

ODE EMIS MANUAL

Section 2.13: Student Special Education (GE) Record



Version 7.1
July 2, 2020

REVISION HISTORY

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

Version	Date	Effective Date (FY & Data Set)	Change #	Description
<u>7.1</u>	<u>7/2/20</u>	<u>FY21</u>	<u>21-52</u>	Clarified reporting for PSTC date.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.3	6/30/20	FY20	NA	Posted for FY20.
6.3	6/30/20	FY19		Removed X Collection; no longer being implemented.
6.3	6/30/20	FY19	NA	Corrected RISP description in Table 1
6.2	7/6/18	FY19	NA	Posted for FY19.
6.1	4/25/18	FY18	NA	Posted for FY18.
6.0	7/5/17	FY17	NA	No FY17 changes.
5.0	7/29/16	FY16	40841	Removed old option from Table 1.
5.0	7/29/16	FY16	34165	Changed terminology from “cognitive disability” to “intellectual disability.”
5.0	7/29/16	FY16		Added Coming Changes section.
4.0	10/15/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
4.0	10/15/15	FY15S	1078	Removed Date Type option FIEP.
4.0	10/15/15	FY15S		Added Date Type options NIEP and SEMD.
3.3	10/27/14	FY14N	1026	Removed PSPD and PSNR Outcome ID options as they were added in error.
3.2	5/14/14	FY14N	1026	Added outcome options to Outcome ID Element. (PSPD and PSNR)
3.1	11/16/13	FY13N	933	Added new IE21 option to the Outcome ID Element. (Note that this change is from FY13N.)
3.0	6/7/13	FY13K	938	Added AIEP option and reporting instructions to GE100, added AIEP to Date Ranges are inclusive Table and the Date Type and Outcome Combinations table.
3.0	6/7/13	FY13K	920	Added language to General Guidelines for IISP/RISP, added GE100 Date Type Options IISP and RISP, added ISP to Date Ranges are inclusive table, added reporting instructions to GE120, GE130, and GE170, added RISP and IISP to Date Type and Outcome Combinations table.
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange to Required Reporting period table and File Layout.
2.0	3/7/13	Student Record Exchange (X)	921	Modified language in the General Guidelines

COMING CHANGES

The EMIS Manual is a living document, and each fiscal year's version is updated throughout the school year. For information regarding specific known changes that may impact the elements in this section, see the appropriate EMIS Changes webpage.

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2.13 STUDENT SPECIAL EDUCATION (GE) RECORD

Required Collection Requests

The Student Special Education (GE) Record is reported for the Traditional Districts Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES Beginning of Year and End of Year Student (S) Collections.

General Guidelines

A separate Special Education (GE) Record is to be reported for students with a disability and students *suspected to have a disability*.

For FY15, for all students who are reported as part of the Student (S) Collections, a Special Education (GE) Record is to be reported for all events that occur from June 1, 2014, through June 30, 2015. Starting with FY16, report for all events that occur from July 1, 2015, through June 30, 2016.

The record is only reported for students attending a public school and for students placed in a non-public school by a public school district, and for parentally placed non-public students receiving special education services from the public school district. For parentally placed non-public students, report all events that occurred during the current reporting timeframe at the district resulting in an ISP (Individualized Service Plan), including non-ISP event types (CNST, RFRL, etc.).

All EMIS reporting entities, except JVSDs and ESCs, who either provide education or services to a student with a disability or are the resident district must report this record. There are two exceptions to this requirement:

- Student attends another district for Contract Career Technical education only – the district where the Contract Career Technical education is being provided does not submit this record; or
- Student is enrolled in Department of Youth Services (DYS) – the resident district does not submit this record for events which occur while the student is attending DHS.

This record is reported for an “event” that occurs on a “date” with an “outcome” that may or may not have happened within a “compliance” timeline. This section of the manual describes each of these four data elements.

The Outcome Beginning Date and Outcome End Date Elements for some events will be reported through EMIS. These dates are only collected for IIEP, IISP, NIEP, RIEP, RISP, TIEP, and TETR event types.

