfer Evaluation Team Report Completion Date

Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.

IIEP IEP Completion Date-Initial

The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

RIEP IEP Completion Date-Periodic Review

The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program reevaluation completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

TIEP Transfer Student IEP Adoption Date

Date the district adopted an IEP developed by another public educational entity WITHOUT modification. IF district chose to modify the IEP for a transfer student they should report the date the IEP was modified as an “IEP Completion Date-Periodic Review” (RIEP).

CIEP IEP consent withdrawn by parent

The date the parent/guardian withdraws consent for a previously written IEP that is still in effect.

AIEP Amended IEP

The meeting date when an existing IEP was amended that resulted in changes to data that must be reported to EMIS. From page 1, PR07-Individualized Education Program meeting date. No Non-compliance ID is required. The “begin date” reported must be on or after the date of the amendment; the end date must be the same as or earlier than the most recent previous IEP.

IISP ISP Completion Date-Initial

The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of “IE39”.

RISP ISP Completion Date-Periodic Review

The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of “IE39”.

SEMD Manifestation Determination

Reported when a student with disabilities has accumulated more than 10 days of suspensions or expulsions. The date the manifestation determination was completed for the related incident of misconduct.

NIEP Special Education Services being Provided without an IEP in Place

Student must have a disability code reported on the FD Record when an NIEP is reported.

Reporting Instructions. Report the date type that correctly identifies the event corresponding to the date being reported. For example, if reporting a Parental/Guardian Consent for evaluation event, this element would contain CNST.

Date type PSTC is to be reported only for first time enrolling preschool students transitioning from Part C to Part B services. Preschoolers NOT transitioning from Part C to B service will not have a preschool transition conference date; therefore districts will not have to report this event for these students.

Transfer IEP/ETR. For students that transfer from another public district (Ohio or out of state) districts may accept the ETR and/or IEP from the other district and serve the child accordingly. Adoption of a previous ETR and/or IEP is independent of one and another. When accepting an IEP/ETR the receiving district is also accepting the timelines in effect on the IEP/ETR. The Outcome Beginning Date (GE140) would be the date the IEP/ETR was adopted by the district. The Outcome End Date would be the date shown on the adopted IEP. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

If the district does accept the ETR, the next ETR done by the district must be an RETR. If you do not accept the ETR from out of state, the district must begin the eligibility process from the start resulting in an IETR.

If a student is placed at DYS, then DYS assumes all special education reporting requirements. If the student leaves DYS and enters an Ohio district, the district may adopt the ETR and/or IEP as if the student is transferring from another district.

IEP Consent Withdrawn by Parent. A CIEP is reported when a parent/guardian of a special education student with an IEP withdraws consent to the current IEP. CIEP cannot be reported unless a TIEP, RIEP, or IIEP is already in effect.


Once a CIEP Date Type is reported, the student immediately becomes a non-special education student. Accordingly, if a parent changes their mind after withdrawing IEP consent, the student will go through the same process as a student entering special education for the first time.

Once a CIEP Date Type is reported, modifications to the FD Record and/or the Accommodations Elements on all applicable tests may be needed.

When a CIEP Date Type is reported, the only other Student Special Education (GE) Record data element reported with a value other than “Not Applicable” is the Outcome ID and Date Elements.

Amended IEP. AIEPs may be reported when there is a change to an existing Outcome ID Element (GE120), a change in IEP Test Type Element (GE160), a change to the Secondary Planning Element (GE170), or for a change in the exemption from consequences of OGT (Exemption Flag Element (FE100)).

No IEP. NIEP is reported when services are being provided for a student even though there is not an IEP in place. Examples of when to report NIEP are when a student transfers into the district and his previous IEP has not yet been approved or when a student’s IEP has expired and the new one is still in process. Use the date the services began as the NIEP event date. NIEP does not apply to 504 plans or ISPs. NIEP also does not apply prior to an initial IEP being in place.

 **IEP Test Type Element**

| | |
|---------------------|---|
| Record Field Number | GE160 |
| Definition | The format of the test the student is required to take for all tests. |

Valid Options

| | |
|-----|------------------------------|
| STR | Standard (regular) |
| ALT | Alternate Assessment |
| STA | Standard with Accommodations |
| *** | Not Applicable |

Reporting Instructions. This is only reported on IEP events (with the exception of a CIEP), and is reported regardless of the grade level of the student. IEP Test Type Element applies to testing in general, including but not limited to the state tests.

“***” is used when an event that is reported is not an IEP event, when an NIEP or CIEP event is reported, or when an IIEP or RIEP event is reported with an outcome of IEDP, IENS, or IEPR. If an IEP with an outcome that requires reporting does not specifically mention test type and/or accommodations, “STR” should be reported as a default.

 **Non-Compliance ID Element**

| | |
|---------------------|--|
| Record Field Number | GE130 |
| Definition | Code identifier for the reason an event has not met federally mandated time lines. |

Valid Options

- ** Not Applicable
- 01 No Identified Reason
- 02 Staff Not Available-Summer Months
- 03 Staff Not Available-School Year
- 04 Scheduling conflicts with family
- 05 Parental Choice
- 06 Parent Refused Consent
- 07 Child’s Health
- 08 Student’s Incarceration
- 09 District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior collection
- 10 Student newly transferred in; IEP adoption determination not complete; services being provided based on prior IEP
- 11 IEP expired; new IEP not in place; services being provided based on prior IEP
- 12 IEP current, but not reported to EMIS in prior collection; services provided based on current IEP

Reporting Instructions. This element is used to report non-compliance with federal time lines, and should always be reported when a required timeline for an event has not been met. Non-compliance determination is made by Special Ed staff, who will supply this value whenever appropriate.

The element must be reported with the appropriate value for the outcome ID and date type. See table above for valid combinations.

For events that do not require a non-compliance ID, report “***”. Example, Preschool Transition Conference, Parent/Guardian Consent for Evaluation, Referral for Evaluation, and Transfer Student IEP Adoption Date do not require an outcome ID. Report “***” for non-public students reported with Date Type Element (GE100) of IISP or RISP.

The “09” option allows the district to indicate that the preceding event was either reported incorrectly or not reported via EMIS at all. In order to check for event compliance, ODE looks at the current record being reported *and* the prior event reported to determine if the required federal timelines were met.

For example, an IEP evaluation was completed in April 2015 and the event was not reported in the FY15 End of Year Student (S) Collection. In April 2016, a new evaluation is completed. Since the previous IEP (2015 IEP) would not have come into ODE, the IEP record for 2016 will appear out of compliance as far as ODE is concerned (because there is no prior record).

Therefore, the district would need to use the “09” code when reporting the 2016 event record to let ODE know that the 2016 event record was actually done on time even though ODE does not have the prior event.

Options 10, 11, and 12 are only to be used for an NIEP event type.

☀ Outcome Beginning Date Element

| | |
|---------------------|--|
| Record Field Number | GE140 |
| Definition | The date on which the outcome of the event became effective. |

Valid Options

00000000 Not Applicable
 CCYYMMDD Year, Month, Day

Reporting Instructions. The Outcome Beginning Date Element is only reported when a student’s IEP is completed or when reporting a Date Type of NIEP or TETR. The IEP team determines the Outcome Beginning Date. When the outcome of the IEP is IEDP, IENS, or IEPR report the EVENT DATE in this element. An Outcome Beginning Date of May 2, 2015, is to be reported as 20150502.

☀ Outcome End Date Element

| | |
|---------------------|---|
| Record Field Number | GE150 |
| Definition | The last day on which the outcome of the event will be effective. |

Valid Options

00000000 Not Applicable
 CCYYMMDD Year, Month, Day

Reporting Instructions. This date is recorded on the IEP. The IEP team determines the Outcome End Date. An End Date of May 2, 2015, is to be reported as 20150502.

