

FY 2010 ODE EMIS MANUAL

Appendix Y: FY08 to Current Transition Information



Version 1.0
October 2, 2009

APPENDIX Y REVISION HISTORY

Version	Change	Description
0.1	704	Deleted Assignment Area 999413 from Position Code Crosswalk and the Assignment Area Crosswalk
1.0	727	Clarified some reporting instructions related to the Student Standing (FS) and other Fx record types
1.0	735	Remove all references to February reporting period
1.0	740	Removed references to ELI/Early Learning Initiative (How Received Option J)

The revision history provides a means for the readers to easily navigate to the places in the manual where updates have occurred. As FY09 is the initial release of this content, no highlighting or strikethrough will appear.

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CROSSWALK BETWEEN STUDENT STATUS AND HOW RECEIVED ELEMENTS

Definition: How the student arrived at the district; 1-character alphanumeric field.

Table 1.

2008 GI/GK Student Status	Current Year FS How Received	Meaning	2008K Percent of all reported
0 (K-12)	* or X (see below)	Resident student	90.81
0 (preschool)	* or specific code found below	Resident student	
M	M	Community School	4.02
9	9	Open Enrollment	2.52
C	C	Foster Placed	0.69
6	6	Nonpublic School	0.48
I	I	Non-Instr/Supplement/Related services	0.27
2	2	Career-technical contract	0.20
A	A	Parent is a District Employee	0.12
P	P	Court-Placed	0.08
U	U	OSB, OSD	0.08
	Y	DYS	
B	B	Special Education Program	0.05
7	7	Residing with Grandparent	0.02
S	S	Superintendent Agreement	0.02
T	T	Students Placed in Institutions	0.02
3	3	In-state, non-resident, non-tuition, non-contract student	0.00
8	8	Senior Year	0.00
F	F	Career- Assessment Services Only	0.00
W	W	Title I	0.00
New Codes for Current Year			
Used program code	X	Direct enrollment at JVSD	
Used course code	E	Preschool ECE Early Education Grant	
Used course code	G	Preschool Federal Head Start	
Used course code	N	Preschool Other Funding	
0	V	Preschool Evaluated Only, Found Ineligible	
FY08 Codes Without Direct Equivalent in Current Year			
Z	Now a “Sent Reason”	Autism Scholarship Program Participant	0.04
H	Not needed (use E, G, N, or I)	ESC	0.55

FY08 Tuition Codes Without Direct Equivalent in FY09					
2008 GI/GK Student Sta- tus	Current Year Tuition Type	Current Year Resident IRN	Current Year How Received	Meaning	2008K Percent of all re- ported
1	T	Resident IRN=EMIS reporting IRN	*	In-state, Non- resident Tuition Student	0.00
4	T	Resident IRN=999999	*	Out-of-State, Tuition Student	0.00
5	N	Resident IRN=999999	*	Out-of-State, Non-Tuition Stu- dent	0.00
D	D	Resident IRN=EMIS reporting IRN	*	Non-Resident Student with Di- rect Pay Tuition	0.03

CROSSWALK BETWEEN ATTENDING/HOME DISTRICT IRN INDICATOR AND SENT REASON ELEMENTS

Definition: Reason a student is sent to another district; 2-character alphanumeric field.

Table 2.

2008 GI/GK Codes for A/H IRN Indicator	Current Year FS Codes for Sent Reason	Meaning	2008K Percent of all reported
0	Resident is not sent elsewhere	Resident District of Student	90.28
Educated at own district	NA	No Sent Reason code applies, default	
3	JV	Joint Vocational School Program	4.96
E	OE	Open Enrollment	2.35
5	PS	Post-Secondary Enrollment Options	0.55
C	FC	Foster Placement	0.54
4	ES	Education Service Center Cooperative	0.38
2	CT	Contract Career-Technical	0.32
6	MR	MRDD	0.27
	OS	OSB or OSD	
S	64	ORC §3313.64	0.12
8	FP	DYS/Corrections	0.08
7	SE	Special Education	0.06
P	CI	Court-Ordered	0.06
1	TS	Tuition student	0.02
T	NI	Non-Court-Ordered Placement	0.01
9	PI	Proprietary Institution	0.00
V	CS	Cleveland Scholarship	0.00
W	T1	Title I	0.00
New Codes for Current Year			
Student Status Z	AU	Autism Scholarship Program	
No equivalent	NP	Non-pub placement at district expense	
No equivalent	PP	Pilot Program Participant	

COMPARISON OF GI/GK TO FS RECORDS

The five examples included in this section illustrate the changes between the data elements that were submitted in FY08 and the data elements as they should be submitted in the current fiscal year using the new Student Standing (FS) record. The examples are situations most commonly found in the FY08 October student data.

Table 3. Student Educated at the Resident District

Element Name	GI/GK	FS
SCHOOL_YEAR	2008	CCYY of Current Fiscal Year
RPTING_PERIOD_CODE	K	K
DIST_IRN	010101	010101
EMIS STUDENT ID	123456789	123456789
ADMISN_DATE	20070925	20070925
ADMISN_REASON_CODE	6	6
SSID	ZZ9876543	ZZ9876543
STDNT_TIME_PCT	100	100
DISTRICT RELATIONSHIP		1
LEGAL DISTRICT OF RESIDENCE	010101	010101
STDNT_ATNDNG_HOME_IRN	010101	
STDNT_STATUS / HOW RECEIVED	0	*
HOW RECEIVED IRN		*****
ATNDNG_HOME_IRN_CODE/SENT REASON	0	NA
SENT TO IRN		*****
ATTENDANCE / OCT CW ATTENDANCE	500	500
EXCUSED ABSENCE / OCT CW EXCUSED ABS	000	000
UNEXCUSED ABSENCE / OCT CW UNEXCUSED	000	000

Table 4. Student Enrolled at a Community School as Reported by the Community School

Element Name	GI/GK	FS
SCHOOL_YEAR	2008	CCYY of Current Fiscal Year
RPTING_PERIOD_CODE	K	K
DIST_IRN	012012	012012
EMIS STUDENT ID	700000001	700000001
ADMISN_DATE	20061102	20061102
ADMISN_REASON_CODE	7	7
SSID	HH1111111	HH1111111
STDNT_TIME_PCT	100	100
DISTRICT RELATIONSHIP		1
LEGAL DISTRICT OF RESIDENCE	044044	044044
STDNT_ATNDNG_HOME_IRN	012012	
STDNT_STATUS / HOW RECEIVED	M	M
HOW RECEIVED IRN		*****
ATNDNG_HOME_IRN_CODE / SENT REASON	0	NA
SENT TO IRN		*****
ATTENDANCE / OCT CW ATTENDANCE	500	500
EXCUSED ABSENCE / OCT CW EXCUSED ABS	000	000
UNEXCUSED ABSENCE / OCT CW UNEXCUSED	000	000

Table 5. Open-Enrolled Student

Element Name	Attending District		Resident District	
	GI/GK	FS	GI/GK	FS
SCHOOL_YEAR	2008	CCYY of Current Fiscal Year	2008	CCYY of Current Fiscal Year
RPTING_PERIOD_CODE	K	K	K	K
DIST_IRN	020202	020202	060606	060606
EMIS STUDENT ID	511111118	511111118	299999499	299999499
ADMISN_DATE	20040824	20040824	20040824	20040824
ADMISN_REASON_CODE	7	7	7	7
SSID	GG222222	GG222222	GG222222	GG222222
STDNT_TIME_PCT	100	100	000	000
DISTRICT RELATIONSHIP		1		3
LEGAL DISTRICT OF RESIDENCE	060606	060606	060606	060606
STDNT_ATNDNG_HOME_IRN	060606		020202	
STDNT_STATUS / HOW RECEIVED	9	9	0	*
HOW RECEIVED IRN		060606		*****

