

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
1	Staff	ADJUST	Options (Subject Code – Music)	Course Master	<p><b>The title of subject code 120400 will change</b>  <b>FROM: "Vocal Music"</b>  <b>TO: "Vocal/Choral Music"</b>                      The definition will remain the same.                      Vocal/Choral Music: Learning experiences designed for the study of vocal / choral repertoire and the development of vocal / choral skills through solo and choral ensemble performance.</p>
2	Staff	ADJUST	Option (Subject Code – Science)	Course Master	<p><b>Change definitions for subject code 132220 Physical Sciences</b></p> <p><b>FROM (OLD)</b> - Initial course that incorporates scientific inquiry, communication and applications relevant to society. High school chemistry/physics content includes: structure of atoms, structure and properties of matter, chemical reactions, motions and forces, conservation of energy and increase in disorder, interactions of energy and matter. Use this subject code to report such courses as: Interaction of Matter and Energy, Applied Physical Science, Physical Science.</p> <p><b>TO (REVISED)</b> - Core science course that contributes to the OGT competencies. Integrated high school core course to develop standards based knowledge and skills: including atoms, chemical reactions, physical properties, mixtures and solutions, laws of motion, forces, energy, waves, historical perspectives and emerging issues; processes</p>

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					<p>within and on the earth, earth's history through geologic evidence, resources; relationship between technology and science; diversity of scientific investigations, scientific theories, scientific literacy, scientific conclusions, and modeling investigations.</p> <p><b>Change definitions for subject code 132230 - Biological Sciences</b></p> <p><b>FROM (OLD)</b> - Core science subjects represent courses that contribute to the HSGQE competencies. Integrated high school core courses, which develop standards-led fundamental abilities and concepts. Courses should enable all students to develop standards-led fundamental understandings about scientific inquiry and abilities necessary to do scientific inquiry. The standards-led subject matter, instruction, and assessment in the life sciences includes: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy and organization in living systems and behavior of organisms.</p> <p><b>TO (REVISED)</b> - Core science subjects represent courses that contribute to the OGT HSGQE competencies. Integrated high school core course to develop standards based knowledge and skills: including cells, genetics and DNA, diversity of life, ecology, biological evolution, historical perspectives and emerging issues; processes within and on the Earth, earth's history through geologic</p>

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					evidence, resources; scientific advances and emerging technologies; nature of science inquiry, ethics in science, science and careers, and modeling investigations.
3	Staff	ADD	Option (Subject Code - Science)	Course Master	<p><b>ADD the following science subject code:</b>  <b>132350 Environmental Sciences:</b> Integrated high school core course to develop standards based knowledge and skills: including interactions between humans and the Earth; ecosystems, environmental factors, biological evolution, populations, diversity; matter and energy, relationships; human interactions with science and technology, understanding technology; research, science and society; application of science processes, and techniques and research.</p> <p>The subject area for credit would be SCI, and the HQT core area would be Science.</p>
4	Staff	DELETE	Option (Subject Code - Science)	Course Master	<p><b>DELETE the following Science subject codes:</b>  <b>139910 Science-Technology:</b> Rigorous, in-depth exploration of high school science content through a technology systems-based context for learning. Courses incorporate cross-curricular and problem-based learning approaches focusing on products, engineering/system designs, costs, risks, benefits and trade-offs. Use this subject code to report such courses as: Applied Science (e.g., Principles of Technology, Environmental Education, Biotechnology, Science/Technology/Society, and Technology Education Design Problems).</p>

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					<b>132310 Advanced Integrated Science:</b> Advanced subjects contribute to competencies beyond the HSGQE. Integrated Advanced high school course, which develops specialized content to extend connections, depth, and detail and specialized topics beyond core science.
5	Staff	DELETE	Option (Subject Codes – Social Studies)	Course Master	<b>Humanities would no longer be considered a core course for HQT. It used to be a core course in the area of history.</b> <b>150905 Humanities:</b> The study of cultural achievements through the integration of literature, the arts, religion, history, and philosophy. <b>150920 Humanities (7-8):</b> The study of cultural achievements through the integration of literature, the arts, religion, history, and philosophy. (for grades 7-8)
6	Staff	ADD	Option (Subject Code - Humanities)	Course Master	<b>310010 Humanities (7-8):</b> The study of cultural achievements through the integration of literature, the arts, religion, history, and philosophy. (for grades 7-8) <b>310020 Humanities:</b> The study of cultural achievements through the integration of literature, the arts, religion, history, and philosophy.
7	Staff	ADJUST	Option (Subject Code - Technology)	Course Master	<b>ADJUST the following course titles and definitions in the "technology" area:</b>  <b>The title for subject code 290050 would change:</b> <b>FROM:</b> Computer Literacy (Computer and Multimedia

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					<p>Literacy),  <b>TO:</b> "Computer/Multimedia Literacy".</p> <p><b>The title for subject code 290100 would change</b>  <b>FROM:</b> Technology Applications (Technology and Productivity Tools)  <b>TO:</b> "Technology-Productivity Tools"</p> <p><b>ADJUST the definitions for the following THREE courses:</b></p> <p><b>The definition for 290050 Computer Literacy would change:</b>  <b>FROM:</b> Course focuses on advanced concepts for successful usage of computer and multimedia technology tools. Instruction consists of foundation level skills designed to support specific technology programs available in the local high school. Topics should incorporate use of technology terminology that provides students with the ability to communicate concepts/problems technically. Topics include effective and responsible usage of computers, personal digital assistants, tablets/slides, scanners, digital cameras, peripherals, storage devices, networks, operating systems, file types, downloads/plugins, distance learning tools, etc.  <b>TO:</b> Course focuses on advanced concepts in 9-12 portion of Ohio's technology academic content standards.</p>

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					<p>Instruction is most effective when integrated or linked to other content areas.</p> <p><b>The definition for 290100 Technology-Productivity Tools) would change:</b>  <b>FROM:</b> Course centers on use of technology tools to increase personal productivity and manage information. Instruction includes tools i.e., calendars, address books, email systems, advanced word processing, etc.  <b>TO:</b> Course focuses on advanced concepts in 9-12 portion of Ohio's technology academic content standards that increase personal productivity and manage information. Instruction is most effective when integrated or linked to other academic areas.</p> <p><b>The definition for 290075 "Technology: Electronic Resources" would change:</b>  <b>FROM:</b> Course incorporates information literacy concepts and use of technology tools to conduct research. Topics include use of Internet and other electronic information resources.  <b>TO:</b> Course focuses on advanced concepts in the 9-12 portion of Ohio's technology academic content standards including information literacy concepts and use of technology tools to conduct research. Topics include use of Internet and other electronic information resources.</p>
8	Staff	DELETE	Option	Course	<b>200902 - Educational Media:</b> Subject matter and

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			(Subject Code)	Master	experiences are concerned with the development, access, and delivery of all teaching and learning materials; including materials for the professional development of teachers. Educational media are defined as any devices, equipment, hardware, software, academic content material, and instructional strategies used for teaching and learning. Educational media may be in a variety of formats; including print, non-print, electronic, multimedia, and the Internet.
9	Staff	DELETE	Option (Subject Code – Technology Education)	Course Master	<p><b>DELETE the following THREE subject codes from TECHNOLOGY EDUCATION:</b></p> <p><b>102400 - Technology for Children:</b> At the elementary school level, emphasis placed on developing an understanding of the pervasive nature of Technology and its history/evolution. <b>(Report either 102285 or 102290 or 102295, depending upon the grade level of course content.)</b></p> <p><b>100000 - General Industrial Technology (General Shop):</b> The study of two (2) or more separate and somewhat distinct aspects of industry and technology. <b>(Report 102300)</b></p> <p><b>101325 - Industrial Technology:</b> A comprehensive study of the industrial technology systems. Individual and group activities will focus on the evolution, utilization, and significance of the industrial technology systems of energy/power, communication, construction, and manufacturing. <b>(Report 102300)</b></p>

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10	Staff	ADD	Option (Subject Code - Technology Education)	Course Master	<p><b>ADD the following TWO subject codes to the TECHNOLOGY EDUCATION area (10XXXX):</b></p> <p><b>101720 Design:</b> Course includes design topics from the 9-12 portion of Ohio's technology academic content standards; including identifying and producing a product or system using a design process and evaluating the final solution, and communicating findings; recognizing the role of teamwork in engineering design and of prototyping in the design process; and understanding and applying research, development, and experimentation to problem-solving.</p> <p><b>101730 Issues and Problems in Technology:</b> The study of themes concerning technology, society, and the environment.</p>
11	Staff	ADD	Option (Subject Code - Technology)	Course Master	<p><b>ADD the following new subject codes in the area of technology (290XXX), based upon the 9-12 section of the Technology Section of the Ohio Academic Content Standards.</b></p> <p><b>290110 Technology- Communication Tools:</b> Course focuses on advanced concepts in the 9-12 portion of Ohio's technology academic content standards including identifying purpose, audience and communication strategy. Instruction is most effective when integrated or linked to other academic content areas.</p> <p><b>290120 Technology- Problem-Solving Tools:</b> Course focuses on advanced concepts in the 9-12 portion of Ohio's technology academic content standards including</p>



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					<p>inquiry/problem-solving skills and technology tools. Instruction is most effective when integrated or linked to other academic content areas.</p> <p><b>290130 Internet Searching:</b> Course focuses on advanced concepts in the 9-12 portion of Ohio's technology academic content standards including Internet search strategies, search engine ranking methods and Web site evaluation.</p> <p><b>290140 Technology and Ethics:</b> Course focuses on advanced concepts in the 9-12 portion of Ohio's technology academic content standards and library guidelines including copyright, intellectual property, biotech and other current ethical concerns.</p> <p><b>290160 Web Site Development:</b> Course includes Web site design, posting/removing Web sites to/from Web server and Web programming HTML, XML, etc. Course should cover Universal Design and other accessibility methods.</p> <p><b>290165 Advanced Web Site Development:</b> Course should include advanced Web programming and applications, Universal Design and other accessibility methods.</p> <p><b>290170 Networking:</b> Course includes operating systems, printers/print servers, network configuration and servers, etc.</p> <p><b>290180 Computer Repair:</b> Course includes troubleshooting, repair, system/network reconfiguration, help desk practices, etc.</p>

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12	Staff	ADD	Option (Subject Code - Technology)	Course Master Record	<p><b>The following subject codes will be added to allow Ohio to demonstrate that curriculum addresses the No Child Left Behind 8th Grade Technology Literacy requirement.</b></p> <p>The following courses do not earn high school technology credit. This instruction may be provided by a teacher with an appropriate certificate/license, to multiple groups of students rather than by the classroom teacher in a self-contained classroom setting. Instruction is most effective when integrated with curricular components of other academic content areas.</p> <p><b>290035 Computer/Multimedia Literacy K-3:</b> Includes content in the K-3 portion of Ohio's academic content standards for technology that focuses on the use of educational technology for learning.</p> <p><b>200910 Information Literacy K-3:</b> Instruction that includes content in the K-3 portion of Ohio's technology academic content standards and library guidelines.</p> <p><b>102285 Technological Literacy K-3:</b> Instruction that includes content in the K-3 portion of Ohio's academic content standards for technology.</p> <p><b>290040 Computer/Multimedia Literacy 4-6:</b> Includes content in the 4-6 portion of Ohio's academic content standards for technology that focuses on the use of educational technology for learning.</p> <p><b>200915 Information Literacy 4-6:</b> Instruction that</p>

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					<p>includes content in the 4-6 portion of Ohio's technology academic content standards and library guidelines.</p> <p><b>102290 Technological Literacy 4-6:</b> Instruction that includes content in the 4-6 portion of Ohio's academic content standards for technology.</p> <p>290045 Computer/Multimedia Literacy 7-8: Includes content in the 7-8 portion of Ohio's academic content standards for technology including keyboarding, word processing, productivity, communication and information tools.</p> <p><b>200920 Information Literacy 7-8:</b> Instruction that includes content in the 7-8 portion of Ohio's technology standards and library guidelines including Internet searching, evaluation of Web sites and other electronic resources.</p> <p><b>102295 Technological Literacy 7-8:</b> Instruction that includes content in the 7-8 portion of Ohio's academic content standards for technology.</p>
13	Staff	ADD	Option (Subject Code – Foreign Languages)	Course Master	<p><b>069910 AP Chinese:</b> AP Chinese follows the current Advanced Placement syllabus in preparation for the Advanced Placement exam.</p> <p><b>069912 AP Japanese:</b> AP Japanese follows the current Advanced Placement syllabus in preparation for the Advanced Placement exam</p> <p><b>069920 AP Russian:</b> AP Russian follows the current Advanced Placement syllabus in preparation for the Advanced Placement exam</p>

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14	Staff	ADJUST	Reporting Instructions	Course Master	<p><b>"152100 Integrated Social Studies" will no longer be a core course for FY2005.</b> The HQT data element will not need to be completed for courses reported with this subject code.</p> <p>The rationale for making the change is:  <b>For FY2004, the Core Subject Area (for HQT) listed was History.</b> The instruction in these courses, by definition, integrates several fields of social studies, not just history. ODE does not recognize a history certificate as valid for teaching this course, so the history listing for HQT makes listings inconsistent. The Core Subject Area column should be left blank as NCLB does not recognize social studies certificated/licensed teachers as highly qualified.</p>
15	Staff	DELETE	Option	Course Master	260840 <b>Dental Health Education</b> - A combination of subject matter and experiences designed to promote understanding, attitudes, and practices pertaining to teeth and oral health.
16	Staff	ADJUST	Option	Course Master	<p>Change the grade levels in the names of the following THREE subject codes:</p> <p>132110 FROM: <b>Science</b> PS-2 TO: <b>Science</b> PreK-3            132120 FROM: <b>Science</b> 3-5 TO: <b>Science</b> 4-6, and            132130 FROM: <b>Science</b> 6-8 TO: <b>Science</b> 7-8.</p>
17	Staff	DELETE	Reporting Instructions	Course Master	The following courses will no longer be considered a core course in the area of History for HQT:

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					<ul style="list-style-type: none"> <li>▪ 150400     <b>Intervention Social Studies:</b> Remedial study in preparation for the Citizenship Proficiency Test or the Ohio Graduation Test with little or no significant new content.</li> <li>▪ 151201     <b>Social Studies (7-8):</b> Integrated study using various social studies disciplines. (for grades 7-8).</li> <li>▪ 159999     <b>Other Social Studies:</b> Electives utilizing the social studies (including community service courses per ORC 3313.60.5).</li> </ul>
18	Staff	ADJUST	Option (Subject Codes – CTAE)	Course Master	<p><b>Change names of subject to more accurately reflect content of programs:</b></p> <p><b>Subject code: 041900</b>  <b>NEW: Acquisition and Logistics</b>  <b>FROM: Distribution Warehousing</b></p> <p><b>Subject code: 140800</b>  <b>NEW: Business Management</b>  <b>FROM: Business Administration and Management</b></p> <p><b>Subject code: 171807</b>  <b>NEW: Engineering Technologies – Design Cluster</b>  <b>FROM: Engineering Technology – Design Cluster</b></p> <p><b>Subject code: 171809</b>  <b>NEW: Engineering Technologies –</b></p>

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					<b>Product/Service Cluster</b> <b>FROM: Engineering Technology –</b> <b>Product/Service Cluster</b>
19	Staff	ADJUST	Option (Subject Codes – CTAE)	Course Master	<p><b>Change subject <i>definitions</i> to more accurately reflect content of programs:</b></p> <p><b>040810, Marketing Management</b></p> <p><b>FROM:</b> Plan, organize, direct, and control the functions of marketing.</p> <p><b>TO:</b> Preparation for strategic planning, implementation and control of the functions of marketing with emphasis on the marketing research skills needed to complete these activities.</p> <p><b>041900, Acquisition and Logistics (also requesting subject title change, currently Distribution and Warehousing)</b></p> <p><b>FROM:</b> Preparation for a career in the physical distribution of products including freight transportation and warehousing.</p> <p><b>TO:</b> Preparation for the strategic operation and management of marketing systems with emphasis on logistics components, including purchasing and warehousing.</p> <p><b>140100, Accounting</b></p>

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					<p><b>FROM:</b> Maintenance and analysis of standard financial business records.  <b>TO:</b> Maintenance and analysis of standard financial business records. Curriculum follows Accounting OCAP.</p> <p><b>140300, Administrative Office Technology</b>  <b>FROM:</b> Support operations necessary for business.  <b>TO:</b> Prepares students for positions as administrative assistants, secretaries and various clerical positions in a variety of industry settings.</p> <p><b>140800, Business Management (also requesting subject title change, currently Business Administration and Management)</b>  <b>FROM:</b> Administration and management of business operations.  <b>TO:</b> Prepares students to start and/or operate a business, including coordination, implementation, promotion, supervision and directing of the activities of individuals, organizations and businesses. Skills in organization, leadership, planning, interpersonal communications, delegating, supervising, resource management and policymaking/implementation will be developed. Methods of operation, coordination, sales, marketing, finance, budgeting, human resources, property/equipment management and safety/security management will be addressed.</p>