The Outcome End Date is reported at the same time an event is reported, even if it is a date in the future. There cannot be more than a one-year time span between the Outcome End Date and the Outcome Beginning Date of the IEP. When the outcome of the IEP is IEDP, IENS, or IEPR report the EVENT DATE in this element. The Outcome End Date is also reported when a Date Type of TETR is reported. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

When reporting a TIEP event, the adopted IEP has an End Date, and that End Date is the date that has been accepted and the date that should be reported.

☀ Outcome ID Element

| | |
|---------------------|-------------------------------------|
| Record Field Number | GE120 |
| Definition | Identifies the outcome of an event. |

Valid Options

**** Not Applicable
CNDP Consent Moved to Due Process
CNGI Consent Granted for Initial Evaluation (IETR)
CNGO Consent Granted for Other Special Education Activity (Neither IETR nor RETR)
CNGR Consent Granted for a Reviewed Evaluation (RETR)
CNNR Consent Not Returned
CNRF Consent Refused

- ETDP ETR Resulted in Due Process**
- ETEX Exiting Special Education**
- ETNE Not Eligible for Services**
- ET01 Multiple Disabilities (other than Deaf-Blind)**
- ET02 Deaf-Blindness**
- ET03 Deafness (Hearing Impairment)**
- ET04 Visual Impairments**
- ET05 Speech and Language Impairments**
- ET06 Orthopedic Impairments**
- ET08 Emotional Disturbance (SBH)**
- ET09 Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)**
- ET10 Specific Learning Disabilities**
- ET12 Autism**
- ET13 Traumatic Brain Injury (TBI)**
- ET14 Other Health Impaired (Major)**
- ET15 Other Health Impaired (Minor)**
- ET16 Developmental Delay**
- IEDP IEP Resulted in Due Process**
- IEENS IEP Complete – Not Served**
- IEPR IEP Complete – Parental Refusal**
- IE13 Special Education outside the regular class less than 21% of the day.**
 Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:
- Regular classes with special education/special education services provided within the regular classes;
 - Regular classes with special education/special education services provided outside regular classes;
 - Regular classes with special education services provided in resource rooms.
- IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.**
 This may include placement in:
- Resource rooms with special education/special education services provided within the resource room;
 - Resource rooms with part-time instruction in a regular class.
- IE15 Special education outside the regular class more than 60% of the day.**
 Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:

- 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;
- Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.

IE16 Public Separate School

Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

- Students with disabilities attending County Boards of MR/DD;
- Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities;
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

A student with a disability receiving education programs in private separate day school facilities. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in private separate schools. This may include:

- Private day schools for students with disabilities;
- Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day;
- Private residential facilities, if the student does not live at the facility.

IE18 Public Residential Facility

A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and special education services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week);
- Public residential schools for students with disabilities;
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day;
- Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School;

Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).

IE19 Private Residential Facility

A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Private residential schools for students with disabilities;
- Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility and not living there.

IE20 Homebound/Hospital

A student with a disability receiving education programs in a homebound/hospital environment includes children with disabilities placed in and receiving special education and special education services in:

- Hospital programs;
- Homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.

IE21 Correctional Facility

A student with a disability receiving education programs who are incarcerated at a correctional facility other than Department of Youth Services (DYS) or Ohio Central School during the school week. This may include but is not limited to children with disabilities placed in:

- County jails;
- County detention centers; and
- Community-based correctional facilities.

IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.

IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.

Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.

- IE51 Regular Early Childhood Program 10 or More Hours per week and most services in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE53 Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.
- IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE60 Pre-School – Special Education Program – Separate Class**
A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE62 Pre-School – Special Education Program – Separate School**
A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE64 Pre-School – Special Education Program – Residential Facility**
A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE70 Pre-School–Home**
A program in which a child receives all of his/her special education and special education services in the principle residence of the child’s family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.
- IE72 Pre-School – Service Provider Location**
A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood

program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians’ offices, clinicians’ offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

Reporting Instructions. Report a valid Outcome ID for the corresponding date type; see Date Type and Valid Combinations Table for valid combinations. For date type RFRL and SEMD, report “****”.

When reporting CIEP, the only valid Outcome ID Element (GE120) is IEPR.

When reporting a value of IEPR, the district should also end the disability category reported for the student in the Disability Condition Element (FD130) by reporting a value of “***”.

When reporting IISP and RISP, the only valid option for the Outcome ID Element (GE120) is “IE39”.

Note. The event date for Outcome ID Element ETEX is considered the date on which the student exited Special Education. Once a student has exited Special Education “***” is reported in the Disability Condition Element on the Student Attributes-Effective Date (FD) Record.

 **Secondary Planning Element**

| | |
|---------------------|---|
| Record Field Number | GE170 |
| Definition | The result of transition planning on the IEP for students age 14 and above. |

Valid Options

- **** Not Applicable
- TPNP Transition Plan Not in Place
- TFYG (FYG-Four-Year Grad) Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.
- TMYG (MYG- Multi-Year-Grad) Transition Plan in Place. Student plans meet graduation requirements more than four years after entering ninth grade.
- TPCE (PCE – Planned Continuation of Ed services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive service as a Grade 23 student.

Reporting Instructions. Determining when a student will have completed coursework and will graduate, or will have completed coursework but needs additional education services in preparation for employment or enrollment in college, is a decision made by the IEP team and documented on the transition plan. The decision can be made any time *prior* to the start of the student’s last year.

This decision may include, but is not limited to, IEPs that specify the student will need more than one year to complete the requirements for a single grade level. For example, option TMYG would be used if a student’s IEP specifies that the student needs two years to complete the coursework that is needed to move from ninth to tenth grade.

For a student to be reported with a grade level 23 in September, the IEP meeting date must precede the graduation date of the district, or for practical purposes, prior to the End of Year Student (S) Collection. The IEP must include special education services. For example, a student with OHI disability can't simply be code 23, and take all courses via PSEO. Report “****” for parentally placed non-public students receiving special education services from the public school district.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Special Education (GE) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-----------------|--------|
| EMIS Student ID | GE050 |
| Date Type | GE100 |
| Date | GE110 |

2.13 STUDENT SPECIAL EDUCATION (GE) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|-----------|
| | 1-8 | Filler | PIC 9(8) |
| GE010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “GE” | |
| | 11 | Filler | PIC X |
| GE020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| GE030 | 16 | Data Set | PIC X |
| | | S – Student F – Special Education Federal Follow Up X – Student Records Exchange | |
| GE040 | 17-22 | Building IRN | PIC X(6) |
| GE050 | 23-31 | EMIS Student ID | PIC X(9) |
| GE100 | 32-35 | Date Type | PIC X(4) |
| GE110 | 36-43 | Date (format CCYYMMDD) | PIC X(8) |
| GE120 | 44-47 | Outcome ID | PIC X(4) |
| GE130 | 48-49 | Non-compliance ID | PIC X (2) |
| GE140 | 50-57 | Outcome Beginning Date Element CCYYMMDD | PIC 9(8) |
| GE150 | 58-65 | Outcome End Date Element CCYYMMDD | PIC 9(8) |
| GE160 | 66-68 | IEP Test Type Element | PIC X(3) |
| GE170 | 69-72 | Secondary Planning Element | PIC X(4) |

ODE EMIS MANUAL

Section 2.14

Student Special Education Graduation Requirement (FE) Record



Version 6.0
July 5, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|-----------|--|
| <u>6.0</u> | <u>7/5/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 5.0 | 8/3/16 | FY16 | 37225 | Updated valid options for Assessment Area Code and Assessment Type Code. |
| 5.0 | 8/3/16 | FY16 | | Added Coming Changes section. |
| 4.0 | 10/16/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 4.0 | 10/16/15 | FY15 | 1078 | Removed reference to IEP Date Type Code FIEP. |
| 3.0 | 6/7/13 | FY13K | 938 | Added AIEP Option to FE060. |
| 2.0 | 3/7/13 | E-Transcript (E) | 922 | Added E-Transcript special collections to Required Reporting Period section. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange special collections to Required Reporting Period section and SRE (X) to File Layout. Added language to the General Guidelines. |
| 1.1 | 2/1/13 | FY12G | 755 | Added Graduation (G) to required reporting period section and File Layout. Added language to the General Guidelines. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Special Education Graduation Requirement (FE) Record.