ATNDNG_HOME_IRN_CODE / SENT REASON	0	NA	E	OE
SENT TO IRN		*****		020202
ATTENDANCE / OCT CW ATTENDANCE	250	250	000	000
EXCUSED ABSENCE / OCT CW EXCUSED ABS	100	100	000	000
UNEXCUSED ABSENCE / OCT CW UNEXCUSED	150	150	000	000

Table 6. Student Attending JVS and Instructed at Resident District

Element Name	JVSD		Resident District	
	GI/GK	FS	GI/GK	FS
SCHOOL_YEAR	2008	CCYY of Current Fiscal Year	2008	CCYY of Current Fiscal Year
RPTING_PERIOD_CODE	K	K	K	K
DIST_IRN	511511	511511	070707	070707
EMIS STUDENT ID	442222222	442222222	668888888	668888888
ADMISN_DATE	20070821	20070821	19950905	19950905
ADMISN_REASON_CODE	6	6	7	7
SSID	BB3333333	BB3333333	BB3333333	BB3333333
STDNT_TIME_PCT	028	028	072	072
DISTRICT RELATIONSHIP		1		1
LEGAL DISTRICT OF RESIDENCE	070707	070707	070707	070707
STDNT_ATNDNG_HOME_IRN	070707		511511	
STDNT_STATUS / HOW RECEIVED	0	*	0	*
HOW RECEIVED IRN		*****		*****
ATNDNG_HOME_IRN_CODE / SENT REASON	0	NA	3	JV
SENT TO IRN		*****		511511
ATTENDANCE / OCT CW ATTENDANCE	145	145	284	284
EXCUSED ABSENCE / OCT CW EXCUSED ABS	000	000	071	071
UNEXCUSED ABSENCE / OCT CW UNEXCUSED	000	000	000	000

Table 7. Student Attending a Non-Public School who is Receiving Title 1 or Special Education Services

Element Name	GI/GK	FS
SCHOOL_YEAR	2008	CCYY of Current Fiscal Year
RPTING_PERIOD_CODE	K	K
DIST_IRN	292929	292929
EMIS STUDENT ID	543333333	543333333
ADMISN_DATE	20070927	20070927
ADMISN_REASON_CODE	7	7
SSID	FF4444444	FF4444444
STDNT_TIME_PCT	000	000
DISTRICT RELATIONSHIP		2
LEGAL DISTRICT OF RESIDENCE	292929	292929
STDNT_ATNDNG_HOME_IRN	292929	
STDNT_STATUS / HOW RECEIVED	6	6
HOW RECEIVED IRN		101010 (non-pub IRN)
ATNDNG_HOME_IRN_CODE / SENT REASON	0	NA
SENT TO IRN		*****
ATTENDANCE / OCT CW ATTENDANCE	000	000
EXCUSED ABSENCE / OCT CW EXCUSED ABS	000	000
UNEXCUSED ABSENCE / OCT CW UNEXCUSED	000	000

CODING EXAMPLES FOR THE STUDENT STANDING RECORD

The examples in this section should be used in conjunction with the FS and FD record elements in Chapter 2 and with their file descriptions in Chapter 5. Chapter 2 provides the definitions, default values, and reporting instructions pertinent to each element. Chapter 5 concisely lists all of the elements in the files as well as sets of applicable valid codes.

Some of the elements in the Student Standing (FS) have abbreviated names in this discussion.

Table 8.

Element Name	Abbreviated Name
October Count Week Attendance Days	Oct CW Attend
October Count Week Excused Absence Days	Oct CW Excused
October Count Week Unexcused Absence Days	Oct CW Unexcused
School Year Attendance Days	SY Attend
School Year Excused Absence	SY Excused
School Year Unexcused absence	SY Unexcused

Open Versus Closed Records

Please see the EMIS Manual, Section 2.4.1, Student Standing (FS) Record, for a complete discussion of these terms.

Example 1. Typical Student

The simplest, and most common, situation is one in which the student is a resident of the reporting district, is being instructed at the resident district 100% of the time, and the relationship with the district does not change at any time during the school year.

1-K

In October, the student attended four days during the October count week and had an excused absence for the fifth day. The FS Record submitted to ODE would contain these elements.

Element Name	Value
Effective End Date	00000000
Student Percent of Time	100
District Relationship	1
How Received	*
How Received IRN	*****
Sent Reason	NA
Sent To IRN	*****
Sent To Percent of Time	000
Oct CW Attend	4.00
Oct CW Excused	1.00
Oct CW Unexcused	0.00
SY Attend	000.00
SY Excused	000.00
SY Unexcused	000.00

1-N

At yearend, the district must compute the number of School Year days. Since the student is expected to continue being educated by the district next year, no Effective End Date will be entered. All other values in the October records would stay the same.

Element Name	Value
Effective End Date	00000000
SY Attend	169.00
SY Excused	010.00
SY Unexcused	001.00

Example 2. Student Educated at Resident District Who Changes Building

As in Example 1, this student is educated by the resident district 100% of time during the school year. However, before the first day of the October Count Week, the student moves to another building. September 17, 2008 was the last day the student attended school in the original building and September 18, 2008 was the first day the student attended school in the new building.

2-K

The district reports two records.

There must be a closed record since the original building the student attended is no longer the building where the student is being educated.

Element Name	Value
Effective End Date	20080917
Attending Building IRN	A1A1A1
Oct CW Attend	0.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00
SY Attend	018.00
SY Excused	001.00
SY Unexcused	001.00

The open record shows the change in the building the student is attending. It includes the October Count Week attendance and absence days.

Element Name	Value
Effective Start Date	20080918
Effective End Date	00000000
Attending Building IRN	B2B2B2
Oct CW Attend	5.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00
SY Attend	000.00
SY Excused	000.00
SY Unexcused	000.00

2-N would be reported the same as the open record in 2-K except it would include the School Year attendance and absence days only from September 18, 2008, to the end of the school year. The sum of the days on this record and the closed record should total the number of days the student was enrolled in the district during the year.

Example 3. Student Educated at Resident District Who Changes Building and Returns to Original Building

As in example 1, this student is educated by the resident district, IRN LDRLDR, 100% of time during the school year. However, before the first day of the October Count Week, the student moves to another building. The last day the student attended the first building is September 17, 2008. The first day the student attends the second building is September 18, 2008. The student stays at the second building until the end of the day on March 28 and returns to the first building on March 31 to finish the school year. The district considers the student to be enrolled in the original building until attending the new building.

3-K

The district reports two records just as they do in 1-K, both the closed and open records.

Element Name	Value
Reporting IRN	LDRLDR
Effective End Date	20080917
Attending Building IRN	A1A1A1
Oct CW Attend	0.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00
SY Attend	018.00
SY Excused	001.00
SY Unexcused	001.00

Element Name	Value
Reporting IRN	030303
Effective Start Date	20080918
Effective End Date	00000000
Attending Building IRN	B2B2B2
Oct CW Attend	5.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00
SY Attend	000.00
SY Excused	000.00
SY Unexcused	000.00

3-N

Since the student moves back to the first building before the end of the school year, the year-end records show the change. There is an open record defining when the student moves back to the original building. This necessitates the closing of the record that was open when the student moved to the second building.

The record closed September 17 is also submitted at yearend but is not shown here again.

