Chapter 3

DATA ELEMENT DEFINITIONS

The following chapter is a listing of the data elements that comprise the Education Management Information System (EMIS) for staff.

Elements are listed for the following files:

Staff Demographics
Staff Employment
Course Master
Career-Technical Education Correlated Class

3.1 STAFF DATA ELEMENTS

Information will be reported for each staff member, including certificated/licensed and classified employees. Certificated/licensed employees under the supervision of the superintendent during the first full week of October must be in compliance with Section 3317.061 (Superintendent to report annually on teaching staff) of the Ohio Revised Code.

Use the following guidelines to determine which staff members must be reported for the October K and Yearend N reporting periods.

For the October K reporting period:

Staff data reported during the October K reporting period should provide a snapshot of the first full week of October.

1. Report:

Individuals employed by the school district as of the first full week in October.

Individuals contracted by the school district as of the first full week in October for duties normally performed by school district personnel. (e.g., bus drivers, food service staff, and special education therapists)

Individuals who were employed during the current school year but who left prior to the first full week in October.

Individuals who are on leaves of absence.

Substitutes who become the teacher of record and are replacing individuals on leaves of absence.

Individuals employed during the previous reporting period, who are no longer employed, including individuals who have resigned over the summer.

2. Do not report:

Individuals employed through supplemental contracts

Daily (as needed) substitutes

Student employees

Board of education members

Adult education teachers

Game officials, ticket takers

Part-time summer help

Volunteers serving in the district.

For the Yearend N reporting period:

The staff records for the Yearend N reporting period are identical in format to the staff records for the October K reporting period. The difference is that the Yearend staff data should reflect the status of the staff member as of the end of the school year. Data should be extracted at year-end from personnel and/or payroll systems.

1. Report:

Individuals employed by the school district as of the end of the school year.

Individuals hired after the first full week of October who left before the end of the school year.

Individuals who were employed during the current school year but who left prior to the first full week in October.

Individuals contracted by the school district as of the end of the school year to perform duties normally performed by school district personnel. (e.g., bus drivers, food service staff, and special education therapists)

Individuals who were reported as part of the October staff data, even if they are no longer employed.

Individuals employed through supplemental contracts as of the end of the school year, including individuals whose only position is a supplemental contract.

2. Do not report:

Daily (as needed) substitutes

Student employees

Board of education members

Adult education teachers

Game officials, ticket takers

Part-time summer help

Note: The term "individuals" refers to both certificated/licensed and classified staff members.

TYPES OF SUBSTITUTES:

A. Daily (As-Needed) Substitutes

These are individuals that the district contacts on an as needed basis, who are not on the teacher salary schedule for that district, but are paid the daily substitute rate. This is what people typically think of, when they think about a "substitute" teacher. **These individuals are not reported through EMIS and are NEVER the teacher of record.**

B. Full-time Substitute Teachers (Permanent)

Effective FY2002, individuals hired as full-time (permanent) substitute teachers should be reported with position code "225."

> Staff assigned this position code meet the following criteria:
>
> - Have a contract with the district; AND
>
> - Are placed on the district salary schedule; AND
>
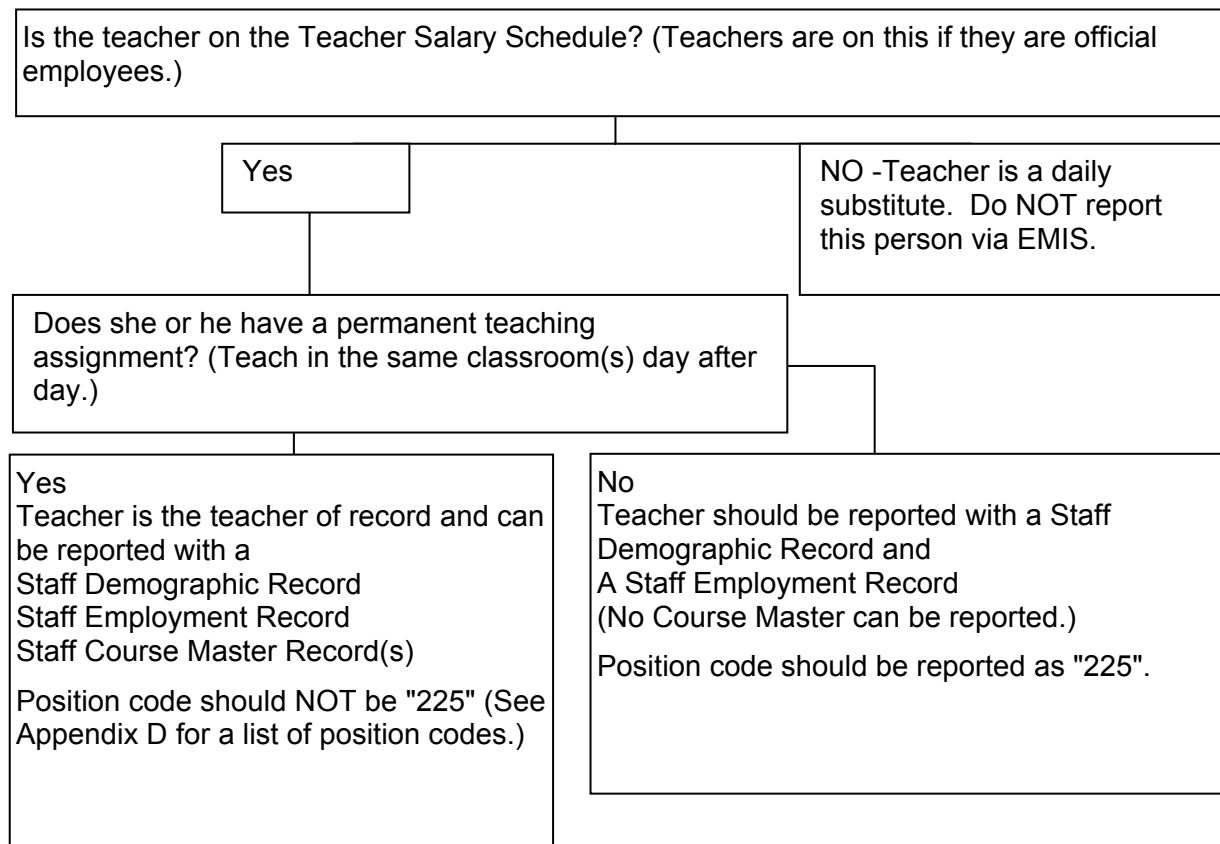> - Report to the district for work daily.

Teaching assignments for individuals assigned this position code are subject to change daily. **An individual in this position is NEVER the teacher of record, but has a variety of assignments, based upon the needs of the district.** No Course Master Record should be reported for full-time (permanent) substitute teachers, because they cannot be the teachers of record. If a substitute becomes the teacher of record, then they should have the certificate/license for the position they are hired to fill. In addition, the position code should be updated for this individual to reflect the responsibilities of this job.

Individuals assigned position code 225 would not be counted in the teacher FTE, but could be included in data analysis and in calculating total costs.

C. Substitute Becoming Teacher of Record

This individual replaces someone who will be on leave for an extended period of time. This individual is the teacher of record and should be coded with a regular teaching assignment [Position Code = "205"]. They must have the valid certificate/license to teach the particular subject for which they have been designated "teacher of record." If the substitute becomes the teacher of record after the first full week of October, the substitute should not be reported via EMIS in the October K but should be reported in the Yearend N reporting period.

Decision Tree for Determining Teacher of Record

Is the teacher on the Teacher Salary Schedule? (Teachers are on this if they are official employees.)

Yes	NO -Teacher is a daily substitute. Do NOT report this person via EMIS.

Does she or he have a permanent teaching assignment? (Teach in the same classroom(s) day after day.)

Yes Teacher is the teacher of record and can be reported with a Staff Demographic Record Staff Employment Record Staff Course Master Record(s) Position code should NOT be "225" (See Appendix D for a list of position codes.)	No Teacher should be reported with a Staff Demographic Record and A Staff Employment Record (No Course Master can be reported.) Position code should be reported as "225".

Leaves of Absence:

If a staff member was placed on leave of absence prior to the first full week in October and is replaced by another individual the district has two options for reporting in EMIS. As a rule, the person who will be present for the majority of the school year should be reported.

> The district reports both the substitute and the person on leave. The person on leave should be given the "P = Leave of Absence" Position Status. OR

> District chooses to report only the person that is on leave, and the substitute should not be reported. The Position Status should not be "P = Leave of Absence" for the permanent staff member because that indicates the individual is not to be included in any of the district's counts for that school year.

If a staff member is reported as on leave of absence in one year and does not return the next year, in YEAR TWO the district should report the teacher on "P = Leave of Absence", unless the staff member has resigned. If the teacher is not planning to return and has submitted his/her resignation, report Position Status "U = No longer employed by district in this position."

3.1.1 STAFF – DEMOGRAPHIC RECORD

One record for each staff member

3.1.1.1 Employee State ID:

This is a unique ID assigned to each staff member. [This is primarily for local requirements; to maintain one electronic system. This number will be replaced by a randomly generated number in the EMIS software at the designated data acquisition site before it is sent to the Department.]

3.1.1.2 Employee Name:

Report the legal name of staff member.

VALID OPTIONS:

Last Name

Appendage (e.g., Jr., III, etc.)

First Name

Middle/Maiden Name or Initial

Last name Appendage, First name Middle

Example: Smith Jr., Joe S

3.1.1.3 Date of Birth:

Report the date on which the staff member was born.

3.1.1.4 Gender:

Indicates the staff member is male or female.

VALID OPTIONS:

M = Male

F = Female

3.1.1.5 Racial/Ethnic Category:

Racial/ethnic group to which the staff member belongs or with which the staff member identifies.

VALID OPTIONS:

W = White, Non-Hispanic: Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

B = Black, Non-Hispanic: Persons having origins in any of the black racial groups in Africa.

H = Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

A = Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

I = American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

3.1.1.6 Education Level:

Indicates the type of degree for the highest level of education achieved.

VALID OPTIONS:

0 = Non-degree

1 = Associate

2 = Bachelors

3 = Masters

4 = Education Specialist

5 = Doctorate

6 = Other

7 = Less than High School Diploma

8 = High School Diploma

9 = GED Diploma

3.1.1.7 Semester Hours (Certificated/Licensed Only):

Indicates the total number of semester hours of recognized college training. The term "recognized college" is defined as any institution from which credit is accepted for certification by the Ohio Department of Education, Center for the Teaching Profession. (Round fractions to the nearest whole number.)