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2.14 STUDENT SPECIAL EDUCATION GRADUATION REQUIREMENT (FE) RECORD

Required Collections

The Student Special Education Graduation Requirement (FE) Record is to be reported for the Traditional Districts Beginning of Year, Midyear, and End of Year Student (S) Collections, the SOES Beginning of Year and End of Year Student (S) Collections, the Graduation (G) Collection, the E-Transcript (E) Collection, and the Student Records Exchange (X) Collection.

General Guidelines

This record is reported whenever an IEP determination is made to add, confirm, or cancel an exemption from the consequences of any graduation assessment and/or individual graduation assessment areas.

If the record is being used to report a granting of an exemption in a particular Assessment Type/Area combination, it is reported in the first school year of the IEP determination and every year thereafter, thereby confirming that the IEP team has continued the exemption on the IEP. This is true even if there is no change in the granted exemptions from one IEP to the next.

If the record is being used to report removing or canceling an exemption in a particular Assessment Type/Area combination, removal of the exemption is reported in the initial year of the IEP change and optionally thereafter.

If a student is never exempted from a particular Assessment Type/Area combination, then it is not necessary to report a Student Special Education Graduation Requirement (FE) Record for that combination.

Separate records are submitted per graduation assessment type/area. For example, if the student no longer needs to meet the passing requirements of three of the five OGT subjects, then three records must be reported.

When this record is reported, a matching Student Special Education (GE) Record (matching on Date and Date Type) must be reported for the IEP that reflects the determination of the exemption(s). The exception would be when reporting for the Graduation (G) Collection. The Student Special Education (GE) Record would not be reported for the Graduation (G) Collection. For the Student Record Exchange (X) and E-Transcript (E) Collection Requests, if a prior year Special Education (GE) Record is reported then a prior year Special Education Graduation Requirement (FE) Record may also be reported.

Student Special Education Graduation Requirement (FE) Record Data Elements

The following portion of this section discusses each of the data elements within the Student Special Education Graduation Requirement (FE) Record. The elements are organized alphabetically.

☀ Assessment Area Code

| | |
|---------------------|---|
| Record Field Number | FE090 |
| Definition | A code of up to four characters that identifies the assessment area (subject) for which the student has been granted a graduation exemption or is no longer exempt. |

Valid Options

- R Reading
- W Writing
- M Math
- C Social Studies
- S Science
- HIST American/United States History
- PHYS Physical Science
- ELA1 English Language Arts 1
- ELA2 English Language Arts 2
- ALG1 Algebra 1
- GEOM Geometry
- MTH1 Mathematics 1
- MTH2 Mathematics 2
- BIOL Biology
- GOVM Government

Reporting Instructions. Report the Assessment area in which the student has been granted an exemption for graduation as determined by the student’s IEP team and recorded on the corresponding IEP. Assessment areas that do not require all four available characters may be reported with either leading or trailing spaces.

☀ Assessment Type Code

| | |
|---------------------|---|
| Record Field Number | FE080 |
| Definition | The code used to indicate the type of graduation assessment for which the student has been granted a graduation exemption or is no longer exempt. |

Valid Options

- GX Ohio Graduation Test (OGT)
- GE End of Course (EOC)

☀ Exemption Flag

| | |
|---------------------|---|
| Record Field Number | FE100 |
| Definition | Indicates the status of the graduation exemption for the reported Assessment Type/Area as determined by the student’s IEP team. |

Valid Options

- Y Exempt- the student’s IEP team has determined that the student does not need to achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate

N Not exempt- the student’s IEP team has determined that the student must achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate

Reporting Instructions. Report this value whenever the student’s IEP has determined that the student is granted an exemption or is no longer granted an exemption from the consequences of a Graduation test.

☀ IEP Date

| | |
|---------------------|---|
| Record Field Number | FE070 |
| Definition | Date of the IEP, as reported on the Special Education (GE) Record, on which the graduation assessment requirement was determined. |

Valid Options

YYYYMMDD Year, Month, Day.

Reporting Instructions. Report the same date as reported in the Date Element (GE100) for the IEP being reported in the Special Education Record.

☀ IEP Date Type Code

| | |
|---------------------|--|
| Record Field Number | FE060 |
| Definition | Date type of the IEP, as reported on the Special Education (GE) Record, on which the graduation assessment requirement was determined. |

Valid Options

- AIEP IEP Completion Date-Amended
- IIEP IEP Completion Date-Initial
- RIEP IEP Completion Date-Periodic Review
- TIEP Transfer Student IEP Adoption Date

Reporting Instructions. Report the same option as reported in the *Date Type Element (GE110)* for the IEP being reported in the Special Education Record.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Special Education Graduation Requirement (FE) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|----------------------|--------|
| EMIS Student ID | FE050 |
| IEP Date Type | FE060 |
| IEP Date | FE070 |
| Assessment Type Code | FE080 |
| Assessment Area Code | FE090 |

2.14 STUDENT SPECIAL EDUCATION GRADUATION REQUIREMENT (FE) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|----------|
| | 1-8 | Filler | PIC X(8) |
| FE010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FE" | |
| | 11 | Filler | PIC X |
| FE020 | 12-15 | Fiscal Year, e.g., 2015 (CCYY) | PIC X(4) |
| FE030 | 16 | Data Set | PIC X |
| | | G – Graduation E – E-Transcript S – Student X – Student Record Exchange | |
| FE040 | 17-22 | District IRN | PIC X(6) |
| FE050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FE060 | 32-35 | IEP Date Type | PIC X(4) |
| FE070 | 36-43 | IEP Date | PIC 9(8) |
| FE080 | 44-45 | Assessment Type Code | PIC X(2) |
| FE090 | 46-49 | Assessment Area Code | PIC X(4) |
| FE100 | 50 | Exemption Flag | PIC X |

ODE EMIS MANUAL

Section 2.15: Student Graduation–Core Summary (GC) Record



Version 6.0
July 5, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|-----------|---|
| <u>6.0</u> | <u>7/5/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 5.0 | 6/13/16 | FY16 | | Added Coming Changes section. |
| 4.0 | 10/23/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 3.0 | 5/16/14 | FY14G | 952 | Added Dual Enrollment Credit Earned Element and related reporting instructions. |
| 2.0 | 3/7/13 | E-Transcript (E) | 922 | Added 3 new elements (GC080, GC090 & GC100). Updated file layout. |
| 2.0 | 4/9/13 | E-Transcript (E) | 922 | Added the E-Trans to required reporting period table. |
| 2.0 | 4/10/13 | E-Transcript (E) | 922 | Added E-Transcript section to General Guidelines. |
| 2.0 | 4/22/13 | E-Transcript (E) | 922 | Changed Valid option 00.01 to 00.00 for GC070. Added reporting instructions to CORE Area Count Element GC070. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Graduation–Core Summary (GC) Record.

| Change # | Change Description |
|----------|--------------------|
| | |

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2.15 STUDENT GRADUATION–CORE SUMMARY (GC) RECORD

Required Collection Requests

The Student Graduation–Core Summary (GC) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Section | | Grad (G) | E-Transcript (E) |
|----------------------------|--|--|-----------------|-------------------------|
| GC060 | CORE Area Code | | √ | √ |
| GC070 | CORE Area Count | | √ | √ |
| GC080 | Credits for Courses in Progress | | | √ |
| GC090 | Credit Amount for Projected Courses | | | √ |
| GC100 | Total Number of Credits Deficient for Graduation | | | √ |
| GC110 | Dual Enrollment Credit Earned | | √ | |

General Guidelines

The Student Graduation–CORE Summary (GC) Record will allow districts to report the subject area and credits/units earned by students towards graduation in alignment with the new CORE graduation requirements. For additional information on these requirements, search for “CORE Graduation Requirements” from any ODE webpage.

