ODE EMIS MANUAL

Section 2.13:
Student Special Education Record (GE)

Ohio | Department of Education

Version 1.0
September 11, 2012

REVISION HISTORY

The revision history provides a means for the readers to easily navigate to the places in the manual where updates have occurred. Where there has been a significant change or update it will be highlighted. Minor changes, such as typos, formatting, and grammar are not highlighted.

Version	Date	Effective Date (FY & Reporting Period)	Change #	Description

2.13 STUDENT SPECIAL EDUCATION RECORD

Required Reporting Periods

The Student Special Education Record is to be reported as follows.

Record	Data Records	Oct (K)	Special Ed Fed. Follow-up (S)	Yearend (N)
GE	*Student Special Education Record*	√	√ (only reporting period where GE180 reported)	√

General Guidelines

A separate Special Education Record is to be reported for students with a disability and students **suspected to have a disability.** The record is required to be reported during the October (K) and Yearend (N) reporting periods.

For all students that are reported during the October reporting period, a Special Education Record is to be reported for all events that occur from June 1st of the prior school year through December 1st of the current school year.

The record is only reported for students attending a public school and for students placed in a non-public school by a public school district.

All EMIS reporting entities except JVSDs and ESC's, 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 DYS.

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, RIEP, 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 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.

When to report an event is determined by the reporting period From/To date range. The table below illustrates the From/To date ranges to be used for October (K) and Yearend (N) reporting periods.

Table 1. Date ranges are inclusive

Reporting Period	From	To
October (K)	6/1 of previous school year	December 1st of the current school year
Yearend (N)	6/1 of previous school year	5/31 of 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)
- Final IEP Team Meeting Prior to Graduation
- Transfer Student IEP Adoption Date
- IEP consent withdrawn by parent

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 reporting period but not report some consequences of that event until future reporting periods. 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 Yearend 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 reporting period that coincides with the period 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 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 2. Date Type and Outcome Combinations

Date Type	Outcome ID	Non Compliance ID									
		**	01	02	03	04	05	06	07	08	09
PSTC – Preschool Transition Conference Date	****	√									
RFRL – Referral for Evaluation	****	√									
CNST Parent/Guardian Consent for Evaluation Date	CNGI CNGO CNGR CNGT CNRF CNNR CNDP	√									
IETR – Evaluation Team Report Completion Date-Initial	ETNE ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√
IIEP – IEP Completion Date-Initial	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√
RIEP – IEP Completion Date-Periodic Review	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√
FIEP – Final IEP Team Meeting Prior to Graduation	****	√	√	√	√	√	√	√	√	√	√
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	√									

Student Special Education Record Data Elements

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

☼ *Date Element*

Record Field Number	GE110
Definition	Date an event occurred.

Valid Options

YYYYMMDD Year, Month, Day.

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

☼ *Date Type Element*

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

Valid Options

PSTC Preschool Transition Conference Date

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

This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education, NOT to be used for school-age children.

RFRL Referral for Evaluation Date

The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.

CNST Parent/Guardian Consent for Evaluation Date

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

IETR Evaluation Team Report Completion Date-Initial

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion

date does not meet mandated federal time lines then a Non-compliance ID is required.

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

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

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

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

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

FIEP Final IEP Team Meeting Prior to Graduation
A meeting of the IEP team where no changes in services are made to the existing IEP since the student has met graduation requirements, will graduate, and the content in the existing IEP is appropriate for the days remaining until graduation.

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

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.

Final IEP Team Meeting. Beginning in FY10, an FIEP is reported when an IEP team meeting is held for a special education student with an IEP who will be graduating shortly after the anniversary date of the previous IEP. The use of this Date Type indicates that there will be no change of service(s) between the date of the last IEP and graduation; therefore, the IEP document completed at the IEP team meeting contains no new goals, objectives, or services. If the IEP team decides that there will be a change in services prior to graduation then a new IEP must be written and a different Date Type must be reported. Many graduates will not have an FIEP event reported before graduation.

When a FIEP Date Type is reported, the only other Student Special Education Record data elements reported with a value other than "Not Applicable" are the Date Element and Non-Compliance ID Element, if applicable.

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. Beginning in FY10, 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 Record data element reported with a value other than "Not Applicable" is the Outcome ID and Date Elements.

☼ *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 FIEP or 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 FIEP 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 reporting period.

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.

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, 2007 and the event was not reported in FY07 Yearend (N) EMIS. In April 08, a new evaluation is completed. Since the previous IEP (07 IEP) would not have come into ODE, the IEP record for 08 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 08 event record to let ODE know that the 08 event record was actually done on time even though ODE does not have the prior event.

☼ *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 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, 2007 is to be reported as 20070502.

☼ *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, 2007, is to be reported as 20070502.

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)**
CNGT **Consent Granted**
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 **Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)**
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 homeschool them and who receive special education at public expense.

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 **Error! Reference source not found.** Table for valid combinations. For date types PSTC, FIEP and RFRL, report "****".

When reporting CIEP, the only valid outcome id 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 "**".

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 Record (FD).

☼ *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 Yearend (N) reporting. 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.

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 Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	GE055
Date Type	GE100
Date	GE110

2.13 Student Special Education Record (GE) File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GE010	9-10	Sort Type	PIC X(2)
		Always "GE"	
	11	Filler	PIC X
GE020	12-15	Fiscal Year, e.g., 2010 (CCYY)	PIC X(4)
GE030	16	Reporting Period	PIC X
		K – October N – Yearend S- Special Education Federal Follow-up	
GE040	17-22	Building IRN	PIC X(6)
GE050	23-31	Student EMIS 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)