Note: To convert quarter hours to semester hours, multiply the number of quarter hours by 2/3 and round to the nearest whole number.

3.1.1.8 Attendance Days:

 (Not required for staff member with 800-899 position assignments only.) Total number of days the staff member was in attendance during the period from July 1 - June 30. Maintain attendance according to district policy, but when reporting for June, round partial attendance to the nearest tenth. Include attendance at professional meetings approved by the district. (This includes parent-teacher conference days.) Do not count vacation days or holidays. Do not count staff as in attendance prior to the actual starting date of their contract. Do not include days for staff members who have resigned or been dismissed from and after the effective date of such resignation or dismissal.

3.1.1.9 Absence Days:

(Not required for staff members with 800-899 position assignments only.) Total number of days the staff member was absent during the period from July 1 to June 30 due to all causes except professional meetings, vacations or holidays. Maintain absence according to district policy, but when reporting for June, round partial absences to the nearest tenth. Include absences that are covered by sick leave, personal leave, or other forms of leave. Do not count staff as absent prior to the actual starting date of their contract. Do not include days for staff members who have resigned or been dismissed from and after the effective date of such resignation or dismissal.

3.1.1.10 Absence Days/Long-term Illness:

Indicate the number of school days missed because of a long-term illness of a staff member. A long-term illness must be 15 consecutive work days or greater. "Long-term illness" includes an illness of the staff person, his/her spouse, child or parent, in accordance with the federal Family and Medical Leave Act of 1993 (Public Law 103-3, enacted February 5, 1993). There is no minimum for a workday. Staff members work different hours per day. Therefore, this element also applies to an individual who works part time and is absent for 15 or more consecutive work days. **Long-term illness does not count against the staff attendance rate.**

Note: For the previous three elements, a day is defined as the period of time the staff member normally spends at his/her work site(s) during a 24-hour period. This may vary from person to person

Guidance for Reporting – Leave of Absence

- **Long-Term Illness** – Report both absence days and absence days/long-term illness

- **Non-medical or Unpaid Leave of Absence** – Report absence days only

- **Professional Leave** – Do NOT report absence days

3.1.1.11 Authorized Teaching Experience Years: (Certificated/Licensed Only)

Indicates the total years of authorized teaching experience. Nonauthorized experience (includes teaching service in a college, a university, or a related institution, including the Peace Corps), should NOT be reported in this element but can be reported in the 3.1.1.12.Total Experience Years in Education (Certificated/licensed only) element. Report the *total* number of years, even if the total exceeds 11 years. **Please note that it is extremely important to update this element each year. In some cases this element is used for funding purposes and it is also used to determine eligibility for the National Board Certification exam.** Authorized teaching experience years should be updated during the October K reporting period that follows the current school year. For example, a new teacher would have "0" authorized teaching experience years in both the October K and the Yearend N reporting periods of the current school year but this number would be updated to "1" during the following October K reporting period. The number of authorized teaching experience years reported for an employee should be the same in both the October K and Yearend N reporting periods of the current school year.

General criteria for determining authorized years of experience--- One year must consist of at least 120 days within a regular school year ending June 30. To be credited with an authorized year, teachers must be employed in regular or substitute, elementary or secondary instruction (Section 3317.13, ORC).

Required criteria for determining authorized years of experience.

a) Teaching service by a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code, performed in one or more of the following educational institutions operated by the state, or in a subdivision or other local governmental unit of the state: a chartered school, an institution that subsequently became chartered, a chartered special education

program, or a special education program that subsequently became chartered.

b)   Teaching service performed in any other elementary and/or secondary public school district in Ohio; in compliance with Sections 3317.13 and 3317.14 of the Ohio Revised Code.

c)   Active military service in the armed forces of the United States, as defined in Section 3307.75.2 of the Ohio Revised Code, to a maximum credit of five years. A partial year of active military service of eight continuous months or more should be credited as a full year.

d)   Teaching service by a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code, performed in a chartered, nonpublic school located in Ohio.

e)   Teaching service performed in the filing school district.

Optional criteria for determining authorized years of experience.

a) Teaching service performed in elementary and/or secondary public school districts in states other than Ohio.

b) Teaching service in an overseas dependent school operated by one of the armed forces of the United States or in an elementary or secondary school operated by a state agency, approved by the State Board of Education

3.1.1.12 Total Experience Years in Education (Certificated/licensed Only):

Indicates the total number of years of **all** certificated/licensed educational service (authorized and non-authorized) in elementary schools, secondary schools, colleges, universities, and any other public or non-public educational institutions (including the Peace Corps). Includes active military service up to the maximum allowable five years.

3.1.1.13 Preschool or Early Childhood Degree Major:

For teachers or aides hired for Early Childhood programs that do not have a certificate but have a degree, this element must indicate their degree major.

VALID OPTIONS:

  * = Not applicable

  1 = Child Development

  2 = Early Childhood Education

3.1.1.14 Other Credential

For teachers or aides hired for Early Childhood programs that do not have a certificate or a degree, this element must indicate their credential status.

VALID OPTIONS:

  * = Not applicable (default)

  1 = Working toward a CDA (Child Development Associate)

  2 = CDA completed

3 = No CDA AND not working toward a CDA

4 = Working toward an Associate Degree

3.1.2 STAFF EMPLOYMENT RECORD

Staff members require one Staff Employment Record for each position for which they are employed by the reporting district.

Staff Members with Multiple Contracts

For staff members with multiple contracts, a separate Staff Employment Record should be reported for *each contract position*. This includes individuals who teach and also serve in an administrative position. Multiple coaching or advisor assignments should also be reported as multiple positions. If a staff member has a supplemental contract (e.g., coaching, class advisor, club advisor) different from her/his regular position(s), information will be reported as a separate position. For example, if a staff member has a teaching assignment and a coaching assignment, report information as two separate positions.

Supplemental Contracts

All supplemental contracts are to be reported in the Yearend N reporting period. This includes individuals whose only position in the district is a supplemental contract.

Staff Employment data for supplemental contracts should reflect data for the specific supplemental contract. Estimates may have to be made in some areas.

> **Q1:** A regular teacher functions two periods per day as a teacher. He also has a supplemental contract for an assistant athletic director position that has two lump-sum payments. Hence, it has traditionally been a separate job. Currently, I have 1 job for "in school" time, and one for the supplemental time. How many positions should I report in the EMIS and what is the FTE for each position?

> **A1:** Report two positions for this staff member. The teaching position has an FTE of 0.75 (or whatever is the equivalent of two periods) and 1.0 for the assistant AD position that would include the extended service.

3.1.3 POSITION DATA

3.1.3.1 Building IRN:

Report the six-digit number for the school building in which the staff member is assigned.   This is the Information Retrieval Number (IRN) found in the Ohio Educational Directory. For staff employed by the Education Service Center and reported by the ESC, use the ESC IRN in the Building IRN element on the Staff Employment Record even when the position is physically located at a district. Staff members under contract and assigned to nonpublic schools should use the district IRN. For staff members who transfer within the district, the Building IRN should be changed to reflect the new building.

Reporting Teachers Assigned to Multiple Buildings

Building level student teacher ratios are calculated and appear on the Local Report Card. A district has the following two reporting choices in order to achieve accurate building level student teacher ratio results for teachers who instruct in more than one building:

1. Report the district IRN as the Building IRN

If this method is used, ODE will prorate the teacher's Position FTE, by the number of classes assigned to the teacher, using the Location IRN of the Course Master Record. For ESP teachers (Elementary Music, Art and Physical Education), it will be necessary to create course master records for each school in which the teacher instructs in proportion to the amount of time that they spend in each school. It is necessary to only populate each class with one student. For example, if a teacher spends approximately twice as much time in one school as another, two course master records should be created for one school and one for the other.

2. Report multiple employment records for the teacher.

Report an employment record for each school in which the teacher instructs. The same position codes would be used for both positions. The Local Contract Code needs to be different for each school in which the teacher is providing instruction. The Position FTE should represent the proportion of time spent in that building. The scheduled work days should be the same for each employment record and should represent the total number of work days for the position, regardless of how the teacher's schedule is split. If the Contracted Salary Type is annual, the Contracted Salary Amount/Rate should represent the Position FTE times the total annual salary for the position. IF the Contracted Salary Type is hourly rate, the Contracted Salary Amount/Rate should be the same for each employment record.

For example, a teacher teaches in two separate buildings, spending 60% at one and the remainder in another and has a salary of $50,000. Two Staff Employment Records would be created. The position code would be the same, the contract numbers must be different and the percent of time and salary should split 60/40 and $30,000/$20,000 respectively.

Non-Teachers With Districtwide Responsibilities or Assigned to Multiple Buildings

Employees with district-wide responsibilities should use the district's IRN.   Non-teaching staff members assigned to more than one school should use the district's IRN. If a staff member serves more than one school but is assigned to a specific school for payroll or other purposes, he or she should use the assigned school's IRN.

3.1.3.2 Position Code:

The code associated with the position assignment of the employee as provided in the Position Assignment Code table (Appendix D)

- Educational Service Personnel (ESP) positions include:
- Counselors (position code 202),
- Social Workers (323),
- Visiting Teacher (330),
- Librarian/Media Specialists (203), (**Note**: Librarian/Media Specialists declaring intent to become licensed under HB 196 should complete 3.1.3.17 Certificate/[License Application – Certified/Licensed Only)
- Registered Nurses (320),

- Art Teachers [Position code = 211, Assignment Area = "999050"],

- Physical Education Teachers [Position code = 211, Assignment Area = 999418],

- Music Teachers [Position code = 211, Assignment Area = 999570].

Teachers who are hired expressly as Teacher Evaluators/Mentors should be reported with position code 226. These are teachers who do NOT have direct responsibilities for routinely teaching students in a classroom, and who as part of their skills-based compensation system spend their time evaluating other teachers. (This differs from position code 309 "Evaluating Assignment", in that those with position code 309 are NOT evaluating teachers, but programs.)