A separate Graduation–Core Summary (GC) Record is to be reported for each student for each CORE Area in which the student has received any amount of credits/units toward graduation.

Reporting During Graduation (G) Collection

Student Graduation–CORE Summary (GC) Records are reported in the Graduation (G) Collection for all students who attended and graduated from the district during the school year (including summer graduates).

All students that have a Student Attributes–No Date (FN) Record reported during the Graduation (G) Collection should have multiple Student Graduation–Core Summary (GC) Records reported for them in all areas in which the student received credit/units toward graduation.

~~Students that are reported through the Graduation Only Test (GP) Record during the G reporting period should not have Student Graduation–CORE Summary (GC) Records reported.~~

Reporting During E-Transcript (E) Collection

Student Graduation–CORE Summary (GC) Records are reported in the E-Transcript (E) Collection for all students who are in the process of earning—or have already earned—credits in alignment with the CORE graduation requirements.

A separate Graduation–Core Summary (GC) Record is to be reported for each student for each CORE Area in which the student will receive or has received any amount of credit toward graduation.

☀ CORE Area Code

| | |
|---------------------|---|
| Record Field Number | GC060 |
| Definition | Subject area and/or CORE requirement area in which a student has earned credit/units towards graduation |

Valid Options

- BUS Business units
- CTA Career/Technical units
- ELE Elective units
- ENG English Language Arts units
- FAR Fine Arts units
- FLR Foreign Language units
- HEC Family and Consumer Sciences (Non- Career-Technical) units
- HTH Health Education units
- JTC JROTC - Junior Reserve Officer Training Corps
- MTA Mathematics - Algebra II or Equivalent units
- MTO Mathematics units Other than Algebra II or Equivalent
- PHE Physical Education units
- SCA Science - Advanced Science units
- SCL Science - Life Science units
- SCO Science units Other than Physical, Life, or Advanced Science
- SCP Science - Physical Science units
- SOG Social Studies- American Government units
- SOH Social Studies- American History units
- SOO Social Studies units Other than American History & Government
- TEC Technology Education/Computer Science units

Reporting Instructions. Report the most specific option that would apply. For example, if a student takes a business course as an elective report the ‘BUS’ option instead of the ‘ELE’ option since the ‘BUS’ option is more specific.

This count (or sum) is across all years and courses that meet each CORE Area requirement. The count is cumulative across districts in that each CORE Area’s total may include:

- courses taken in the district that will award the diploma,
- courses taken at other education organizations but transferred to and accepted for credit by the district that will award the diploma, and
- any other experiences for which the district that will award the diploma has awarded credits towards graduation for the student, subject to any relevant local and state policies.

☀ CORE Area Count

| | |
|---------------------|--|
| Record Field Number | GC070 |
| Definition | The total number of credits/units earned in the area designated by GC060 Core Area Code. |

Valid Options

00.00 – 99.99

Reporting Instructions. Include all credits/units recognized by the district that grants the diploma, even if the count is greater than the minimum CORE graduation requirement. In determining if a student met CORE, extra credits in one area (such as English Language Arts) can be counted towards meeting the requirement in another area (such as Electives). Only report a record with 00.00 in this element if a student has no credits earned but needs a Student Graduation—Core Summary Record (GC) reported for elements GC080–GC100.

 **Credits for Courses in Progress Element**

| | |
|---------------------|---|
| Record Field Number | GC080 |
| Definition | The number of credits in progress in the area designated by GC060 Core Area Code. |

Valid Options

00.00–40.00

99.99 Value not calculated

 **Credit Amount for Projected Courses Element**

| | |
|---------------------|---|
| Record Field Number | GC090 |
| Definition | Total number of credits for courses requested/projected in the area designated by GC060 Core Area Code. |

Valid Options

00.00–40.00

99.99 Value not calculated

 **Dual Enrollment Credit Earned**

| | |
|---------------------|--|
| Record Field Number | GC110 |
| Definition | The total number of dual enrollment credits earned in the area designated by GC060 Core Area Code. |

Valid Options

00.00–99.99

Reporting Instructions. Include all dual enrollment credits earned through dual enrollment courses—offered through dual enrollment or statewide articulation agreement—that appear on a student's transcript or other official document, either of which is issued by the institution of higher education from which the student earned the college credit. Only report a record with 00.00 in this element if a student has no credits earned but needs a Student Graduation—Core Summary (GC) Record reported for elements GC080–GC110.

 **Total Number of Credits Deficient for Graduation Element**

| | |
|---------------------|--|
| Record Field Number | GC100 |
| Definition | Difference between district's graduation requirement and the sum of the Core Area Count (GC070) and Credits for Courses in Progress (GC080). |

Valid Options

00.00–40.00

99.99 Value not calculated

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Graduation–Core Summary (GC) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|------------------------|---------------|
| EMIS Student ID Number | GC050 |
| Core Area Code | GC060 |

2.15 STUDENT GRADUATION–CORE SUMMARY (GC) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|-----------|
| | 1-8 | Filler | PIC 9(8) |
| GC010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “GC” | |
| | 11 | Filler | PIC X |
| GC020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| GC030 | 16 | Data Sets | PIC X |
| | | S – Student G – Graduate E – E-Transcript | |
| GC040 | 17-22 | District IRN | PIC X(6) |
| GC050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| GC060 | 32-34 | CORE Area Code | PIC X(3) |
| GC070 | 35-38 | CORE Area Count | PIC 99V99 |
| GC080 | 39-42 | Credits for Courses in Progress | PIC 99V99 |
| GC090 | 43-46 | Credit Amount for Projected Courses | PIC 99V99 |
| GC100 | 47-50 | Total Number of Credits Deficient for Graduation | PIC 99V99 |
| GC110 | 51-54 | Dual Enrollment Credit Earned | PIC 99V99 |

ODE EMIS MANUAL

Section 2.16: Graduation-Only Test (GP) Record



Final Version
May 31, 2017

As part of FY16 change number 37704, the Graduation-Only Test (GP) Record will no longer be reported to or collected by EMIS. Courses Completed Date and Courses Completed IRN were the only elements unique to this record. They have been added to EMIS Manual Section 2.6 Student Attributes–No Date (FN) Record, version 6.1. See elements FN410 and FN420.

ODE EMIS MANUAL

Section 2.17:

Student ~~Missing~~ Withdrawal Override (FC) Record



Version 4.0
May 4, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|--------------|--|
| <u>4.0</u> | <u>5/4/17</u> | <u>FY17</u> | <u>52224</u> | <u>Expand use of record type to include correcting and reporting missing withdrawal information from prior fiscal years.</u> |
| 3.0 | 8/15/16 | FY16 | 32462 | Added new Withdrawal Reason option (35). |
| 3.0 | 8/15/16 | FY16 | | Added Coming Changes section. |
| 2.0 | 8/10/15 | FY15S | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.0 | 8/10/15 | FY15S | | Updated withdrawal reason element options to match the updates made in FS. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no additional FY17 EMIS changes known to impact the Student Withdrawal Override (FC) Record.

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2.17 STUDENT ~~MISSING-WITHDRAWAL~~ OVERRIDE (FC) RECORD

Required Collection Requests

The Student ~~Missing-Withdrawal~~ Override (FC) Record is to be reported during the Student (S) Collection Requests.

General Guidelines

A Student ~~Missing-Withdrawal~~ Override (FC) Record should be reported for

- SSIDs appearing on the Missing Student ~~Override~~ Report and where an override is warranted.
- SSIDs where the district failed to report a withdrawal that occurred in a prior school year.
- SSIDs whose withdrawal was reported with an incorrect date or reason in a prior school year, and
- SSIDs for whom the EMIS reporting entity has received new information since the withdrawal was reported which indicates that the withdrawal reason should be updated in order for the student to properly count within the longitudinal graduation rate.

-Once reported, an FC Record should continue to be reported for the remainder of the S Collections for the fiscal year.