Each year, every student with a disability should have at least one event to report. Some students, especially those in the process of determining the absence or presence of a disability for the first time, will have multiple events to report within a school year. The focus on an event date and the variable number of records for each student makes the structure of this record more like the structure of the Student Discipline (GD) Record than the structure of other student records.

The record reports all event dates related to determination of the student's disability and his/her planned services. Districts are expected to record each event as it occurs throughout the year. The Office for Exceptional Children has created an optional data collection form to assist with reporting this record. It can be found on their home page and linked to from the EMIS Other Resources web page.

Events should be reported as they occur in the Traditional Districts Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES Beginning of Year and End of Year Student (S) Collections. For the Beginning of Year Student (S) Collections, districts should—at a minimum—report events through October 31 of the current school year.

Dates are reported for the following events:

- Preschool Transition Conference
- Referral for Evaluation
- Parent / Guardian Consent for Evaluation
- Evaluation Team Report Completion (Initial, Reevaluation or Transfer)
- Individualized Education Program Completion (Initial and Periodic Review)
- Transfer Student IEP Adoption Date
- IEP consent withdrawn by parent
- Amended IEP
- ISP
- NIEP

The reported dates for events are dates on which the event occurred, and not necessarily when the event(s) will be effective. A district may report an event date in the current collection but not report some consequences of that event until future collections. For example, if an IEP is written this spring and will not be effective until next school year, only the event would be reported in the current year's data. Any related changes to the special education services are not reported until they are actually effective.

Federal and State laws mandate that certain special education events occur within specific timeframes. Whenever the dates of any of these events are known to be non-compliant according to the required timeframes, districts should report an out of compliance reason.

For information concerning Federal and State special education requirements, please consult with your local Special Education staff or contact the ODE Call Center at (877) 772-7771 and ask to be connected to the Office of Exceptional Children.

Report all events that are the district's responsibility. The event is to be reported in the collection that coincides with the event date range.

For students with a disability who are newly enrolled for the current school year in the district, report the dates and events for all events completed by the district, including any prior to the usual June 1 start date.

For school age students with a disability and who are newly enrolled in the district report a minimum of the student's current IEP and ETR dates (completion or adoption).

The IEP Test Type format on the Student Special Education (GE) Record is only reported for students with disabilities when a Date Type of IIEP, RIEP, or TIEP is reported. The IEP Test Type format reported is the required format for all assessments taken by a student with a disability. The IEP Test Type format must be reported for all students with an IEP.

Although every reported date will require a date type, only certain outcomes and non-compliance IDs can be reported with certain date types as shown in the table below.

Table 1. Date Type and Outcome Combinations

Date Type	Outcome ID	Non Compliance ID												
		**	01	02	03	04	05	06	07	08	09	10	11	12
PSTC – Preschool Transition Conference Date		√												
RFRL – Referral for Evaluation	****	√												
CNST Parent/Guardian Consent for Evaluation Date	CNGI CNGO CNGR CNRF CNNR CNDP	√												
IETR – Evaluation Team Report Completion Date-Initial	ETNE ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√			
IIEP – IEP Completion Date-Initial	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√			
IISP – ISP completion Date – Initial	IE39	√												
RIEP – IEP Completion Date-Periodic Review	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√			
RISP – ISP Completion Date-Periodic Review	IE39	√												
RETR – Evaluation Team Report Completion Date-Reevaluation	ETEX ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√			
TETR – Evaluation Team Report Completion Date-Transfer	ET01 – ET16	√												
TIEP – Transfer Student IEP Adoption Date	IE13-IE72	√												
CIEP – IEP consent withdrawn by parent	IEPR	√												

Date Type	Outcome ID	Non Compliance ID												
		**	01	02	03	04	05	06	07	08	09	10	11	12
AIEP – IEP Amended Completion Date	IE13-IE72	√												
SEMD – Manifestation Determination	****	√												
NIEP – Services being provided without an IEP in place	IE13-IE72											√	√	√

Student Special Education (GE) Record Data Elements

The following portion of this section discusses each of the data elements within the Special Education (GE) Record. The elements are organized alphabetically.