This is also *different* from teachers who are assigned to their own classrooms, in addition to serving as a mentor for entry year teachers, which would be reported with their regular position code (i.e. 205, 207), and assignment code 999005 (Teacher Mentor).

Persons serving as TUTORS should be given a Position Code of 208. An Assignment Area is required with this Position Code.

Q & A: CTAE academic teacher

> **Q1:** What position code should I use for a certificated/licensed regular academic teacher who teaches an "applied" academic class for career-technical education?

> **A1:** Use position code 205 - Regular Teaching Assignment

3.1.3.3 Local Contract Code:

A unique number assigned by the school district, which differentiates between multiple contracts of a staff member within the same position code. This element is only required when a staff member has multiple positions within the same position code.

3.1.3.4 Position Status: *New options for FY05*

Used for all individuals who are reported on the staff records regardless of Position Type or Type of Employment. Identifies the employee's current employment relationship with the school board **in that particular position**. Because a staff person can have multiple employment records, the Position Status can be different on separate employment records for one individual. This is a required element for each employment record submitted.

VALID OPTIONS:

R = Returning from leave of absence

N = New to district

C = Active/continuing in the **same** position in the district *(Change for FY05* – If the individual remains a current employee of the district but is hired into a new position, the individual should now be reported with the "D = Active/new position in the district" position status)

D = Active/**new** position in district *New option for FY05*

O = Retired and then rehired in the same or a different position within the district within a three month period *New option for FY05*

A = Contracted personnel - Agency

I = Contracted personnel - Individual

P = Leave of absence

U = No longer employed by district in this position

Definitions:

Individuals who are currently employed by the school district and are paid through the payroll system fall under one of five position statuses:

- **Returning from a leave of absence** - An individual was employed by the current district, was granted a leave of absence, and is now returning.

- **New to the district** – New employees are defined as not having been under an annual contract with the filing district the previous year; as not having been on a leave of absence from the filing district; or as returning to the filing district from active duty in the armed services. The individual may have worked for the district in prior years (however, if the individual retires and is then rehired within a three month period, the district should report the "O = Retired and rehired in the same or different position within the district" position status)

- **Active/Continuing** - All current employees continuing in the same position within the district.

- **Active/New Position** – All current employees hired into a new position within the district (however, if the individual retires and is then rehired within a three month period, the district should report the "O = Retired and rehired in the same or different position within the district" position status). This option should be reported only during the year that the employee begins the new position. If the employee remains in the position during the following year, the "C = Active/Continuing" position status should be reported during the next year.

- **Retired and Rehired in the same or a different position** – An employee who is retired and then rehired by the district in the same or a different position **within a three month period.** This option should be reported only during the year that the employee is rehired. If the employee remains in the position during the year following their return, the "C = Active/Continuing" position status should be reported during the next year.

Individuals who are currently providing services under a contractual arrangement with the district and are not employees of the district, i.e., are not paid through the payroll system, are contractual personnel and fall under one of the following:

- **Contracted Personnel - Agency** - The contractual arrangement is with an agency, private or public, not with the individual.

- **Contracted Personnel - Individual** - The contractual arrangement is directly with the individual, not through an agency.

Districts contracting with other agencies or boards for personnel to meet educational service personnel requirements, Gifted unit funding for Gifted teachers or Gifted coordinators or Preschool Unit funding for certain related service units (eligible positions include 304 – Audiologist, 318 - Psychologist, 325 - Physical Therapist, 326 - Speech and Language Therapist and 327 - Occupational Therapist and 333 – Adapted Physical Education Therapist) should report these staff members as contracted personnel (Position Status = A or I). The contracted staff members or the contracted agency must provide the individual's social security number to the contracting district so that the contracting district can report the individual in EMIS, AND so that the credentials of these individuals can be checked as required by the Ohio Revised Code

and the Ohio Administrative Code. Please note that the individual SSN is NOT reported to EMIS but is converted to the state ID for that employee that is assigned to the individual when s/he applies for certification/licensure.

Other options:

- **Leave of Absence** - The individual was employed by the current district during the last reporting period, but was granted a leave of absence. It does not matter if the employee is being paid while on leave.

- **No longer employed by district in this position** - The individual was employed by the current district during the last reporting period in this position, but is not employed in this position this year and was not granted a leave of absence. Employees need only to be reported once under this status.

Q&A RE: Staff Reporting:

Q1: A teacher in my district resigned and we hired a teacher to fill the position. Which teacher does the district report?

A1: Both teachers should be reported to EMIS. A Staff Demographics Record and a Staff Employment Record are required to be reported to EMIS in the Yearend N reporting period for the teacher who resigned. Report the Attendance Days and Absence Days until the day of resignation. The Position Status would indicate option "U - No longer employed by the district in this position." Appropriate staff records should be reported for the newly hired teacher. Attendance and absence days for the new teacher include days from the first day of work through the end of the school year.

3.1.3.5 Position Start Date:

Report the date on which the staff member began work in this position with the school district. Position Start Date should indicate the starting date *for the specific position*, not when the employee started at the district in any position. Because a staff person can have multiple employment records, the Position Start Date can be different on separate employment records for one individual. This is a required element for each employment record submitted.

3.1.3.6 Position Separation Date *New for FY05*

Report the date of the last day that a staff member was employed in this position with the school district. Position Separation Date should indicate the last date of employment for the specific position. Because a staff person can have multiple employment records, the Position Separation Date can be different on separate employment records for one individual. This is a required element for any employment record reported with position status "U = No longer employed by the district in this position" or "O = Retired and rehired by the district in the same or a different position". If the individual leaves a position during the school year but after October count week, the position separation date would be reported during the Yearend reporting period of the same year. If the employee leaves the position during the summer, the position separation date would be reported during the next year's October K reporting period.

3.1.3.7 Position Separation Reason:

The reason the employee left the position in the district.

VALID OPTIONS:

    * = Not applicable

    1 = Retirement

3 = Employer initiated

5 = Resigned - Took another education job in Ohio

6 = Resigned - Took another education job out of state

7 = Resigned - Other

3.1.3.8 Position FTE:

Report the full-time equivalency of the position assignment (to the nearest whole percent). FTE is the ratio between the amount of time normally required to perform a part-time assignment and the time normally required to perform the same assignment full-time. (The number 1.00 represents one full-time assignment.) For one full-time equivalency, the employee's services are required each working day for at least the number of hours equal to a regular working day for that position. If the individual is employed as a teacher and is assigned to multiple buildings, see note in section (3.1.2)

EXAMPLE 1: If a full-time teacher instructs students for six hours a day, then a teacher who instructs students for three hours a day would have a position FTE of 0.50.

EXAMPLE 2: A district employs eight cooks. Three cooks work three hours per day, two work four hours per day, and three work five hours per day. The FTE for the cooks who work five hours per day is 1.0 (3 x 1.0 = 3), for the four-hour-per-day cooks it is 0.8 (2 x 0.8 = 1.6), and for the three-hour-per-day cooks it is 0.6 **(3 x 0.6 = 1.8)**

EXAMPLE 3: A district employs an individual to drive a bus half the time and to supervise the transportation system the other half. The individual should be reported as 0.5 FTE. If an individual is employed as a transportation supervisor and as a bus driver, his time should be divided between the two assignments.

3.1.3.9 Position Fund Source

Identify up to three fund sources *and corresponding percentages* from which the employee is paid for the position code indicated. All positions are funded a total of 100%, regardless of the FTE.

VALID OPTIONS:

A = State Auxiliary Funds

B = Other State Funds

F = Special Education Part-B IDEA Federal Grant Funds (formerly Federal VI-B Funds) – for school-age students with disabilities

G = Title I Funds

H = Head Start Program State Funds

I = State DPIA Funds

J = Head Start Program Federal Funds

L = Local Funds and/or State Foundation Funds (Other than state unit funding)

N = TANF (May potentially be available through county departments of Jobs and Family Services)

O = Other Federal Funds

P = Special Education Part B IDEA Federal Grant Funds (formerly Federal VI-B Funds) – for preschool students with disabilities

R = SIRI (Summer Institute for Reading Intervention)

S = State Funds - Public Preschool Program

T = Private/Tuition

U = State Unit Funding (use fund source "Z" for preschool students with disabilties)

W = OhioReads (Classroom Reading Grants, Community Reading Grants, Summer Reading Grants)

X = Reading First Federal Grant Funds

Z = Preschool State Unit Funding (use for preschool students with disabilities)

EXAMPLE - An employee serves as a guidance counselor and is paid 60 percent from local funds and 40 percent from DPIA. For the first position, report 60 as the percent of time and L for the funding source. For the second position, report 40 as the percent of time and I for the funding source.

3.1.3.10 Position Type:

Identifies the type of employment with the school board.

VALID OPTIONS:

R = Regular

T = Temporary (Temporary employees are different from individuals holding temporary licenses. These are individuals who hold a position of employment that is designated "temporary" by the local district. These individuals could also hold temporary licenses, if the position requires certification/licensure that the individual does not hold. Classified positions can also be designated as temporary).

S = Supplemental (Employees who are hired under a supplemental contract to provide services such as coaching, advising student activities)

3.1.3.11 Type of Appointment:

Indicates the classification of a staff member position.

Valid Options:

1 = Certificated/licensed

2 = Classified

3 = Internship

4 = Six-hour lay teacher

5 = Veteran per ORC 3319.283* (See description below - This does NOT include teachers who are involved in the Troops to Teachers program)

*3319.283 ORC – Employment of veteran who is not certified or license

(A) The board of education of any school district may employ an individual who is not certificated or licensed as required by Chapter 3319. of the Revised Code, but who meets the following qualifications, as a teacher in the schools of the district:

(1) The individual is a veteran of the armed forces of the United States and was honorably discharged within three years of the effective date of this amendment;

(2) While in the armed forces the individual had meaningful teaching or other instructional experience;

(3) The individual holds at least a baccalaureate degree

(B) An individual employed under this section shall be deemed to hold a teaching certificate or educator license for the purposes of state and federal law and rules and regulations and school district policies, rules, and regulations. Such individuals shall meet the requirement to successfully complete fifteen hours, or the equivalent, of coursework every five years that is approved by the local professional development committee as is required of other teachers licensed in accordance with Chapter 3319. of the Revised Code.

3.1.3.12 Length of Work Day:

(Do not report information for temporary or supplemental position types.) Total hours worked during a normal day, excluding lunch. Include breaks and planning periods. Report to the nearest quarter hour.