If a student withdrew from school before the last day of school of the prior school year and was not reported as withdrawn, the SSID would be reported in the ~~Missing-Student~~ Student Withdrawal Override (FC) Record. This could include updating withdrawal information from school years before the prior school year. If the student's withdrawal date was the last day of the school year or after, the student would not be eligible for an override and should be reported as a summer withdrawal (FL or FS) or regular school year withdrawal (FS) in the current year S collection windows.

SSIDs should be reported for students who graduated during or at the end of the previous school year for whom the district did not report a withdrawal reason during the previous year end reporting ~~period~~.

Scope of Impact. Updated withdrawal information is primarily being reported for use with the student missing report and the determination of the district responsible for the student in the longitudinal graduation rate. However, ODE reserves the right to review funding from prior fiscal years in cases where a significant change in withdrawal date reported on this record would have resulted in a significant change in funding levels had the EMIS reporting entity reported the updated data during the relevant fiscal year. In addition, this data may be used by ODE for other purposes.

Updated withdrawal information reported in this record will not be used to update previously published report card results. For example, an updated withdrawal date that would indicate a student did not meet the Majority of Attendance requirements would not cause a prior year's report card to be updated to remove that student from the relevant calculations. In addition, any updates for a student reported to ODE between the publishing of the 4-year and 5-year graduation rates for that student's cohort would only be reflected in the 5-year graduation rate.

Documentation of updates. EMIS reporting entities must retain appropriate documentation to justify any updates made to withdrawal information using this record type. As with withdrawals reported

during the school year when the withdrawal occurred, any updates to withdrawal information in a later fiscal year are subject to audit as part of the longitudinal graduation rate calculation, any funding calculations, and any other process that relies on withdrawal data.

☀ District IRN Element

| | |
|---------------------|---|
| Record Field Number | FC040 |
| Definition | The state assigned six-digit information retrieval number (IRN) for the district. |

Valid Options

Six-digit code Valid school district IRN

☀ State Student ID (SSID) ~~Previous Reporting Year~~ Element

| | |
|---------------------|--|
| Record Field Number | FC050 |
| Definition | The state assigned unique identifier <u>used for this student in the year for which the updated information is being reported.</u> |

Valid Option

Nine-character alphanumeric as assigned by the SSID System

☀ Withdrawal Date Element

| | |
|---------------------|---|
| Record Field Number | FC060 |
| Definition | The date the student was withdrawn from the district. |

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. A withdrawal date of May 31, 2015, is to be reported as 20150531.

☀ Withdrawal Reason Element

| | |
|---------------------|---|
| Record Field Number | FC070 |
| Definition | The reason for the most recent withdrawal from the school district. |

Valid Options

- 35 Withdrew from Educating Entity, Resident District No Longer Responsible**
Resident student withdrew from educating entity with a Reason Code that indicates the resident district no longer has a responsibility for the student.
- 36 Withdrew from Preschool**
Student has withdrawn from the preschool program (for any reason).
- 37 Withdrew from Kindergarten**
Deemed to be in best interest of student to wait one more year until starting kindergarten experience; may only be used for students with a grade level of KG.
- 38 Promoted Beyond Max Grade/Entity Closing**
Student can no longer be reported under the entity’s current IRN (Community School grade range does not include grade student promoted to; entity student has been attending is closing or merging with another).
- 39 Non-Enrolled Student No Longer Receiving Services from District**

- Non-educating district no longer providing services.
- 40 Transferred to Another School District Outside of Ohio**
- 41 Transferred to Another Ohio School District**
Local, Exempted Village, or City.
- 42 Transferred to a Private School**
Ed Choice students, for example.
- 43 Transferred to Home Schooling**
Superintendent's approval on file.
- 45 Transferred by Court Order/Adjudication**
A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.
- 46 Transferred out of the United States**
- 47 Withdrew Pursuant to Yoder vs. Wisconsin**
Only use for 8th grade students.
- 48 Expelled**
- 51 Verified Medical Reasons**
Doctor's authorization on file.
- 52 Death**
- 71 Withdrew Due to Truancy/Nonattendance**
- 72 Pursued Employment/Work Permit**
Superintendent Approval on file.
- 73 Over 18 Years of Age**
- 74 Moved**
Not known to be continuing.
- 75 Student Completed Course Requirements**
Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.
- 76 Non-Attendance According to the 105-Hour Rule**
- 77 Withdrew due to ORC §3314.26 (non-tested)**
- 79 No Longer Eligible to be Enrolled in District**
Student eligibility changed, district does not know where education will be continued.
- 81 Student Reported in Error**
Never should have been reported.
- 99 Completed High School Graduation Requirements**
Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements

and took the appropriate statewide assessments required for high school graduation.

Reporting Instructions. This element is required for each SSID reported in the Student ~~Missing-Withdrawal~~ Override (FC) Record.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student ~~Missing-Withdrawal~~ Override (FC) Record, the following field must be unique.

| Required Fields | Number |
|---|--------|
| State Student ID (SSID) Previous Reporting Period Year | FC050 |

2.17 STUDENT ~~MISSING-WITHDRAWAL~~ OVERRIDE (FC) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|---|----------|
| | 1-8 | Filler | PIC 9(8) |
| FC010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FC" | |
| | 11 | Filler | PIC X |
| FC020 | 12-15 | Fiscal Year, e.g., 2012 (CCYY) | PIC X(4) |
| FC030 | 16 | Data Set | PIC X |
| | | S – Student | |
| FC040 | 17-22 | District IRN | PIC X(6) |
| FC050 | 23-31 | State Student ID (SSID) Previous Reporting Period Year | PIC X(9) |
| FC060 | 32-39 | Withdrawal Date (CCYYMMDD) | PIC X(8) |
| FC070 | 40-41 | Withdrawal Reason | PIC X(2) |

ODE EMIS MANUAL

Section 2.18: Student Summer Withdrawal (FL) Record



Version 4.0
July 7, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|-----------|--|
| <u>4.0</u> | <u>7/7/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 3.0 | 2/16/16 | FY16 | | Adding Coming Changes section. |
| 2.0 | 12/23/14 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 1.1 | 4/1/14 | Student Cross Reference (S) | 1051 | Added Student Cross Reference reporting period to Required Reporting Periods and to the File Layout Table. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no known FY17 EMIS changes known to impact the Student Summer Withdrawal (FL) Record.

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2.18 STUDENT SUMMER WITHDRAWAL (FL) RECORD

Required Collection Requests

The Student Summer Withdrawal (FL) Record is reported as part of the Beginning of Year, Mid-year, and End of Year Student (S) Collections and the Student Cross Reference (S) Collection.

General Guidelines

A Student Summer Withdrawal (FL) Record may be reported for any student who was enrolled in the district at the end of the prior school year who withdrew from the district prior to the start of the current school year. If a student attends even a single day of the current school year in the district, the FL Record may not be used to report the student’s withdrawal.

A student who withdraws over the summer may be reported with a Student Attributes – Effective Date (FD) Record, a Student Standing (FS) Record, and a Student Demographic (GI) Record, or the student may be reported with a single FL Record. Note that if FD/FS/GI Records are reported, all elements on those records must have values that are valid for the current school year. If a district reports an FL Record, then that student cannot also be reported with FD/FS/GI Records.

☼ State Student ID (SSID) Element

| | |
|---------------------|---------------------------------------|
| Record Field Number | FL050 |
| Definition | The state assigned unique identifier. |

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. For this record, the SSID must be reported. Reporting the student’s EMIS ID will result in errors.

☼ Withdrawal Date Element

| | |
|---------------------|---|
| Record Field Number | FL070 |
| Definition | The date the student was withdrawn from the district. |

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. A withdrawal date of July 31, 2015, is to be reported as 20150731. Only dates after the last day of school for the prior school year and before the first day of school for the current school year may be reported for this element.

☼ Withdrawal Reason Code Element

| | |
|---------------------|-----------|
| Record Field Number | FL060 |
| Definition | See FS100 |

Valid Options

See FS100 for Valid Option values.