☀ Date Element

Record Field Number	GE110
Definition	Date an event occurred.

Valid Options

YYYYMMDD Year, Month, Day.

Reporting Instructions. Report the date when the event reflected by the GE100 Date Type Element occurred.

☀ Date Type Element

Record Field Number	GE100
Definition	Used to indicate the type of date.

Valid Options

PSTC Preschool Transition Conference Date

This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of [Health/Developmental Disabilities](#)) with the school district. The conference is for a student who is suspected of having a disability and may be transitioning from Part C (Early Intervention/~~Help Me Grow~~) to Part B preschool special education services. It is federally mandated that the district [of residence](#) attend this conference. The conference generally occurs between 90 and 120 days before the child’s 3rd birthday.

This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention/~~Help Me Grow~~) to Part B preschool special education, NOT to be used for school-age children. [Only the district of residence should report the Preschool Transition Conference date, even if the district of residence was not able to attend the conference and a different district attended.](#)

RFRL Referral for Evaluation Date

The date the PR04-Referral for Evaluation form is received by the District. This

date should be reported for all students referred for evaluation since the last reporting cycle.

CNST Parent/Guardian Consent for Evaluation Date

The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).

IETR Evaluation Team Report Completion Date-Initial

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.

RETR Evaluation Team Report Completion Date-Reevaluation

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report reevaluation completion date does not meet mandated federal time lines then a Non-compliance ID is required.

TETR Transfer Evaluation Team Report Completion Date

Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.

IIEP IEP Completion Date-Initial

The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

RIEP IEP Completion Date-Periodic Review

The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program reevaluation completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

TIEP Transfer Student IEP Adoption Date

Date the district adopted an IEP developed by another public educational entity WITHOUT modification. IF district chose to modify the IEP for a transfer student they should report the date the IEP was modified as an “IEP Completion Date-Periodic Review” (RIEP).

CIEP IEP consent withdrawn by parent

The date the parent/guardian withdraws consent for a previously written IEP that is still in effect.

AIEP Amended IEP

The meeting date when an existing IEP was amended that resulted in changes to data that must be reported to EMIS. From page 1, PR07-Individualized Education

Program meeting date. No Non-compliance ID is required. The “begin date” reported must be on or after the date of the amendment; the end date must be the same as or earlier than the most recent previous IEP.

IISP ISP Completion Date-Initial

The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of “IE39”.

RISP ISP Completion Date-Periodic Review

The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of “IE39”.

SEMD Manifestation Determination

Reported when a student with disabilities has accumulated more than 10 days of suspensions or expulsions. The date the manifestation determination was completed for the related incident of misconduct.

NIEP Special Education Services being Provided without an IEP in Place

Student must have a disability code reported on the FD Record when an NIEP is reported.

Reporting Instructions. Report the date type that correctly identifies the event corresponding to the date being reported. For example, if reporting a Parental/Guardian Consent for evaluation event, this element would contain CNST.

Date type PSTC is to be reported only for first time enrolling preschool students transitioning from Part C to Part B services. Preschoolers NOT transitioning from Part C to B service will not have a preschool transition conference date; therefore districts will not have to report this event for these students.

Transfer IEP/ETR. For students that transfer from another public district (Ohio or out of state) districts may accept the ETR and/or IEP from the other district and serve the child accordingly. Adoption of a previous ETR and/or IEP is independent of one and another. When accepting an IEP/ETR the receiving district is also accepting the timelines in effect on the IEP/ETR. The Outcome Beginning Date (GE140) would be the date the IEP/ETR was adopted by the district. The Outcome End Date would be the date shown on the adopted IEP. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

If the district does accept the ETR, the next ETR done by the district must be an RETR. If you do not accept the ETR from out of state, the district must begin the eligibility process from the start resulting in an IETR.

If a student is placed at DYS, then DYS assumes all special education reporting requirements. If the student leaves DYS and enters an Ohio district, the district may adopt the ETR and/or IEP as if the student is transferring from another district.