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20	Staff	ADD	Option (Subject Code – Foreign Language)	Course Master	<b>069918 AP Italian Language:</b> AP Italian follows the current Advanced Placement syllabus in preparation for the Advanced Placement exam. The subject area of credit for this course is FLR (foreign language), and the core area for reporting courses for highly qualified teacher would also be Foreign Language.
21	Staff	DELETE	Option (Subject Codes – CTAE)	Course Master	<b>DELETE the following subject codes:</b> <b>090195 - Impact</b> <b>090290 - Family and Consumer Sciences Multi-Area Work Experience</b> <b>172601 - Barbering</b> (This is not a secondary program. It is an adult workforce education program only.)
22	Staff	ADD	Option (Subject Code – Business)	Course Master	<b>ADD new subject code 140110 - Financial Services:</b> <b>DEFINITION:</b> Prepares students for careers in the knowledge services profession of financial services. This program teaches skills to analyze data, turn information into knowledge and share forecasting with management. Financial services areas of concentration include accounting, commercial banking, corporate finance, financial planning, insurance, investment banking, money management, real estate and risk management.
23	Staff	ADD	Option (Subject Code – Foreign Language)	Course Master	<b>Adjust the title of the following course:</b> <b>FROM:</b> "Latin: Vergil" <b>TO:</b> "AP Latin: Vergil" (No changes to the definition) <b>069922 AP Latin: Vergil:</b> AP Vergil follows the current Advanced Placement syllabus in preparation for the



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					Advanced Placement exam.
24	Staff	ADD	Option (Subject Code – Mathematics)	Course Master	<p>Adjust reporting instructions &amp; definitions for TWO math courses to provide additional guidance:</p> <p><b>The definition for 111950 Intervention Mathematics will change:</b>  <b>FROM:</b> 111950 Intervention Mathematics: (high school credit optional in grades 9-12, not for high school credit below grade 9): Courses that contain little or no new content and are remedial in nature. Use this code for pre-algebra, general mathematics and consumer mathematics when instruction is based on the grades 6-8 portion of Ohio's academic content standards.</p> <p><b>TO:</b> 111950 Intervention Mathematics: (high school credit optional in grades 9-12, not for high school credit below grade 9): Courses that contain little or no new content and are remedial in nature. Use this code for courses designed specifically as intervention for students who have taken and not yet reached the proficient standards on the 9th grade proficiency test or the Ohio Graduation Test. Also use this code for pre-algebra, general mathematics, business mathematics and consumer mathematics courses when instruction is based on the grades 6-8 portion of Ohio's academic content standards.</p>

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					<p><b>The definition for 119999 Other Mathematics Course will change:</b></p> <p><b>FROM (current definition):</b>            119999 Other Mathematics Course: High school level elective course that addresses advanced mathematical topics. Course is different in scope from any of the other SUBJECT CODES described above.</p> <p><b>TO (NEW definition):</b>            119999 Other Mathematics Course: High school level elective course that addresses advanced mathematical topics. Course Other mathematics course for which high school credit can be earned that is different in scope from any of the other SUBJECT CODES described above. Course that address concepts and skills below the 9-12 portion of Ohio's academic content standards for mathematics should be coded as 119950 Intervention Mathematics.</p>
25	Staff	ADJUST	Reporting Instructions	Course Master	<p><b>By FY2006, all districts would be required to report separate course masters for courses taught to students in grades K-3 ( in addition to courses taught to students in grades 4-12.)</b></p> <p>This would be optional for FY2005 and required in FY2006. This additional lead time would allow districts to update software for FY2006.</p>

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					<p><b>Reason for change:</b> Many districts are beginning to submit separate courses for courses taught at the K-3 level, which creates issues in terms of data use, filling requests, and in the data verification reports – which must be customized to fit both ways of reporting courses.</p>
26	Staff	ADJUST	Option (Subject Code – Information Literacy)	Course Master	<p><b>ADJUST the definitions for subject code 200700 Library Science:</b></p> <p><b>FROM:</b> Instruction seeks to help students understand how information is organized, accessed, and evaluated. The study and usage of information management systems in school, public, academic, and government libraries is reinforced. That information is available in print, nonprint, multimedia, electronic, and Internet formats; and may be accessed electronically at the school library or at home via school library or statewide library networks. Instruction also focuses on the development of reading skills, which promote reading literacy, literature appreciation, and life-long learning.</p> <p><b>TO:</b> Course focuses on how information is organized, accessed, and evaluated, including use of information management systems in school, public, academic, and government libraries.</p>
27	Staff	ADD	Option	Course	<p><b>171815 Engineering Technologies--Emerging Cluster</b></p>

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			(Subject Code – CTAE)	Master	A flexible sequence of courses which when combined with college preparatory mathematics and science courses introduces students to the scope, rigor and discipline of engineering and engineering technology. The curriculum includes, but is not limited to introduction of engineering design, principles of engineering, digital electronics, computer integrated manufacturing, engineering design and development and includes futuring technologies.
28	Staff	ADD	Option	Course Master	<p><b>ADD the following NEW foreign language subject codes:</b></p> <ul style="list-style-type: none"> <li>▪ 069951: Early Language Learning Arabic: The study of a language and culture other than English in elementary school-Arabic.</li> <li>▪ 069952: Early Language Learning Chinese: The study of a language and culture other than English in elementary school-Chinese.</li> <li>▪ 069953: Early Language Learning Japanese: The study of a language and culture other than English in elementary school-Japanese.</li> <li>▪ 069954: Early Language Learning Italian: The study of a language and culture other than English in elementary school-Italian.</li> <li>▪ 069955: Early Language Learning German: The study of a language and culture other than English in elementary school-German.</li> <li>▪ 069956: Early Language Learning Hebrew: The study of</li> </ul>

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					<p>a language and culture other than English in elementary school-Hebrew.</p> <ul style="list-style-type: none"> <li>▪ 069957: Early Language Learning French: The study of a language and culture other than English in elementary school-French.</li> <li>▪ 069958: Early Language Learning Spanish: The study of a language and culture other than English in elementary school-Spanish.</li> <li>▪ 069959: Early Language Learning Swahili: The study of a language and culture other than English in elementary school-Swahili.</li> <li>▪ 069960: Early Language Learning Russian: The study of a language and culture other than English in elementary school-Russian.</li> <li>▪ 069961: Early Language Learning Latin: The study of a language and culture other than English in elementary school-Latin.</li> <li>▪ 069962: Early Language Learning Greek: The study of a language and culture other than English in elementary school-Greek.</li> <li>▪ 069963: Early Language Learning American Sign Language: The study of a language and culture other than English in elementary school-American Sign Language.</li> </ul>
29	Staff	DELETE	Option (Subject Code	Course Master	Due to the addition of Early Language Learning subject codes for each of the languages, the following subject code should be deleted:

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			- CTAE)		<b>069950 Early Language Learning:</b> The study of a language and culture other than English in elementary school.
30	Staff	ADD	CSV File	Course Master	<p>During EMIS processing, when the invalid_cert flags are populated on the mastercourse records and the staff job records, the certificate/license elements that set the proper_cert flag to "yes" will be added to the ODE-generated files. Specifically, the certificate/license type/teaching area and certificate class that the teacher holds to qualify him/her for teaching the course, would be added to the master course file.</p> <p>On the staff_job file, the certificate/license elements that qualify a person for the position, would be added to the Staff Employment Record, up to three times, to match each of the three possible position code/assignment area combinations - since there are three proper_cert flags on the staff_job files.</p> <p>A CSV file would be generated and sent back to districts so they have electronic verification of the credentials of teachers teaching courses.</p>
31	Staff	ADD	Data Verification Reports	Staff Employment  Course	<b>As districts are required to comply with the HQT reporting requirements, and will undergo desk audits, School Options has asked for a data verification report for district to track their own compliance.</b>

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				Master	<p>To support NCLB requirements on Highly Qualified Teachers, the Federal Programs office needs to be able to do timely, detailed audits on qualifications of teachers and paraprofessionals at specific schools and districts throughout the state, using reports based on data entered in EMIS. To do the audits at least at the desk level, this requires weekly capabilities to run EMIS validation reports to access -- by school building and district -- the latest information on teacher and paraprofessional qualifications and training, specifically (a) when the person was hired, (b) whether they were hired in a Title I or non-Title I building, (c) whether they were funded by Title I funds, (d) whether they were highly qualified, and (e) if not highly qualified, what professional development actions are being undertaken to meet the HQT provisions.</p> <ul style="list-style-type: none"> <li>▪ Building IRN</li> <li>▪ Building Name</li> <li>▪ Title I Building Type (source CCIP?)</li> <li>▪ Staff ID</li> <li>▪ Staff Name</li> <li>▪ Staff salary paid for by Title I funds? (Y/N)</li> <li>▪ Position Code (s)</li> <li>▪ Hire Date - [Position start date(s) on staff employment record(s)]**</li> <li>▪ Teacher Required to meet HQT definition?*** (Y/N)</li> </ul>

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					<ul style="list-style-type: none"> <li>▪ Total Core Courses taught</li> <li>▪ Total Courses with HQT = Y</li> <li>▪ Total HQT = No Participated in HQPD? (Y/N) [Reported at Yearend]</li> </ul> <p>District totals should appear at the end of the report.</p> <p>*(List ALL applicable 2XX position codes if more than one Staff Employment Record is reported)            **If multiple Staff Employment Records, look at earliest date on records that have the applicable position codes: 205, 206, 207, 211) [NOTE: There may be additional position codes identified by the Title I Office.]            ***This would be YES, if Title I Building Type is SWP AND Position Start Date is &gt; First Day of School for that district during the 2002-2003 school year.            OR            This would be YES, if Title I Building Type is TAS AND Staff Salary is paid for by Title I funds (Position Fund Source = G = Title I Funds), AND Position Start Date is &gt; First Day of School for that district during the 2002-2003 school year</p> <p>NOTE: All except for the last column would come from October K reporting. The last column would be added at Yearend. <b>This same data verification report would be run during both <i>October K</i> and <i>Yearend N</i> to allow districts to match HQT and HQPD data.</b></p>



# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>IF a teacher who was hired in October is no longer employed during Yearend reporting (Position status = P or U), then the "Participated in HQPD?" would be "*" (not applicable).</p>
32	Student	ADD	Data Verification Report	<p>Course Master</p> <p>Student Course Record</p>	<p><b>NEW data verification report:</b>                      Early Childhood would like to have districts know and verify, the number of children who are enrolled in the Transition 1 course, which is defined as: 180125 Transition 1: Self-contained class for students who have completed kindergarten but are not ready for first grade. This is a full-day everyday program. This is not just a repeat of the kindergarten curriculum.</p> <p>This report would be done for each district that has at least one course reported with the Transition 1 subject code 180125.                      The Grade level used would be the State Equivalent Grade level.</p> <p><b>The new report would include:</b>                      Building IRN                      Building Name                      Student Count by Grade Level                      Student Count by Grade Level Next Year                      By LEP Count, gender, Economic Disadvantage, and race/ethnicity</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
33	Staff	ADD	Staff Validation	Course Master	<p><b>Length of Scheduled Instruction EMIS Validations</b>            Reduce the length of scheduled instruction hour minimum from 120 hours to 60 hours for all CTAE workforce development VV3 course types that are correlated with a workforce development anchor course. (EXCEPTION: Maintain 120-hour minimum for CBI and GRADS)            AND Reduce minimum length of scheduled instruction for all CTAE Foundation courses from 120 hours to 60 hours. Subject codes include: 010001, 040001, 070001, 090001, 140001, 170001, 170002, 170003, 170004, 172809</p>
34	Staff	ADD	Validations	Staff Employment	<p><b>ADD the following validation to the EMS_VLD to improve the quality of staff data reported:</b></p> <p>An individual reported with one of the following Position Codes who is also reported with Type of appointment = "2 – classified" should be a fatal error.</p> <ul style="list-style-type: none"> <li>103 Assistant, Deputy/Associate Superintendent Assignment</li> <li>104 Assistant Principal Assignment</li> <li>108 Principal Assignment</li> <li>109 Superintendent Assignment</li> <li>112 Treasurer</li> <li>201 Curriculum Specialist Assignment</li> <li>202 Counseling Assignment</li> <li>203 Librarian/Media Assignment</li> </ul>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					204 Remedial Specialist Assignment 205 Regular Teaching Assignment 206 Special Education/Learning Center Teaching Assignment 207 Vocational Education Teaching Assignment 211 Educational Services Teacher 212 Supplemental Service Teaching Assignment (Special Education) 226 Teacher Mentor/Evaluator 304 Audiologist Assignment 318 Psychologist Assignment 320 Registered Nursing Assignment 323 Social Work Assignment 325 Physical Therapist Assignment 326 Speech and Language Therapist Assignment 327 Occupational Therapist Assignment 331 Occupational Therapy Assistant (OTA) Assignment 332 Physical Therapy Assistant (PTA) Assignment 333 Adapted Physical Education Therapist
35	Staff	ADD	Validations	Staff Employment	<p><b>ADD the following validation to the EMS_VLD to improve the quality of staff data reported:</b>            The following position code: 226, should only be reported for individuals WITHOUT a Course Master UNLESS the individual also has another Staff Employment Record with a 205, 206, 207, or 211 position code reported.</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change														
					226 Teacher Evaluator/Mentor. These are teachers who do NOT have direct responsibilities for routinely teaching students in a classroom, (yet are not "administrators"), and who as part of their skills-based compensation system spend their time evaluating other teachers and are assigned as mentors or coaches to entry-year teachers. (This differs from position code 309 "Evaluating Assignment", in that those with position code 309 are NOT evaluating teachers, but programs.)														
36	Staff	ADD	Validations	Staff Employment	<p><b>ADD the following validation to the EMS_VLD to improve the quality of staff data reported:</b></p> <p>Any individual reported with assignment area = 999795 Troops to Teachers, should NOT have Type of Appointment = 5 Veteran under ORC, else fatal.</p> <p>Any principal or assistant principal should have at least ONE assignment area as follows: (They can have up to 3, but least one must be one of the following) AND they must have a grade level high and a grade level low on the Staff employment record, else fatal):</p> <table style="margin-left: 40px;"> <tr> <td>Position Code</td> <td>Assignment Area</td> </tr> <tr> <td>104</td> <td>999280</td> </tr> <tr> <td>104</td> <td>999560</td> </tr> <tr> <td>104</td> <td>999700</td> </tr> <tr> <td>108</td> <td>999280</td> </tr> <tr> <td>108</td> <td>999560</td> </tr> <tr> <td>108</td> <td>999700</td> </tr> </table>	Position Code	Assignment Area	104	999280	104	999560	104	999700	108	999280	108	999560	108	999700
Position Code	Assignment Area																		
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104	999560																		
104	999700																		
108	999280																		
108	999560																		
108	999700																		