Reporting Instructions. For guidance on which code to report, see the reporting instructions for this element on the Student Standing (FS) Record (EMIS Manual Section 2.4).

 **Withdrawn To IRN Element**

| | |
|---------------------|-----------|
| Record Field Number | FL080 |
| Definition | See FS360 |

Valid Options

See FS360 for Valid Option values.

Reporting Instructions. For guidance on what to report, see the reporting instructions for this element on the Student Standing (FS) Record (EMIS Manual Section 2.4).

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Summer Withdrawal (FL) Record, the following field must be unique.

| Required Field | Number |
|-------------------------|--------|
| State Student ID (SSID) | FL050 |

2.18 STUDENT SUMMER WITHDRAWAL (FL) RECORD

| Number | Position | Name | PIC/Size |
|--------|----------|--------------------------------|----------|
| | 1-8 | Filler | PIC X(8) |
| FL010 | 9-10 | Sort Type | PIC X(2) |
| | | Always “FL” | |
| | 11 | Filler | PIC X |
| FL020 | 12-15 | Fiscal Year, e.g., 2013 (CCYY) | PIC X(4) |
| FL030 | 16 | Data Set | PIC X |
| | | S – Student | |
| FL040 | 17-22 | District IRN | PIC X(6) |
| FL050 | 23-31 | Student State ID | PIC X(9) |
| FL060 | 32-33 | Withdrawal Reason Code | PIC 9(2) |
| FL070 | 34-41 | Withdrawal Date | PIC 9(8) |
| FL080 | 42-47 | Withdrawn to IRN | PIC X(6) |

ODE EMIS MANUAL

Section 2.19: Student Contact (FF) Record



Version 4.0
July 7, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|---------------|--------------------------------|-----------|--|
| <u>4.0</u> | <u>7/7/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 3.0 | 2/21/16 | FY16 | | Added Coming Changes section. |
| 2.0 | 10/22/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.0 | 10/22/15 | FY15 | | Changed from Section 8.2 to Section 2.19 to reflect change from Special Collection Records Only. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no FY17 EMIS changes known to impact the Student Contact (FF) Record.

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2.19 STUDENT CONTACT (FF) RECORD

Required Collection Requests

The Student Contact (FF) Record and the relevant elements are required reporting for community schools during the SOES Student Contact (S) Collection. This record is optional reporting for all districts during the E-Transcript (E) and Student Record Exchange (X) Collection Requests.

General Guidelines

The Student Contact data elements are reported for the SOES Student Contact (S), E-Transcript (E), and Student Record Exchange (X) Collection Requests. The data describes the current contact information for the student as reported by the Local Education Agency (LEA). Examples of student contacts would be the parents or legal guardians of the student.

The data ties the contact relationship to the student and indicates the sequential order in which the contacts should be contacted. If a Student Contact (FF) Record is reported, the LEA should report at least one primary contact person for the student. However, several contacts may be listed where appropriate. A corresponding relationship code must be provided for each contact.

The elements appear in alphabetical order.

Contact Relationship Code

| | |
|---------------------|---|
| Record Field Number | FF070 |
| Definition | The code representing the relationship of the contact to the student. |

Valid Options

- SELF Student
- 1720 Aunt
- 1721 Brother, half
- 1722 Brother, natural/adoptive
- 1723 Brother, step
- 1726 Father, foster
- 1727 Father, natural/adoptive
- 1728 Father, step
- 1730 Grandfather
- 1731 Grandmother
- 1734 Mother, foster
- 1735 Mother, natural/adoptive
- 1736 Mother, step
- 1740 Sister, half
- 1741 Sister, natural/adoptive
- 1742 Sister, step
- 1744 Uncle
- 1749 Adoptive parents
- 1752 Brother-in-law
- 1753 Court appointed guardian

- 1759 Family member
- 1761 Father-in-law
- 1765 Foster parent
- 1770 Great aunt
- 1771 Great uncle
- 1776 Mother-in-law
- 1780 Sister-in-law

Reporting Instructions. The Contact Relationship Code must be reported for each contact reported. Contacts are reported for the parents or legal guardian of the student. From the codes available use the most specific relationship that applies. If the student’s guardian is not a relative, use option “1753 - Court appointed guardian”.

The option “SELF” is used to provide the student’s own contact information. The option “SELF” is not required but can be reported if the student’s contact information is not the same as that of the legal guardian contact (FF080).

 **Contact Sequence Order Number**

| | |
|---------------------|---|
| Record Field Number | FF060 |
| Definition | A number that defines the order in which the contact should be contacted. |

Valid Options
01-99

Reporting Instructions. Sequential number starting with 01. The Contact Sequence Order Number must be reported for each contact reported. The sequential number must represent the order in which the contact should be contacted. In general, primary contacts are those with the lowest sequence number.

 **Custodial Flag**

| | |
|---------------------|--|
| Record Field Number | FF090 |
| Definition | Indicates if the contact has custody rights. |

Valid Options
Y – Contact has custody rights
N – Contact does not have custody rights

Reporting Instructions. The Custodial Flag must be reported for each contact reported.

 **Email Address Element**

| | |
|---------------------|---|
| Record Field Number | FF170 |
| Definition | Primary email address for the contact being reported. |

Reporting Instructions. Report this element, if the information has been provided.

☀ **First Name Element**

| | |
|---------------------|---|
| Record Field Number | FF110 |
| Definition | The first name of the contact being reported. |

Reporting Instructions. The First Name Element must be reported for each contact reported.

☀ **Last Name Element**

| | |
|---------------------|--|
| Record Field Number | FF130 |
| Definition | The last name of the contact being reported. |

Reporting Instructions. The Last Name Element must be reported for each contact reported.

☀ **Legal Guardianship Flag**

| | |
|---------------------|--|
| Record Field Number | FF080 |
| Definition | Indicates if the individual has legal guardianship of the student. |

Valid Options

- Y – Contact has legal guardianship
- N – Contact does not have legal guardianship

Reporting Instructions. The Legal Guardianship Flag must be reported for each contact reported.

☀ **Middle Name Element**

| | |
|---------------------|--|
| Record Field Number | FF120 |
| Definition | The middle name of the contact being reported. |

Reporting Instructions. Report the middle name of the contact being reported, if the information has been provided.

☀ **Prefix Name Element**

| | |
|---------------------|------------------------------------|
| Record Field Number | FF100 |
| Definition | A prefix associated with the name. |

Reporting Instructions. Report the prefix name where appropriate. Examples of prefixes include Mr., Mrs., Ms., Miss and Dr. Titles or degrees of contacts, including foreign titles or degrees, and their abbreviations (e.g., Mr., Mrs., Miss, Ms., Prof., Capt., Lt., Dr., Rev.).

☀ **Suffix Name Element**

| | |
|---------------------|--|
| Record Field Number | FF140 |
| Definition | Any additional qualifier for the contact being reported. |

Reporting Instructions. Report the suffix name for the contact being reported, if the information has been provided. Examples of suffixes may include Jr., Sr., and Roman numerals such as II or III.

☀ Telephone Extension Element

| | |
|---------------------|--|
| Record Field Number | FF160 |
| Definition | The extension of the primary phone number of the contact being reported. |

Reporting Instructions. Report the primary telephone extension number of the contact being reported, if applicable.

☀ Telephone Number Element

| | |
|---------------------|---|
| Record Field Number | FF150 |
| Definition | The primary phone number of the contact being reported. |

Reporting Instructions. Report the primary telephone number of the contact, if the information has been provided. Area code should be included. Number may be reported with or without parentheses and hyphens.