Element Name	Value
Reporting IRN	030303
Effective Start Date	20080918
Effective End Date	20090330
Attending Building IRN	B2B2B2
SY Attend	116.00
SY Excused	003.00
SY Unexcused	000.00

The district submits an open record since the district foresees the student continuing as educated by this resident district. This record does not need an Effective End Date. However, the School Year attendance days must be entered and count, inclusively, the days from March 31, 2009, until the last day of the school year in building A1A1A1.

Totaling the days from the two closed records and the open record gives the entire number of attendance and absence days for the year: $18 + 1 + 1 + 116 + 3 + 38 + 2 + 1 = 180$

Element Name	Value
Reporting IRN	030303
Effective Start Date	20090331
Effective End Date	00000000
Attending Building IRN	A1A1A1
SY Attend	038.00
SY Excused	002.00
SY Unexcused	001.00

Example 4. Typical Student Who Withdraws

The student is a resident of the reporting district and is being instructed at the resident district 100% of the time. The student withdraws after the end of October Count Week, in this sample on December 7, 2008.

4-K

The FS Record submitted during October is the same as 1-K. It is the only record that the district must submit during reporting period K.

Element Name	Value
Effective Start Date	20080801
Effective End Date	00000000
Withdraw Reason	**
SY Attend	000.00
SY Excused	000.00
SY Unexcused	000.00

The district may submit the change during the October reporting period; however, there is no requirement to do so.

4-N

The record that the district submits for yearend reporting would contain the values required for a closed record.

Since the withdrawal totally severs the relationship with the reporting district, a new record is not opened.

At the time of the student's withdrawal from the district, the original record needs to be closed. An additional record does not need to be opened for the day of withdrawal; the district should merely enter the withdraw reason, change the Effective End Date to the last day the student was enrolled in the district, and complete the required days of attendance and absence on the existing record.

Element Name	Value
Effective Start Date	20080801
Effective End Date	20081207
Withdraw Reason	41
SY Attend	073.00
SY Excused	003.00
SY Unexcused	001.00

The withdraw date does not need to be entered as a separate element. The Effective End Date is the date on which the student withdraws.

If the withdrawn student transfers to another public school district, including a community school, the district to which the student transferred submits an open record. The Effective Start Date is the first day the student attended the new district; that date must be at least the day after the Effective End Date at the original district. The new district does not report How Received or How Received IRN values; those are only used for stu-

dents who have a relationship with more than one district concurrently.

Element Name	Value
Effective Start Date	20081208
Effective End Date	00000000
District Relationship	1

At yearend, the original district submits all records for the student up to and including the record containing the withdrawal information. The district to which the student transferred reports any records generated for the student since the date of admission, calculating the School Year attendance and absence days beginning with December 8, 2008, and continuing through the last day of the school year.

Example 5. Resident Is Partially Instructed Elsewhere

In this scenario, the student is a resident of the reporting district, is instructed part of the time at the resident district and part of the time at another district. Such situations might involve students who are instructed part time at a JVSD or a Post-Secondary Institution. A student could be sent to one or two different entities from the resident district; both of these situations are entered on the same record.

5-K

Student attends a JVS for 2 classes, attends a post-secondary institution for one class, and attends the resident district for three classes. Since this is the October reporting period, the October Count Week numbers must be submitted.

Note that the district does NOT enter a Sent To Percent of Time unless the Sent To IRN is an IRN of a non-EMIS reporting entity type where a percent is required (see Chapter 2).

Element Name	Value
Effective End Date	00000000
Student Percent of Time	050
District Relationship	1
Sent Reason 1	JV
Sent To IRN 1	JVSJVS
Sent To Percent of Time 1	0.00
Sent Reason 2	PS
Sent To IRN 2	PSEOPS
Sent To Percent of Time 2	017
Oct CW Attend	2.68
Oct CW Excused	0.67
Oct CW Unexcused	0.00
SY Attend	000.00
SY Excused	000.00
SY Unexcused	000.00

Record When JVS is Reporting

The JVS would report a record for the student with appropriate count week attendance/ absence values. Here, the student started the relationship with the JVS on the first day of the school year, September 3, 2008. There are no Sent To values because the JVS did not send the student anywhere. There are no How Received values because the district is in the jointure of the JVS and the student came from the Legal District of Residence.

Element Name	Value
Effective Start Date	20080903
Effective End Date	00000000
Student Percent of Time	033
District Relationship	1
Legal District of Residence	LDRLDR
How Received	*
How Received IRN	*****
Oct CW Attend	0.99
Oct CW Excused	0.33
Oct CW Unexcused	0.33

5-N

At yearend, the resident district would submit the same record it submitted in October but including the School Year attendance and absence days. If more than one FS record exists for the student, when the School Year attendance and absence days of both the open and closed records are added together, they should add up to the total attendance and absence days the student spent in the district for the current school year.

Example 6. Resident Is Only Instructed Elsewhere

In this example, the student receives no instruction from the reporting district. This might be a student attending a JVSD 100% of time, open-enrolled to another district, attending an MRDD, foster placed outside the resident district, attending a district under ORC § 3313.64, or some other situation in which the student's relationship with the reporting district is other than one of instruction.

In this specific example, the student is foster placed with a relative in another traditional public school district. The student is no longer being instructed by the resident district. Effective September 23, 2008, the student is placed in the foster home. This placement occurs after the start of the school year, August 18, 2008, but before the first day of October Count Week.

6-K

The resident district must report two records in October. The first record shows the student being instructed in the resident district and is a closed record.

Element Name	Value
Effective Start Date	20080818
Effective End Date	20080922
Student Percent of Time	100
District Relationship	1
Oct CW Attend	0.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00
SY Attend	020.00
SY Excused	003.00
SY Unexcused	001.00

The second record is the open record and shows the student after being placed in the second district.

Since the student is being educated entirely by the district of the foster placement, the student is not attending the resident district during the October Count Week.

Element Name	Value
Effective Start Date	20080923
Effective End Date	00000000
Student Percent of Time	000
District Relationship	3
Sent Reason 1	FC
Sent To IRN 1	Actual IRN of district where relative resides
Sent To Percent of Time 1	000
Oct CW Attend	0.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00
SY Attend	000.00
SY Excused	000.00
SY Unexcused	000.00

The district into which the student was foster placed reports a record with an Effective Start Date of September 23, 2008, the first day that the district established a relationship with the student. If the student continues to be foster placed at yearend, the record continues to be submitted as an open record. At year end, the district must calculate the days between 20080923 and the last day of school, inclusive, for School Year attendance and absence numbers.

Element Name	Value
Effective Start Date	20080923
Effective End Date	00000000
Student Percent of Time	100
District Relationship	1
Legal District of Residence	LDRLDR
How Received	C
How Received IRN	LDRLDR
Oct CW Attend	5.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00

6-N

The resident district submits the same closed and open records at yearend with the same School Year attendance and absence values on both records. Since the student is not instructed at the resident district after the foster placement, the School Year attendance and absence values in the open record are all zeroes. The district of the foster placement submits the same open record at yearend and includes the School Year absence and attendance days from September 23, 2008, through the last day of the current school year.

Example 7. Student Pays Tuition

There are a number of variations that might apply in this situation. This might be an in-state or out-of-state student. The tuition might be directly paid by the family.

When a student is paying tuition, the receiving institution reports asterisks in the How Received and How Received IRN elements. The student will be coming from the Legal District of Residence, known by the IRN in the Legal District of Residence element, or from out-of-state, known by "999999" in the Legal District of Residence element.

The resident district submits a Student Standing record for such students using Sent Reason = “TS” and the Sent To IRN = IRN of the educating district.

7-K

In this situation, the student comes from another EMIS reporting entity and is a direct pay tuition student. The student attends the reporting district for the entire year, being instructed at the reporting district 100% of the time.