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
37	Staff	ADD	Validations	Staff Employment	<p><b>ADD the following validation to the EMS_VLD to improve the quality of staff data reported:</b></p> <p>A separate appendix will be developed that includes a matrix that identifies which position codes can be reported with each assignment area.</p> <p>ESP personnel            ? The 211 position code can only be used with other assignment areas, as long as one of the following THREE assignment areas is also reported:            999050 Art Education            999570 Music Education            999418 Physical Education Assignment Area</p>
38	Staff	ADD	Validations	Staff Demographics	<p><b>ADD the following data validation to the EMS_VLD, the staff validation software,</b> as a data quality check, to assist districts in reporting accurate data:</p> <p>If a certificated/licensed staff person (Type of Appointment = 1, 3, OR 4) is reported with educational level that is one of the following values, then semester hours element must be greater than "0".</p> <ul style="list-style-type: none"> <li>1 - Associates</li> <li>2 - Bachelor</li> <li>3 - Masters</li> <li>4 - Education Specialist</li> <li>5 - Doctorate</li> </ul>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
39	Staff	ADD	Element	Staff Employment	<p><b>Position Separation Date</b> - This is the last day a person is employed in this particular position. Since a staff person can have multiple Employment Records the position end date can be different on separate Employment Records for that individual.</p> <p>This element will enable ODE to determine whether a teacher has been in a position for 120 days or more and thus required to have participated in HOPD. This will also help inform supply and demand and teacher/staff turnover.</p> <p>This could be required for teacher employment records with Yearend position status = <b>U = No longer employed by district in this position</b>, and also require a "separation reason".</p>
40	Staff	ADJUST	Options (Assignment Areas)	Staff Employment	<p><b>Update the definitions for the following Early Childhood assignment areas:</b></p> <p><b>FROM: 999412 Preschool Handicapped - (Early Education of the Handicapped):</b> This assignment area is to be used by school districts for teachers who serve students with disabilities in a center-based program.</p> <p><b>TO: 999412 - Preschool Special Education - (Early Education of the Handicapped):</b> This assignment area is to be used by school districts for preschool special education coordinators, supervisor/managers,</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>directors, and/or staff who serve preschool age students with disabilities either in a center-based, itinerant program, or via related services. This assignment area can be used for speech and language therapists who serve PS Special Education students, but s/he must have one of the following two assignment areas to ensure appropriate flow of funding.</p> <ul style="list-style-type: none"> <li>▪ <b>999741 Speech and Language (option I) General ADM or</b></li> <li>▪ <b>999742 Speech and Language (option II), MH/OH.</b></li> </ul> <p><b>FROM: 999270 Early Childhood Education:</b> Those activities concerned with improving the quality and number of services to children and implementing the recommendations of the Ohio Commission on Early Childhood Education. These recommendations emphasize preschool, latchkey, early entrance screening, and early identification programs.</p> <p><b>TO: 999270 - Early Childhood Education:</b> Those activities concerned with improving the quality and number of services to preschool children who are not kindergarten age-eligible. (Use for teachers of prekindergarten students, who are teaching public preschool programs, regardless of fund source.) Teachers of K-3 students should use assignment area 999280.</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
41	Staff	DELETE	Options (Assignment Areas)	Staff Employment Record	<p>In order to identify valid combinations for position codes/assignment areas; to give guidance on reporting staff employment information; and to improve the quality of staff data to provide better information, the following assignment areas are being deleted. (<i><b>IMPORTANT:</b> The word "DELETE" appears in front of the deleted codes. Other codes that should be used in place of deleted codes are sometimes listed to provide guidance and are NOT being deleted.</i>)</p> <ul style="list-style-type: none"> <li>▪ <b>DELETE 999285 Elementary and Secondary Education:</b> Those activities primarily concerned with interpreting, implementing, and monitoring the Minimum Standards of Elementary and Secondary Schools. <b>REASON:</b> There would be a change in reporting instructions, and districts would report the two existing assignment areas on the Staff Employment record for that individual, either 999700 Secondary Education OR 999280 Elementary Education</li> </ul> <p>For principals, the grade levels assigned elements should include the grade levels of the students in the buildings over which the principal is responsible.</p> <ul style="list-style-type: none"> <li>▪ <b>DELETE - 999010 Administrative Services:</b> A grouping of assignment areas comprising various</li> </ul>



# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>skill levels required to perform management activities, such as developing broad policies for the school district and executing these policies through direction of staff members at all levels of the school district. Those activities performed directly by policy makers are also included here. Administrative services area does not preclude Professional - Educational or Professional - Other status.</p> <ul style="list-style-type: none"> <li>▪ <b>DELETE: 999760 State Programs:</b> Activities concerned with educational programs, projects, or services funded by the state of Ohio through the Ohio Department of Education. Example: Disadvantaged Pupil Program Fund.</li> </ul> <p><b>REASON:</b> This assignment area does not provide any helpful information about the position, as there are several state programs.</p> <ul style="list-style-type: none"> <li>▪ <b>DELETE: 999150 Classified Personnel:</b> School personnel who are assigned to positions under Section 3317.12 of the Revised Code.</li> </ul> <p><b>REASON:</b> This information is already collected in the data element "Type of Appointment" - option 2 - classified.</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<ul style="list-style-type: none"> <li data-bbox="1108 370 1898 683"> <p>▪ <b>DELETE: 999130    Certificated Personnel:</b>            Personnel in positions for which there is a requirement to have a certificate issued pursuant to Sections 3319.22 through 3319.31, inclusive, of the Ohio Revised Code.</p> <p><b>REASON:</b> This information is already collected in the data element "Type of Appointment" - option 1 - certified/licensed.</p> </li> <li data-bbox="1108 724 1898 1073"> <p>▪ <b>DELETE: 999160    Communications:</b>            Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.</p> <p><b>REASON:</b> This is being used inconsistently and does not add any valuable information about the position.</p> </li> <li data-bbox="1108 1114 1898 1349"> <p>▪ <b>DELETE: 999620 Practical Nurse Program/Health Services:</b> An assignment area which provides physical and mental health services which are not direct instruction that provide students with appropriate mental, dental, and nursing services and auxiliary medical services, such as taking and recording</p> </li> </ul>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>temperature, pulse, and respiration rates and giving medication under the supervision of a physician or a registered nurse.</p> <p><b>REASON:</b> This information is already captured in the position codes and does not add any valuable information about the position.</p> <ul style="list-style-type: none"> <li>▪ <b>DELETE: 999075    Audiology:</b> Those activities organized for the identification of children with hearing loss; determination of the range, nature, and degree of hearing function; referral for medical or other professional attention as appropriate to the habilitation of hearing; language habilitation; auditory training, speech reading (lip reading), and speech conservation, as necessary; creation and administration of programs of hearing conservation; and counseling and guidance of children, parents, and teachers, as appropriate.</li> </ul> <p><b>REASON:</b> This information is already captured in the position codes and is primarily being reported for individuals with the following position code:</p> <p>304        Audiologist Assignment: An assignment to perform activities such as diagnostic evaluation, habilitative and rehabilitative services, and research related to hearing.</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<ul style="list-style-type: none"> <li data-bbox="1108 407 1881 613">▪ <b>DELETE: 999200 Contract Relations:</b> Activities concerned with contract relations and the responsibilities for contractual negotiations with both instructional and non-instructional personnel; monitoring the administration of and compliance with contract guidelines.</li> <li data-bbox="1108 654 1881 898">▪ <b>DELETE: 999460 Labor Relations:</b> An assignment area that performs such activities as resolving labor/management problems and helping to settle disputes and effect compromises. This assignment area would include representatives of either management or labor (e.g., shop stewards).</li> <li data-bbox="1108 938 1881 1109">▪ <b>DELETE: 999480 Legal Services:</b> An assignment area which performs such activities as conducting lawsuits, drawing up legal documents, and advising the school district on legal rights.</li> </ul> <p data-bbox="1157 1149 1854 1360"><b>REASON:</b> There is already a position code to describe these individuals. An employment record should be reported for these individuals for the amount of time spent performing these duties, if it is one of their primary roles. 310 - Legal Assignment</p>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<ul style="list-style-type: none"> <li>▪ <b>DELETE: 999510 Magnet Schools:</b> Programs and projects which encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students.</li>   <li>▪ <b>DELETE: 999540 Management Services:</b> Services performed by persons qualified to assist management either in the broad policy area or in the general operation of the school district.</li> </ul>
42	Staff	ADD	Option (Assignment Area)	Staff Employment	<p><b>Add an Assignment Area for a Transportation Aide/Assistant.</b></p> <p><b>999791 Transportation Aide/Assistant:</b> Activities concerned with assisting students with handicapping conditions who are transported on specially equipped district vehicles.</p> <p>Rationale for change: The 999790 Transportation Services assignment area involves the operation of vehicles, however employees reported with the new assignment area are providing aide to handicapped students that happens to involve assistance on a vehicle. The districts would have a difficult time choosing one of the assignment areas that refers to</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>different disability conditions, because students with different disability conditions can ride the same bus.</p> <p><b>This assignment area could be validly used with the following position codes:</b></p> <ul style="list-style-type: none"> <li>▪ 505 - Teaching Aide Assignment (Assignment Area Required)</li> <li>▪ 906 - Monitoring Assignment</li> <li>▪ 909 - Attendant (Assignment Area required)</li> </ul>
43	Staff	ADD	Option	Staff Employment	<p><b>Add two options to the Position Status element on the Staff Employment Record</b> to identify teachers who are retired and rehired, and individuals who change positions in districts:</p> <p><b>O - Retired and then rehired by the district</b> (This is only reported by the district from which the individual retired, and then was rehired.)</p> <p><b>D - Active/new position in district</b> - individual employed in the district, was hired into a new position within the district. (N - new to district, identifies individuals who are brand new to the district in any position.)</p> <p>Individuals would be reported with one of these options for only one year. The following year, if individuals continue in the same position, the "<b>C = Active/continuing position</b>" option would be</p>

# FY 2005 EMIS CHANGES

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					<p>reported.                      This will restart the clock for teachers of core courses required to meet the HQT definition.                      This will also help track supply and demand.</p> <p>Q: How does this restart the clock for when a teacher is required to meet the definition of HQT?                      A: When an individual retires, there is a legal break in employment, so they are once again are similar to a new employee. Therefore, if an individual is hired into a Title I school-wide program, or into a Title I funded position in a Targeted Assistance building, the individual is required to meet the HQT definition upon being rehired.</p>
44	Staff	ADD	Option	Staff Employment	<p><b>Add a NEW Position Code:</b>  <b>415 - Instructional Paraprofessional (Assignment Area Required)</b> - An assignment to provide instructional assistance in one or more of the following ways: (1) one-on-one tutoring, (2) classroom management, (3) instructional assistance in a computer laboratory, (4) instructional support in a library or media center, or (5) instructional support services under the direct supervision of a teacher.  <b>This does NOT include paraprofessionals hired to assist with parent involvement activities or who act as translators.</b></p>

# FY 2005 EMIS CHANGES

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					<p>The definition of this instructional paraprofessional is the SAME for FY04 and FY05, but for FY2004 districts will use the Position Code 505 and Assignment Area 999140 Title I Programs; and FY2005, districts would report this new position code created that requires an assignment area. (Which could be Title I 999140 for those either in Title I School Wide Programs, or paid with Title I funds.)</p> <p>This Position Code could be used with the following assignment areas:</p> <ul style="list-style-type: none"> <li>▪ 999270 Early Childhood Education</li> <li>▪ 999280 Elementary Education</li> <li>▪ 999560 Middle Childhood Education</li> <li>▪ 999700 Secondary Education</li> </ul> <p><b>AND</b></p> <p>An Aide/Assistant is in a Targeted Assistance Building and paid for with Title I or in a federally funded programs, must have assignment area "999140 -Title I Programs" reported.</p>
45	Staff	ADJUST	Reporting Instructions	Staff Employment	<p><b>The Grade Levels Assigned element on the Staff Employment Record will be required for individuals reported with position code = 212 Supplemental Service Teaching Assignment.</b></p> <p>This will allow ODE to check and see if supplemental service teachers are teaching at the appropriate grade levels. (Formerly special ed. certificates had 19XXXX</p>



# FY 2005 EMIS CHANGES

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					teaching areas issued - but the new licensure standards have early childhood licenses and early childhood intervention specialist licenses, which do not require teaching areas. Therefore, a special check has been added for these individuals for FY2004. The FY2005 proposed change would make reporting more accurate, and enforce licensing standards required for ODE compliance, district compliance, and LRC statistics.)
46	Staff	ADJUST	Reporting Instructions	Staff Employment Record	<p><b>Change/clarification to reporting instructions for individuals reported with Position Code = 211 Educational Service Personnel - Art, Music, PE teachers</b></p> <p>Currently if a teacher is teaching health, s/he needs to be reported with position code 205 for the amount of time that they are the health teacher, regardless of grade levels taught, because <i>a health teacher is not an educational service personnel position</i>, per the Office of Certification/Licensure. The 211 position code can be reported for individuals hired to teach elementary music, art, and PE teachers of students in grade K-8.</p>
47	Staff	ADD	Validations	Staff Employment Record	<p><b>There should be a check added to the staff validations for Health Teachers –</b></p> <p>if a teacher is reported with a Health course (26XXXX), then s/he should also have either a Staff Employment Record with a 205 or 206 position code. AND</p> <p>if a teacher is NOT teaching a PE, Art, or Music course, (as evident by the subject code on the course master</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					being 08XXXX, Art 02XXXX, or music 12XXXX), then s/he should not have a Staff Employment record with a position code = 211.
48	Staff	ADD	Reporting Instructions	Staff Employment Record	If an administrator is teaching in addition to the administrative assignment, two Staff Employment Records should be reported for that individual, each reflecting the staff FTE for the amount of time spent in each position.
49	Staff	ADD	Reporting Instructions	Staff Employment Record	<p>Team leads for curricular areas should report position code 299 and the assignment area for the particular curricular area for which s/he is the lead. If the individual is also teaching, and has a contract or supplemental contract for the team lead position, two separate Staff Employment Records should be reported for that individual. The curricular areas could include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>999416 Health/Safety Assignment Area</li> <li>999050 Art Education</li> <li>999080 Auxiliary Services/Nonpublic Programs</li> <li>999120 Career Development/Education</li> <li>999300 English/Reading/Language</li> <li>999340 Fine Arts</li> <li>999360 Foreign Language Education/ESL (TESOL)</li> <li>999418 Physical Education Assignment Area</li> <li>999430 Industrial Technology Education (Non-career-technical)</li> <li>999450 Instructional Technology/Support Programs</li> </ul>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					999535 Technology 999550 Mathematics Education 999570 Music Education 999575 Performance Arts 999690 Science Education 999710 Social Studies Education
50	Staff	ADD	Reporting Instructions	Staff Employment	<p><b>When reporting staff data, particularly position data on the Staff Employment record, if there is an assignment area that has a definition similar to the position code, there is no need to report both the position code AND the assignment area on the same Staff Employment Record.</b> The purpose of assignment areas is to further describe the position. This means that when selecting an assignment area, only use one if it ADDS information about the position that is not already included in the position code. Some examples follow:</p> <ul style="list-style-type: none"> <li>▪ Individuals with position code = 201 Curriculum Specialist Assignment do not need to report the assignment area 999220 Curriculum/Instructional Services.</li> <li>▪ Individuals reported with the 603 position code General Maintenance Assignment do not need to have the 999520 Maintenance/Construction/Grounds assignment area reported, as this is duplicate information.</li> </ul>

# FY 2005 EMIS CHANGES

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					<ul style="list-style-type: none"> <li>▪ Individuals reported with the 314 position code Personnel Assignment, do not need to have the 999600 Personnel Services/ Human Resources assignment area reported, as this is duplicate information.</li> <li>▪ Individuals reported with the 318 position code Psychologist Assignment , do not need to have the 999630 Psychological Services assignment area reported, as this is duplicate information.</li> <li>▪ Individuals reported with the 319 position code Publicity Relations Assignment, do not need to have the 999640 Public/Community Relations/Information area reported, as this is duplicate information.</li> </ul>
51	Staff	ADD	Data Verification Reports	Staff Employment Record	<p><b>As districts are required to comply with the No Child Left Behind reporting requirements, and will undergo desk audits, School Options has asked for a data verification report for districts to track their own compliance for Paraprofessionals.</b></p> <p>We need to be able to determine from EMIS data whether each paraprofessional meets the definition of a "Qualified Paraprofessional" (a) was hired before or after January 8, 2002, (b) was hired in a Title I or non-Title I building, (c) was funded by Title I funds or not, and (d) was qualified or not. This information must be maintained in EMIS, based on data either self-reported by districts and community schools or otherwise</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>entered into EMIS. Such information is necessary to support ODE verification of NCLB requirements for Qualified Paraprofessionals -- the Federal Programs office needs to be able to do timely, detailed audits on qualifications of paraprofessionals at specific schools and districts throughout the state, using reports based on data entered in EMIS.</p> <p>This report would be generated by building, by district, and would include individuals with position code = 415 Instructional Paraprofessional.</p> <ul style="list-style-type: none"> <li>▪ Building IRN</li> <li>▪ Building Name</li> <li>▪ Title I Building Type (source CCIP)</li> <li>▪ Staff ID</li> <li>▪ Staff Name</li> <li>▪ Staff salary paid for by Title I funds? (Y/N)</li> <li>▪ Assignment Area(s)</li> <li>▪ Hire Date - [Position start date(s) on staff employment record(s)]**</li> <li>▪ Paraprofessional Required to meet HQT definition? ** (Y/N)</li> <li>▪ Reason reported in Qualified Parapro. Element.</li> <li>▪ Met definition of Qualified Paraprofessional? (Y/N)</li> </ul> <p>The report would include a total number of Paraprofessionals meeting the definition of Qualified</p>

# FY 2005 EMIS CHANGES

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					<p>Paraprofessional and the number who do not.                      *If multiple Staff Employment Records are reported for the individual, ODE would look at earliest date on records that have the applicable position codes: 415, 203-Library/Media Specialist) [NOTE: There may be additional position codes identified by the Title I Office. This will be included in the report explanation.]                      **This would be YES, if Title I Building Type is SWP AND Position Start Date is &gt; 1/8/2002.                      OR                      This would be YES, if Title I Building Type is Targeted Assistance AND Staff Salary is paid for by Title I funds (Position Fund Source = G = Title I Funds), AND Position Start Date is &gt; 1/8/2002.</p>
52	Student	ADD	Element	Student Attendance Record	<p>House bill 3 requires students to be included in the numerator of the attendance rate if they took 4 years to graduate. Even when there are 4 years of SIDs in the graduation rate, we will still have students who move in from out of state, or homeless/migrant students for whom SID issues/documentation may prove to be difficult.</p> <p>There would be an element added to the Attendance Record as follows:  <b>Fiscal year student began 9th grade.</b></p> <p>If this is not applicable for a student, then "9999" would</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>be reported.</p> <p>There would be a not applicable option for all students for whom this is not required. (There will be a fatal error if there is a student with state equivalent grade level = 09, who is reported without this date - either during October or during Yearend FY2005.)</p>
53	Student	ADD	Data Verification Report	Student Demographic	<p>Develop a district level data verification report for districts to identify the students whose fifth birthday occurs after the local board-set date for entry to kindergarten (either August 1, or September 30).</p> <p>ORC 3321.01(A)(2) specifies when a child can enroll in kindergarten and OAC 3301-51-15 ( D ) ( 2a) includes early entrance to kindergarten as a valid service for gifted students. Currently, we do not verify district compliance with and utilization of this option.</p> <p>Students included on the report would include those that meet the following criterion:            (IF student grade level = KG or KH) AND date of birth &gt; September 30, IF Kindergarten Entrance Birthdate = A (September 30) OR date of birth &gt; August 1, IF Kindergarten Entrance Birthdate = B.</p> <p>This report to districts would be in the form of a CSV file that includes:</p>