☀ Type of Email Address Element

| | |
|---------------------|---|
| Record Field Number | FF180 |
| Definition | The code that describes the type of email address being reported. |

Valid Options

- 02 – Work
- 03 – Home
- 04 – Personal
- 99 – Other

☀ Type of Telephone Number Element

| | |
|---------------------|---|
| Record Field Number | FF190 |
| Definition | The code that describes the type of telephone number of the contact being reported. |

Valid Options

- 01 – Cell
- 02 – Work
- 03 – Home
- 99 – Other

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported. For the Student Contact (FF) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-------------------------------|--------|
| EMIS Student ID | FF050 |
| Contact Sequence Order Number | FF060 |

2.19 STUDENT CONTACT (FF) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|-----------|
| | 1-8 | Filler | PIC 9(8) |
| FF010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FF" | |
| | 11 | Filler | PIC X |
| FF020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| FF030 | 16 | Data Set | PIC X |
| | | S – Student E – E Transcript X – Student Record Exchange | |
| FF040 | 17-22 | LEA IRN | PIC X(6) |
| FF050 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FF060 | 32-33 | Contact Sequence Order Number | PIC 99 |
| FF070 | 34-37 | Contact Relationship Code | PIC X(4) |
| FF080 | 38 | Legal Guardianship Flag | PIC X |
| FF090 | 39 | Custodial Flag | PIC X |
| FF100 | 40-45 | Prefix Name | PIC X(6) |
| FF110 | 46-90 | First Name | PIC X(45) |
| FF120 | 91-120 | Middle Name | PIC X(30) |
| FF130 | 121-165 | Last Name | PIC X(45) |
| FF140 | 166-171 | Suffix Name | PIC X(6) |
| FF150 | 172-191 | Telephone Number | PIC X(20) |
| FF160 | 192-197 | Telephone Extension | PIC X(6) |
| FF170 | 198-257 | Email Address | PIC X(60) |
| FF180 | 258-259 | Type of Email Address | PIC X(2) |
| FF190 | 260-261 | Type of Telephone Number | PIC X(2) |

ODE EMIS MANUAL

Section 2.20: Student Contact Address (FG) Record



Version 4.0
July 13, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|--|
| <u>4.0</u> | <u>7/13/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 3.0 | 2/20/16 | FY16 | | Adding Coming Changes section. |
| 2.0 | 7/30/15 | FY15 | | Updated language to reflect shift from reporting periods to FY15 reporting. |
| 2.0 | 7/30/15 | FY15 | 1103 | Effective Start Date added. |
| 2.0 | 7/30/15 | FY15 | | Changed from Section 8.3 to Section 2.20 to reflect change from Special Collection Records Only. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no known FY17 EMIS changes known to impact the Student Contact Address (FG) Record.

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2.20 STUDENT CONTACT ADDRESS (FG) RECORD

Required Collection Requests

The Student Contact Address (FG) Record and the relevant elements are required reporting for community schools during the SOES Student Contact (S) Collection. This record is optional reporting for all districts during the E-Transcript (E) and Student Record Exchange (X) Collection Requests.

General Guidelines

The Student Contact Address data elements are reported for the SOES Student Contact (S), E-Transcript (E), and Student Record Exchange (X) Collection Requests only. The data describes the current address information for a student contact. The Local Education Agency (LEA) may report one or more record(s) for each contact reported. For the E-Transcript Collection, only one record per student contact should be reported.

The Student Contact (FF) Record and the corresponding Student Contact Address (FG) Record must match the EMIS Student ID and Contact Sequence Order Number.

The elements appear in alphabetical order.

Address Line 1 Element

| | |
|---------------------|--|
| Record Field Number | FG080 |
| Definition | Address line 1 for the contact being reported. |

Reporting Instructions. Report the current address for each contact.

Address Line 2 Element

| | |
|---------------------|--|
| Record Field Number | FG090 |
| Definition | Address line 2 for the contact being reported. |

Reporting Instructions. Report the current address for each contact.

Address Type Element

| | |
|---------------------|--|
| Record Field Number | FG070 |
| Definition | A code that represents the type of address being reported. |

Valid Options

- 0123 - Mailing address
- 0765 - Physical location address
- 1073 - Other home address

Reporting Instructions. Report the applicable code for each contact reported.

City Element

| | |
|---------------------|--|
| Record Field Number | FG100 |
| Definition | Name of the city for the address being reported. |

Reporting Instructions. Report the current city for each contact reported. City is not required for address lines with military address codes (APO/FPO).

 **Contact Sequence Order Number**

| | |
|---------------------|---|
| Record Field Number | FG060 |
| Definition | A number that defines the order in which the contact should be contacted. |

Valid Options
01-99

Reporting Instructions. Sequential number starting with 01. The Contact Sequence Order Number should be reported for each contact reported. The sequential number must represent the order in which the contact should be contacted. The element value must match the Contact Sequence Number (FF060) on the Student Contact (FF) Record. In general, primary contacts are those with the lowest sequence number.

 **County Code**

| | |
|---------------------|---|
| Record Field Number | FG110 |
| Definition | A code for the county for the address being reported. |

- Valid Options**
- ** Out of state
 - 01 Adams
 - 02 Allen
 - 03 Ashland
 - 04 Ashtabula
 - 05 Athens
 - 06 Auglaize
 - 07 Belmont
 - 08 Brown
 - 09 Butler
 - 10 Carroll
 - 11 Champaign
 - 12 Clark
 - 13 Clermont
 - 14 Clinton
 - 15 Columbiana
 - 16 Coshocton
 - 17 Crawford
 - 18 Cuyahoga
 - 19 Darke
 - 20 Defiance
 - 21 Delaware
 - 22 Erie
 - 23 Fairfield
 - 24 Fayette
 - 25 Franklin
 - 26 Fulton

| | |
|----|------------|
| 27 | Gallia |
| 28 | Geauga |
| 29 | Greene |
| 30 | Guernsey |
| 31 | Hamilton |
| 32 | Hancock |
| 33 | Hardin |
| 34 | Harrison |
| 35 | Henry |
| 36 | Highland |
| 37 | Hocking |
| 38 | Holmes |
| 39 | Huron |
| 40 | Jackson |
| 41 | Jefferson |
| 42 | Knox |
| 43 | Lake |
| 44 | Lawrence |
| 45 | Licking |
| 46 | Logan |
| 47 | Lorain |
| 48 | Lucas |
| 49 | Madison |
| 50 | Mahoning |
| 51 | Marion |
| 52 | Medina |
| 53 | Meigs |
| 54 | Mercer |
| 55 | Miami |
| 56 | Monroe |
| 57 | Montgomery |
| 58 | Morgan |
| 59 | Morrow |
| 60 | Muskingum |
| 61 | Noble |
| 62 | Ottawa |
| 63 | Paulding |
| 64 | Perry |
| 65 | Pickaway |
| 66 | Pike |
| 67 | Portage |
| 68 | Preble |
| 69 | Putnam |
| 70 | Richland |
| 71 | Ross |
| 72 | Sandusky |
| 73 | Scioto |
| 74 | Seneca |
| 75 | Shelby |
| 76 | Stark |
| 77 | Summit |

- 78 Trumbull
- 79 Tuscarawas
- 80 Union
- 81 Van Wert
- 82 Vinton
- 83 Warren
- 84 Washington
- 85 Wayne
- 86 Williams
- 87 Wood
- 88 Wyandot

Reporting Instructions. Report the value of “***” for contacts whose mailing address is not located in Ohio.


 **Country Code**

| | |
|---------------------|--|
| Record Field Number | FG140 |
| Definition | A country code for the address being reported. |

Valid Options

- ** Non-United States
- US United States

Reporting Instructions. Report the value “***” for contacts whose mailing address is not located in the United States or if the address lines contain a military address codes (APO/FPO).

 **Effective Start Date**

| | |
|---------------------|--|
| Record Field Number | FG150 |
| Definition | The date on which the reported student contact address became valid. |

Valid Options

- 00000000 Default, the date the data is prepared for submission will be used
- YYYYMMDD Year, Month, Day

Reporting Instructions. This element is only required to have a non-default value in instances where a community school needs to backdate an address update for their SOES reported data. Most often this occurs when a change in residency for a student is completed after the actual move occurred. When this date is reported with the default value, the address reported to SOES is considered the current address for the student enrollment as of the day the data is prepared for submission to ODE. When a date is provided, the address is applied to the records inclusive of that date. A contact may have more than one reported address as long as the Effective Start Date reported for each address is unique.

