Chapter 2

DATA ELEMENT DEFINITIONS

The following chapters contain a listing of the data elements that comprise the Education Management Information System (EMIS). Each element has been precisely defined. The list and corresponding definitions of data elements were determined through a cooperative effort of school administrators, treasurers, teachers, the general public, representatives from the Ohio Department of Education and the Ohio Education Computer Network, and education software vendors. These definitions have been updated as needed to comply with program changes and other legislative or regulatory changes.

Elements are listed in chapters 2, 3 and 4 for the following records:

- Student Demographic Record
- Student Attendance Record
- Student Course Record
- Student Proficiency Test Record
- Student Proficiency Only Test Record
- Student Achievement Test Record   *New for FY04*
- Student Ohio Graduation Test (OGT) Record
- CTAE Student Test Record
- Student Course Record
- Student Program Record
- Student Discipline Record
- Student Gifted (Screening, Assessment, and Identification) Record
- CTAE Workforce Development Completer Follow-Up Record
- Early Childhood Record   *New for FY04*
- Staff Demographic Record
- Staff Employment Record
- Course Master Record
- Career-Technical Education Correlated Class Record
- District General Information Record – Previous Summer   *New for FY04*
- Building General Information Record – Previous Summer   *New for FY04*
- District General Information Record – Fall/October   *Restructured for FY04*
- Building General Information Record – Fall/October   *Restructured for FY04*
- District General Information Record – Yearend   *Restructured for FY04*

- Building General Information Record – Yearend   ***Restructured for FY04***
- Financial Records

Data elements are the specific items that provide a piece of information. For example, *GRADE LEVEL* is a data element that identifies the current grade level in which a student is enrolled. The data elements are organized by the following major categories:

- Student (Chapter 2)
- Staff (Chapter 3)
- General District & Building Information (Chapter 4)
- Financial (Chapter 4)

Within these categories, there are further groupings:

Data Type	Detailed Records
Student	Demographics, Attendance, Testing, CTAE Testing, Courses, Program, Discipline, Gifted, Early Childhood, CTAE Completer Follow-up
Staff	Demographics, Employment, Course Master(s)
General District & Building Information	Previous Summer, Fall/October, Yearend
Financial	Receipts, Budget/Appropriation, and Expenses

Various types of information will be reported for the data elements depending upon the type of element. The data required may be text, dates, yes/no or numeric values. Available options/codes for Courses/Subjects, Course Types, Program Codes, Position Codes, and Assignment Areas are listed in separate appendices as indicated in the Table of Contents. The appendices are also indicated within the element definitions of the next three chapte.

Because the responsibility for some students overlaps school districts, reporting information for a student may be the responsibility of multiple school districts. For example, data for career-technical students are required by both the resident district and the career-technical school. The following are the general responsibilities for EMIS information listed by element type:

Data Type	School District Responsible
Student Demographics	Resident district of student and all districts instructing the student
Student Attendance	Resident district and/or district(s) of attendance
Testing – Proficiency, Proficiency - Only, Achievement, and Ohio Graduation Tests	District at year end AND district administering test AND (if student is participating in career-technical courses), the JVS OR district educating the student
CTAE Testing	District that employs the career-technical education teacher

Data Type	School District Responsible
Student Course/Staff Course Master	District employing the staff member providing the course (and resident district in certain cases.)
Student Program	Review the chart in section 2.1.8 Student Program Record in Chapter 2 for specific information
Discipline	District administering the discipline
Gifted Record (Screening, Assessment, and Identification)	The Resident District and Community Schools or attending district if student attends 100% of time (except for ESCs and JVSDs).
Early Childhood Record	Reported by educating district ONLY
CTAE Workforce Development Completer Follow-Up Record	District that employs the CTAE teacher
Staff	District employing staff member
Building and District	Districts, Community Schools, Educational Service Centers (ESC), Joint Vocational School Districts(JVSD), and the Department of Youth Services (DYS)
Financial	District incurring expenses

The information reported in each element comes from various sources within the school district, e.g., the teachers' student attendance records, staff with pupil personnel responsibilities, individuals in charge of staff personnel, career-technical education administrators, special education administrators, federal programs administrators, etc.

School district administrators will use this EMIS information for local needs, e.g., grade reports, curriculum decisions, and Section 3301.0714 of the Ohio Revised Code requirements (Guidelines for statewide education management information sys tem). **The data elements and reporting instructions in this reference guide should be shared with all appropriate staff members in your district, such as Coordinators of Testing, Personnel, Curriculum, Special Education, and Title I Programs, for example.** This information should also be shared with any other individuals involved with your district in specifying which data should be reported in EMIS and responsible for data accuracy such as the Superintendent, Treasurer, EMIS reporting and monitoring personnel).

Each school district needs to assess which student and staff data elements are already being tracked, who is responsible for the records, and when the information is required to be reported.