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					<p>In OCTOBER:</p> <ul style="list-style-type: none"> <li>▪ SID</li> <li>▪ Date of Birth</li> <li>▪ grade level (KG or KH),</li> <li>▪ building IRN (on student attendance record)</li> </ul> <p>For YEAREND:</p> <ul style="list-style-type: none"> <li>▪ SID</li> <li>▪ Date of Birth</li> <li>▪ grade level (KG or KH), and</li> <li>▪ building IRN (on student attendance record),</li> </ul> <p>AND the following elements from the Gifted Student Record:</p> <ul style="list-style-type: none"> <li>▪ Identification - Gifted– Superior Cognitive Ability</li> <li>▪ Served - Gifted– Superior Cognitive Ability</li> </ul>
54	Student	ADD	Elements	Student Demographic Record	<p><b>Add new data elements to the Student Demographic Record:</b></p> <p><b>Preschool Early Intervention (3-Year-Olds)</b></p> <p><b>1. Did the 3-year-old preschool student receive Early Intervention (EI) services? (* - Not applicable)/Y/N) [Only reported for</b>            Early Intervention services are offered by local Health Departments to students age 0-2.</p> <p><b>2. Preschool Special Education IEP Development</b></p>



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					<p><b>Date (3-year-olds receiving EI)</b> - This is the date the IEP was signed by the IEP team - not the IEP effective date.</p> <p>This element is ONLY reported for students with Disability Condition = 11 (preschool disability) who turn 3 on or before 12/1/2003. (If this is reported for a student who turns 3 AFTER 12/1/2004, this would be a fata error.) This is ONLY reported for students with "Y" in the element "<b>Did the student received Early Intervention (EI) services?</b>".</p> <p>During the following school year, the data in this element can be wiped out and reported during the following year.</p> <p>This is only reported by the Legal District of Residence (NOT by ESCs, MR/DDs, Ohio School for the Blind/Deaf, OR JVSDs.)</p> <p>For last year's reporting requirements to OSEP, ODE was not able to provide this data to the Feds (under IDEA compliance and monitoring) Ohio was cited for the area of transtion/IEPS by a child's third birthday for FAPE after the 1999 state visit. We need to report these data elements to the Feds under IDEA annual reporting requierements.</p> <p>Area of noncompliance by OSEP (34CFR 300.12) in 1999. Ohio is to report data for annual performance</p>

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					report/continuous improvement plan for state. Currently do not have data to fulfill this requirement. OSEP is requiring data that includes the number of children who receive FAPE on their third birthday, measurable benchmarks over a one year period and evidence that benchmarks and EIS transition is achieved.
55	Student	ADD	Aggregations	Title I Program Record	<p><b>In order to obtain a count of preschool students served in Title I preschool programs, the following check would be added to the aggregations:</b></p> <p>If a District/Building is reported in the CCIP as using Title I funds to support a preschool program; then ONLY those buildings/districts should have the following student program code reported, or else a fatal error would result.</p> <p>233210 Title I Preschool Program – refers to preschool programs funded with Title I funds</p> <p>The list of building/district IRNs would be extracted from the CCIP each week prior to EMIS processing, and the updated list sent to the SSDT/DA sites for inclusion in the aggregations.</p>
56	Student	ADD	Reporting Instructions	Achievement Test Record	<p>Report results for standard achievement tests administered during the 2004-2005 school year in the following subject/grade levels:</p> <ul style="list-style-type: none"> <li>• <b>3rd grade Math</b></li> </ul>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<ul style="list-style-type: none"> <li>• <b>4th grade Reading AND Writing</b></li> <li>• <b>5th grade Reading</b></li> <li>• <b>7th Grade Math</b></li> <li>• <b>8th grade Reading and Math</b></li> </ul> <p>Since these tests will be given for the first time in March of 2005, raw scores will need to be reported because standards will not be set until the May-June time frame.</p>
57	Student	DELETE	Reporting Instructions	Achievement Test Record	<p><b>The reporting requirement for 4th Grade Reading and Writing PROFICIENCY test results is eliminated</b>, since these tests will not be administered during the 2004-2005. The 4th Grade Reading and Writing ACHIEVEMENT tests will replace these tests.</p> <p>The 4th Grade Math, Science and Social Studies PROFICIENCY test results will still be administered and reported in EMIS.</p>
58	Student	ADD	Reporting Instructions	Achievement Test Record  Ogt Record	<p>Since the standards-based Alternate Assessment tests will be administered during the 2004-2005 school year for the following subjects/grade levels:</p> <ul style="list-style-type: none"> <li>• Grade 3 Math</li> <li>• Grade 4 Writing</li> <li>• Grade 7 Math</li> <li>• Grade 8 Reading AND Math</li> <li>• OGT Writing, Science AND Social Studies</li> </ul> <p>Since these are standards based assessments, raw scores will be reported instead of scaled scores, and the cut scores will not be set until the May-June time frame.</p>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
59	Student	ADD	Reporting Instructions	Ogt Record	<b>OGT Tests for: Science, Social Studies, and Writing</b> will be administered during the 2004-2005 school year, and results will be required to be reported in EMIS.
60	Student	ADD	Reporting Instructions	Student Attendance Record	<b>Clarify the reporting instructions for the element "Graduation Credit Units" on the Student Attendance Record.</b> When a student is simultaneously educated by multiple districts (i.e. a JVSD and the resident district), each entity would report ONLY those units that the reporting school offered, UNLESS the other educating entity does NOT report via EMIS (i.e. MR/DD students, or students participating in postsecondary enrollment courses.) ODE would be able to match across districts by SID to obtain totals.
61	Student	ADD	Element	Student Proficiency & Ogt Testing Records	<b>Eliminate the requirement that JVSDs and Contract career-technical schools must BOTH report student proficiency.</b>  <b>Add options to the "Required Test Type" to indicate that no student test results are being reported by the JVSD OR the contract career-technical district, because the reporting district would like ODE to use the results reported for that student by the resident/sending district.</b> JVSDs and Contract career-technical districts may still report results for students along with other "Required Test Types" if they wish to report the data for which they will

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					<p>be held accountable on the federal/state CTAE performance measures.</p> <ul style="list-style-type: none"> <li>▪ <b>UDR – Use results reported by the district of residence or sending district.</b></li> </ul> <p>ODE could use the SSID to assign these results back to the JVS or contract career-technical district for the CTAE state/federal performance measures.</p> <p><b>NOTE: This option is only valid for students with student status = 2, OR for testing records reported by JVSDs.</b></p> <p>The JVSDs would not report results for a student, UNLESS the student is a non-public student enrolled directly into the JVSD and not enrolled into the resident/sending district. Since the resident district would not report the student (since s/he is not legally required to enroll in the public district).</p> <p>ODE will be conducting quality assurance on multiple testing records submitted by two or more entities for the same SID to identify any substantive differences.</p>
62	Student	ADD	Elements	Student Proficiency, Ogt, &	<p><b>ADD the following TWO elements to the student testing records, in order to implement some of the flexibility offered by federal guidance, since some</b></p>

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				Achievement Testing Records	<p>of these options could be applied to particular tested subject/grade levels.</p> <p><b>% Proficient Measure – Exempt Group Membership Code</b></p> <ul style="list-style-type: none"> <li>• * - not applicable (student either not in special group or not in a tested grade level)</li> <li>• L - LEP student in US schools for &lt; 1 year</li> </ul> <p><b>Participation Rate – Exempt Group Membership Code</b></p> <ul style="list-style-type: none"> <li>• - not applicable (student either not in special group or not in a tested grade level) This is the <b>ONLY</b> valid option at the present time.</li> </ul>
63	Student	ADD	Options	Student Demographic Record	<p><b>Add options to the Limited English Proficiency (LEP) data element to identify students who exited LEP programs within the past two years.</b> (These were available in FY2004, but guidance has been updated to align with FY2005.) One of these options would be reported for LEP students when students exit</p>

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					<p>from the LEP program. This is reported by the district in which the student exits the LEP program. Students who exit the LEP program are identified using the element "Assessment for Reclassification from LEP" - with "Y - Yes, student has been reclassified as no longer LEP".</p> <ul style="list-style-type: none"> <li>▪ N = No, student is not of Limited English Proficiency</li> <li>▪ Y = Yes, the student is of Limited English Proficiency</li> <li>▪ 1 - Exited 1 year ago during the 2003-2004 school year <i>[This option is only valid if "Assessment for Reclassification from LEP" was = "Y" during the 2003-2004 school year.]</i></li> <li>▪ 2 - Exited 2 years ago during the 2002-2003 school year <i>[This option is only valid if "Assessment for Reclassification from LEP" was = "Y" during the 2002-2003 school year.]</i></li> <li>▪ 3 - Exited 3 or more years ago, during the 2001-2002 school year or prior. [NOTE: It is NOT necessary for districts to go back and locate all former LEP students, as these students will not be included in the LEP subgroup, since they have exited more than 2 years ago.]</li> </ul> <p><b>Flexibility in Measuring Adequate Yearly Progress</b> A State may include in the LEP subgroup a student who</p>

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					<p>had previously been considered an LEP student during the past one or two years, to calculate AYP for schools, districts, and the State. The determination of when a student has attained English proficiency and is no longer an LEP student must be consistent with the definition included in the State's accountability plan. When determining whether the LEP subgroup meets the State-defined minimum group size, these students are not required to be counted as LEP students. Further, these students are not required to continue taking the English language proficiency assessments [§1111(b)(7)], or to receive language services as LEP students. Finally, the inclusion of these students for the purposes of calculating AYP does not affect the allocation of Title III funds.</p>
64	Student	ADD	Element	Student Discipline Record	<p><b>Add a "Discipline Sequence Number" element that would be a part of the key on the Discipline record. This new field would identify the sequence in which reportable disciplinary actions took place on a given day.</b></p> <p><b>This will allow districts to report discipline incidents accurately, if a student has two separate incidents on the same date, that both result in suspension or expulsion (same student, same discipline type, same date, but at different times during the day and TWO different incidents).</b></p> <p><b>Most records would have "1" in this field, but</b></p>



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					<b>there will likely be instances where "2" and even "3" may appear.</b>
65	Student	ADJUST	Element	Early Childhood Record	<p><b>Change the name of the element "Type of Preschool Student" on the Early Childhood Record</b>  <b>FROM:</b> Type of Preschool Student  <b>TO:</b> Preschool Student Education Fund Source</p> <p>This element would be renamed to clarify the information required and the definitions of the elements would be clarified to reflect the refined definition. These updates more accurately describe the information reported in this element.</p>
66	Student	ADD	Aggregation	Early Childhood Record	<p>Districts will receive a "Fatal Error" when there is no EC record reported for preschool students receiving center-based services.</p> <p>If a district is on the list of state-funded Public Preschool grantees, THEN every student reported with grade level = PS (or PH), will require an Early Childhood Record to be reported. IF a student has grade level = PS, and his/her education is not supported by state funding via a state-funded public preschool grant program or the student has a disability condition and counts toward the minimum FTE in a state-funded special education unit, then the reporting district would have a choice of whether or not to <i>complete</i> the early childhood record.</p>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>The following options will be added to the element "Preschool Student Education Fund Source (this was formerly called the "Type of Preschool student" element) in order to allow districts to communicate to ODE whether or not the data have been completed on the records submitted for these students, and for ODE to add data accuracy checks to the data.</p> <p>NEW Options:</p> <ul style="list-style-type: none"> <li>▪ " L" - Student's education NOT supported by state funds, AND the Early Childhood Record is completed.</li> <li>▪ "*" - the student's education is NOT supported by state funds, AND the EC Record is NOT completed for that student</li> </ul> <p>If a district is NOT on the list of state-funded public preschool grantees, and that district tries to report an early childhood record with Type of preschool student = A or P (student is included toward the funded enrollment for the state-funded public preschool grant program), then a fatal error would result.</p> <p>As occurred in FY2004, we will continue in FY2005 with the following; if NO Early Childhood Record reported, no warning or fatal will be generated in the following situations (because no EC record is required):</p>

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					<p>- related services only - student status = I OR                      - student % of time &gt; 0 and program code = 217031 (itinerant), 217022 (home), 217029 (residential facility), 217030 (separate school)                      Simply having student % of time = 0 should no longer exempt a student from a warning or a fatal as it did in FY2004 for state-funded PPS grantees. If a district is NOT a state-funded PPS grantee, AND there are PS students with 0% of time, no fatals or warnings would be generated.</p> <p>A FATAL error would result if no Early Childhood Record is reported AND student % of time &gt; 0 AND student status NOT = I (related services only), AND program code = 217100 (EC setting) 210110 (Sp. Ed. EC setting), 217120 (Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting).</p> <p>RATIONALE FOR CHANGE: Currently, only "warnings" are generated when there is no Early Childhood Record reported for a preschool student in December. The funded number for the state-funded Public Preschool grant is the number of preschool students used to formulate the grant amount for the following fiscal year. The funded number is derived by the number of Early Childhood Records reported with Preschool Student Education Fund Source = A or P. If no Early Childhood Record is reported for a preschool student, the state-</p>

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					<p>funded Public Preschool count as of December 1 would be affected. This means that the actual number of children receiving services is lower than the funded number, which results in a cut in state-funded public preschool grant allocations during the following fiscal year.</p>
67	Student	ADD	Aggregations	Early Childhood Record	<p>Add a check to the Aggregations for state-funded public preschool grantee IRNs to see whether or not the actual number of students reported as enrolled in the state-funded public preschool program exceeds the funded number.</p> <p>If a district is actually serving a number above the actual funded number, AND the district wishes to report Early childhood Record data to demonstrate need, an Early childhood record can be reported for these students <b>with the Preschool Student Education Fund Source (formerly the "Type of Preschool Student") = "L"</b>.</p> <p>If the total number of students reported with Preschool Student Education Fund Source = A or P exceeds the funded number for this grantee, a fatal error would be generated for that district for the early Childhood records reported with A or P. (Those with Preschool Student Education Fund Source = B could still be reported to ODE.)</p>

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68	Student	ADJUST	Element	Early Childhood Record	<p><b>Update and clarify the definition of the element: 2.1.12.1 Preschool Student Education Fund Source</b> Indicates the source of STATE funds used to support the student's education. Please note that this element is only reported for students enrolled in a center-based classroom.</p>
69	Student	DELETE	Options	Early Childhood Record	<p><b>Delete the following options from the Attendance Pattern element on the Early Childhood Record:</b></p> <ul style="list-style-type: none"> <li>▪ C = Half Day – Every Day AM (4 to 5 Days per Week)</li> <li>▪ D = Half Day – Every Day PM (4 to 5 Days per Week)</li> <li>▪ F = Half Day – Every Other Day AM (2 to 3 Days per Week)</li> <li>▪ G = Half Day – Every Other Day PM (2 to 3 Days per Week)</li> <li>▪ H = Other Less Than Half Day Every Day Equivalent</li> <li>▪ I = Other More Than Half Day Every Day but Less Than All Day Every Day Equivalent</li> </ul> <p>(New options are being generated to replace those above.)</p>
70	Student	ADD	Options	Early Childhood Record	<p><b>ADD</b> the following options to the Attendance Pattern element on the Early Childhood Record:  <b>J = Half-day – everyday</b> (4 to 5 Days per Week)  <b>O = Other attendance pattern</b> - a pattern that is</p>

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					different from other options identified above
71	Student	ADJUST	Reporting Instructions	Early Childhood Record	<p>This record is required to be reported for any student whose education is supported using state funds. It is optional for any other preschool student whose education is supported through funds OTHER THAN state-funded public preschool grant funds, and/or a state-funded preschool special education unit.</p> <p>It is mandatory to complete an Early Childhood Record for a typically developing peer role model in a state-funded public preschool unit, regardless of fund source supporting that student's education.</p> <p>A student is considered to be a state-funded public preschool grant student IF both of the following apply:</p> <ol style="list-style-type: none"> <li>1. student is either eligible to be served; AND</li> <li>2. is counted toward the total funded enrollment as approved for the grantee by the Office of Early Childhood Education at ODE, in the CCIP.</li> </ol>