 **Postal Code**

| | |
|---------------------|---|
| Record Field Number | FG130 |
| Definition | Postal (Zip) Code for address being reported. |

Valid Options

- ***** Non-United States
- Valid US Zip Code
- Valid Military Codes used by the U.S Military Postal Service (MPS)

Reporting Instructions. Report the current Postal (Zip) Code for the contact’s address.

 **State Province Code**

| | |
|---------------------|--|
| Record Field Number | FG120 |
| Definition | United States code for the state of the contact’s address. |

Valid Options

- ** Non-United States
- AL Alabama
- AK Alaska
- AZ Arizona
- AR Arkansas
- CA California
- CO Colorado
- CT Connecticut
- DE Delaware
- DC District of Columbia
- FL Florida
- GA Georgia
- HI Hawaii
- ID Idaho
- IL Illinois
- IN Indiana
- IA Iowa
- KS Kansas
- KY Kentucky
- LA Louisiana
- ME Maine
- MD Maryland
- MA Massachusetts
- MI Michigan
- MN Minnesota
- MS Mississippi
- MO Missouri
- MT Montana
- NE Nebraska
- NV Nevada
- NH New Hampshire
- NJ New Jersey
- NM New Mexico
- NY New York
- NC North Carolina
- ND North Dakota
- OH Ohio

| | |
|----|---|
| OK | Oklahoma |
| OR | Oregon |
| PA | Pennsylvania |
| RI | Rhode Island |
| SC | South Carolina |
| SD | South Dakota |
| TN | Tennessee |
| TX | Texas |
| UT | Utah |
| VT | Vermont |
| VA | Virginia |
| WA | Washington |
| WV | West Virginia |
| WI | Wisconsin |
| WY | Wyoming |
| AE | (Zips 09xxx) for Armed Forces Europe which includes Canada, Middle East, and Africa |
| AP | (Zips 962xx - 966xx) for Armed Forces Pacific |
| AA | (Zips 340xx) for Armed Forces (Central and South) Americas |
| AS | American Samoa |
| FM | Federated States of Micronesia |
| GU | Guam |
| MH | Marshall Islands |
| MP | Northern Mariana Islands |
| PW | Palau |
| PR | Puerto Rico |
| VI | Virgin Islands |

Reporting Instructions. Report the value “***” for contacts whose mailing address is not located in the United States.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported. For the Student Contact Address (FG) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-------------------------------|--------|
| EMIS Student ID | FG050 |
| Contact Sequence Order Number | FG060 |
| Address Type | FG070 |
| Effective Start Date | FG150 |

2.20 STUDENT CONTACT ADDRESS (FG) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--|-----------|
| | 1-8 | Filler | PIC 9(8) |
| FG010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FG" | |
| | 11 | Filler | PIC X |
| FG020 | 12-15 | Fiscal Year, e.g., 2010 (CCYY) | PIC X(4) |
| FG030 | 16 | Data Set | PIC X |
| | | S - Student E - E-Transcript X - Student Record Exchange | |
| FG040 | 17-22 | LEA IRN | PIC X(6) |
| FG050 | 23-31 | EMIS Student ID | PIC X(9) |
| FG060 | 32-33 | Contact Sequence Order Number | PIC 99 |
| FG070 | 34-37 | Address Type | PIC X(4) |
| FG080 | 38-97 | Address Line1 | PIC X(60) |
| FG090 | 98-157 | Address Line 2 | PIC X(60) |
| FG100 | 158-187 | City | PIC X(30) |
| FG110 | 188-189 | County Code | PIX X(2) |
| FG120 | 190-191 | StateProvince Code | PIC X(2) |
| FG130 | 192-202 | Postal Code | PIC X(11) |
| FG140 | 203-204 | Country Code | PIC X(2) |
| FG150 | 205-212 | Effective Start Date | PIC 9(8) |

ODE EMIS MANUAL

Section 2.21: Student Transportation (FP) Record



Version 2.0
July 13, 2017

REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through red text for additions and strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective Date (FY & Data Set) | Change # | Description |
|------------|----------------|--------------------------------|-----------|-------------------------------|
| <u>2.0</u> | <u>7/13/17</u> | <u>FY17</u> | <u>NA</u> | <u>No FY17 changes.</u> |
| 1.1 | 2/22/16 | FY16 | | Added Coming Changes section. |

COMING CHANGES

The coming changes sections of the EMIS Manual provide a means to share with the field currently known information about upcoming changes. The final details of these changes have not all been determined at this time, however, those currently known are included here. Once all relevant details of the change(s) are known, the main text of the EMIS Manual section will be updated and the change(s) will be removed from this list.

At this time, there are no FY17 EMIS changes known to impact the Student Transportation (FP) Record.

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2.21 STUDENT TRANSPORTATION (FP) RECORD

Required Collection Requests

The Student Transportation (FP) Record is to be collected for the SOES Beginning and End of Year Student (S) Collection Requests from the entities that transport students.

General Guidelines

A Student Transportation (FP) Record is transportation data at the student level that includes a flag indicating whether or not the student is transported, the distance the student is transported, and the days that the student is transported by the community/STEM school. This information is to be reported based on the first full week of October.

Day Transported

Monday Transported

| | |
|---------------------|--|
| Record Field Number | FP080 |
| Definition | Indicator if student was or was not transported on the Monday of the first full week in October. |

Tuesday Transported

| | |
|---------------------|---|
| Record Field Number | FP090 |
| Definition | Indicator if student was or was not transported on the Tuesday of the first full week in October. |

Wednesday Transported

| | |
|---------------------|---|
| Record Field Number | FP100 |
| Definition | Indicator if student was or was not transported on the Wednesday of the first full week in October. |

Thursday Transported

| | |
|---------------------|--|
| Record Field Number | FP110 |
| Definition | Indicator if student was or was not transported on the Thursday of the first full week in October. |

Monday Transported

| | |
|---------------------|--|
| Record Field Number | FP120 |
| Definition | Indicator if student was or was not transported on the Friday of the first full week in October. |

Valid Options

- Y Yes, student was transported this day.
- N No, student was not transported this day.

☀ Distance Transported

| | |
|---------------------|--|
| Record Field Number | FP070 |
| Definition | The distance that the student was transported from residence to school building. |

Valid Options

- ** Student not transported
- L1 Less than 1 mile
- M1 More than 1 mile but less than 1.5 miles
- L2 Between 1.5 and 2 miles, inclusive
- M2 More than 2 miles

☀ EMIS Student ID Number

| | |
|---------------------|---|
| Record Field Number | FP060 |
| Definition | The locally determined EMIS student ID. |

Valid Options

- Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Transportation (FP) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|-----------------|--------|
| EMIS Student ID | FP060 |

2.21 STUDENT TRANSPORTATION (FP) RECORD FILE LAYOUT

| Number | Position | Name | PIC/Size |
|--------|----------|--------------------------------|----------|
| | 1-8 | Filler | PIC 9(8) |
| FP010 | 9-10 | Sort Type | PIC X(2) |
| | | Always "FP" | |
| | 11 | Filler | PIC X |
| FP020 | 12-15 | Fiscal Year, e.g., 2015 (CCYY) | PIC X(4) |
| FP030 | 16 | Data Set | PIC X |
| | | S – Student | |
| FP050 | 17-22 | District IRN | PIC X(6) |
| FP060 | 23-31 | EMIS Student ID Number | PIC X(9) |
| FP070 | 32-33 | Distance Transported Code | PIC X(2) |
| FP080 | 34 | Monday Transported | PIC X |
| FP090 | 35 | Tuesday Transported | PIC X |
| FP100 | 36 | Wednesday Transported | PIC X |
| FP110 | 37 | Thursday Transported | PIC X |
| FP120 | 38 | Friday Transported | PIC X |