3.1.3.13 Scheduled Work Days:

(Not for temporary teachers or Daily (As Needed) Substitutes. The total number of days the staff member is scheduled to work during the year. If multiple records are reported for a staff person that works in multiple buildings in the same position, report the total number of days scheduled to work during the year on each record. If the individual is employed as a teacher and is assigned to multiple buildings, also see note in section 3.1.3.1 Building IRN. Include parent/teacher conference days and paid vacation days. Do not include holidays.

Q & A – Scheduled Work Days:

Q1: For the Yearend N reporting period, what should the Scheduled Work Days field on the Staff Employment file and the Attendance/Absence fields on the Staff Demographics contain for staff members who work in the district on an irregular basis, such as teacher's aides **(this does not include Daily (As Needed) Substitutes)**

A1: Scheduled Work Days for "as needed" staff should contain the same data in Yearend as it did in October. Attendance and Absence Days should reflect what occurred during the days the individual was scheduled to work.

3.1.3.14 Contracted Salary Elements:

Indicates whether the type of pay is an hourly rate or an annual salary.

VALID OPTIONS:

H = Hourly rate

A = Annual salary

3.1.3.15 Contracted Salary Amount/Rate:

Include all salary that the individual receives for their employment **in the position code being reported,** regardless of the number of days employed. Because a staff member can have multiple employment records, the Contracted Salary Amount Rate can be different on separate employment records for one individual. If the type is annual salary, round to the nearest whole dollar. If type is hourly, indicate the hourly rate. Include employees whose salaries result from their involvement in federal, state, and special reimbursement programs. For contracted

personnel, report the contract amount for one year of service. If the individual is employed as a teacher and is assigned to multiple buildings, see note in section 3.1.3.1 Building IRN.

Note: Be sure that the number of Scheduled Work Days and Contracted Salary Amount/Rate represent the same period of time for the position code being reported. The Department will calculate an average salary based on this information.

3.1.3.16 Assignment Area   *Change in options for FY05*

(For each position this element may appear three times.) Indicates the code(s), which more completely defines the assignment of certain positions, such as, Assistant Superintendents, Principals and Assistant Principals, Special Education Teachers, Education Administrative Specialists, Supervisors, Managers, Directors, Counselors, Attendants, Instructional Paraprofessionals, Teachers' Aides, and Tutors. Appendix D lists the Position Assignment Codes and indicates which positions require an Assignment Area. (Refer to Appendix B for the Assignment Area codes.)

For positions which do not require an assignment area (as listed above), the assignment areas should contain all zeroes or blanks.

3.1.3.17 Certificate/License Application (Certificated/Licensed Only):

Indicates that the staff member has applied for, but has not received the required certification/licensure for this position.

VALID OPTIONS:

   * - Not applicable

   1 – Applied for, but has not received the required certification/licensure for this position

   2 – Declared intent to become licensed under HB 196 **(only used for librarian/media specialists at this time)**

3.1.3.18 Grade Levels Assigned *Reporting instructions adjusted for FY05*

Indicate the lowest and highest grade in the range that this person is assigned to teach or supervise. This element is **MANDATORY** for paraprofessionals hired under DPIA funding, Principals and Assistant Principals, **and individuals reported with the "212 - Supplemental Service Teaching Assignment" position code (new for FY05)**. If the school that employs the staff person is ungraded, use the information reported in the 2.1.1.27 State Equivalent Grade Level element from the Student Demographic Record to determine the grade levels served by the employee.

VALID OPTIONS:

   PS = Preschool

   KG = Kindergarten

   01 = First Grade

   02 = Second Grade

   03 = Third Grade

   04 = Fourth Grade

   05 = Fifth Grade

   06 = Sixth Grade

07 = Seventh Grade

08 = Eighth Grade

09 = Ninth Grade

10 = Tenth Grade

11 = Eleventh Grade

12 = Twelfth Grade

3.1.3.19 Extended Service – Educational Service Center's (ESC's Only) *Instructions adjusted for FY05*

Indicate the number of days or the full-time equivalency for which the supplemental salary is claimed. The maximum number of days shall not exceed 60. Any number 0.50 or greater should be raised to the next whole number. Determination is based on the following criteria.

The following position code/assignment code combinations are eligible for extended service (at ESC's only) if a compatible certificate/license is held by the person filling the position:

GENERAL SUPERVISOR (Position Code 110/see list below for valid assignment areas for general supervisors)*

*Valid Assignment Areas for General Supervisors:
```
999005, 999010, 999020, 999030, 999040, 999050, 999060, 999075, 999090,
999120, 999140, 999145, 999220, 999240, 999260, 999270, 999280, 999285,
999300, 999330, 999340, 999360, 999370, 999415, 999430, 999450, 999500,
999510, 999535, 999550, 999560, 999570, 999575, 999583, 999584, 999600,
999610, 999620, 999630, 999690, 999700, 999710, 999730, 999741, 999742,
999750, 999760, 999770, 999780, 999785, 999880
```

GIFTED EDUCATION:

- Gifted Coordinator (Position Code113/Assignment Area 999380)
- Gifted Teacher (Position Code 206/Assignment Area 999380)

PRESCHOOL SPECIAL EDUCATION:

For all preschool special education positions the Position Fund Source should be "Z = Preschool State Unit Funding (use for preschool students with disabilities)". These positions **must** also be reported with the assignment areas listed below in order for the staff member to receive a supplemental salary for extended service:

- Preschool Special Education Supervisor (Position Code110/Assignment Area 999412)
- Preschool Special Education Teacher/Early Childhood Intervention Specialist (Position Code 206/Assignment Area 999412)
- Preschool Special Education Audiologist (Position Code 304/Assignment Area 999412)
- Preschool Special Education Psychologist (Position Code 318/Assignment Area 999412)
- Preschool Special Education Physical Therapist (Position Code 325/Assignment Area 999412)

- Preschool Special Education Speech and Language Pathologist (Position Code 326/Assignment Area 999412)

- Preschool Special Education Occupational Therapist (Position Code 325/ Assignment Area 999412)

- Preschool Special Education Orientation and Mobility Therapist (Position Code 328/Assignment Area 999412)

- Preschool Special Education Adaptive Physical Education Therapist (Position Code 333/Assignment Area 999412)

Section 3317.11 of the Ohio Revised Code provides "An additional salary allowance proportional to the length of the extended term of service not to exceed three months for each supervisory and child study teacher whose term of service in any year is extended beyond the terms of service of regular classroom teachers. Each biennium, a specific sum is appropriated for extended service. Total claims for supplemental salary are prorated to stay within the appropriation.

Employees for whom a supplemental salary allowance is claimed must be employed in a position that requires a certificate. The employee's certificate must qualify him or her for that position.

To be eligible for a supplemental salary allowance, an employee must be employed by an Educational Service Center.

Personnel paid from federal program funds, Disadvantaged Pupil Program Funds, or auxiliary service funds are not eligible for a supplemental salary allowance.

An extended service day shall not be less than five hours for elementary teachers and not less than five and one-half hours for all other employees. The "days of service" shall reflect the full-time equivalency for service less than the minimum day. Any number .50 or greater should be raised to the next whole number. Do not use decimals or fractions.

Extended Service Exceptions

Certificated personnel not currently employed by the filing ESC, or employed by the filing ESC but with a different position code than the one for which the extended service is claimed, may be eligible for extended service under the following circumstances:

a. A teacher who has a regular-year contract with another school district is employed by the filing ESC to teach summer school.

b. A teacher employed by the filing ESC teaches summer school and then leaves the filing ESC.

c. A teacher is reported under a position code that differs from the position code reported for the preceding summer's extended service.

Days of Extended Service Calculation:

Report the number of days or the full-time equivalency for which the supplemental salary is claimed. The maximum number of days shall not exceed 60. Any number .50 or greater should be raised to the next whole number. Do not use decimals or fractions.

How to Calculate Extended Days of Service:
 A K-6 employee works 2 hours and 15 minutes a day for 10 days.
10 days * 2 hours = 20.0 hours

10 days * 15 min. = 2.5 hours
TOTAL = 22.5 hours
Divide the total hours by the state minimum hours per day.
22.5 hours divided by 5 hours = 4.50 days
CLAIM 5 DAYS; DO NOT EXCEED 60 DAYS

3.1.3.20 High Quality Professional Development

The No Child Left Behind Act of 2001 (NCLB) requires the Ohio Department of Education (ODE) to annually report the percentage of teachers in Ohio who have participated in High-Quality Professional Development (HQPD) as defined in Title IX, Section 9101 (34). The NCLB requires that the ODE annual report cover the elementary and secondary teachers in public school districts (city, exempted village and local, JVSDs, ESCs, chartered community schools and Department of Youth Services).

IF more than one Staff Employment Record is reported for an individual, each with one of the eligible teaching positions (205, 206, 207, or 211), the HQPD element must be reported for each position and the response must be the same for each position reported for that individual. (So, if one individual is reported with two employment records, one for a regular teaching assignment (205) and one for a special education teaching assignment (206), the HQPD element on both records must be the same. This element should be reported during the Yearend N reporting period.

Did the teacher participate in a High Quality Professional Development activity between June 1 and May 31 of the current school year as defined by the No Child Left Behind Act of 2001 in Title IX Section 9101 and as certified by the teacher on the Teacher Participation Questionnaire?

VALID OPTIONS:

> *- NA (This option cannot be used with the following position codes: 205, 206, 207, 211, unless the individual in one of these positions has NOT been in the district for 120 days)
>
> Y - Yes
>
> N - No

Entities Required to Report HQPD

The following entities are required to report the HQPD data element for the teachers they employ:

- City, Local, and Exempted Village School Districts

- Education Service Centers

- Community Schools

- Joint Vocational School Districts

- Department of Youth Services

- School for the Blind

- School for the Deaf

For Which Teachers Is This Reported?

This element is reported for every teacher employed by the reporting entity, who:

1. Is reported with one of the following position codes:

- Regular Teaching Assignment (Position code =205)

- Special Education/Gifted Teaching Assignment (Position code =206)

- Career-Technical Education Teaching Assignment (Position code =207)

- Educational Services Teacher (Position code =211)

2. The individual has been employed by the district for at least 120 or more days, which means:

- The "Position Start Date" for that individual in that position is on or before 11/12/2004.