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72	Student	ADJUST	Reporting Instructions	Early Childhood Record	<p><b>The reporting instructions for the “Preschool Student Education Fund Source” element will be updated as follows:</b></p> <p><b>Definition of : State-funded Public Preschool Student:</b>            State-funded public preschool grant funds are determined annually through a student head count as of December 1. Therefore, if a student is eligible to be counted towards a state-funded public preschool grant, and is also counted toward the “funded number” for the reporting district (this is the district that actually applies for public preschool grant funds through the CCIP) state-funded public preschool grant count as of December 1, then this student is considered to be a “state-funded public preschool student.” ***NOTE: just because a child is eligible to be served through this grant, does not necessarily mean that the student is counted towards the “funded number” and considered a “State funded Public Preschool student”. The “State funded Public Preschool student count as of December 1” should not exceed the funded number for that grantee. If the number of preschool students eligible for the program (with "A" or "P") exceed the funded number, the grantee could report those eligible students with "L", if they decide to complete an Early Childhood Record for those students.</p>

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					<p>Districts may decide to complete the Early Childhood Record for those eligible students not counted toward the funded number, to accurately indicate that state public preschool grant funds are not being used to support the education of that student. Districts may want to do this to demonstrate the need for these services. <i>Completing</i> an Early Childhood Record for these preschool students is optional.</p> <p><b>Definition of "Student enrolled in a state-funded preschool special education unit AND counted toward the minimum FTE for a center-based preschool special education teacher unit"</b>            Preschool special education funding is flowed based upon staff FTE and a minimum/maximum student FTE. Students who are typically developing peer role models enrolled in a center-based preschool special education unit, only count toward the maximum FTE for that unit. The education of these students is NOT considered to be paid for with unit funding. The fund source for those students could be state-funded public preschool program grant funds, or other funds, including local, tuition, or other federal funds.</p> <p>If a student is enrolled in two different early childhood programs (AM/PM or alternate day programs) in which his/her education is supported) via both state fund sources (Preschool Special Education Unit funding AND</p>



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					<p>state Public Preschool grant funds), report the student with "P – State-funded Public Preschool student". This means the student is enrolled in a state-funded preschool special education unit, counting toward the minimum FTE for a center-based teacher unit, AND is counted toward the funded number for the state-funded public preschool program.</p>
73	Student	ADJUST	Reporting Instructions	Early Childhood Record	<p>Valid Options FOR the <b>Preschool Student Education Fund Source</b> element:            "*" - <b>Student's education NOT supported by state funds, AND Early Childhood Record NOT completed</b>            This student's education is paid for solely with funds other than state sources, including tuition, local or federal funds. Student is NOT included in the funded enrollment of the state public preschool grant program, AND is NOT a student with a disability served in a state-funded public preschool unit who counts toward the minimum FTE for that unit - for whom the Early Childhood Record is NOT completed.  <b>L – Student's education NOT supported by state funds, AND the Early Childhood Record is completed -</b>            This student's education is paid for solely with funds other than state sources, including tuition, local or federal funds. Student NOT included in the funded enrollment of the state public preschool grant program,</p>

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					<p>AND is NOT a student with a disability served in a state-funded public preschool unit who counts toward the minimum FTE for that unit - for whom the Early Childhood Record is completed</p> <p><b>A = State-funded Public Preschool student</b> – Student is eligible for and included in the funded enrollment for the state-funded public preschool program grant (Student is enrolled in a center-based state-funded preschool grant program where the reporting district/entity is the grantee of a Public Preschool Continuation grant – which the district applies for via the CCIP). Entity reporting option “A” IS one of the 113 state-funded public preschool grantees listed on the ODE web site at <a href="http://www.ode.state.oh.us/EMIS/other_links/">http://www.ode.state.oh.us/EMIS/other_links/</a>.</p> <p><b>B = PS Student with a disability in a state-funded preschool special education unit</b>            Student enrolled in a state-funded preschool special education center-based unit AND counted toward the minimum FTE for a center-based teacher unit (Students reported with this option are NOT also enrolled in the state-funded public preschool program at the reporting district.)</p> <p><b>P= State-funded Public Preschool student included in funded number and ALSO enrolled in a state-funded preschool special education unit, counting toward the minimum FTE for that center-based teacher unit.</b> These would be students with</p>

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					<p>preschool disability conditions placed in BOTH a center-based preschool education unit AND the state-funded public preschool centerbased classroom. So, the student would have disability condition = 11, and is enrolled in BOTH state-funded programs. (Entity reporting "P" is operating a state-funded preschool special education center-based unit AND is one of the 113 state-funded public preschool grantees listed on the ODE web site at <a href="http://www.ode.state.oh.us/EMIS/other_links/">http://www.ode.state.oh.us/EMIS/other_links/.</a>)</p> <p style="padding-left: 40px;">If a student has a preschool disability condition, and is enrolled in the state-funded public preschool grant program AND is receiving itinerate services in accordance with an IEP at the reporting entity, then this student would be reported with "A" - State-funded Public Preschool student.</p> <p style="padding-left: 40px;">If a student does NOT have a disability condition, but is enrolled as a typically developing peer role model in a state-funded preschool special education unit, AND the student's education is supported by state funded public preschool grant funds, then the student would be reported with "A" State-funded Public Preschool student. This allows ODE to include the student in the funded enrollment for the state-funded public preschool grant program.</p> <p style="padding-left: 40px;">Typically developing peer role models served in a state-funded preschool special education unit, who are</p>

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					not counted toward the funded enrollment for the state-funded public preschool grant program, should be reported with option "L".
74	Building	DELETE	Element	Building Record For October And Yearend	<p><b>DELETE "Title I building program type" element on the Fall and Yearend Building Records.</b></p> <p>The CCIP will be the source of record for designating buildings by Title I building program type. An extraction would be taken from the CCIP to obtain a list of DIRN, BIRN, and Title I Building Program type to use in the aggregations so districts know which buildings are officially designated as Title I buildings in the CCIP. <b>This would eliminate the need for the title I building validation report (which allows districts to verify and correct any discrepancies.)</b></p>
75	Building	ADD	Element	Yearend Building	<p><b>Add NEW option:</b></p> <p><b>Extended Learning Time Instruction Program (Title I)</b></p> <p><b>Does your building house an extended learning time instruction program funded by Title I?</b></p> <p>VALID OPTIONS:</p> <ul style="list-style-type: none"> <li>• * - <b>Not applicable</b> (Not Title I building)</li> <li>• Y - <b>Yes</b> (Can only be used if building is a Title I building in the CCIP)</li> <li>• N – <b>No</b> (Can only be used if building is a Title I building in the CCIP)</li> </ul> <p>Reason: Since the Title I Building Program Type is being</p>

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					deleted from the Yearend Building Record, a new element needs to be added to the Yearend Building Record to capture whether or not the building houses an Extended Learning time program funded by Title I. (There are already elements to capture Extended Learning Time programs paid for by funds other than Title I.
76	Building	ADD	Elements	Yearend Building Record	<p><b>Add the following elements to the Yearend Building Record, to collect "hours per day" in case this amount changes across time for community schools, to enable ODE to calculate attendance for community schools based upon hours per day; and for other schools that open after the first full week of October, in case October data are not reported for that building IRN.</b></p> <ul style="list-style-type: none"> <li>▪ Hours Per Day Scheduled – Grades 1-8 (Default = 0.00)</li> <li>▪ Hours Per Day Scheduled – Grades 9-12 (Default = 0.00)</li> <li>▪ Hours Per Day Scheduled – Half Day Kindergarten (Default = 0.00)</li> <li>▪ Hours Per Day Scheduled – Alternate Day Full Day Kindergarten (Default = 0.00)</li> <li>▪ Hours Per Day Scheduled – Every Day Full Day kindergarten (Default = 0.00)</li> </ul>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
77	Staff	ADD	Options (Assignment Areas)	Staff Employment Area	<p><b>999413- Preschool Handicapped ITINERANT- (Early Education of the Handicapped):</b> This assignment area is to be used by school districts for teachers who serve students with disabilities in an itinerant program.</p> <p><b>999275 - Preschool ITINERANT (Regular):</b> This assignment area is to be used by school districts for preschool teachers who serve students in a regular preschool itinerant program.</p>
78	Student	ADJUST	Options	Course Master Record	<p><b>Delete the following Course Types =</b></p> <p>D05 - Itinerant Services for Preschool Students <b>With</b> Disabilities</p> <p>P09 - Itinerant Services for Preschool Students <b>Without</b> Disabilities</p>
79	Student	ADJUST	Reporting Instructions	Student Program Records	<p><b>Districts will show that students are receiving Preschool Special Education <i>itinerant</i> services or Regular Preschool itinerant services by reporting a program record that includes the Staff ID of the teacher providing the itinerant services (Similar to how program codes are reported for CAREER ASSESSMENT.) The number of student program records reported with the following program code will be used to determine whether or not the teacher is serving the maximum or minimum number of students for Preschool Special Education units.</b></p>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<ul style="list-style-type: none"> <li>▪ 220100 - Student receiving Preschool Special Education itinerant services</li> </ul>
80	Staff	ADJUST	Reporting Instructions	Course Master Record	<p><b>Course Master Records no longer need to be reported for teachers of students receiving preschool special education itinerant services, or or students without disabilities receiving preschool itinerant services.</b></p> <p>Guidance will be added to the following subject codes to indicate that these subject codes are not used for students receiving preschool itinerant services:</p> <p>180108 Preschool (Ages 3-5)</p> <p>196095 Early Education of the Handicapped</p>
81	Student	ADJUST	Reporting Instructions	Student Course Records	<b>Students receiving preschool itinerant services no longer need to have Student Course Records reported for itinerant services.</b>
82	Student	ADD	Options – (Program Codes)	Program Record	<p>220100 - Student receiving Preschool special education itinerant services</p> <p>220200 - Student receiving Preschool (regular) itinerant services</p>
83	Student	DELETE	Options	Ctae Student Testing	<p><b>ADD 16 options for the 2.1.6.1 CTAE Technical Assessment Test Code element on the CTAE Student Testing Record for assessments</b></p> <p><b>01EA - Accounting</b></p>

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					<b>07EA</b> – Heating, Ventilation, Air-Conditioning and Refrigeration <b>09EA</b> – Auto Collision Technician <b>12EA</b> – Building and Property Maintenance <b>13EA</b> – Business Administration and Management <b>16EA</b> – Early Childhood Education and Care <b>24EA</b> – Diesel Mechanics <b>25GA</b> –Diversified Health Occupations <b>30EA</b> – Entertainment Marketing <b>34EA</b> – Food Management, Production and Service <b>40EA</b> – Hospitality and Facility Care Services <b>42EA</b> – Industrial Maintenance <b>43EA</b> – Criminal Justice <b>44EA</b> – Precision Machine Technologies <b>47EA</b> – Medical Assistant <b>59EA</b> – Welding
84	Student	ADD	Options	Ctae Student Testing	<b>DELETE 16 options for the 2.1.6.1 CTAE Technical Assessment Test Code element on the CTAE Student Testing Record for assessments that are outdated</b> <b>01DA</b> - Accounting <b>07DA</b> - Heating, Ventilation, Air-conditioning, and Refrigeration <b>09DA</b> - Auto Collision Technician <b>12DA</b> - Building and Property Maintenance <b>13DA</b> - Business Administration and Management <b>16DA</b> - Early Childhood Education and Care <b>24DA</b> - Diesel Mechanics



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					<b>25FA</b> - Diversified Health Occupations <b>30DA</b> - Entertainment Marketing <b>34DA</b> - Food Management, Production, and Service <b>40DA</b> - Hospitality and Facility Care Services <b>42DA</b> - Industrial Maintenance <b>43DA</b> - Criminal Justice <b>44DA</b> - Precision Machine Technologies <b>47DA</b> - Medical Assistant <b>59DA</b> - Welding
85	Staff	DELETE	Option	Employment	<b>DELETE the 999890 Assignment area:</b> <b>999890 Career-technical Education - Special Needs:</b> Instructional programs including special education programs and services designed to enable disadvantaged and/or handicapped persons to achieve career-technical objectives that would otherwise be beyond their reach. These programs and services may take the form of: Modifications of regular career-technical programs (mainstreamed); Special educational services which supplement regular career-technical education programs (mainstreamed); and Special career-technical education programs designed only for the disadvantages and/or handicapped (separate classes).
86	Staff	ADD	Option	Employment	<b>ADD the 999895 Assignment Area:</b> <b>999895 Career Assessment Specialist Services (formerly called Vocational Evaluation)</b> Services provided by a career-assessment specialist including assessing students interests, aptitudes, work

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					behaviors, etc. in order to develop an individualized comprehensive report.
87	Staff	DELETE	Option	Course Master	<b>DELETE the following options from the 3.1.4.12 Subject Area for Credit element:</b> <b>AHG -</b> American History/Govt. <b>ASC -</b> Applied Science <b>FSC -</b> Foundational Science
88	Staff	ADD	Option	Course Master	<b>ADD the following options to the 3.1.4.12 Subject Area for Credit element:</b> <b>HEC –</b> Family and Consumer Sciences (Non-Career-Technical) <b>ELE - Elective</b> (Note: Should be used for courses that are NOT aligned with the academic content standards and for which credit toward meeting legislated graduation requirements is awarded. These courses may be included in district programs and can be used toward elective graduation requirements based on local district determination)
89	Staff	DELETE	Option	Course Master	<b>DELETE the following Course Types (that are used for supplemental instruction):</b> <b>G01 - Gifted Education Delivered by the Intervention Specialist</b> (Student is enrolled in all regular classes and the classroom teacher is considered the "teacher of record" who assigns the grade) <b>G02 - Gifted Education Delivered in the Resource Room</b> (Student is enrolled in all regular classes and the

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					classroom teacher is considered the "teacher of record" who assigns the grade)
90	Student	DELETE	Option	Program	<p><b>DELETE the following Gifted program codes which have been defined too broadly to provide the information required:</b></p> <p><b>205001</b> - Accelerated Educational Experiences  <b>206002</b> - Exploration of Career Options</p>
91	Student	ADD	Option	Program	<p>The codes below describe the settings where gifted education services take place, but to be a service for gifted students, the instruction provided in the setting must be differentiated according to each student's needs and <b>contained in the student's Written Education Plan.</b></p> <p>205xxx program codes are to be used if the service described in the code is provided by anyone other than a Gifted Intervention Specialist, as defined in Ohio Administrative Code (OAC) 3301-51-15 (D) and (E).</p> <p><b>205040 Guidance Services (Number of existing code has been changed)</b>            Services received from a guidance counselor and/or guidance program specifically designed to meet the social and emotional needs of gifted children, including making academic and career choices.</p> <p><b>205045 Regular Classroom Services</b></p>

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					<p>Services are provided by the regular classroom teacher, and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below). Note that all regular classrooms do not meet the criteria for gifted services.</p> <p><b>205050 Regular Classroom with Grade Acceleration</b>            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 3<sup>rd</sup> to 5<sup>th</sup> grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in 2<sup>nd</sup> grade, move to 3<sup>rd</sup> during the year, and on to 4<sup>th</sup> after the summer) during the current year.</p> <p><b>205055 Regular Classroom with Early Entrance to K</b>            Students are admitted to kindergarten before they have reached the district's usual cutoff age and date for kindergarten. (e.g. A child with an October birthday would be eligible for early entrance even if the district's cut off date was September 30).</p> <p><b>205060 Regular Classroom with Cluster Grouping</b>            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.</p>

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					<p>Instruction for clustered students is primarily delivered by the regular classroom teacher.</p> <p><b>205065 Advanced Placement (AP) Course(s)</b>            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 spring of each school year. Note that all AP courses do not meet the criteria for gifted services.</p> <p><b>205070 Post Secondary Enrollment Option Course(s)</b>            Students may enroll in college-level courses, receive college credit and credit toward graduation from high school at the same time. Note that all PSEO courses do not meet the criteria for gifted services.</p> <p><b>205075 Honors Class(es)</b>            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.</p> <p><b>205080 Educational Option(s)</b>            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</p>

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					<p>may include independent study, mentoring, and distance learning (see OAC for complete list).</p> <p><b>205085 Other Service</b>            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."</p>
92	Student	ADJUST	Reporting Instructions	Program	<p>In order to implement the State Board of Education's goals for gifted education and to be in compliance with OAC 3301-51-15 (D) (2) (a &amp; b) , ODE must be able to track the specific services provided for gifted students and <b>must also link these services to the gifted intervention specialist who provides the service</b>. Currently this is done through course types which can be very burdensome for districts to report for Gifted Intervention Specialists who provide supplemental services to gifted students (they are not considered the "teacher of record" and do not assign grades). These individuals provide a variety of instruction and services in many areas which do not fit into discrete subject codes. In order to connect GISs who provide gifted supplemental services to students, a new series of program codes (206xxx) have been created to capture services provided directly by the Gifted Intervention Specialist. These codes should be reported on</p>