If the student comes from an out-of-state entity, the only difference would be that the value of the Legal District of Residence = “999999”.

Element Name	Value
Effective Start Date	20080825
Effective End Date	00000000
Student Percent of Time	100
District Relationship	1
Legal District of Residence	LDRLDR
Tuition Type	D
Oct CW Attend	5.00
Oct CW Excused	0.00
Oct CW Unexcused	0.00

Example 8. Three-Way Situation

Three-way situations should be thought of as a chain of relationships. The first link in the chain, generally the student’s district of residence, sends the student to a second district and must provide Sent elements. The second district receives the student from the first link of the chain and sends to student to the third link of the chain; it must provide both Sent and How Received elements. The third district is the last link in the chain and must provide the How Received information describing how the student got to the district. All three districts report records and all three districts use the same true resident IRN in the Legal District of Residence element. Chains can have more than three links.

In this example, a student is foster-placed from the resident district, IRN LDRLDR, into another district, 222222, and attends a JVS, IRN JVSJVS, 100% of the time. The resident district is not in the jointure of the JVS. The activity surrounding the student’s placement and enrollment at the JVS occurs before the first day of the current school year.

All districts would report a record in October and yearend. Only JVSJVS would report attendance and absence days (count week and school year.) The values of all elements for district LDRLDR and 222222 would stay the same for each reporting period. The values of all elements except the various absence and attendance days would remain the same throughout the reporting periods for district JVSJVS.

8-Resident-K

The resident district reports for all reporting periods.

The resident district, LDRLDR, only needs to report sending the student to the district of the court placement. The relationship to the JVS is through the foster-placed district, not the resident district.

Element Name	Value
Effective Start Date	20080715
Effective End Date	00000000
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
Sent Reason 1	FC
Sent To IRN 1	222222
Sent To Percent of Time 1	000
All Attend	0.00
All Excused	0.00
All Unexcused	0.00

The district into which the student is foster placed reports in October without attendance days.

Note that in this situation, district 222222 receives the student from the resident district and then sends the student to the JVS. It is the middle district in the three-way situation and must provide both Sent and Received information.

Element Name	Value
Effective Start Date	20080822
Effective End Date	00000000
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
How Received	C
How Received IRN	LDRLDR
Sent Reason 1	JV
Sent To IRN 1	JVSJVS
Sent To Percent of Time 1	000
Both CW Attend	0.00
Both CW Excused	0.00
Both CW Unexcused	0.00

In October, the JVS reports as shown. Since it is the district that is the last in the chain of districts, JVSJVS does not report Sent elements. Since it is the only district that educates the student, it is the only one with a District Relationship = "1", the only one with a Percent of Time greater than zero, and the only one that has Count Week days to report. At year-end, the School Year attendance numbers would be reported. Since LDRLDR is not a member of the JVS, the How Received reported by the JVS must match the How Received reported by 222222.

Element Name	Value
Effective Start Date	20080822
Effective End Date	00000000
Student Percent of Time	100
District Relationship	1
Legal District of Residence	LDRLDR
How Received	C
How Received IRN	222222
Oct CW Attend	4.00
Oct CW Excused	1.00
Oct CW Unexcused	0.00

Example 9. Student Foster Placed Within Own District

In this example, the student attends the resident district, IRN LDRLDR, through January 5, 2009. Beginning on January 6, 2009, the student is court placed in a facility within the resident district.

9-K. See 1-K since the student is being educated by the resident district 100% of the time.

9 -N

The original record, with no indication of the court placement, must be closed.

Element Name	Value
Reporting IRN	LDRLDR
Effective End Date	20090105
Attending Building IRN	A1A1A1
SY Attend	078.00
SY Excused	004.00
SY Unexcused	008.00

A new record is opened. This record is handled like any record of a student who is foster placed within the reporting district. The only difference between this record and other foster placement records is the How Received IRN; in this case, it is the same as the Legal District of Residence IRN.

Element Name	Value
Reporting IRN	LDRLDR
Effective Start Date	20090106
Attending Building IRN	A1A1A1
Student Percent of Time	100
District Relationship	1
How Received	C
How Received IRN	LDRLDR
Sent Reason 1	NA
Sent To IRN 1	*****

If the student's status is not foster placed at the end of the year, the district would open and close additional records as needed to show how the relationship to the district changed since date of the court placement.

Example 10. Career-Technical Contract Student

These students are taking CTE programs in a contract situation. They generally split their time between the Legal District of Residence, IRN LDRLDR (or another district in a case such as court/foster placement) and the district offering the CTE program. Both the Legal District of Residence and the district in which the student is taking the CTE course, IRN CTCTCT, must report open records for every reporting period in which the contract situation exists.

10-CT

The district in which the student is taking the CTE course(s) reports How Received elements. In this case, the student is taking two courses at CTCTCT and three at LDRLDR.

Element Name	Value
Reporting District	CTCTCT
Effective Start Date	20090106
Student Percent of Time	040
District Relationship	1
Legal District of Residence	LDRLDR
How Received	2
How Received IRN	LDRLDR

10-LDR

The resident district reports the student for the percent of time the student is instructed at LDRLDR. This record includes Sent elements.

Note. Since CTCTCT is an EMIS reporting entity, the resident district does not include a Sent To Percent of Time. That is handled by the CTCTCT record.

Element Name	Value
Reporting District	LDRLDR
Effective Start Date	20090106
Student Percent of Time	060
District Relationship	1
Legal District of Residence	LDRLDR
Sent Reason	CT
Sent To IRN	CTCTCT
Sent To Percent of Time	000

Example 11. Student Who Moves Out of District but Continues through Open Enrollment

In this situation, the student is a resident of district 010101 in October but by February moves to 202020 and continues to attend district 010101 through open enrollment. The last day the student was a resident of the first district is January 5, a Friday.

11-K

This record will be reported the same as 1-K since the student is being educated by the resident district 100% of time.

11-N

Since the student moved on January 5, the district must close the original record and open a new record showing the student as being open enrolled. Assuming the student continues being educated at the same school, the Attending Building IRN will not change.

Element Name	Value
Reporting IRN	010101
Effective Start Date	20090106
Student Percent of Time	100
District Relationship	1
How Received	9
How Received IRN	202020

The new resident district, 202020, must also submit an open record describing the student's open enrollment to 010101.

Element Name	Value
Reporting IRN	202020
Effective Start Date	20090106
Student Percent of Time	000
District Relationship	3
Sent Reason	OE
Sent To IRN	010101
Sent to Percent of Time	000

If the student continues to be open-enrolled to district 010101 through the end of the year, the district will submit the yearend record with the School Year attendance and absence days. If the student's status is not open-enrolled at the end of the year, the district would open and close additional records as needed to show how the relationship to the district changed. If the student withdraws from the district, only the closed record is submitted. If the student then continues to attend the district through superintendent's agreement or other situation, appropriate closed and open records need to be added.

Example 12. Student Attends a District via Superintendent's Agreement or Other ORC 3313.64 Situation

The same Sent Reason code is used by students who attend a district for various situations: student's parent is a full-time employee of the reporting district, student in senior year whose parent moved out of the district after the beginning of the current year's classes, student residing with grandparent, student attending district under superintendent's agreement, or other situation listed in 3313.64.

In many of these cases, the student is attending the reporting district for the entire year and being instructed by the reporting district 100% of the time. Whenever this is true, the October record is submitted with the October Count week attendance and absence days; the yearend record is submitted with the School Year attendance and absence days. Those are the only differences to the values of the elements from one reporting period to another.