- The Position Status for the individual at Yearend is NOT = P (individual is on leave of absence) or U (individual is No longer employed by the district in this position). (Position status at Yearend reflects the status of the individual in that particular position as of the last day of school.)

3. The individual is an employee of that entity (and is not hired by an agency or individual contract.)

- The Position Status for the employee is NOT either "A = Contracted personnel – Agency" OR "I = Contracted personnel – Individual".

This element must be reported for every teacher, regardless of how many hours the individual works, i.e. if a teacher only teaches one course, this element must be reported. In addition, this element is NOT required for instructors/professors of postsecondary courses.

3.1.3.21 Qualified Paraprofessional *Reporting instructions adjusted for FY05*

This element must be reported for all instructional paraprofessionals that work in a Title I Schoolwide Building or are funded by Title I funds in a Title I Targeted Assistance Building. **For FY05, this element will be reported during the October K reporting period.**

INSTRUCTIONAL Paraprofessionals are defined as:

Individuals in 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.

This does **NOT** include paraprofessionals hired to assist with parent involvement activities or who act as translators.

Instructional Paraprofessionals who are employed in a Title I Schoolwide Building or are funded by Title I funds in a Title I Targeted Assistance Building should be reported with the following information:

- Position Code "415 – Instructional Paraprofessional" **AND**

- One of the following assignment areas to indicate the type of building in which they are working.

- ➢ 999270 Early Childhood Education
- ➢ 999280 Elementary Education
- ➢ 999560 Middle Childhood Education
- ➢ 999700 Secondary Education   **AND**
- Assignment Area – 999140 Title I Program

Please Note: Districts **can choose** to report this element for instructional paraprofessionals that are **NOT** employed in Title I Schoolwide Buildings or funded with Title I funds in Title I Targeted Assistance Buildings (these individuals would not be reported with the 999140 assignment area but would be reported with the other elements listed above) by reporting one of the reasons below other than "* = Not Applicable" or "N – Does not meet the definition of Qualified Paraprofessional".

Select the first option that qualifies the individual as a "qualified paraprofessional" under the No child Left Behind Act of 2001.

VALID OPTIONS:

* - Not Applicable (This option is **not** valid for individuals with position code = 415 AND one of the assignment areas: 999270 Early Childhood, 999280 Elementary Education; 999560 Middle Childhood Education; or 999700 Secondary Education AND assignment area = 999140 Title I Programs. Reasons N, 1, 2, 3 or 4 **MUST** be reported for these individuals.)

N - Does not meet the definition of a Qualified Paraprofessional.

1 - Associate degree
      This option could be reported if individual has educational level:

                    1 - Associates

                    2 - Bachelor

                    3 - Masters

                    4 - Education Specialist

                    5 - Doctorate

2 - At least two years of study at an accredited institution of higher education (48 semester hrs or 72 quarter hrs) This option could be reported if an individual has semester hours = 48 or more hours.

   An *accredited institute of higher education* is defined in the Higher Education Act as an educational institution that is legally authorized by the State to provide a program of education beyond secondary education for which the institution awards a bachelor's degree or provides not less than a two year program that is acceptable toward such a degree and is accredited at the college level by an accrediting agency that is recognized by the US Secretary of Education. To find out whether or not an institution is accredited, contact that institution directly.

3 - Achieved a passing score on the Local assessment (Local assessments are those assessments that have been developed by the district.)

4 – Achieved a passing score on the Statewide Parapro assessment

3.1.4 COURSE MASTER RECORD

All courses must have a Course Master Record and must be associated with a teacher with the exception of postsecondary courses (use 999's in the Teacher Employee ID Number for postsecondary courses) During the October K reporting period, submit the Student Course Records and Course Master Records for ALL courses, including:

- Year-long courses (i.e. courses offered for the entire school year), and

- Any other courses offered during the school year, such as courses offered during the second semester only or courses that span five or six week periods.

Course Reporting Instructions Have Been Revised for FY05

Districts are required to report all courses separately for staff who teach students in grades 4-12. **Core Courses** (as specified by the No Child Left Behind Act of 2001, Reauthorization of Elementary and Secondary Education Act (ESEA), Public Law 107-110) include the following: ***English, Reading, Language Arts, Mathematics, Science, Civics and Government, Economics, Arts (including music, visual arts, dance and drama), History, Geography and Foreign Language***.   A list of subject codes considered "core courses" is available in Appendix C of the EMIS Guide. Although Health, Physical Education and Technology are not defined as core courses by this legislation, these courses should still be reported separately for students in grades 4-12.

During FY05, it is **optional** for districts to begin reporting courses separately for students in grades K-3. **During FY06,** it will be **MANDATORY** for districts to report courses separately for all students in grades K-12. Preschool courses will continue to be reported as self-contained courses in FY05 and FY06.

COURSE REPORTING – Students without Disability Conditions	
For courses taught in grades PS-3 that include **all** of the courses scheduled in the same classroom **(self- contained classroom)**	A Course Master Record should be reported which would include one of the following self-contained subject codes: 180050 –Early Education (students without disabilities ages 0-2), 180108 – Preschool (students without disabilities ages 3-5), 180110-Kindergarten, 180125 - Transition 1, 180122 - Self-Contained (Grades 1-3) and 180123 - Self-Contained Ungraded (Grades1-3). ***Districts may choose to report subjects separately for these students but this will not be mandatory until FY06. Preschool courses should continue to be reported as self-contained courses in FY05 and FY06.***
For courses in grades PS-3 taught by different teachers	A Course Master Record should be reported for each course that is taught by a different teacher. For example, if 3rd graders have all courses with the same teacher (180122) except for reading (050102), one Course Master Record would be reported for reading and one Course Master Record would be reported for the self-contained classroom.
For courses in grades 4-12, all	A Course Master Record should be reported for each

COURSE REPORTING – Students without Disability Conditions	
courses must be reported separately, even if these courses are taught by the same teacher.	course. Example: If a student participates in seven subjects, then a unique Local Classroom Code should be reported on the Course Master Record for each of the seven courses.
If more than one teacher is teaching a course (Team Teaching)	Create two Course Master Records for the course. In a team teaching situation, the teacher Course Master Record would be identical for the two teachers except for the Local Classroom Code. Best practice suggests that the students should be equally split between the two teachers, but if a local student management software package does not allow this, EMIS requires that at least one student with the appropriate grade level is assigned to the second teacher. For example, in a class with 20 students and two teachers, ideally there would be ten students assigned to each teacher, but at a minimum, EMIS would require that 19 students be assigned to one teacher, and one student assigned to the other teacher.
Supplemental instruction provided by a Remedial Specialist (position code 204) or a Tutor (position code 208)	If the tutor is providing supplemental instruction (Teacher is not considered the "teacher of record" and does not assign the grade for the course). **No Course Master Record is required.**
Home Instruction for Non-disabled students	Report one Course Master Record for students who are individually served at their place of residence by a home instructor. These students should also be reported with **program code 130002 - Home Instruction (Other than Special Education).**

COURSE REPORTING- Educational Options	
Courses for credit toward graduation through the use of an educational option delivery method (Correspondence Courses/On-Line Learning, Interactive Distance Learning, Educational Travel, Independent Study, etc.)	If the course will be offered for credit toward graduation and delivered through an educational option delivery method, a Course Master Record should be reported with the appropriate subject code and the appropriate Educational Option Course Types (X01, X02, X03 and X04). The Course Master Record should be reported with a credentialed staff member* at the district identified as the "teacher of record". This individual is responsible for reviewing the instructional plan, providing or supervising instruction and evaluating student performance. An instructional plan that is based on individual student needs must be developed and should include: • Instructional objectives that align with the local

COURSE REPORTING- Educational Options	
	district's curriculum requirements; • An outline that specifies instructional activities, materials, and learning environments; and • A description of the criteria and methods for assessing student performance. Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the educational option and in accordance with local board policy and established procedures.
Instructions added for FY05 Students taking courses through an interactive distance learning delivery method. The instruction for the course is provided via interactive video with a teacher at a remote site. Students "meet" at a regularly scheduled time during the school day and the instruction method provides "real-time, face to face" interaction among teacher and students on a regular basis via technology. The course is offered as a "regularly scheduled" course (offered to a group of students as part of the regular course offerings/programs) and the teacher plans and evaluates student progress and performance.	If the course will be offered for credit toward graduation, a Course Master Record must be reported with the appropriate Interactive Distance Learning Educational Option Course Type (I00, D00, G00 or V00). The district must report a Course Master Record with a credentialed staff member* at the district identified as the "teacher of record". The teacher located at the remote site should NOT be reported to EMIS.
Any teacher with the following certificate/license types can teach any course when the course type is **I00, S01 or**, X01, X02, X03, X04**: AL, CH (grades 7-23 only), CR, EC (grades P-3 only), EH, EL (grades P-8 only), EP (grades P-8 only), ER, ES (grades P-3 only), HP (grades 7-23 only), HS (grades 7-23 only), IS, KE (grades P-8 only), KP (grades P-3 only), LS (district type 3 only), MP (grades 4-9 only), MS (grades 4-9 only), PK (grades P-3 only), PP, PS, RS, SA, SC, SE, SP, ST, SU, VD, VO, VS, XP."*	

COURSE REPORTING – Students with Disability Conditions	
For courses taught in grades PS-3 for students with disability conditions that include **all** of the	Report one Course Master Record for each class using Subject code "196095 – Early Education of the Handicapped: Special Education programs and related

COURSE REPORTING – Students with Disability Conditions	
courses scheduled in the same classroom **(self- contained classroom for students with disability conditions)**	services for students below six years of age" (preschool students) **or** "190010 Education of the Handicapped: For self-contained classes for students with disability conditions in grades K through 3". *Districts may choose to report subjects separately for these students but this will not be mandatory until FY06. Preschool courses should continue to be reported as self-contained courses in FY05 and FY06*
For courses in grades PS-3 taught by different teachers for students with disability conditions.	A Course Master Record should be reported for each course that is taught by a different teacher using the appropriate subject code and the DXX Course Type (if modifications are made to the curriculum and /or the program for a particular student in conjunction with a special education teacher) or the RXX Course Type (if no curriculum and/or program modifications are made). For example, if 3rd graders have all core subjects with the same teacher (190010) except for reading (050102), one Course Master Record would be reported for reading with either the DXX or the RXX Course Type and one Course Master Record would be reported for the self-contained classroom for students with disabilities (190010) with the DXX Course Type..
For courses in grades 4-12, all courses must be reported separately, even if these courses are taught by the same teacher.	A Course Master Record is required for each course using the appropriate Course Type. Example: If a student participates in seven subjects, then a unique Local Classroom Code should be reported on the Course Master Record for each of the seven courses.
Students with disability conditions who are pulled out of the regular classroom to receive special education services such as tutoring, speech and language therapy, etc. (including 212 – Supplemental Service Teaching Assignment (Special Education)	*No Course Master Record is required to be reported for these students.*
For special education home instruction teachers	Each special education home instructor is to be reported as having one class (i.e., one Course Master Record) using the "196111- Home Instruction" subject code with the corresponding students scheduled into the class. In general, this refers to students who are individually served at their place of residence by a Special Education teacher.