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					<p>the Student Program Record that contains the Employee ID and the GIS employee ID should be reported on this record with these codes. If the gifted service is provided by anyone other than a GIS and the services have been included in the student's Written Educational Plan, one of the 205xxx program codes should be reported and an employee ID is not required.</p> <p>Courses taught by Gifted Intervention Specialists who are considered the teacher of record should continue to be reported with the existing Gifted course types and the appropriate subject codes.</p>
93	Student	ADD	Option	Program	<p>The codes below describe the settings where gifted education services take place, but to be a service for gifted students, the instruction provided in the setting must be differentiated according to each student's needs and <b>contained in the student's Written Education Plan.</b></p> <p>206xxx program codes are to be used if the service described in the code is provided by a Gifted Intervention Specialist (GIS), as defined in OAC. For 206xxx program codes, the state staff identification number for the GIS must be entered in the Student Program Record.</p> <p><b>206040 Guidance Services with GIS directly involved with student</b></p> <p>Services received from a guidance counselor and/or guidance program specifically designed to meet the social</p>

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					<p>and emotional needs of gifted children, including making academic and career choices. GIS is involved in service delivery.</p> <p><b>206045 Regular Classroom with GIS directly involved with student</b>            Services are provided through collaboration and team teaching by the regular classroom teacher and a gifted intervention specialist, and gifted students are not specifically grouped in the class (in contrast to Cluster Grouping below).</p> <p><b>206050 Regular Classroom with Grade Acceleration and GIS directly involved with student</b>            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 3<sup>rd</sup> to 5<sup>th</sup> grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in 2<sup>nd</sup> grade, move to 3<sup>rd</sup> during the year, and on to 4<sup>th</sup> 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> <p><b>206055 Regular classroom with Early Entrance to K and and GIS is directly involved with student</b>            Students are admitted to kindergarten before they have reached the district's usual cutoff age and date for</p>



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					<p>kindergarten. (e.g. A child 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> <p><b>206060 Regular Classroom with Cluster Grouping and GIS works directly with students in the cluster</b>            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 G03 course code.</p> <p><b>206065 Advanced Placement (AP) Course(s) with a GIS directly involved with student</b>            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 spring of each school year. Note that all AP courses do not meet the criteria for gifted</p>

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					<p>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 G03 course code.</p> <p><b>206070 Resource/Pull-Out Room for Gifted Students led by GIS</b></p> <p>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 gifted intervention specialist.</p> <p><b>206075 Honors Class(es) with a GIS directly involved with student</b></p> <p>Specific subject area classes which 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 G03 course code.</p> <p><b>206080 Educational Option(s) with a GIS directly involved with student</b></p>

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					<p>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). The GIS is overseeing the student's work for the educational option.</p> <p><b>206085 Other Service directly involving GIS</b>            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" provided by the GIS.</p>
94	Staff	ADJUST	Option	Course Master	<b>ADJUST</b> the title of the 196200 Gifted subject code from 196200 Gifted/Talented K-12 to 196200 Gifted/Talented K-3 to meet the requirement to report all courses separately for students in grades 4-12.
95	Student	ADJUST	Reporting Instructions	Program	<b>ADD</b> the requirement for reporting Gifted program codes during the October and Yearend reporting periods in order to meet the requirement for Gifted Program enrollment information during October Count Week as part of the federal government's Performance Based Data Management Initiative (PBDMI). The Gifted Screening, Assessment and Service Record will continue to be reported only during the Yearend reporting period.

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96	Student	ADJUST	Option	Program	<p><b>ADJUST</b> the Extended Learning Time Instruction program codes used during the school year to exclude references to summer (a separate set of program codes are being added for summer):</p> <p><b>140130 – Extended Learning Time Instruction During Breaks (Funded by 21<sup>st</sup> Century Learning Center Funds)</b>                      Refers to “Extended Learning Time” provided during the school year but during days when school is NOT in session. (This is different from Child Care ONLY 140001, 140002, or 140003).</p> <p><b>140160 – Extended Learning Time Instruction During Breaks (Funded by funds other than Title I or 21<sup>st</sup> Century Learning Center Funds)</b></p> <p><b>233101 – Extended Learning Time Instruction During Breaks (Funded by Title I Funds)</b></p> <p><b>140140 – Extended Learning Time Instruction BEFORE (Funded by 21<sup>st</sup> Century Learning Center Funds) –</b>                      Refers to “Extended Learning” program provided during days in session during the school year, before scheduled SCHOOL instruction on the days school is scheduled, i.e. 6 AM to 9 AM. (This is different from Child Care ONLY 140001, 140002, or 140003).</p> <p><b>140170 – Extended Learning Time Instruction BEFORE (Funded by funds other than Title I or 21<sup>st</sup> Century Learning Center Funds)</b></p>

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					<p><b>233102</b> – Extended Learning Time Instruction <b>BEFORE (Funded by Title I Funds)</b></p> <p><b>140150</b> – Extended Learning Time Instruction <b>AFTER (Funded by 21<sup>st</sup> Century Learning Center Funds)</b> – Refers to “Extended Learning” program provided during days in session, either during the school year, after scheduled SCHOOL instruction on the days school is scheduled, i.e. 2 PM to 5 PM. (This is different from Child Care ONLY 140001, 140002 or 140003).</p> <p><b>140180</b> – Extended Learning Time Instruction <b>AFTER (Funded by funds other than Title I or 21<sup>st</sup> Century Learning Center Funds)</b></p> <p><b>233103</b> – Extended Learning Time Instruction <b>AFTER (Funded by Title I funds)</b></p>
97	Student	ADD	Option	Program	<p><b>ADD</b> three additional Extending Learning Time Instruction program codes to be used during the summer:</p> <p><b>141110</b> – Extended Learning Time Instruction <b>SUMMER (Funded by 21<sup>st</sup> Century Learning Center Funds)</b> – Refers to “Extended Learning” program provided during a summer session.</p> <p><b>141120</b> – Extended Learning Time Instruction <b>SUMMER (Funded by funds other than Title I or 21<sup>st</sup> Century Learning Funds)</b></p> <p><b>141130</b> – Extended Learning Time Instruction <b>SUMMER (Funded by Title I funds)</b></p>

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Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
98	Student	ADD	New Record	Title I Program Record	<b>ADD</b> a new Title I Student Program Record to <b>capture all of the Title I programs and services</b> provided to students, including parental requests for Public School Choice and Supplemental Educational Services for students enrolled in Title I buildings identified for School Improvement that were granted or not fulfilled. This record will also capture the IRN of the Title I Building identified for school improvement that the student <b>transferred from</b> in the case of transfers <b>within</b> the district. This record will contain the following fields: Educating Building IRN, Student ID Number, Reporting Period, Program Code and Building IRN of Building that Student Transferred from as a result of Public School Choice <b>within</b> the district.
99	Student	ADJUST	Option	Title I Program	<b>ADJUST</b> the wording for the "226001 – Title I - Student is participating in Public School Choice within the resident district" program code to add the phrase <b>"and transportation is paid with Title I funds"</b> Student is attending another public school within the district than he/she normally would, due to Title I public school choice (No Child Left Behind Act of 2001, PL 107-110, Section 1116). The school the student is attending in the district is not in school improvement status. <b>Transportation is paid with Title I funds.</b>
100	Student	ADD	Option	Title I Program	<b>ADD</b> the following student program codes for Requests for Public School Choice that were not fulfilled:

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					<p><b>226003- Title I - Request for Public School Choice Not Fulfilled – No eligible schools in district and no agreement with another district</b>                      Student’s family requested a transfer from a Title I building identified for school improvement under the provisions of Public School Choice. The transfer was denied because there were no eligible schools in the district (i.e. at the student’s grade level and not also in School Improvement) and the district does not have an agreement with another district to accept student transfers due to Public School Choice. In this case, the district must offer Supplemental Educational Services as an alternative.</p> <p><b>226004 – Title I - Request for Public School Choice Not Fulfilled – Insufficient capacity in available schools</b>                      Student’s family requested a transfer from a Title I building identified for school improvement under the provisions of Public School Choice. The transfer was denied due to insufficient capacity in available schools within the district? to accommodate the request. In this case, the district must offer Supplemental Educational Services as an alternative.</p> <p><b>226005 – Title I - Request for Public School Choice Not Fulfilled – Eligible schools are too far away</b>                      Student’s family requested a transfer from a Title I building identified for school improvement under the provisions of Public School Choice. The only eligible schools with capacity that the student could transfer to are too far away</p>

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					<p>to support transportation.</p> <p><b>226006 – Title I - Request for Public School Choice Not Fulfilled – Insufficient Title I funds to support the request</b>                      Student’s family requested a transfer from a Title I building identified for school improvement under the provisions of Public School Choice, however, insufficient Title I funds were available to support this request.</p> <p><b>226007 – Title I - Request for Public School Choice Not Fulfilled – Parent Refusal</b>                      Options for transfer were provided in response to a parental request for Public School Choice, but the student’s family chose to not exercise PSC option.</p> <p><b>226008 – Title I - Request for Public School Choice Not Fulfilled – Other</b>                      Student’s family requested a transfer from a Title I building identified for school improvement, however the transfer was not provided for reasons other than those identified in the above program codes.</p>
101	Staff	ADD	Option	Title I Program	<p><b>ADD</b> the following student program codes for Requests for Supplemental Educational Services that were not fulfilled:</p> <p><b>226009- Title I - Request for Supplemental Educational Services Not Fulfilled – Insufficient capacity</b>                      Student’s family requested supplemental educational services but there was insufficient capacity available from</p>



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					<p>approved SES providers for this district</p> <p><b>226010 – Title I - Request for Supplemental Educational Services Not Fulfilled – Insufficient Title I funds</b>                      Student’s family requested supplemental educational services but insufficient Title I funds were available to support this request.</p> <p><b>226011 – Title I - Request for Supplemental Educational Services Not Fulfilled – Parent Refusal</b>                      Student’s family initially requested supplemental educational services but after further consideration, refused the services.</p> <p><b>226012 – Title I - Request for Supplemental Educational Services Not Fulfilled – Other</b>                      Student’s family requested supplemental educational services but these services were not provided for reasons other than those identified in the above program codes.</p>
102	Student	DELETE	Option	Program	<p><b>DELETE the current student intervention summer program codes</b> (current codes do not meet the eligibility requirements of the grant funds distributed by ODE and are also not aligned with Ohio Revised Code 3313.608, ORC 3313.6012, ORC 3301.0710 and Am.Sub. H.B. 95, Lines 87506-87523.):</p> <p><b>151100 – Student at-risk of not achieving at the proficient level on the next grade level READING proficiency/achievement test – intervention provided</b></p>

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					<p>(SUMMER SCHOOL)  <b>151110</b> – Student at-risk of not achieving at the proficient level on the next grade level MATHEMATICS proficiency/achievement test – intervention provided            (SUMMER SCHOOL)  <b>151120</b> – Student at-risk of not achieving at the proficient level on the next grade level SCIENCE proficiency/achievement test – intervention provided            (SUMMER SCHOOL)  <b>151130</b> – Student at-risk of not achieving at the proficient level on the next grade level CITIZENSHIP proficiency/achievement test - intervention provided            (SUMMER SCHOOL)  <b>151140</b> – Student at-risk of not achieving at the proficient level on the next grade level WRITING proficiency/achievement test – intervention provided            (SUMMER SCHOOL)  <b>151150</b> – Student did not perform at a proficient level during the last grade level READING proficiency/achievement test – intervention provided            (SUMMER SCHOOL)  <b>151160</b> - Student did not perform at a proficient level during the last grade level MATHEMATICS proficiency/achievement test – intervention provided            (SUMMER SCHOOL)  <b>151170</b> - Student did not perform at a proficient level during the last grade level SCIENCE proficiency/achievement test – intervention provided</p>

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					<p>(SUMMER SCHOOL)  <b>151180</b> - Student did not perform at a proficient level during the last grade level CITIZENSHIP proficiency/achievement test – intervention being provided (SUMMER SCHOOL)  <b>151190</b> - Student did not perform at a proficient level during the last grade level WRITING proficiency/achievement test – intervention being provided (SUMMER SCHOOL)  <b>151250</b> – Student received intervention services at another district or through a third party such as Sylvan Learning Center (SUMMER SCHOOL)</p>
103	Student	ADD	Option	Program	<p><b>ADD</b> the following student intervention program codes for use in summer:            Use during the SUMMER for intervention funded with Student Intervention Funds (GRF 200-513). Students eligible for intervention funded with Student Intervention Funds are those students currently enrolled during the 2003-2004 school year in grades 1,2,3 and 4 in all districts or grade 9 in districts that were in Academic Emergency status on the 2001-2002 and/or 2002-2003 Local Report Card. Districts can use these funds for salaries, materials and training to provide SUMMER intervention and will report the participation of students through EMIS in the FY05 October K reporting period.</p> <p><b>Students enrolled in grades 1-4 during the 2003-</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>2004 school year eligible for student intervention services during the SUMMER funded with Student Intervention Funds (GRF 200-513):</b></p> <ul style="list-style-type: none"> <li>• Performed “below proficient” in reading on the 3<sup>rd</sup> grade Ohio Achievement Test , the 4<sup>th</sup> grade Ohio Proficiency Test or on a diagnostic assessment administered by the district.</li> <li>• Intervention must be provided in reading only and must include intensive phonics instruction</li> </ul> <p><b>The following program codes should be used for students enrolled in grades 1-4 during the 2003-2004 school year who meet the above criteria:</b></p> <p><b>151260 – Student received reading intervention funded with Student Intervention Funds (GRF 200-513) during SUMMER – (enrolled in grades 1-4 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER reading intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds (<i>use ONLY for students enrolled in grades 1,2,3 and 4 during the 2003-2004 school year</i>)</p> <p><b>151270 – Student eligible for reading intervention funded with Student Intervention Funds (GRF 200-513) during SUMMER but did NOT participate (enrolled in grades 1-4 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER reading</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students enrolled in grades 1,2,3 and 4 during the 2003-2004 school year)</i></p> <p><b>151280 – Student eligible for reading intervention funded with Student Intervention Funds (GRF 200-513) during SUMMER but intervention provided with OTHER funds (enrolled in grades 1-4 during the 2003-2004 school year)</b></p> <p>Student met eligibility criteria for SUMMER reading intervention funded with Student Intervention Funds (GRF 200-513) but reading intervention was provided through other funds <i>(use ONLY for students enrolled in grades 1,2,3 and 4 during the 2003-2004 school year)</i>.</p> <p><b>Students enrolled in grade 9 during the 2003-2004 school year eligible for student intervention services provided during the SUMMER funded by Student Intervention Funds (GRF 200-513):</b></p> <ul style="list-style-type: none"> <li>■ Ninth grade student must have been enrolled in a district identified in <b>ACADEMIC EMERGENCY STATUS DURING THE 2001-2002 AND/OR THE 2002-2003 SCHOOL YEAR</b></li> <li>■ Student performed “below proficient” in any subject area on the 9<sup>th</sup> grade Ohio Proficiency Tests or the practice tests of the Ohio Graduation Test</li> <li>■ Intervention can be provided in <b>ANY SUBJECT</b></li> </ul>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p style="text-align: center;"><b>AREA – READING, WRITING, MATH, SOCIAL STUDIES, AND SCIENCE</b> – in which student performed “below proficient”</p> <p><b>The following program codes should be used for students enrolled in grade 9 during the 2003-2004 school year from districts designated in academic emergency status who meet the above criteria:</b></p> <p><b>151290 – Student provided intervention in READING funded with Student Intervention Funds in SUMMER (Enrolled in grade 9 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER reading intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151300 – Student eligible for intervention in READING funded with Student Intervention Funds but did not participate in SUMMER (Enrolled in grade 9 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER reading intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic</i></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><i>Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151310 – Student eligible for intervention in READING funded with Student Intervention Funds in SUMMER – intervention provided with other funds (Enrolled in grade 9 during the 2003-2004 school year)</b></p> <p>Student met eligibility criteria for SUMMER reading intervention funded with Student Intervention Funds (GRF 200-513) but reading intervention was provided through other funds (<i>use ONLY for students enrolled in grade 9 during the 2003-2004 in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card</i>).</p> <p><b>151320 – Student provided intervention in WRITING funded with Student Intervention Funds in SUMMER (Enrolled in grade 9 during the 2003-2004 school year)</b></p> <p>Student met eligibility criteria for SUMMER writing intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds (<i>use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card</i>)</p> <p><b>151330 – Student eligible for intervention in WRITING funded with Student Intervention Funds in SUMMER but did not participate (Enrolled in grade 9</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>during the 2003-2004 school year)</b>            Student met eligibility criteria for SUMMER writing intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151340 – Student eligible for intervention in WRITING funded with Student Intervention Funds in SUMMER – intervention provided with other funds (Enrolled in grade 9 during the 2003-2004 school year)</b>            Student met eligibility criteria for SUMMER writing intervention funded with Student Intervention Funds (GRF 200-513) but writing intervention was provided through other funds <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151350 – Student provided intervention in MATHEMATICS funded with Student Intervention Funds in SUMMER (Enrolled in grade 9 during the 2003-2004 school year)</b>            Student met eligibility criteria for SUMMER mathematics intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students enrolled in</i></p>



# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><i>grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151360 – Student eligible for intervention in MATHEMATICS funded with Student Intervention Funds in SUMMER but did not participate (Enrolled in grade 9 during the 2003-2004 school year)</b>            Student met eligibility criteria for SUMMER mathematics intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151370 – Student eligible for intervention in MATHEMATICS funded with Student Intervention Funds in SUMMER – intervention provided with other funds (Enrolled in grade 9 during the 2003-2004 school year)</b>            Student met eligibility criteria for SUMMER mathematics intervention funded with Student Intervention Funds (GRF 200-513) but math intervention was provided through other funds <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card).</i></p> <p><b>151380 - Student provided intervention in SOCIAL STUDIES/CITIZENSHIP funded with Student</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>Intervention Funds in SUMMER (Enrolled in grade 9 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER social studies/citizenship intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151390 – Student eligible for intervention in SOCIAL STUDIES/CITIZENSHIP funded with Student Intervention Funds in SUMMER but did not participate (Enrolled in grade 9 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER social studies/citizenship intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151400 – Student eligible for intervention in SOCIAL STUDIES/CITIZENSHIP funded with Student Intervention Funds in SUMMER – intervention provided with other funds (Enrolled in grade 9 during the 2003-2004 school year)</b>  Student met eligibility criteria for SUMMER social</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>studies/citizenship intervention funded with Student Intervention Funds (GRF 200-513) but citizenship intervention was provided through other funds. <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151410 - Student provided intervention in SCIENCE funded with Student Intervention Funds in SUMMER (Enrolled in grade 9 during the 2003-2004 school year)</b></p> <p>Student met eligibility criteria for SUMMER science intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds . <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p> <p><b>151420 – Student eligible for intervention in SCIENCE funded with Student Intervention Funds in SUMMER but did not participate (Enrolled in grade 9 during the 2003-2004 school year)</b></p> <p>Student met eligibility criteria for SUMMER science intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-</i></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><i>2003 Local Report Card).</i>  <b>151430 – Student eligible for intervention in SCIENCE funded with Student Intervention Funds in SUMMER – intervention provided with other funds (Enrolled in grade 9 during the 2003-2004 school year)</b>                      Student met eligibility criteria for SUMMER science intervention funded with Student Intervention Funds (GRF 200-513) but science intervention was provided through other funds <i>(use ONLY for students enrolled in grade 9 during the 2003-2004 school year in a district designated in Academic Emergency Status on the 2001-2002 and/or the 2002-2003 Local Report Card)</i></p>
104	Student	ADD	Option	Program	<p><b>ADD</b> the following student intervention program codes for use in summer:  <b>Student Intervention Program Codes - Use during the SUMMER for intervention required by HB 3 and NOT funded with Student Intervention Funds (GRF 200-513).</b>                      Although only certain students at particular grade levels are eligible to receive intervention provided with Student Intervention Funds (GRF 200-513) during summer, the requirement for districts to provide intervention to all students who meet the criteria identified in House Bill 3 remains in place.  <b>Additional students required to receive intervention required by HB 3 include the following:</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<ul style="list-style-type: none"> <li>• students who score below proficient on the state proficiency tests,</li> <li>• students who score below basic on state achievement tests and</li> <li>• students who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.</li> </ul> <p>The data collected through these program codes will NOT be used for funding purposes but will be used for statistical purposes, legislative requests and to support budget requests.</p> <p><b>The following program codes should be used for students required to receive intervention during the SUMMER that is NOT funded with Student Intervention Funds (GRF 200-513):</b></p> <p><b>151440 - Student provided intervention services in READING during the SUMMER</b>– For eligible students in grades K, 5-8, grade 9 (with the exception of 9<sup>th</sup> grade students enrolled during the 2003-2004 school year in districts designated in Academic Emergency status on the 2001-2002 and/or 2002-2003 Local Report Card) and grades 10-12 ONLY. <b>For students enrolled in grades 1-4 during the 2003-2004 school year</b>, use student intervention program codes 151260-151280. <b>For students enrolled in grade 9 during the 2003-2004 school year in Academic Emergency districts</b>, use student intervention program codes 151290-151310)</p> <p><b>151450 - Student provided intervention services in</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>WRITING during the SUMMER</b> – For eligible students in grades K-12 (with the exception of 9<sup>th</sup> grade students enrolled during the 2003-2004 school year in districts designated in Academic Emergency status on the 2001-2002 and/or 2002-2003 Local Report Card). <b>For students enrolled in grade 9 during the 2003-2004 school year in Academic Emergency districts,</b> use student intervention program codes 151320 – 151340.</p> <p><b>151460 – Student provided intervention services in MATHEMATICS during the SUMMER</b> – For eligible students in grades K-12 (with the exception of 9<sup>th</sup> grade students enrolled during the 2003-2004 school year in districts designated in Academic Emergency status on the 2001-2002 and/or 2002-2003 Local Report Card). <b>For students in grade 9 during the 2003-2004 school year in Academic Emergency districts,</b> use student intervention program codes 151350 - 151370.</p> <p><b>151470 - Student provided intervention services in SOCIAL STUDIES/CITIZENSHIP during the SUMMER</b> – For eligible students in grades K-12 (with the exception of 9<sup>th</sup> grade students enrolled during the 2003-2004 school year in districts designated in Academic Emergency status on the 2001-2002 and/or 2002-2003 Local Report Card). <b>For students in grade 9 during the 2003-2004 school year in Academic Emergency districts,</b> use student intervention program codes 151380 - 151400.</p> <p><b>151480 - Student provided intervention services in SCIENCE during the SUMMER-</b> For eligible students in</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>grades K-12 (with the exception of 9<sup>th</sup> grade students enrolled during the 2003-2004 school year in districts designated in Academic Emergency status on the 2001-2002 and/or 2002-2003 Local Report Card). <b>For students in grade 9 during the 2003-2004 school year in Academic Emergency districts</b>, use student intervention program codes 151410 - 151430.</p>
105	Student	ADJUST	Option	Program	<p><b><u>STUDENT INTERVENTION PROGRAM CODES</u> - Use during the regular school year for intervention funded with Student Intervention Funds (GRF 200-513)</b></p> <p>For FY2005, students eligible for intervention funded with Student Intervention Funds (GRF 200-513) are those students currently enrolled in grades 1,2,3 and 4 in all districts or grades 9 and 10 in districts that were identified in Academic Emergency status on the on the 2002-2003 Local Report Card Districts can use these funds for salaries, materials, and training to provide after-school, in-school, Saturday school, summer school (<b>intervention services provided during the summer are reported with the 151XXX student intervention program codes</b>) or other related intervention programs. Districts will receive funding for FY2005 and will report the participation of students through EMIS in the FY2005 Yearend N Reporting Period.</p> <p><b>Students eligible for student intervention services</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>funded with Student Intervention Funds (GRF 200-513) in Grades 1-4:</b></p> <ul style="list-style-type: none"> <li>• Performed “below proficient” in reading on the 3<sup>rd</sup> grade Ohio Achievement Test , the 4<sup>th</sup> grade Ohio Proficiency Test or on a diagnostic assessment administered by the district.</li> <li>• Intervention must be provided in reading only and must include intensive phonics instruction</li> </ul> <p><b>The following program codes should be used for students in grades 1-4 who meet the above criteria:</b></p> <p><b>152100 - Student received reading intervention funded with Student Intervention Funds (GRF 200-513) - (Grades 1-4 only)</b>  Student met eligibility criteria for reading intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students in grades 1,2,3 and 4)</i></p> <p><b>152110 – Student eligible for reading intervention funded with Student Intervention Funds (GRF 200-513) but <i>did NOT participate</i> (Grades 1-4 Only)</b>  Student met eligibility criteria for reading intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students in grades 1,2,3 and 4)</i></p> <p><b>152120 - Student eligible for reading intervention funded with Student Intervention Funds (GRF 200-513) but intervention provided with OTHER funds</b></p>



# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>(Grades 1-4 Only)</b>            Student met eligibility criteria for reading intervention funded with Student Intervention Funds (GRF 200-513) but reading intervention was provided through other funds <i>(use ONLY for students in grades 1,2,3 and 4).</i></p> <p><b>Students eligible for student intervention services funded by Student Intervention Funds (GRF 200-513) in grades 9 and 10:</b></p> <ul style="list-style-type: none"> <li>■ Ninth grade student must be enrolled in a district identified in <b>ACADEMIC EMERGENCY STATUS DURING THE 2002-2003 SCHOOL YEAR</b></li> <li>■ Student performed "below proficient" in any subject area on the practice tests of the Ohio Graduation Test</li> <li>■ Student performed "below proficient" on the Ohio Graduation Test</li> <li>■ Intervention can be provided in <b>ANY SUBJECT AREA – READING, WRITING, MATH, SOCIAL STUDIES, AND SCIENCE</b> – in which student performed "below proficient"</li> </ul> <p><b>The following program codes should be used for students in grades 9 and 10 from districts designated in academic emergency status who meet the above criteria:</b></p> <p><b>152130 - Student provided intervention in READING funded with Student Intervention Funds (Grades 9</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>and 10 only)</b>            Student met eligibility criteria for reading intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152140 - Student eligible for intervention in READING funded with Student Intervention Funds but did not participate (Grades 9 and 10 Only)</b>            Student met eligibility criteria for reading intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152150 - Student eligible for intervention in READING funded with Student Intervention Funds – intervention provided with other funds (Grades 9 and 10 Only)</b>            Student met eligibility criteria for reading intervention funded with Student Intervention Funds (GRF 200-513) but reading intervention was provided through other funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i>.</p> <p><b>152160 - Student provided intervention in WRITING funded with Student Intervention Funds (Grades 9</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>and 10 only)</b>            Student met eligibility criteria for writing intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152170 - Student eligible for intervention in WRITING funded with Student Intervention Funds but did not participate (Grades 9 and 10 Only)</b>            Student met eligibility criteria for writing intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152180 - Student eligible for intervention in WRITING funded with Student Intervention Funds – intervention provided with other funds (Grades 9 and 10 Only)</b>            Student met eligibility criteria for writing intervention funded with Student Intervention Funds (GRF 200-513) but writing intervention was provided through other funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i>.</p> <p><b>152190 - Student provided intervention in MATHEMATICS funded with Student Intervention</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>Funds (Grades 9 and 10 only)</b>  Student met eligibility criteria for mathematics intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152200 - Student eligible for intervention in MATHEMATICS funded with Student Intervention Funds but did not participate (Grades 9 and 10 Only)</b>  Student met eligibility criteria for mathematics intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152210 - Student eligible for intervention in MATHEMATICS funded with Student Intervention Funds – intervention provided with other funds (Grades 9 and 10 Only)</b>  Student met eligibility criteria for mathematics intervention funded with Student Intervention Funds (GRF 200-513) but mathematics intervention was provided through other funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i>.</p> <p><b>152220 - Student provided intervention in SOCIAL STUDIES/CITIZENSHIP funded with Student</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>Intervention Funds (Grades 9 and 10 only)</b>  Student met eligibility criteria for social studies/citizenship intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152230 - Student eligible for intervention in SOCIAL STUDIES/CITIZENSHIP funded with Student Intervention Funds but did not participate (Grades 9 Only)</b>  Student met eligibility criteria for social studies/citizenship intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152240 - Student eligible for intervention in SOCIAL STUDIES/CITIZENSHIP funded with Student Intervention Funds – intervention provided with other funds (Grades 9 and 10 Only)</b>  Student met eligibility criteria for social studies/citizenship intervention funded with Student Intervention Funds (GRF 200-513) but social studies/citizenship intervention was provided through other funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i>.</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>152250 - Student provided intervention in SCIENCE funded with Student Intervention Funds (Grades 9 and 10 only)</b>  Student met eligibility criteria for science intervention funded with Student Intervention Funds (GRF 200-513) – intervention was provided with Student Intervention Funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152260 - Student eligible for intervention in SCIENCE funded with Student Intervention Funds but did not participate (Grades 9 Only)</b>  Student met eligibility criteria for Science intervention funded with Student Intervention Funds (GRF 200-513) but did NOT participate in intervention services <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i></p> <p><b>152270 - Student eligible for intervention in SCIENCE funded with Student Intervention Funds – intervention provided with other funds (Grades 9 and 10 Only)</b>  Student met eligibility criteria for science intervention funded with Student Intervention Funds (GRF 200-513) but science intervention was provided through other funds <i>(use ONLY for students in grades 9 and 10 enrolled in a district designated in Academic Emergency Status on the 2002-2003 Local Report Card)</i>.</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>Student Intervention Program Codes - Use during the regular school year for intervention required by HB 3 and NOT funded with Student Intervention Funds (GRF 200-513).</b></p> <p>Although only certain students at particular grade levels are eligible to receive intervention provided with Student Intervention Funds (GRF 200-513) during FY05, the requirement for districts to provide intervention to all students who meet the criteria identified in House Bill 3 remains in place.</p> <p><b>Additional students required to receive intervention required by HB 3 include the following:</b></p> <ul style="list-style-type: none"> <li>• score below proficient on the state proficiency tests,</li> <li>• students who score below basic on state achievement tests and</li> <li>• students who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.</li> </ul> <p>Intervention can be provided during the school day, before or after the regular school day or during the summer. The data collected through these program codes will NOT be used for funding purposes but will be used for statistical purposes, legislative requests and to support budget requests.</p> <p><b>The following program codes should be used for students required to receive intervention that is NOT</b></p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p><b>funded with Student Intervention Funds (GRF 200-513):</b></p> <p><b>152280- Student provided intervention services in READING</b> – For eligible students in grades K, 5-8, grades 9 and 10 (with the exception of 9th or 10th grade students enrolled in districts designated in Academic Emergency status on the 2002-2003 Local Report Card) and grades 11-12 ONLY. <b>For students in grades 1-4</b>, use student intervention program codes 152100 – 152120. <b>For students in grades 9 and 10 enrolled in Academic Emergency districts</b>, use student intervention program codes 152130 – 152150)</p> <p><b>152290 - Student provided intervention services in WRITING</b> – For eligible students in grades K-12 (with the exception of 9th or 10th grade students enrolled in districts designated in Academic Emergency status on the 2002-2003 Local Report Card). <b>For students in grades 9 and 10 enrolled in Academic Emergency districts</b>, use student intervention program codes 152160-152180.</p> <p><b>152300 - Student provided intervention services in MATHEMATICS</b> – For eligible students in grades K-12 (with the exception of 9th or 10th grade students enrolled in districts designated in Academic Emergency status on the 2002-2003 Local Report Card). <b>For students in grades 9 and 10 enrolled in Academic Emergency districts</b>, use student intervention program codes 152190-</p>



# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>152210.</p> <p><b>152310 - Student provided intervention services in CITIZENSHIP/SOCIAL STUDIES</b> – For eligible students in grades K-12 (with the exception of 9th or 10th grade students enrolled in districts designated in Academic Emergency status on the 2002-2003 Local Report Card). <b>For students in grades 9 and 10 enrolled in Academic Emergency districts</b>, use student intervention program codes 152220 – 152240.</p> <p><b>152320 - Student provided intervention services in SCIENCE</b> - For eligible students in grades K-12 (with the exception of 9th or 10th grade students enrolled in districts designated in Academic Emergency status on the 2002-2003 Local Report Card). <b>For students in grades 9 and 10 enrolled in Academic Emergency districts</b>, use student intervention program codes 152250-152270.</p>
106	Student	DELETE	Options	Student Demographic	<p><b>In order to provide information to satisfy the federal reporting requirements for homeless youth, the Title I office has requested that we DELETE four of the current options for the 2.1.1.15 Homeless data element including:</b></p> <p><b>D = Runaways</b> Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the streets, or other inadequate accommodations are considered</p>

# FY 2005 EMIS CHANGES

Ref #	Type Of Data	Type of Change	Type Of EMIS Item	Emis Record Impacted	Description of Change
					<p>homeless, even if their parents have provided and are willing to provide a home for them.</p> <p><b>E = School-Age Unwed Mothers</b>                      In general, if school-age unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they should be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they should not be considered homeless.</p> <p><b>G = Throwaways</b>                      Throwaway children or youth (i.e., those whose parents or guardians will not permit them to live at home) are considered homeless if they live on the streets, in shelters, or in other transitional or inadequate accommodations.</p> <p><b>H = Multiple</b>                      Used to identify homeless youth who have experienced more than one type of living arrangement while homeless.</p>
107	Student	ADJUST	Options	Student Demographic	<p><b>MAINTAIN six of the current options for the 2.1.1.15 Homeless data element (with slight adjustments to the titles and definitions for options A,B,C,F and U):</b></p> <p>* - <b>Not Applicable</b></p> <p><b>A = Homeless Shelter</b>                      Children and youth who are residing in homeless shelters (both emergency and transitional) because there are no other living</p>