12-K

The student's parents are residents of the reporting district, IRN 012345 until November of the student's senior year. At that time, the parents move to another district, IRN 678901, but the student wishes to continue at the original district, finishing the school year to graduate with peers.

Since the student is a resident of the district through October Count Week, the record submitted in K is an open record.

Element Name	Value
Reporting IRN	012345
Effective Start Date	20080827
Effective End Date	00000000
Attending Building IRN	A1A2A3
Student Percent of Time	100
District Relationship	1
Legal District of Residence	012345
How Received	*
How Received IRN	*****
Oct CW Attend	500
Oct CW Excused	000
Oct CW Unexcused	000

12-N

On November 12, after October Count Week, the student's parents move. The student continues to attend the reporting district. Because the educating district is no longer the legal district of residence, the original record is closed and a new record opened.

Element Name	Value
Reporting District	012345
Effective Start Date	20080827
Effective End Date	20081111
Attending Building IRN	A1A2A3
Student Percent of Time	100
District Relationship	1
Legal District of Residence	012345
How Received	*
How Received IRN	*****
SY Attend	035.00
SY Excused	008.00
SY Unexcused	002.00

New Record

Note. The Sent Reason 64 could match with any of the following How Received reasons besides the "8" in the example.

- "7" – residing with grandparent
- "A" – parent is a district employee
- "S" – superintendents' agreement

Since this student is in the senior year and graduating at yearend, there is no expectation that the student will continue with the district the following school year. The district would submit the yearend record as a closed record.

In this case, the district submits a withdraw reason of "99" and an Effective End Date that is the last day of school.

As always at yearend, the district submits the School Year attendance and absence days.

Element Name	Value
Reporting District	012345
Effective Start Date	20081112
Effective End Date	00000000
Attending Building IRN	A1A2A3
Student Percent of Time	100
District Relationship	1
Legal District of Residence	678901
How Received	8
How Received IRN	678901
SY Attend	133.00
SY Excused	002.00
SY Unexcused	000.00

The district of the new residence of the parents also submits a record showing how the student was sent to the original district, 012345.

Element Name	Value
Reporting District	678901
Effective Start Date	20081112
Effective End Date	00000000
Student Percent of Time	000
District Relationship	3
Legal District of Residence	678901
Sent Reason	64
Sent To IRN	123456
Sent To Percent of Time	000

Example 13. Student Attending a State School, OSB or OSD

In this situation, the student is attending the Ohio School for the Deaf or the Ohio School for the Blind. Although students attending the state schools are usually enrolled there 100% of the time, this student's IEP includes vocational education. Each of the three districts involved with the student will submit an open record in each required reporting period.

The IRN for the Legal District of Residence is LDRLDR, the IRN for the JVS is JVSJVS, and the IRN for OSD is OSDOSD. In the example below, the resident district is neither educating nor providing services to the student. Note, as always, the district only enters the Sent To Percent of Time when the Sent To IRN is that of a non-EMIS reporting entity.

13-Resident

The resident district is not educating the student. Based on the IEP, the student is being sent to the Ohio School for the Deaf half of the day and a JVS the other half.

NOTE: If the student were being sent to DYS (Department of Youth Services), the Sent Reason 1 would be FP, the Sent To IRN 1 that of DYS, and the Sent To Percent of Time 1 still zeroes. There would be no Sent ...2 values.

Element Name	Value
Reporting IRN	LDRLDR
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
Sent Reason 1	OS
Sent To IRN 1	OSDOSD
Sent To Percent of Time 1	000
Sent Reason 2	JV
Sent To IRN 2	JVSJVS
Sent To Percent of Time 2	000

13 -State School

OSD educates the student for half of the day. The student is not sent to the JVS from OSD so OSD uses the default values in the Sent To elements. The Student Percent of Time is the portion of the student's day spent at OSD.

NOTE: DYS submits records similar to this using a How Received = "Y" and Student Percent of Time = 100.

Element Name	Value
Reporting IRN	OSDOSD
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	050
District Relationship	1
Legal District of Residence	LDRLDR
How Received	U
How Received IRN	LDRLDR
Sent Reason 1	NA
Sent To IRN 1	*****
Sent To Percent of Time 1	000

13-JVS

The student comes to the JVS from the resident district, not from OSD. The student is at the JVS 50% of the school day and that amount is shown in the Student Percent of Time element. The JVS is not sending the student to another district. LDRLDR is in the jointure.

Element Name	Value
Reporting IRN	JVSJVS
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	050
District Relationship	1
Legal District of Residence	LDRLDR
How Received	*
How Received IRN	*****
Sent Reason 1	NA
Sent To IRN 1	*****
Sent To Percent of Time 1	000

Example 14. Student attending JVS from a District into which the Student is Open-Enrolled

In this situation, all three districts report open records for the student: the Legal District of Resident, IRN LDRLDR, the district into which the student is open-enrolled, IRN OEOEOE, and the JVSD, IRN JVSJVS. Both LDRLDR and OEOEOE are in the jointure of the JVSD.

14-Resident

The resident district records the student's open enrollment into another district. The District Relationship = "3" because the student is not being educated by or receiving services from the resident district. The Sent To Percent of Time = 000 because the Sent To IRN belongs to an EMIS reporting entity.

Element Name	Value
Reporting IRN	LDRLDR
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
Sent Reason 1	OE
Sent To IRN 1	OEOEOE
Sent To Percent of Time 1	000

14 - Open-Enrolled

The district into which the student is open-enrolled is responsible for the education of the student. The student is spending part of the day at the open-enrolled district and part of the day at the JVS.

Element Name	Value
Reporting IRN	OEOEOE
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	067
District Relationship	1
Legal District of Residence	LDRLDR
How Received	9
How Received IRN	LDRLDR
Sent Reason 1	JV
Sent To IRN 1	JVSJVS
Sent To Percent of Time 1	000

14 - JVS

The JVS gets the student from the district into which s/he is open enrolled. In a three-way situation, the JVS should use the same How Received value as that used by the district of the How Received IRN.

Element Name	Value
Reporting IRN	JVSJVS
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	033
District Relationship	1
Legal District of Residence	LDRLDR
How Received	9
How Received IRN	OEOEOE

Example 15. Special Education by Public District that is not an ESC

This situation involves students, other than preschool students, who are being provided special education by a public district that is not their resident district. The percent of time for the special education instruction at the non-resident public district may be full or part time.

This same scenario would be used in other situations as well. Non-court ordered placement full time would use a Sent Reason in the resident district record = “NI” and a How Received in the educating district record = “T”. Court-ordered institutional placement would use a Sent Reason in the resident district record = “CI” and a How Received in the educating district record = “P”. Title 1 fulltime would use a Sent Reason in the resident district record = “TI” and a How Received in the educating district record = “W”.

15 - Resident

The resident district, LDRLDR, reports the student as attending another public district, full or part time, to receive special education. Most of the students in this situation attend the other district 100% of the time. Since the district to which the student is sent is an EMIS reporting district, the Sent To Percent of Time is the default, zero.

Element Name	Value
Reporting District	LDRLDR
Effective Start Date	20080817
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
Sent Reason	SE
Sent To IRN	SESESE
Sent To Percent of Time	000

15 - Educating for Special Ed

The district in which the special education student is instructed submits a record for every reporting period that the student is in attendance.

Element Name	Value
Reporting District	SESESE
Effective Start Date	20080817
Student Percent of Time	100
District Relationship	1
Legal District of Residence	LDRLDR
How Received	B
How Received IRN	LDRLDR

Example 16. Placed in EMIS Non-Reporting Entity, Not PSEO

The students in this category may be placed by the resident district into a non-public school at district expense or in the Pilot Program. The resident district is the only district that reports these students

16 - Sent To Percent of Time

In this case, the Sent to Percent of Time contains the percentage of time the student is instructed at the facility. The Sent Reason will = "NP" if the student is placed into the private school by the district.