COURSE REPORTING – Gifted Students	
For gifted courses taught in grades PS-3 for gifted students who have all of their courses scheduled in the same classroom **(self-contained gifted classroom)**	If the Gifted Intervention Specialist is the teacher of record, report one Course Master Record with the "196200 Gifted/Talented K-3" subject code and one of the GXX Gifted course types. ***Districts may choose to report subjects separately for these students but this will not be mandatory until FY06.***
For gifted courses taught in grades PS-3 for gifted students who take one or more courses with a different teacher.	If the Gifted Intervention Specialist is the teacher of record for the gifted course, report one Course Master Record for each course using one of the GXX Gifted course types. Regular education courses should be reported with the RXX course type.
For gifted courses taught to gifted students in grades 4-12, all courses must be reported separately, even if these courses are taught by the same teacher.	A Course Master Record will be required for each course in which the student participates. If the course is a gifted course, one of the GXX Gifted Course Types should be reported with the individual subject code. If the course is a regular education course, the RXX Course Type should be reported with the subject code. If a student participates in seven subjects,.then a unique Local Classroom Code should be reported on the Course Master Record for each of the seven courses.
Reporting instructions adjusted for FY05 Supplemental Gifted instruction provided by the Gifted Intervention Specialist	**No Course Master Record is required for students that receive Supplemental Gifted programs and services.** Supplemental programs and services **contained in the student's Gifted Written Education Plan** and provided directly by the Gifted Intervention Specialist (Gifted Intervention Specialist is not considered the "teacher of record" and does not assign grades) should be reported with the 206XXX Gifted program codes. These program codes should be reported on the 5.1.5.1 Student Program Record with the ***employee ID of the Gifted Intervention Specialist***. (Gifted supplemental programs and services contained in the student's Gifted Written Education Plan and provided by anyone other than the Gifted Intervention Specialist should be reported with the 205XXX Gifted program codes on the regular Student Program Record – an employee ID is not required)
Education in the Arts Delivered by a Trained Arts Instructor to Gifted Students	Gifted students receive instruction or participate in activities directed by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama / theater, and /or music. A Course Master Record should be reported with the appropriate subject code and G04 course type.

COURSE REPORTING – Educational Service Centers (ESC)

COURSE REPORTING – Educational Service Centers (ESC)	
For courses taught to students by staff employed by ESCs	ESCs are required to report course information for all students that are being instructed by staff hired by the ESC. A Course Master Record should be reported for subjects taught by staff hired by the ESC.

COURSE REPORTING – ESP (Educational Service Personnel) – K-8 Art, Music and Physical Education	

Revised for FY05
 	
Art, Music and Physical Education courses taught in grades K-8
 	
Based upon the ESP staff/pupil ratio*, if a district determines that a certain elementary art, music or PE teacher will be included in the total ESP staff required to comply with this ratio, the teacher should:
 	
• Be assigned to teach only K-8 music, art or PE for the FTE reported on the employment record
 	
• Hold the special teaching certificate or multi-age license in the subject to which they are assigned (for more information on these credentialing requirement, refer to the on-line certification/licensure look-up on the EMIS web site).
 	
If a teacher is hired to meet the ESP ratio requirement, and meets the criteria listed above, then report the teacher with position code "211" and one or more of the following assignment areas, indicating the subjects s/he teaches:
 	
   • Art Education (999050)
 	
   • Music Education (999570)
 	
   • Physical Education (999418)
 	
IF the teacher with an elementary certificate will be assigned to teach K-8 art, music, or PE, and s/he does not have the special teaching certificate or multi-age license in the specific subject (art,
	A course master record should be reported with the appropriate art, music or PE subject code. ODE does not require districts to enroll students in art, music and/or PE courses unless their specific software packages need at least one student to be enrolled so that course data can be submitted to ODE via EMIS.

COURSE REPORTING – ESP (Educational Service Personnel) – K-8 Art, Music and Physical Education	
music, or PE), AND the district already has sufficient staff FTE with appropriate credentials to meet the ESP staff/pupil ratio requirements, then the district should report this individual as a regular teacher, with position code "205".	
Art, music and physical education courses taught in grades 9-12 (Teachers with the 205 position code)	A Course Master Record should be reported with the appropriate subject code (02XXXX, 08XXXX, or 12XXXX) with all students enrolled in the class.
* The purpose of the "211- Education Service Personnel Teacher" position code is for districts to indicate which art, music, and PE teachers will be used for districts to meet the ESP staff/pupil ratio requirements. As per the Operating Standards for Ohio Schools, each district is required to employ five full-time equivalent educational service personnel districtwide for each 1,000 students in the regular student population.	

3.1.4.1 Subject/Course Code:

Indicates the subject from the Subject Code table (Appendix C) for the course that is being taught.

If a subject matter area does not exactly fit the subject being taught, select the other XX9999 option on the one that best describes the subject. The list contains over 400 subject matter areas, which are in agreement with the State of Ohio's Uniform School Accounting System, the Ohio Department of Education's Center for the Teaching Profession, the U.S. Department of Education Handbook, the Ohio Department of Education's Certification/Licensure Dictionary, and the Office of Career-Technical and Adult Education code numbers.

Information on mapping CTAE courses can be found in Appendix L (CTAE Appendix) to the EMIS Guide

Q & A RE: Subject Codes

> **Q1:** What subject code do you use if you offer a course that is not listed in Appendix C?

> **A1:** Select the code that represents the subject definition most closely related to your subject. Not every local subject title will fit precisely into the listings of EMIS subject codes so the best match should be used. For example:

Local Subject	EMIS Subject Code	
Community Service	159999	Other Social Studies Course
Aquatic Instruction	080405	Lifetime Sports or
	080300	Physical Education
Biochemistry	132230	Biology

	130301	Chemistry
Foreign language not listed	060900	Foreign Language

Q2: What academic subject codes are used for career-technical programs?

A2: Mathematics, English/Language Arts, Science and Social Studies courses may be used if integral to the workforce development career-technical program (excluding cluster foundation courses), limited to courses enrolling workforce development students only, and in compliance with the state academic standards for the grade level.

Q3: Should the scheduling of courses follow the subject codes in the EMIS?

A3: There is no requirement that the codes used in student scheduling software be the subject codes provided by EMIS. A crosswalk should be available by the software vendors to map the district-defined codes to the EMIS codes before data submission to the designated data acquisition sites.

Q4: WORK STUDY PROGRAMS: Our district has two students with disabilities who are being served by education service center employees in a program that places them in an employment situation in the afternoon for which they are receiving credit. What should the subject code be for that "course"?

A4: In general, if the special education student is placed by the school district in an employment situation for high school credit, then this employment must be supervised by the work/study coordinator. The course code and the assignment areas must reflect this.

If the staff member providing employment supervision as part of the course of study for the student with a disability is the special education classroom teacher, then the "300010 – Career Exploration" subject code should be used with the D01 Course Type.

3.1.4.2 Course Level   *Change in Reporting Instructions for CTAE in FY05*

Indicates the level of the course. 1 through 7 provide distinctions between courses that (1) have identical course codes as defined by the Department and (2) are usually taken in a series and are prerequisites for one another. Course levels will most likely be used only for the foreign language courses, however, districts may choose to use course levels for local purposes. **NOTE: Course levels are no longer required for all CTAE courses** (districts can continue to use course levels for CTAE courses at a local level if they choose to do so)

Course level designations are not to be used to distinguish between groups of students in the same grade level taking the same subjects. The category "* = Not applicable" will be used for most courses.

VALID OPTIONS:

   * = Not applicable *(can be used for all CTAE courses in FY05)*

   1 = I

   2 = II

3 = III

4 = IV

5 = V

6 = Advanced course

7 = Intervention

3.1.4.3 Program Provider IRN   *This element will not be used in FY05*

3.1.4.4 Local Classroom Code:

Indicates the code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district. This code is completely defined by the user but must match between the Student Course and Course Master Records. This code provides the link to the courses on the Student Course Record. If a coding system does not exist at a building or district, the school district will need to create a unique number that identifies each classroom. A classroom is defined per teacher, period, subject, and building. (E.g., Mr. Smith's 4th period Biology class in Building A.)

A district can create the Local Classroom Code using any method. However, this code is only a unique identifier of classes within a district. When this information reaches the Department, it only differentiates one body (classroom) of students from another. The Department will not extract period, section, building, course, or teacher from this element. Building IRN, subject, and teacher will be obtained from other elements on the Course Master Record.

This code, which uniquely identifies a class (i.e., a body of students within a district), MUST REFER TO THE SAME CLASS IN BOTH THE OCTOBER K AND YEAREND N REPORTING PERIODS. If a class is eliminated, no other class can use this unique identifier for Yearend N reporting. New Local Classroom Codes may be used in Yearend to identify classes added after the October K reporting period. Local Classroom Codes created for October must refer to the same class for the entire school year. Codes can be changed for the succeeding school years.

3.1.4.5 Employee ID Number: *Reporting instructions adjusted for FY05*

[Primarily for local requirements; to maintain one electronic system. This number will be removed and/or replaced, as necessary, at the data acquisition site.] The Employee ID number of the course teacher. Resident districts will report all 9's in this element when reporting data about classes provided by postsecondary enrollment option courses. Education service centers will report the actual Employee ID number for their classes.