IEP Consent Withdrawn by Parent. A CIEP is reported when a parent/guardian of a special education student with an IEP withdraws consent to the current IEP. CIEP cannot be reported unless a TIEP, RIEP, or IIEP is already in effect.

Once a CIEP Date Type is reported, the student immediately becomes a non-special education student. Accordingly, if a parent changes their mind after withdrawing IEP consent, the student will go through the same process as a student entering special education for the first time.

Once a CIEP Date Type is reported, modifications to the FD Record and/or the Accommodations Elements on all applicable tests may be needed.

When a CIEP Date Type is reported, the only other Student Special Education (GE) Record data element reported with a value other than “Not Applicable” is the Outcome ID and Date Elements.

Amended IEP. AIEPs may be reported when there is a change to an existing Outcome ID Element (GE120), a change in IEP Test Type Element (GE160), a change to the Secondary Planning Element (GE170), or for a change in the exemption from consequences of OGT (Exemption Flag Element (FE100)).

No IEP. NIEP is reported when services are being provided for a student even though there is not an IEP in place. Examples of when to report NIEP are when a student transfers into the district and his previous IEP has not yet been approved or when a student’s IEP has expired and the new one is still in process. Use the date the services began as the NIEP event date. NIEP does not apply to 504 plans or ISPs. NIEP also does not apply prior to an initial IEP being in place.

 **IEP Test Type Element**

Record Field Number	GE160
Definition	The format of the test the student is required to take for all tests.

Valid Options

STR	Standard (regular)
ALT	Alternate Assessment
STA	Standard with Accommodations
***	Not Applicable

Reporting Instructions. This is only reported on IEP events (with the exception of a CIEP), and is reported regardless of the grade level of the student. IEP Test Type Element applies to testing in general, including but not limited to the state tests.

“***” is used when an event that is reported is not an IEP event, when an NIEP or CIEP event is reported, or when an IIEP or RIEP event is reported with an outcome of IEDP, IENS, or IEPR. If an IEP with an outcome that requires reporting does not specifically mention test type and/or accommodations, “STR” should be reported as a default.

 **Non-Compliance ID Element**

Record Field Number	GE130
Definition	Code identifier for the reason an event has not met federally mandated time lines.

Valid Options

**	Not Applicable
01	No Identified Reason
02	Staff Not Available-Summer Months
03	Staff Not Available-School Year
04	Scheduling conflicts with family
05	Parental Choice

- 06 Parent Refused Consent
- 07 Child’s Health
- 08 Student’s Incarceration
- 09 District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior collection
- 10 Student newly transferred in; IEP adoption determination not complete; services being provided based on prior IEP
- 11 IEP expired; new IEP not in place; services being provided based on prior IEP
- 12 IEP current, but not reported to EMIS in prior collection; services provided based on current IEP

Reporting Instructions. This element is used to report non-compliance with federal time lines, and should always be reported when a required timeline for an event has not been met. Non-compliance determination is made by Special Ed staff, who will supply this value whenever appropriate.

The element must be reported with the appropriate value for the outcome ID and date type. See table above for valid combinations.

For events that do not require a non-compliance ID, report “***”. Example, Preschool Transition Conference, Parent/Guardian Consent for Evaluation, Referral for Evaluation, and Transfer Student IEP Adoption Date do not require an outcome ID. Report “***” for non-public students reported with Date Type Element (GE100) of IISP or RISP.

The “09” option allows the district to indicate that the preceding event was either reported incorrectly or not reported via EMIS at all. In order to check for event compliance, ODE looks at the current record being reported *and* the prior event reported to determine if the required federal timelines were met.

For example, an IEP evaluation was completed in April 2015 and the event was not reported in the FY15 End of Year Student (S) Collection. In April 2016, a new evaluation is completed. Since the previous IEP (2015 IEP) would not have come into ODE, the IEP record for 2016 will appear out of compliance as far as ODE is concerned (because there is no prior record).

Therefore, the district would need to use the “09” code when reporting the 2016 event record to let ODE know that the 2016 event record was actually done on time even though ODE does not have the prior event.