In this situation, any appropriate attendance days should be included, October or Yearend. Students with Sent Reason = "PS" should also be reported with a Sent To Percent of Time and attendance/absence day counts.

Element Name	Value
Reporting District	LDRLDR
Effective Start Date	20090106
Student Percent of Time	000
District Relationship	1
Legal District of Residence	LDRLDR
Sent Reason	NP
Sent To IRN	NPNPNP
Sent To Percent of Time	100

16 - No Sent To Percent of Time

Schools in the Pilot Program, Cornell Abraxas, First, Paint Creek, and ACT I, funding is separate from the standard ADM. Therefore, no Percent of Time should be included on the record sent to ODE. The Sent Reason is "PP".

Element Name	Value
Reporting District	LDRLDR
Effective Start Date	20090106
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
Sent Reason	PP
Sent To IRN	PPPPPP
Sent To Percent of Time	000

Example 17. School-Age, Special Education Student Open-Enrolled and Receiving Instruction at an EMIS Non-Reporting Entity

The Legal District of Residence would submit a record like 14-Resident, indicating that the student is open enrolled elsewhere. The second district involved submits records showing its relationship to the district.

17 - Instructed at Open Enrolled District and Post-Secondary Institution

The district into which the student is open enrolled, OEOEOE, submits data showing that the student is instructed part of the time at this district and part of the time at the post-secondary institution. The post-secondary institution does not report to EMIS so the Sent To Percent of Time must be included in the record.

Element Name	Value
Reporting IRN	OEOEOE
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	067
District Relationship	1
Legal District of Residence	LDRLDR
How Received	9
How Received IRN	LDRLDR
Sent Reason 1	PS
Sent To IRN 1	PSEOPS
Sent To Percent of Time 1	033

17 - School-age Student Instructed at an ESC

The non-ESC district that is responsible for a student submits records for students in grades K-23. Since the reporting district includes in its percent of time the instruction by an ESC staff member, this reporting does not need Sent To elements. The reporting district treats the time the student is instructed at the ESC as if it were occurring at the reporting district.

Element Name	Value
Reporting IRN	OEOEOE
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	100
District Relationship	1
Legal District of Residence	LDRLDR
How Received	9
How Received IRN	LDRLDR
Sent Reason 1	NA
Sent To IRN 1	*****
Sent To Percent of Time 1	000

Example 18. Non-Public School Student Receiving Special Education Services Only Placed by the Parent

If the student is receiving services from a public school, the records listed in Chapter 2 must be submitted by the district in which the nonpublic school is located. There will be no Sent elements because the student is not placed into the non-public setting.

If the student if not receiving services from a public school district, no Student Standing record should be submitted. Instead, the public district reports these students as an aggregate count per the instructions in Chapter 2.

18 – Services only district

This non-public school is within the boundaries of the resident district, IRN LDRLDR. The district would submit a Student Standing record showing that they are providing services to the student.

Element Name	Value
Reporting IRN	LDRLDR
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	0
District Relationship	2
Legal District of Residence	LDRLDR
How Received	6
How Received IRN	Either non-public IRN or “999999” if none exists

If a student resides in LDRLDR but attends a private school in a district with IRN = 202020, as was true in FY08, the resident district has no reporting responsibility. The district in which the non-public school is located would submit the record showing that they are the ones providing services.

Element Name	Value
Reporting IRN	202020
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	0
District Relationship	2
Legal District of Residence	LDRLDR
How Received	6
How Received IRN	Either non-public IRN or “999999” if none exists

Example 19. Students Attending an MRDD

A student may be sent from the resident district to an MRDD. This may be for all or part of the student's percent of time. The time at the MRDD is not included in the Student Percent of Time or in the Sent To Percent of Time. The example in this section shows a student whose instructional time is split between the resident district and the MRDD, IRN MRDMRD.

Element Name	Value
Reporting IRN	LDRLDR
Effective Start Date	20080701
Attending Building IRN	A1A1A1
Student Percent of Time	050
District Relationship	1
Sent Reason 1	MR
Sent To IRN 1	MRDMRD
Sent To Percent of Time 1	000

However, at yearend, the district is responsible for reporting school year attendance and absence days for these students; they should not report attendance and absence days in October.

Example 20. Student Foster Placed Attends Legal District of Residence and JVS

A student is foster placed from the Legal District of Resident (LDR) into another district but is coming back to LDR by way of a superintendent's agreement. The student is being educated part of the time at the LDR and part of the time at a JVS.

Element Name	LDR	Foster District	JVS
Student Percent of Time	050	000	050
How Received	S	C	S
How Received IRN	FCFCFC	LDRLDR	LDRLDR
Sent Reason 1	FC	64	NA
Sent To IRN 1	FCFCFC	LDRLDR	*****
Sent To Percent of Time 1	000	000	000
Sent Reason 2	JV	NA	NA
Sent To IRN 2	JVSJVS	*****	*****
Sent To Percent of Time 2	000	000	000

PRESCHOOL REPORTING

City, Local, and Exempted Village districts report preschool students when they are educating, providing services only, or otherwise required to report these students. An ESC, OSB, OSD, or JVSD reports preschool students if they are providing instruction. An ESC, OSB, or OSD reports students if they are providing services only.

Every preschool Student Standing record must have a How Received value. The table below illustrates the possible values based on the type of reporting entity and its relationship to the student.

District Relationship Element (FS140)	Entity Type	Instructional Program	How Received Element (FS300)
1 <i>(The student is receiving instruction, in whole or in part, from the reporting district)</i>	Any	Preschool Early Childhood Education (ECE)	E
		Preschool Federal Head Start (HS)	G
		Preschool Instruction via Other Funding	N
2 <i>(The student is receiving services but no instruction from the reporting district)</i>	ESC, OSD, OSB	N/A	I <i>(non-instructional, supplementary or related services)</i>
	Traditional District	N/A	I <i>(non-instructional, supplementary or related services)</i>
			6 <i>(In-state Student Attending Nonpublic School)</i>
			V <i>(Preschool, Evaluated Only, Found Ineligible)</i>
3 <i>(The student is receiving neither services nor instruction from the reporting district but the reporting district has an obligation to submit data on the student in EMIS)</i>	Traditional District	N/A	* <i>(Not Applicable)</i> Report Appropriate Sent Reason

Example 21. ESC Reporting Students

There are two situations that would require an ESC to report students: preschool students to whom they provide services only and preschool students whom they instruct. The ESC reporting requirements regarding the students and reporting periods are unchanged; please refer to the current year EMIS Manual, Chapter 2 for additional information.

21 - Services Only

If the student is sent to the ESC from the resident district, the How Received IRN and the Legal District of Residence IRN will be the same.

Note. A traditional district providing services only to a student submits records using the same values in all elements except the Reporting IRN field.

Element Name	Value
Reporting IRN	ESCESC
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	0
District Relationship	2
Legal District of Residence	LDRLDR
How Received	I
How Received IRN	LDRLDR

21 - Instruction

In the following situation, half of the student's school day is instruction at the ESC. The resident district is instructing the student the other half of the student's day.

Element Name	Value
Reporting IRN	ESCESC
Effective Start Date	20080827
Effective End Date	00000000
Student Percent of Time	050
District Relationship	1
Legal District of Residence	LDRLDR
How Received	E or G or N
How Received IRN	*****

Example 22. Only one district involved in the education: resident district, ESC, or any other district**22 - How Received G, N**

The Sent Reason and other Sent To elements have default values. Days of attendance would be submitted when appropriate for either count week or year end.