3.1.4.6 Semester Code:

For each subject assignment, report the semester code that specifies the length of time the subject is taught.

VALID OPTIONS :

1 = 1st semester only

2 = 2nd semester only

3 = All year

4 = 12 weeks

5 = 9 weeks

  6 = 6 weeks

  8 = Other

3.1.4.7 Length of Scheduled Instruction:

Indicates the hours per year that a specific class is scheduled to meet. This element is based on the time a teacher spends in instruction. For the elementary self-contained classes this is also defined as the time that a teacher spends with his/her students in instruction. For elementary music, physical education, and art teachers, this element is defined as the amount of time a teacher spends in a building in instruction. The time scheduled in labs for non-career-technical courses such as chemistry should be included.

3.1.4.8 Location IRN:

The six-digit number for the building in which the course is held. For postsecondary enrollment option courses, refer to the FY05 EMIS Guide under "Other Helpful Resources" for a list of postsecondary institutions to find the appropriate IRN.

3.1.4.9 Course Type:

Indicates the type of instructional program. Note the following codes are three digits composed of a letter followed by a zero (not the letter O) and another number.

REGULAR INSTRUCTION COURSE TYPES	
S01	Postsecondary enrollment option course
R00	Regular Instruction

STUDENTS WITH DISABILITY CONDITIONS COURSE TYPES	
D00	Interactive Distance Learning designed specifically to serve students with disabilities
D01	Special Education (Not to be used for Preschool Special Education Teachers.)
D02	Home Instruction (Special Education)

KINDERGARTEN COURSE TYPES	
E03	Full-Day Every Other Day Kindergarten
E04	Full Day Every Day Kindergarten
E20	Extended Day Kindergarten
E21	Half-Day Every Day Kindergarten

EDUCATIONAL OPTIONS COURSE TYPES (used for courses offered for credit and delivered through an educational option)		
I00	Interactive Distance Learning (Regular Instruction)	The instruction for the course is provided via interactive video with a teacher at a remote site. Students

EDUCATIONAL OPTIONS COURSE TYPES (used for courses offered for credit and delivered through an educational option)		
		"meet" at a regularly scheduled time during the school day and the instruction method provides "real-time, face to face" interaction among teacher and students on a regular basis via technology. The course is offered as a "regularly scheduled" course (offered to a group of students as part of the regular course offerings/programs) and the teacher plans and evaluates student progress and performance.
D00	Interactive Distance Learning (Special Education)	Same definition as above but the course is designed specifically to serve students with disabilities.
G00	Interactive Distance Learning (Gifted Instruction)	Same definition as above but the course is designed specifically to serve gifted students.
V00	Interactive Distance Learning (Career-Technical Education)	Same definition as above but the course is designed specifically to serve career-technical students.
X01	Correspondence Courses/On-Line Learning	Instruction between a pupil and an instructor by mail or electronic media in accordance with local board policy **(Note: On-line learning differs from interactive distance learning as defined above)**
X02	Educational Travel	An educational activity involving travel in accordance with local board policy under the direction of a person approved by the board and parent.
X03	Independent Study	An educational activity involving advanced or in-depth work by an individual pupil under the direction of a certified member of the school staff in accordance with board policy.
X04	Other Educational Options	An additional educational option not listed above that is provided by the school district to meet specialized learning needs or interests unique to a target population, the district or a geographic region. All local options must meet the standards pertaining to parental approval, approval of an

EDUCATIONAL OPTIONS COURSE TYPES (used for courses offered for credit and delivered through an educational option)		
		instructional plan and the maximum units of credit that may be offered for graduation.

GIFTED COURSE TYPES *Adjusted for FY05*		
G00	Interactive Distance Learning (Gifted Instruction)	Interactive distance learning designed specifically to serve gifted students
G03	Gifted Education Delivered in a Self-contained Classroom of Gifted Students (Students receive all instruction for a particular course or subject area in a self contained classroom of gifted students.)	Gifted students are not enrolled in general education courses for these subject areas. These could be classes provided in a magnet school or provided in other educational settings. The Gifted Intervention Specialist who teaches the gifted course in this setting is considered the "teacher of record" and assigns the grade to the students
G04	Gifted Education in the Arts Delivered by a Trained Arts Instructor	Gifted students receive instruction or participate in activities directed by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama / theater, and /or music.

PRESCHOOL COURSE TYPES (Center-based Classes Only) – *Adjusted for FY05*		
D08	Center-Based Class for Preschool Students **With** Disabilities	The actual attendance pattern for the students in the course (full day, half day, etc.) will be reported in the 2.1.12.5 Student Attendance Pattern element on the new Early Childhood Record.
P08	Center-Based Class for Preschool Students **Without** Disabilities	The actual attendance pattern for the students in the course (full day, half day, etc.) will be reported in the 2.1.12.5 Student Attendance Pattern element on the new Early Childhood Record.
*NEW for FY05 - Please Note: The Preschool Itinerant Service Course Types (D05 and P09) have been deleted and preschool itinerant services will no longer be reported as courses. These services will be reported with the new "220100 – Student Receiving Preschool Special Education Itinerant Services" and "220200 – Student Receiving Preschool (Regular) Itinerant Services" program codes. **These codes should be reported with the employee ID of the preschool itinerant teacher on the 5.1.5.1 Student Program Record.** The number of student program records reported with the*		

PRESCHOOL COURSE TYPES (Center-based Classes Only) – *Adjusted for FY05*
"220100 – Student Receiving Preschool Special Education Itinerant Services" program code and the employee ID of the preschool special education itinerant teacher will be used to determine whether or not the teacher is serving the maximum or minimum number of students for Preschool Special Education units. Preschool itinerant teachers should be reported with the new "999413 – Preschool Handicapped ITINERANT (Early Education of the Handicapped)" and the "999275 - Preschool ITINERANT (Regular)" assignment areas.

CAREER-TECHNICAL EDUCATION COURSE TYPES		
V00	Interactive Distance Learning designed specifically to serve CTAE students	
VT1	Tech Prep Anchor, College Tech Prep	▪ Establishes a class as Tech Prep. This course type defines the anchor class that will be used to determine Tech Prep program enrollment either as an independent class or for a set of connected classes. Tech Prep is a high school and college career path linked to business, industry and labor that ensures a specified seamless pathway from high school to college to careers meeting Ohio's technological employment needs. ▪ Only those students in a State Approved Tech Prep Program (reported as a VT1 Course Type) AND reported using the Tech Prep Program Code (305005) will be counted toward Tech Prep Enrollment. Districts may a) enroll only Tech Prep Students (this is required for programs designated as Tech Prep ONLY) or b) enroll both career-technical and Tech Prep students. In either case, districts must report all students identified as Tech Prep students by using the Tech Prep Program Code. Programs reporting students with the 305005 Tech Prep Program Code AND the VV1 anchor will receive an error code. ▪ The VT1 course type should not be used for 9th and 10th grade portions of a pathway leading to a Tech Prep Program. A list of approved State Approved Tech Prep programs can be found at http://webapp1.ode.state.oh.us/tech_prep/
VV1	Anchor	▪ Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. ▪ Use this code with all non-cooperative based programs ▪ A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment.
VV2	Anchor, Cooperative	▪ Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes.

CAREER-TECHNICAL EDUCATION COURSE TYPES		
		▪ Use this code with cooperative programs only. Cooperative programs are those requiring all students to be involved in PAID work-site based instruction. ▪ A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment. ▪ All VV2 classes MUST be connected with at least one VV3 class in the Career-Technical Education Correlated Class Record.
VV3	Career-Technical, Technical Related	▪ Used to designate a class as a career-technical education course. ▪ Use with all classes not identified as an anchor class (see VV1 or VV2 or VT1). ▪ Must be connected with an anchor class (VV1 or VV2 or VT1) in the Career-Technical Education Correlated Class Records. ▪ The course type is also used for academic courses when a part of a Career Based Intervention (CBI) program. ▪ The course type is also used to designate GRADS (090194, 090193 or 090193) and Impact (090195) instructional support time.
VA1	Applied Academic	▪ Used to designate a class as an academic class that is integral to the career-technical specialized workforce development program and which only enrolls students who are enrolled in a specialized workforce development program (VV1 or VV2 or VT1). ▪ Limited to mathematics (11XXXX), science (13XXXX), English/language arts (05XXXX) and social studies (15XXXX). ▪ This course type NOT TO BE USED for Career Based Intervention (CBI) academic courses. ▪ The length of scheduled instruction of these classes may only account for 54% of a career-technical program.
V91	Career-Technical Contract Program	▪ Used to designate a career-technical program that is contracted to a source outside the school district's realm. ▪ Limited availability, must be approved.
V99	Other	▪ A career-technical program that cannot be described within the preceding course types. ▪ Limited availability, must be approved.

3.1.4.10 Program Builder Code (For Career-Technical Education Courses Only):

OPTIONAL FOR CAREER-TECHNICAL EDUCATION. Indicates the code used by the school district that uniquely identifies a specific career-technical program (a coherent set of courses leading students to a career objective) within a district. It may be used to build career-technical programs too complex for the correlated class record. It is used to put multiple anchor classes together to form a career-technical program. It allows two or more classes and/or set of correlated classes to be connected together into a career-technical program.

If a coding system does not exist at a building or district, the school district will need to create a unique number that identifies each career-technical program. A district can create the Program Builder Code using any method. However, this code is only a unique identifier of a career-technical program within a district. This code, which uniquely identifies a career-technical program, MUST REFER TO THE SAME CAREER-TECHNICAL PROGRAM IN BOTH THE OCTOBER K AND YEAREND N REPORTING PERIODS. If a program builder code is eliminated, no other career-technical program can use this unique identifier for Yearend reporting. Program builder codes created for October must refer to the same career-technical program for the entire school year. Codes can be changed for the succeeding school years.

The program builder code is from 1 to 15 alphanumeric characters and is found on the COURSE MASTER. (PLEASE DO NOT USE ALL ZEROES for the program builder code.) It will normally be put on the anchor classes (those classes designated with career-technical course types VV1, VV2, or VT1).