Options 10, 11, and 12 are only to be used for an NIEP event type.

 **Outcome Beginning Date Element**

Record Field Number	GE140
Definition	The date on which the outcome of the event became effective.

Valid Options

- 00000000 Not Applicable
- CCYYMMDD Year, Month, Day

Reporting Instructions. The Outcome Beginning Date Element is only reported when a student’s IEP is completed or when reporting a Date Type of NIEP or TETR. The IEP team determines the Outcome Beginning Date. When the outcome of the IEP is IEDP, IENS, or IEPR report the EVENT DATE in this element. An Outcome Beginning Date of May 2, 2015, is to be reported as 20150502.

☀ Outcome End Date Element

Record Field Number	GE150
Definition	The last day on which the outcome of the event will be effective.

Valid Options

00000000 Not Applicable
 CCYYMMDD Year, Month, Day

Reporting Instructions. This date is recorded on the IEP. The IEP team determines the Outcome End Date. An End Date of May 2, 2015, is to be reported as 20150502.

The Outcome End Date is reported at the same time an event is reported, even if it is a date in the future. There cannot be more than a one-year time span between the Outcome End Date and the Outcome Beginning Date of the IEP. When the outcome of the IEP is IEDP, IENS, or IEPR report the EVENT DATE in this element. The Outcome End Date is also reported when a Date Type of TETR is reported. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

When reporting a TIEP event, the adopted IEP has an End Date, and that End Date is the date that has been accepted and the date that should be reported.

☀ Outcome ID Element

Record Field Number	GE120
Definition	Identifies the outcome of an event.

Valid Options

**** Not Applicable
CNDP Consent Moved to Due Process
CNGI Consent Granted for Initial Evaluation (IETR)
CNGO Consent Granted for Other Special Education Activity (Neither IETR nor RETR)
CNGR Consent Granted for a Reviewed Evaluation (RETR)
CNNR Consent Not Returned
CNRF Consent Refused
ETDP ETR Resulted in Due Process
ETEX Exiting Special Education
ETNE Not Eligible for Services
ET01 Multiple Disabilities (other than Deaf-Blind)
ET02 Deaf-Blindness
ET03 Deafness (Hearing Impairment)
ET04 Visual Impairments

- ET05 Speech and Language Impairments**
- ET06 Orthopedic Impairments**
- ET08 Emotional Disturbance (SBH)**
- ET09 Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)**
- ET10 Specific Learning Disabilities**
- ET12 Autism**
- ET13 Traumatic Brain Injury (TBI)**
- ET14 Other Health Impaired (Major)**
- ET15 Other Health Impaired (Minor)**
- ET16 Developmental Delay**
- IEDP IEP Resulted in Due Process**
- IENS IEP Complete – Not Served**
- IEPR IEP Complete – Parental Refusal**
- IE13 Special Education outside the regular class less than 21% of the day.**
 Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:
 - Regular classes with special education/special education services provided within the regular classes;
 - Regular classes with special education/special education services provided outside regular classes;
 - Regular classes with special education services provided in resource rooms.
- IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.**
 This may include placement in:
 - Resource rooms with special education/special education services provided within the resource room;
 - Resource rooms with part-time instruction in a regular class.
- IE15 Special education outside the regular class more than 60% of the day.**
 Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:
 - Self-contained special classrooms with part-time instruction in a regular class;
 - Self-contained special classrooms with full-time special education instruction on a regular school campus;
 - Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.
- IE16 Public Separate School**
 Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

- Students with disabilities attending County Boards of MR/DD;
- Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities;
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

A student with a disability receiving education programs in private separate day school facilitates. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in private separate schools. This may include:

- Private day schools for students with disabilities;
- Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day;
- Private residential facilities, if the student does not live at the facility.

IE18 Public Residential Facility

A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and special education services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week);
- Public residential schools for students with disabilities;
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day;
- Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School;

Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).

IE19 Private Residential Facility

A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and special education services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Private residential schools for students with disabilities;

- Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility and not living there.