Element Name	Value
Student Percent of Time	050 or 100, as appropriate
District Relationship	1
Legal District of Residence	LDRLDR
How Received	N, G, E
How Received IRN	*****
Sent Reason	NA

Example 23. Two districts

In this sample, a preschool student with a disability is receiving related services from the resident district but is being instructed in a preschool unit at an ESC.

23 - Services Only, from the resident district
The district relationship is “2” in this situation since the Legal District of Residence is not educating the student but is providing services.

Element Name	Value
Student Percent of Time	000
District Relationship	2
Legal District of Residence	LDRLDR
How Received	I
How Received IRN	LDRLDR
Sent Reason	ES
Sent To IRN	ESCEDU

23 - ESC Educating district
The district relationship is a “1” because the ESC is educating the preschool student.

Element Name	Value
Student Percent of Time	050
District Relationship	1
Legal District of Residence	LDRLDR
How Received	N
How Received IRN	*****
Sent Reason	NA

Example 24. Preschool 3-way situation

In this case, a student with a disability is educated at an ESC and is receiving services at another ESC based upon the IEP owned by the resident district. All three entities will report the student.

24 - IEP from the resident district

The student-district relationship is “3” in this situation since the Legal District of Residence is neither educating the student nor providing services.

Element Name	Value
Student Percent of Time	000
District Relationship	3
Legal District of Residence	LDRLDR
How Received	*
How Received IRN	*****
Sent Reason 1	ES
Sent to IRN 1	ESCEDU
Sent Reason 1	ES
Sent to IRN 1	ESCSER

24 - ESC Educating district

The district relationship is a 1 because the ESC is educating the preschool student.

Element Name	Value
Student Percent of Time	050
District Relationship	1
Legal District of Residence	LDRLDR
How Received	N
How Received IRN	*****
Sent Reason	NA

24 - ESC Services only

The district relationship is a 2 because the ESC is providing services.

Element Name	Value
Student Percent of Time	000
District Relationship	2
Legal District of Residence	LDRLDR
How Received	I
How Received IRN	LDRLDR
Sent Reason	NA

POSITION CODE CROSSWALK

Reporting Teachers. Beginning FY09, teachers will no longer be reported with a position code of 205, 206, 207, or 211. All such teachers are now to be reported with position code 230. This position code must always be reported with an assignment area, as shown in the table below. This table also contains the crosswalk for non-teaching position codes.

Table 9. Position mapping from pre-FY09 coding to new coding as of October (K) FY09

Prior to FY09 Oct (K) reporting period		Becomes – as of FY09 Oct (K) reporting period	
Position Code	Assignment Area	Position Code	Assignment Area
205 Regular Teaching	Any	230 Teacher	999370 General Education
206 Intervention Specialist	999380 Gifted and Talented	230 Teacher	999380 Gifted and Talented
	999412 Preschool Special Education		999412 Preschool Special Education
	All other assignment areas		999414 Special Education
207 Career-Technical Education Teaching	Any	230 Teacher	999800 Career-Technical Programs/Career Pathways
211 Educational Services Personnel	999050 Art Education	230 Teacher	999050 Art Education K-8
	999570 Music Education		999570 Music Education K-8
	999418 Physical Education		999418 Physical Education K-8
318 Psychologist	999455 Intern (Psychology)	334 Intern Psychologist	None required
110 Supervisor at an ESC who generates supervisor unit funding	999005, 999020, 999030, 999040, 999050, 999060, 999090, 999120, 999140, 999145, 999220, 999240, 999260, 999270, 999280, 999300, 999330, 999340, 999360, 999370, 999430, 999450, 999500, 999535, 999550, 999560, 999570, 999575, 999583, 999584, 999600, 999610, 999630, 999690, 999700, 999710, 999730, 999741, 999742, 999750, 999770, 999780, 999785, 999880	120 ESC Supervisor	None required
Any	999725, 999805, 999895	113 Coordinator	999725, 999805, 999895

POSITION ASSIGNMENT CROSSWALK

Table 10. Mapping for Position Codes Deleted as of FY09 October (K) Reporting Period

Several position codes have been deleted. Review the remaining position codes and pick that which is best for the positions in question. This chart is the default crosswalk that we are suggesting if you are unable to match a person's job duties to the remaining position codes.			
Prior to FY09 Oct (K) reporting period		As of FY09 Oct (K) reporting period	
Position Code	Title	Position Code	Title
102	Administrative Intern Assignment	199	Other Official/Administrative Assignment
107	Ombudsman Assignment	199	Other Official/Administrative Assignment
111	Tax Assessing/Collecting Assignment	199	Other Official/Administrative Assignment
205	Regular Teaching	See Table: Position Code Crosswalk (Mapping for Position Code/Assignment Area combinations affected by position codes and/or assignment areas added or deleted in FY09)	
206	Intervention Specialist		
207	Career-Technical Education Teaching		
211	Educational Services Personnel		
302	Analyst Assignment	340	Planning/Research/Development/Evaluation/Analysis Assignment
303	Architect or Engineer Assignment	399	Other Professional – Other Assignment
305	Auditing Assignment	399	Other Professional – Other Assignment
306	Dentist Assignment	399	Other Professional – Other Assignment
308	Editing Assignment	399	Other Professional – Other Assignment
309	Evaluating Assignment	340	Planning/Research/Development/Evaluation/Analysis Assignment
310	Legal Assignment	399	Other Professional – Other Assignment
311	Negotiating Assignment	399	Other Professional – Other Assignment
312	Ophthalmologist Assignment	399	Other Professional – Other Assignment
313	Optometrist Assignment	399	Other Professional – Other Assignment
314	Personnel Assignment	399	Other Professional – Other Assignment
315	Physician Assignment	399	Other Professional – Other Assignment
316	Planning Assignment	340	Planning/Research/Development/Evaluation/Analysis Assignment
317	Psychiatrist Assignment	399	Other Professional – Other Assignment
321	Registrar Assignment	399	Other Professional – Other Assignment
322	Research and Development Assignment	340	Planning/Research/Development/Evaluation/Analysis Assignment
324	Statistician Assignment	340	Planning/Research/Development/Evaluation/Analysis Assignment
401	Audiometrist Assignment	499	Other Technical Assignment
403	Dental Hygienist Assignment	499	Other Technical Assignment
404	Graphic Arts Assignment	499	Other Technical Assignment
405	Inspector Assignment	499	Other Technical Assignment
408	Psychometrist Assignment	499	Other Technical Assignment
409	Purchasing Agent Assignment	499	Other Technical Assignment
411	Library Technician	499	Other Technical Assignment
412	Draftsman	499	Other Technical Assignment
413	Printer	499	Other Technical Assignment
604	Masonry Assignment	699	Other Crafts and Trades Assignment

Several position codes have been deleted. Review the remaining position codes and pick that which is best for the positions in question. This chart is the default crosswalk that we are suggesting if you are unable to match a person's job duties to the remaining position codes.