EXAMPLE: If a district chooses to use the program builder code and the teacher teaches multiple single period career-technical Environmental and Agricultural classes (those classes with subject code 01XXXX) or the teacher teaches multiple single period career-technical Family and Consumer Sciences Work and Family Life classes (those classes with subject code 0901xx), then the district should use the same program builder code on ALL the classes for the teacher

3.1.4.11 High School Credit:

Use for courses offered for High School credit, whether at middle school or high school level. This is a three-digit field allowing for two decimal places. Report the amount of credit to be allowed for the given course, for example: 1.00 or 0.50.

3.1.4.12 Subject Area for Credit: *Options adjusted for FY05*

Use this field to indicate the subject for courses offered in which *High School credit toward graduation is being applied*, **whether at middle school or high school level**. The coding used should be as follows: For example a course that will be granted English credit would have ENG reported.

VALID OPTIONS:

   *** - Not applicable (Does not qualify for High School credit toward graduation)

   BST - Business/Technology

   CTA - Career/Technical

   ENG - English

   FAR - Fine Arts (including dance, drama, music and visual arts)

   FLR - Foreign Language

   HEC – Family and Consumer Sciences (Non Career-Technical) *New option for FY05*

   HTH - Health

   MTH – Mathematics

   PHE – Physical Education

   SOC - Social Studies

   SCI - Science

TEC - Technology Education/Computer Science

ELE – Elective (**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) *New option for FY05*

3.1.4.13 Language Used in Teaching Course:

Please indicate the language(s) used by the teacher when presenting to students. ("Native language" refers to the native language of the student(s), not the teacher.)

VALID OPTIONS:

  E - English (Default)

  N - Native Language ONLY

  B - English & Native Language

3.1.4.14 Teacher Certification/Licensure Flag

For each course, the question must be answered: Does the teacher intend to take appropriate steps to become properly certificated/licensed to teach this course?

VALID OPTIONS:

  * - teacher is already certificated/licensed to teach this course(Default)

  Y - Yes, teacher intends to seek certification/licensure in order to become properly certified/licensed to teach this course

  N - No, teacher does not intend to seek certification/licensure to become properly certified/licensed to teach this course

According to Am.Sub. H. B. 196, Any individual who holds an educator license issued under section 3319.22 of the Ohio Revised Code or a teacher's certificate issued under former section 3319.22 of the Ohio Revised Code that has continuing effect under section 3319.222 of the Ohio Revised Code **may be employed to teach for up to two school years in a grade level or in a subject or teaching area for which the individual's license or certificate is not valid**, as long as the individual agrees that during that time the individual will enroll in, attend, and complete coursework required by rule of the state board for licensure to teach in that grade level or in that subject or teaching area. No person shall teach in a grade level or subject or teaching area under this section beyond two years until the person has completed all coursework and tests prescribed by the state board for licensure in that grade level or subject or teaching area.

3.1.4.15 Special Populations

This element should only be reported with DXX Course Types to indicate if the course being reported is structured to **specifically** instruct the following special populations: students with Hearing Impairments or students with Visual Impairments. These courses may include both preschool and school age students.

VALID OPTIONS:

- * = Not Applicable (Default)

- Y = Yes, this course was structured to specifically serve students with hearing impairments or visual impairments

3.1.4.16 How does the teacher of this course meet the federal definition of a Highly Qualified Teacher?

This element must be reported for all teachers who teach core academic courses. Through the use of the Highly Qualified Teacher Worksheet distributed by the Center for the Teaching Profession (available on the ODE web site at http://www.ode.state.oh.us/esea/superintendent/web_docs/Highly_Qualified_Teachers.asp), **report the FIRST reason** from this worksheet that indicates how the teacher meets the Highly Qualified Teacher definition for the particular course being reported.

Core Courses (as specified by the No Child Left Behind Act of 2001, Reauthorization of Elementary and Secondary Education Act (ESEA), Public Law 107-110) include the following: ***English, Reading, Language Arts, Mathematics, Science, Civics and Government, Economics, Arts (including music, visual arts, dance and drama), History, Geography and Foreign Language***. A list of subject codes considered "core courses" is available in Appendix C of the FY05 EMIS Guide located on the EMIS website at: http://www.ode.state.oh.us/emis/. Any courses that are NOT core courses can be reported with option "I - Not a core course OR course type is not evaluated for HQT". In addition any courses with the following course types can also be reported with "I – Not applicable. Not a core course OR course type is not evaluated for HQT."

- G01 Gifted Education Delivered by the Intervention Specialist
- G02 Gifted Education Delivered in the Resource Room
- S01 Postsecondary enrollment option course
- I00 Interactive Distance Learning (Regular Instruction)
- D00 Interactive Distance Learning (Special Education)
- G00 Interactive Distance Learning (Gifted Instruction)
- X01 Correspondence Courses/On-Line Learning
- X02 Educational Travel

Report **only one** of the following options.

VALID OPTIONS :

> Adjusted
> 9/1/2004

I = Not Applicable. Not a core course OR course type is not evaluated for HQT. Course types not evaluated for HQT include 'G01','G02','S01','I00','D00','G00','X01','X02".

* = Teacher does NOT meet the definition of Highly Qualified Teacher for this course

1 = Ohio's State Licensing Exam

2 = Academic major or 30 hours in content area

3 = Master's Degree

4 = Special Education certificate/Intervention Specialist license

5 = Professional Certificate

6 = Permanent Certificate

7 = National Board Certification

8 = 100 points on the Ohio Highly Qualified Teacher Rubric

9 = 90 **completed** clock hours of professional development distributed over the following areas: grade appropriate academic subject matter knowledge, teaching skills and Ohio's Academic Content Standards. These hours were included in an Individual Professional Development Plan that was approved by a LPDC (Local Professional Development Committee)

3.1.5 CAREER-TECHNICAL EDUCATION CORRELATED CLASS

To form a career-technical program, the Career-Technical Education Correlated Class Record is used to indicate the relationship between a career-technical anchor and its associated academic and/or technical related classes. One or more records may be used for a career-technical anchor class. This file is comprised of Local Classroom Codes.

3.1.5.1 Anchor/Lab/Co-op Local Classroom Code:

[First Column on the State Software EMIS screen EMSVEP]

Indicates the Anchor/Lab/Co-op Local Classroom Code from the Course Master Record (CN060).

3.1.5.2 First Correlated Academic or Technical Related Local Classroom Code:

[Second Column on the State Software EMIS screen EMSVEP]

Indicates the Academic or Technical Related Local Classroom Code (from the Course Master Record) of the first correlated class.

3.1.5.3 Second Correlated Academic or Technical Related Local Classroom Code:

[Third Column on the State Software EMIS screen EMSVEP]

Indicates the Academic or Technical Related Local Classroom Code (from the Course Master Record) of the second correlated class.

Rules for Determining Anchor/Lab/Co-op, First and Second Academic or Technical Related Correlated Classes for the Career-Technical Education Correlated Class

The Career-Technical Correlated Class Record is used to associate the career-technical anchor class with its technical related and/or academic classes to form a career-technical program.

Rules for the Anchor/Lab/Co-op Class of a Career-Technical Block:

- The Career-Technical Correlated Class record must have an Anchor/Lab/Co-op Local Classroom Code with a valid career-technical subject code and career-technical course type.
- The valid Course Types for the Anchor/Lab/Co-op Local Classroom Code are VV1, VV2, and VT1.
- The valid Subject Codes for the Anchor/Lab/Co-op Local Classroom Code are found in Appendix C of this guide under the following headings:

Anchor/Lab/Co-op Subject Codes (VV1, VV2 & VT1 course	Does *NOT* include these subject codes:

types only)	
Environmental and Agricultural Systems (01xxxx)	010001 – Environmental and Agricultural Science
Marketing Education (04xxxx)	040001 – Arts and Communication Foundation
Health Careers Education (07xxxx)	070001 – Foundation for Health Careers
Family and Consumer Sciences (Career Technical) (09xxxx)	090001 – Human Resources/Services Foundation 0901xx – Work & Family Studies
Business (Career-Technical) (14xxxx)	140001 – Business and Management Foundation
Industrial and Engineering Systems (17xxxx)	170001 – Industrial and Engineering Foundations 170002 – Manufacturing Foundations 170003 – Construction Foundations 170004 – Transportation Foundations 172809 – Fundamentals of Public Safety 172812 – Public Safety Core
Career Based Intervention (252525)	
Vocational Job Training Coordinating (990371)	

Workforce Development Programs – Rules for the Technical Related Correlated Classes of a Career-Technical workforce development Block:

- The Technical Related Correlated Local Classroom Codes must be career-technical Course Type VV3.

- The related correlated Local Classroom Codes Subject Code must be a valid career-technical subject code for the VV3 course type. The *CTAE Secondary Workforce Development Program Matrix 2004-2005* (http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp) lists workforce development subject codes that are valid as VV3 course type.

- All workforce development Co-op classes (VV2 course type) must be correlated with a technical related class (VV3 course type).

- All students enrolled in a correlated technical related class (VV3 course type) must also be enrolled in an approved and funded workforce development anchor class (VV1, VV2 or VT1).

Career Based Intervention (CBI) (252525 subject code) – Rules for the First and Second Academic or CBI Related Correlated Classes of a Career-Technical CBI Block:

- The related correlated Local Classroom Codes Subject Code may be a related CBI class (252525 subject code), a valid CBI academic subject code or a valid mathematics, science, English/language arts or social studies subject code.

- CBI teachers can instruct ONLY academic subjects in which they are age- and subject-appropriate certificated/licensed. An elementary certificate (K-8) permits the CBI teacher to teach any academic to CBI students at the junior high/middle school level, grades 7-8 only. Use standard subject codes for academic classes.

- CBI teachers who hold OWA or OWE academic endorsements may teach the following academic classes:

  CBI Language Arts (250510 subject code) – 049801 or 179801 endorsement

  CBI Reading (250519 subject code) – 049802 or 179804 endorsement

  CBI Mathematics (251110 subject code) – 049800 or 179800 endorsement

  CBI Science (251310 subject code) – 049810 or 179805 endorsement

  CBI Social Studies (251510 subject code) – 049812 or 179803 endorsement

- All CBI Co-op anchor classes (VV2 course type) must be correlated with a CBI related class (VV3 course type).

- CBI single period model classes (VV1 course type) may have correlated academic classes (VV3 course type), but correlated academic classes are not required.

- All students enrolled in correlated related and academic CBI classes (VV3 course type) must also be enrolled in an approved and funded CBI anchor class (VV1 or VV2 course type).