IE20 Homebound/Hospital

A student with a disability receiving education programs in a homebound/hospital environment includes children with disabilities placed in and receiving special education and special education services in:

- Hospital programs;
- Homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.

IE21 Correctional Facility

A student with a disability receiving education programs who are incarcerated at a correctional facility other than Department of Youth Services (DYS) or Ohio Central School during the school week. This may include but is not limited to children with disabilities placed in:

- County jails;
- County detention centers; and
- Community-based correctional facilities.

IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.

IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.

Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.

IE51 Regular Early Childhood Program 10 or More Hours per week and most services in EC program

Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.

IE53 Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program

Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.

- IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.
- IE60 Pre-School – Special Education Program – Separate Class**
A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE62 Pre-School – Special Education Program – Separate School**
A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE64 Pre-School – Special Education Program – Residential Facility**
A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE70 Pre-School–Home**
A program in which a child receives all of his/her special education and special education services in the principle residence of the child’s family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.
- IE72 Pre-School – Service Provider Location**
A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians’ offices, clinicians’ offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

Reporting Instructions. Report a valid Outcome ID for the corresponding date type; see Date Type and Valid Combinations Table for valid combinations. For date type RFRL and SEMD, report “*****”.

When reporting CIEP, the only valid Outcome ID Element (GE120) is IEPR.

When reporting a value of IEPR, the district should also end the disability category reported for the student in the Disability Condition Element (FD130) by reporting a value of “***”.

When reporting IISP and RISP, the only valid option for the Outcome ID Element (GE120) is “IE39”.

Note. The event date for Outcome ID Element ETEX is considered the date on which the student exited Special Education. Once a student has exited Special Education “***” is reported in the Disability Condition Element on the Student Attributes-Effective Date (FD) Record.

 **Secondary Planning Element**

Record Field Number	GE170
Definition	The result of transition planning on the IEP for students age 14 and above.

Valid Options

- **** Not Applicable
- TPNP Transition Plan Not in Place
- TFYG (FYG-Four-Year Grad) Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.
- TMYG (MYG- Multi-Year-Grad) Transition Plan in Place. Student plans meet graduation requirements more than four years after entering ninth grade.
- TPCE (PCE – Planned Continuation of Ed services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive service as a Grade 23 student.

Reporting Instructions. Determining when a student will have completed coursework and will graduate, or will have completed coursework but needs additional education services in preparation for employment or enrollment in college, is a decision made by the IEP team and documented on the transition plan. The decision can be made any time *prior* to the start of the student’s last year.

This decision may include, but is not limited to, IEPs that specify the student will need more than one year to complete the requirements for a single grade level. For example, option TMYG would be used if a student’s IEP specifies that the student needs two years to complete the coursework that is needed to move from ninth to tenth grade.

For a student to be reported with a grade level 23 in September, the IEP meeting date must precede the graduation date of the district, or for practical purposes, prior to the End of Year Student (S) Collection. The IEP must include special education services. For example, a student with OHI disability can’t simply be code 23, and take all courses via PSEO. Report “*****” for parentally placed non-public students receiving special education services from the public school district.

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	GE050
Date Type	GE100
Date	GE110

2.13 STUDENT SPECIAL EDUCATION (GE) RECORD FILE LAYOUT

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GE010	9-10	Sort Type	PIC X(2)
		Always “GE”	
	11	Filler	PIC X
GE020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GE030	16	Data Sets	PIC X
		S – Student F – Special Education Federal Follow Up	
GE040	17-22	Building IRN	PIC X(6)
GE050	23-31	EMIS Student ID	PIC X(9)
GE100	32-35	Date Type	PIC X(4)
GE110	36-43	Date (format CCYYMMDD)	PIC X(8)
GE120	44-47	Outcome ID	PIC X(4)
GE130	48-49	Non-compliance ID	PIC X (2)
GE140	50-57	Outcome Beginning Date Element CCYYMMDD	PIC 9(8)
GE150	58-65	Outcome End Date Element CCYYMMDD	PIC 9(8)
GE160	66-68	IEP Test Type Element	PIC X(3)
GE170	69-72	Secondary Planning Element	PIC X(4)