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					<p>accommodations available. Should a child or youth subsequently be placed in a foster home or a facility for neglected or delinquent children or youth, s/he should no longer be considered homeless.</p> <p><b>B = Unsheltered</b> Children and youth staying temporarily in unsheltered situations (i.e., cars, trailer parks, camping areas, abandoned buildings, bus or train stations, etc.) because they lack adequate living accommodations. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.</p> <p><b>C = Doubled Up</b> Children and youth who are sharing housing with other families or individuals because of a loss of housing or other similar situation.</p> <p><b>F = Abandoned</b> Children or youth who remain in a hospital or other care setting beyond the time they would normally stay because they have been abandoned by their families. Children and youth who were homeless prior to hospitalization should be considered to be homeless while they are in the hospital.</p> <p><b>U = Unknown</b> Children and youth known to be homeless but for whom detailed information concerning living arrangements is not available</p>
108	Student	ADD	Options	Student	<b>ADD two new options to the 2.1.1.15 Homeless</b>

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				Demographic	<p><b>Element:</b></p> <p><b>I = Hotel/Motel</b> Children and youth who are temporarily living in hotels or motels because they lack adequate permanent housing.</p> <p><b>J = Other</b> Children and youth living in a homeless situation not detailed in any of the above categories (Homeless situation of the student is known but is not described in the categories provided)</p>
109	Student	ADD	Element	Student Demographic	<p><b>ADD new element to the Student Demographic</b></p> <p><b>Record:</b> <b>Homeless Unaccompanied Youth</b> Indicates a homeless student not in the physical custody of a parent or guardian. This includes (but is 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.</p> <p><b>Valid Options:</b> N = No Y= Yes</p>

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					(The Homeless Unaccompanied Youth element refers to a particular type of homeless student and the Homeless element refers to the living conditions of homeless students.)
110	Building	DELETE	Elements	Building – Yearend	<p><b>DELETE the eight Family Involvement data elements from the Yearend Building Record.</b></p> <p><b>4.1.6.7 PARENT/FAMILY INVOLVEMENT</b></p> <p><b>4.1.6.7.1</b> Parent/Family Involvement - INFORM</p> <p><b>4.1.6.7.2</b> Parent/Family Involvement - EVENING</p> <p><b>4.1.6.7.3</b> Parent/Family Involvement - WORKSHOP</p> <p><b>4.1.6.7.4</b> Parent/Family Involvement - SCHOOL PARTNERSHIPS</p> <p><b>4.1.6.7.5</b> Parent/Family Involvement - EXPECTATIONS</p> <p><b>4.1.6.7.6</b> Parent/Family Involvement - ASSISTANCE</p> <p><b>4.1.6.7.7</b> Parent/Family Involvement - CONFERENCES FREQUENCY</p> <p><b>4.1.6.7.8</b> Parent/Family Involvement - CONFERENCE PARTICIPATION</p>
111	Student And Staff	No Change for FY05 – Alert for future Change	Elements And Options	Student And Staff Demographic	<p><b>Modify the Racial/Ethnic Category element on the Student and Staff Demographic Records</b> in order to meet the standards for federal reporting adopted by the Office of Budget and Management (OBM) in 1997. An ODE task group with representation from all ODE offices impacted, districts and DA Sites will be created to identify all of the implications and impacts of this change.</p>

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112	Staff	ADJUST	Reporting Instructions	Course Master	<p><b>Change instructions to indicate that the 3.1.4.2 Course Level element on the Staff Course Master Record is optional for all CTAE courses</b></p> <p>The proposed change recommends revising the reporting instructions to indicate that the default (* = Not Applicable) can be used for all CTAE courses, however, a district can choose to enter a course level for their own reporting purposes if they choose to. This change will NOT impact CTAE funding in any way.</p>
113	Student	DELETE	Options	Program	<p><b>DELETE 17 program codes - placement options for students with disabilities:</b></p> <p><b>210021</b> - Full-time in a regular class with special education/related services provided within the regular class.</p> <p><b>210022</b> - Regular class with special education/related services provided outside the regular class for less than 21% of the time.</p> <p><b>210023</b> - Regular class with special education/related services provided outside the regular class at least 21% and no more than 50% of the time.</p> <p><b>210024</b> - Regular class with special education/related services provided outside the regular class at least 51% and no more than 60% of the time</p> <p><b>210025</b> - Regular class with special education/related services provided outside the regular class at least 61% of</p>

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					<p>the time.</p> <p><b>210026</b> - Self-contained special education class (100% of the time) operated by and located in a regular public or Community school building</p> <p><b>210027</b> - Self-contained special education class at least 50% of the time in a separate facility, and the remainder of the time in a regular public or Community school building.</p> <p><b>210028</b> - Self-contained special education class (100% of the time) operated by the public school and located in a separate building exclusively for students with disabilities</p> <p><b>210029</b> - Special education/related services provided by CBMR/DD in a chartered public school building 100% of the time, and students participate (academically or non-academically) outside the regular class for less than 21 % of the time.</p> <p><b>210030</b> - Special education/related services provided by CBMR/DD in a regular public or Community school building 100% of the time, and students participate (academically or nonacademically) outside the regular class at least 21 % of the time and no more than 60% of the time.</p> <p><b>210031</b> - Special education/related services provided by CBMR/DD in a regular public or Community school building 100% of the time, and students participate (academically</p>

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					<p>or nonacademically) outside the regular class at least 61% of the time. <b>210032</b> - Special education/related services, provided by CBMR/DD, 100% of the time located in a CBMR/DD building.</p> <p><b>210033</b> - Special education/related services provided at a private separate facility at public expense.</p> <p><b>210034</b> - Special education/related services provided in a public residential facility (Ohio State School for the Blind, Ohio School for the Deaf, the Department of Youth Services, the Department of Rehabilitation and Correction, the Department of Mental Retardation and the Department of Mental Health).</p> <p><b>210035</b> - Special education/related services provided in a private residential facility, at public expense.</p> <p><b>210036</b> - Special education/related services provided in a hospital setting.</p> <p><b>210037</b> - Special education/related services provided in a . homebound setting (home instruction).</p>
114	Student	ADD	Option	Program	<p><b>ADD 8 new program codes - placement options for students with disabilities:</b></p> <p><b>210013 - Special Education outside the regular class less than 21% of the day.</b> Student with a disability receiving special education and related services outside the</p>



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					<p>regular classroom for less than 21% of the school day. This may include placement in:</p> <ul style="list-style-type: none"> <li>• Regular class with special education/related services provided within the regular classes;</li> <li>• Regular class with special education/related services provided outside regular classes;</li> <li>• Regular class with special education services provided in resource rooms</li> </ul> <p><b>210014 - Special education outside the regular class at least 21 percent of the day and no more than 60 percent of the day.</b> Student with a disability receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include placement in:</p> <ul style="list-style-type: none"> <li>• Resource rooms with special education/related services provided within the resource room;</li> <li>• Resource rooms with part-time instruction in a regular class.</li> </ul> <p><b>210015 - Special education outside the regular class more than 60 percent of the day.</b> Student with a disability receiving special education and related service outside the regular classroom for more than 60 percent 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:</p> <ul style="list-style-type: none"> <li>• Self-contained special classrooms with part-time</li> </ul>

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					<p>instruction in a regular class;</p> <ul style="list-style-type: none"> <li>• Self-contained special classrooms with full time special education instruction on a regular school campus</li> <li>• Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.</li> </ul> <p><b>210016 - Public separate school.</b> Student with a disability receiving special education and related services, at public expense, for greater than 50 percent of the school day in public separate schools. This may include:</p> <ul style="list-style-type: none"> <li>• Students with disabilities attending County Boards of MR/DD;</li> <li>• Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week)</li> <li>• Public day schools for students with disabilities;</li> <li>• Public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.</li> </ul> <p><b>210017 - Private separate school.</b> A student with a disability receiving education programs in private separate day school facilitates. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in private separate schools. This may include:</p> <ul style="list-style-type: none"> <li>• Private day schools for students with disabilities;</li> </ul>

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					<ul style="list-style-type: none"> <li>• Private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.</li> <li>• Private residential facilities, if the student does not live at the facility.</li> </ul> <p><b>210018 - Public residential facility.</b> 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 related services for greater than 50 percent of the school day in public residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week)</li> <li>• Public residential schools for students with disabilities;</li> <li>• Public residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools in regular school buildings for the remainder of the school day.</li> <li>• Correctional facilities - Department of Youth Services (DYS) or Ohio Central School</li> </ul> <p>Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).</p>

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					<p><b>210019 - Private residential facility.</b> 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 related services, at public expense, for greater than 50 percent of the school day in public residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Private residential schools for students with disabilities;</li> <li>• Private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.</li> </ul> <p>Do not include students who received education programs at the facility, but do not live there.</p> <p><b>210020 - Homebound/Hospital.</b> A student with a disability receiving education programs in a homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> <li>• Hospital programs;</li> <li>• Homebound programs</li> </ul> <p>Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.</p>
115	Student	ADJUST	Option	Program	<b>ADJUST reporting instructions for this placement</b>

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					<p><b>option for students with disabilities:</b></p> <p><b>211001 - Alternative Placement for Special Education Students who are expelled.</b> 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. <b>If this code is reported for a student, the student must also be reported with one of the 210XXX placement codes for students with disabilities.</b></p>
116	Staff	ADJUST	Option	Employment	<p><b>ADJUST</b> three assignment areas to eliminate any reference to special education unit funding (which no longer exists for school-age students with disabilities) and to align the definitions with the current Operating Standards for Ohio Schools:</p> <p><b>999725 Vocational Special Education Coordinator Services:</b> Services provided by the Vocational Special Education Coordinator include assisting students with disabilities who are enrolled in programs offered by a career technical planning district or joint vocational education school district by: collaborating with referring district officials , parents, and instructional personnel in developing the IEP and career-technical education</p>

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					<p>program; providing support to general and career-technical teachers in the design and delivery of differentiated instruction for students with disabilities, to ensure their access to and progress in the general education curriculum; providing supplemental instruction to those students with disabilities requiring intensive support; serving as a liaison to the referring district and to the student's home; collaboratively monitoring progress of student with disabilities on a continuous basis and assisting the work-study coordinator in follow-up studies.</p> <p><b>999583 Work-Study (multi-district):</b> This assignment area is to be used by school districts for work-study coordinators who provide services to students with disabilities in a multi-district cooperative arrangement.</p> <p><b>999584 Work-Study (single district):</b> This assignment area is to be used by school districts for work-study coordinators who provide services to students with disabilities in a single district.</p>
117	Staff	ADD	Option	Course Master	<p><b>ADD the following subject code for students with disabilities:</b></p> <p><b>199000 Transition to Post School Readiness</b></p> <p>Specialized curriculum designed for students with disabilities 14 years of age and older that provides training for the development of skills that supports the students transition to post school environments, including employment, postsecondary education,</p>

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					independent living, or community participation.
118	Student	ADD	Reporting Instructions	Discipline	<p><b>ADD information to the reporting instructions for the 2.1.9.3 Type of Discipline element</b></p> <p>Only report the final type of discipline administered to the student for a specific discipline incident (For example, if a student is suspended pending an expulsion hearing, only report <b>the expulsion</b>)</p>
119	Student	ADD	Option	Discipline	<p><b>ADD the following options to the 2.1.9.4 Discipline Reason element:</b></p> <p><b>18 = Disobedient/Disruptive Behavior (Replace 02 Behavioral Problems)</b></p> <p>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 which substantially disrupts the orderly learning environment. (ie. Dress code violations, inappropriate language, cursing, inappropriate gestures.)</p> <p><b>19 = Harassment/Intimidation</b></p> <p>Repeatedly annoying or attacking using physical, verbal, written, or electronic action which creates fear of harm, an intimidating or hostile education or work environment, without displaying a weapon and without</p>

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					<p>subjecting the victim to actual physical attack.(ie. Bullying, hazing, threat of harm.)</p> <p><b>20 = Firearm look-a-likes</b> Any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded devise or air pressure by which to propel an object or substance. (ie. toy guns, cap guns, bb guns, pellet guns)</p> <p><b>21 = Unwelcome Sexual Conduct</b> 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. (ie. pinching, grabbing, suggestive comments, gestures or jokes or pressure to engage in sexual activity).</p>
120	Student	DELETE	Option	Discipline	<p><b>DELETE the following options to the 2.1.9.4 Discipline Reason Element:</b></p> <p><b>02 = Behavioral Problems</b> (Repeated behavior of a disruptive nature that interferes with the learning environment) – will be replaced by <b>XX = Disobedient/Disruptive Behavior</b></p> <p><b>The following 3 options will be incorporated into</b></p>



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					<p><b>existing codes:</b></p> <p><b>12</b> = Sale/Distribution of weapons</p> <p><b>13</b> = Sale/Distribution of alcohol</p> <p><b>17</b> = Sale/Distribution of other drugs</p>
121	Student	ADJUST	Option	Discipline	<p><b>ADJUST the following options to the 2.1.9.4 Discipline Reason Element:</b></p> <p><b>03 = Fighting/Violence</b> Mutual participation in an incident involving physical violence</p> <p><b>04 = Vandalism (Damage to School or Personal Property)</b> Willful destruction or defacement of school or person property</p> <p><b>05 = Theft (Stealing Personal or School Property)</b> The unlawful taking of property belonging to another person</p> <p><b>06 = Use, possession, sale or distribution of a firearm</b> 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</p>

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					<p>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.</p> <p><b>07 = Use, possession, sale or distribution of a dangerous weapon other than a firearm or explosive, incendiary or poison gas</b></p> <p>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).</p> <p><b>08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas</b></p> <p>Any destructive device, which would include 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.</p>

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					<p><b>09 = Use, possession, sale or distribution of tobacco</b> Use, possession, sale or distribution of tobacco products, including smokeless tobacco</p> <p><b>10 = Use, possession, sale or distribution of alcohol</b> Use, possession, sale or distribution or intoxicating alcoholic beverages.</p> <p><b>11 = Use, possession, sale or distribution of drugs other than tobacco or alcohol</b> Use, possession, sale or distribution of any controlled drug (other than prescription medication that has been administered in accordance with the district's policies.)</p> <p><b>14 = False Alarms/Bomb Threat</b> 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.</p>
122	Student	ADJUST	Reporting Instructions	Discipline	<p><b>ADJUST the reporting instructions for the 2.1.9.6 Discipline modified on Case-by-Case Basis:</b></p> <p>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</p>

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					<p>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 "Y" or "N" should ONLY be reported when there is a combination of:</p> <p><b>Type of Discipline = 1 - Expulsion AND</b></p> <p><b>Discipline Reason = 06 – Use, possession, sale or distribution of a firearm OR 08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas</b></p> <p><b>Valid Options:</b></p> <p>* = Not applicable (reported for type of discipline "1" with discipline reasons other than option 06 or 08 and types of discipline "2" through "7")</p> <p>Y = Yes</p> <p><b>N = No</b></p>
123	Student	ADJUST	Option And Reporting Instructions	Discipline	<p><b>ADJUST the reporting instructions for the 2.1.9.7 Referred for Alternate Educational Services:</b></p> <p>If the Chief Administering Officer of the school district modifies the student's expulsion for Discipline Reasons 06 – Use, possession, sale or distribution of a firearm OR 08 = Use, possession, sale or distribution of any</p>

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					<p>explosive, incendiary or poison gas as part of the case-by-case exception provision, the district may recommend that the student receive alternative educational services. If alternative educational services are provided this should be reported as Y in this element, NOT as Discipline Type 4 = In school alternative discipline class/program/building. The Expulsion must still be reported for this student even if alternative educational services are provided.</p> <p><b>Option "Y" or "N" should ONLY be reported when there is a combination of:</b></p> <p><b>Type of Discipline - 1 - Expulsion AND</b></p> <p><b>Discipline Reason - 06 = Use, possession, sale or distribution of a firearm OR 08 = Use, possession, sale or distribution of any explosive, incendiary or poison gas AND</b></p> <p><b>Discipline Modified on a Case-by-Case Basis - Y = Yes</b></p> <p><b>Valid Options:</b></p> <p>* = Not Applicable (reported for type of discipline "1" with discipline reasons other than options 06 OR 08 and types of discipline "2" through "7")</p> <p><b>Y = Yes</b></p> <p><b>N = No</b></p>

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124	Building	ADD	Element	Yearend Building	<p><b>ADD a new element to the Yearend Building Record:</b></p> <p><b>Total Number of Students Arrested for Committing a Violent Criminal Offense on School Grounds</b></p> <p>Rationale: The response to this element will be used to identify schools that may meet the threshold for one of the criteria set by the State Board of Education to determine if a school is identified as "persistently dangerous" as required by No Child Left Behind. (The other criteria is the number of weapon-related incidents in the school that resulted in student removal from school which we will capture through the student discipline record)</p> <p><b>This item is still being finalized</b></p>