Prior to FY09 Oct (K) reporting period		As of FY09 Oct (K) reporting period	
Position Code	Title	Position Code	Title
606	Painting Assignment	699	Other Crafts and Trades Assignment
607	Plastering Assignment	699	Other Crafts and Trades Assignment
609	Sheet Metal Worker	699	Other Crafts and Trades Assignment
610	Glazier	699	Other Crafts and Trades Assignment
701	Crafts and Trades Apprenticeship	799	Other Operative Assignment
705	Equipment Operating	799	Other Operative Assignment
903	Elevator Operating	999	Other Service Worker/Laborer Assignment
907	Stores Handling Assignment	999	Other Service Worker/Laborer Assignment

ASSIGNMENT AREA CROSSWALK

Table 11. Assignment Area Crosswalk

Prior to FY09 Oct (K) reporting period		Becomes – as of FY09 Oct (K) reporting period
Assign-ment Area	Definition	
999050	Art Education K-8	No change
999140	Title I Programs	
999350	Food Services	
999370	General Education	
999380	Gifted and Talented	
999412	Preschool Special Education - (Early Education of the Handicapped)	
999414	Special Education K-12	
999418	Physical Education K-8	
999520	Maintenance/Construction/Grounds	
999570	Music Education K-8	
999725	Vocational Special Education Coordinator Services	
999790	Transportation Services	
999800	Career-Technical Programs/Career Pathways	
999805	Career-Technical Education-Apprenticeship Program	
999895	Career Assessment Specialist Services (formerly called Vocational Evaluation)	
Use specific position code or assignment area.		
999610	Planning/Research/Development/Evaluation/ Analysis	Assignment Area deleted but staff who had this assignment area may now be reported with position code 340 Planning/Research/Development/Evaluation/ Analysis.
999455	Intern (Psychology)	Assignment Area deleted but only staff who had this assignment area will now be reported with position code 334 Intern Psychology.
999720	Special Education - General (For Supervisors/ Managers, Directors and Coordinators only)	Assignment Area deleted but staff who had this assignment area may now be reported with assignment area 999414 Special Education K-12.
Assignment areas deleted. Information no longer required in EMIS.		
999000	General Administrative	
999005	Teacher Mentor	
999020	Adult/Continuing Education	
999030	Affirmative Action/EEO	
999040	Alternative Programs	
999060	Assessment/Testing	
999070	Athletics	

Prior to FY09 Oct (K) reporting period		Becomes – as of FY09 Oct (K) reporting period
999071	Attendance	
999080	Auxiliary Services/Nonpublic Programs	
999090	Bilingual/Multicultural	
999100	Business/Financial Services	
999120	Career Development/Education	
999145	Child Day-Care/Preschool	
999220	Curriculum/Instructional Services	
999240	Poverty-Based Assistance	
999250	Data Processing	
999260	Drivers Education	
999270	Early Childhood Education	
999280	Elementary Education	
999288	EMIS	
999290	Employee Benefits	
999300	English/Reading/Language Arts	
999310	Facilities	
999330	Federal Programs	
999340	Fine Arts	
999360	Foreign Language Education/Teaching English to Speakers of Other Languages (TESOL)	
999390	Grants Administration	
999400	Handicapped - High incidence	
999401	Handicapped - Low incidence	
999402	Handicapped - Multi-handicapped	
999403	Handicapped - Deaf-blind	
999404	Handicapped - Hearing	
999405	Handicapped - Visually	
999406	Handicapped - Speech	
999407	Handicapped - Orthopedically	
999408	Handicapped - Other Health	
999409	Handicapped - Severe Behavior education	
999410	Handicapped - Developmentally	
999411	Handicapped - Specific Learning	
999416	Health/Safety	
999430	Industrial Technology Education (non-career-technical)	
999450	Instructional Technology/Support Programs	
999490	Legislative Services	
999500	Library/Media Services	
999530	Management Information Services	
999535	Technology	
999550	Mathematics Education	
999560	Middle Childhood Education	
999575	Performance Arts	
999583	Work-Study (multi-district)	
999584	Work-Study (single district)	

Prior to FY09 Oct (K) reporting period		Becomes – as of FY09 Oct (K) reporting period
999600	Personnel Services/Human Resources	
999610	Planning/Research/Development/Evaluation /Analysis	
999630	Psychological Services	
999640	Public/Community Relations/Information	
999650	Purchasing/Warehousing	
999655	Reading First	
999660	Safety and Security Services	
999670	Site-based Management	
999690	Science Education	
999700	Secondary Education	
999710	Social Studies Education	
999730	Special Programs	
999741	Speech and Language (Option I), General ADM	
999742	Speech and Language (Option II)	
999750	Staff Development/Relations	
999770	Student Activities/Services	
999780	Support Services	
999785	Substance Abuse Prevention	
999791	Transportation Aide/Assistant	
999795	Troops to Teachers	

COURSE TYPE TO STUDENT ATTRIBUTES CROSSWALK

Table 12. Default Crosswalk from Course Type to New Course Attribute Elements

Course Type (CN130) value	Percent of Courses Reported in FY08N	New Course Attribute Elements			
		Curriculum (CN310)	Delivery Method (CN320)	Educational Option (CN330)	Student Population (CN340)
D00 - Interactive Distance Learning – Special Ed. Instruction	0.03%	OT	ID	NO	SE*
D01 - Special Education	11.83%	OT	FF	NO	SE*
D02 - Home Instruction (Special Education)	0.03%	OT	HI	NO	SE*
D08 - Center-based for Preschoolers with a disability	0.25%	OT	FF	NO	D8*
G00 - Interactive Distance Learning Gifted	0.00%	OT	ID	NO	GE
G03 - Gifted Education Delivered in a Self-contained Classroom of Gifted Students	0.28%	OT	FF	NO	GE
G04 - Gifted Education in the Arts Delivered by a Trained Arts Instructor	0.00%	OT	FF	NO	GA
I00 - Interactive Distance Learning – Regular Education	0.79%	OT	ID	NO**	RG
IBA - AB INITIO	0.00%	IA	FF	NO	RG
IBH - Higher Level	0.02%	IH	FF	NO	RG
IBS - Standard Level	0.02%	IS	FF	NO	RG
P08 - Center-based for Preschool Students without disabilities	0.12%	OT	FF	NO	PR
R00 - Regular instruction	79.61%	OT	FF	NO	RG
S01 - Postsecondary enrollment option course	1.89%	PS	FF	NO	RG
V00 - Interactive Distance Learning (Career-technical education)	0.00%	VO	ID	NO	RG
V91 - Career-Technical Contract Program	0.00%	V9	FF	NO	RG
V99 - All Other Vocation Programs	0.00%	VO	FF	NO	RG
VA1 - Applied Academic	0.69%	VA	FF	NO	RG
VT1 - Tech Prep	0.27%	VT	FF	NO	RG
VV1 - Anchor	2.57%	VN	FF	NO	RG
VV2 - Anchor, Cooperative	0.22%	VC	FF	NO	RG
VV3 - Career-Technical, Other	0.61%	V3	FF	NO	RG
X01 - Correspondence Courses/On-line Learning	0.64%	OT	CC	YS	RG
X02 - Educational Travel	0.00%	OT	ET	YS	RG
X03 - Independent Study	0.07%	OT	IS	YS	RG
X04 - Other Educational Options	0.05%	OT	FF	YS	RG

*If the Dxx course has a Special Populations Element (CN240) value of “Y”, then this specific course would have a Student Population (CN340) value of SP - Special Education K-12 course structured to specifically instruct students with hearing and/or visual impairments if the chart above shows SE, and a DP- Preschool Special Education course structured to specifically instruct students with hearing and/or visual impairments if the chart above shows D8.

**It is our understanding that the I00 course type is often used for an Educational Option course but is also often used for a course that is not an Educational Option. Therefore, this crosswalk is conservative in that it has a default value of NO for this course type. In many cases, districts may need to update the outcome of a default mapping for this element on a case by case basis. However, since many Educational Option courses are unique in each year (and would therefore be entered anew each year) and setting the Education Option element to YS has significant impacts, we recommend NO as the default value.