2.1 STUDENT DATA ELEMENTS

It is important to understand the difference between district level elements and building level elements. The elements on the Student Demographic and Attendance Records are usually district level elements, which discipline incidents reported on the Student Discipline Record are typically building level elements. For example, the Student Percent of Time element on

the Student Demographic Record is the percent of time a student spends in a district (i.e., the percentage of time that a student receives instruction from an employee of the district). The Attending/Home District IRN from the Student Attendance Record is the district where the student attends or resides, depending on which district is reporting. The Student Discipline Record requires districts to report the Building IRN (Where the Discipline Took Place). As the Ohio Accountability System begins to hold individual buildings accountable for results, it is critical to report the appropriate building IRN on each record that requires a building IRN.

The district is responsible for reporting one demographic and one attendance record for each student whom employees of the district educate *or* who resides in their district. The Ohio Department of Education is requiring a single attendance figure (one per district per student) for each student from the district. Days of attendance are the total days attended in the district during a reporting period. In more practical terms, the district delegates this reporting to each building (where the students and the data are located). The Building IRN element on the Student Demographic and Attendance Records is the building where the student is attending or the building where the student would have attended or the "reporting" building.

2.1.1 STUDENT DEMOGRAPHIC RECORD

Within each district, demographic data for each student will be reported from only one building for each reporting period. Though a student may attend multiple buildings within a district, only the last building within the district that a student attended during the reporting period will report data on the student.

2.1.1.1 Statewide Student Identifier (SID)

Below is the link to the secure website for the SSID:

https://www.ohiossid.com .

Additional information on the SSID can be found at the ODE/EMIS web site at: http://www.ode.state.oh.us/EMIS/SSID/

The Statewide Identifier (SID) is a 9-digit alphanumeric identification code that is unique to each public school student in Ohio. The number must be issued by the approved Application Service Provider (IBM) contracted by the Ohio Department of Education to maintain the Statewide Student Identifier Database (SSID) System. Any district responsible for reporting data to the EMIS may access the SSID. Access to the SSID will only be open to authorized personnel within the district for the purpose of enrolling new kindergarten or transfer students. All policies specified within the Ohio Revised Code (ORC) pertaining to the protection of student privacy and the maintenance of confidential records shall be followed by districts as the SID is implemented in districts.

The SID will allow student-level data to be reported via EMIS and facilitate statewide, longitudinal tracking of student progress without the Ohio Department of Education knowing sensitive student-level information such as name, address, or social security number. **The SID is mandatory in FY2004, when all EMIS records are required to be submitted with the SID. In order for funding to flow appropriately, it is critical to report the SID accurately, as records submitted to ODE with invalid SID's will not be processed.** The SID should be used only for EMIS reporting purposes in order to maintain student privacy. Per ORC 3301.0714 (D), at no time shall a district release the crosswalk that matches the SID with other student level data (e.g., name, address, social security number). This

information is protected by the Family Educational Rights to Privacy Act and by Ohio Revised Code for the purpose of maintaining student confidentiality. Failure to follow federal and state statutes will result in penalties as stated therein.

Software at the data acquisition site will read the Student Demographic Record, and replace the EMIS ID with the SID in every student record. Thus when ODE gets the student records, the demographic record will actually contain two occurrences of the SID.

Data Elements Required for Assignment of the SID

The following data elements are all mandatory in FY2003 for assignment of the SID. Based on district and DA-site request, these data are included in district EMIS files for consistency and ease of reporting. Please note that they are removed from EMIS student level files before being transmitted to ODE.

(For local use only. ODE does not receive this information.)

Legal First Name	Legal First Name of the student as it appears on the birth certificate, I-95 form, or passport.
Legal Middle Name	Legal Middle Name of the student as it appears on the birth certificate, I-95 form, or passport.
Legal Last Name	Legal Last Name of the student as it appears on the birth certificate, I-95 form, or passport.
Date of Birth	(Used in the AGGREGATION routines to calculate age.) Date Of Birth (format: mm/dd/yyyy) as it appears on the birth certificate, I-95 form, or passport.
Gender	Indicates whether the student is male or female. M = Male F = Female
Native Language	"Native" or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the child at the onset of speech. See section 2.1.1.20.
Ethnicity	Racial/ethnic group to which the student belongs or with which the student identifies. Districts must give parents the option to designate the category. See section 2.1.1.5 for a list of options.
Birthplace Name	"Place / Name" for the geographic location where the student was born as it appears on the birth certificate (or via parent/guardian if student is foreign born). The Birthplace Name will typically be a city. If no city is available, Birthplace City should be the most specific information that appears on the birth certificate or other documentation (e.g., County, Hospital Name). **Please report this exactly as it appears on the birth certificate, inc luding misspellings**.

2.1.1.2 EMIS Student ID Number:

(For local use only. ODE does not receive this information.)

The EMIS ID is the district-determined number that should still be used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. Districts should not eliminate this number from their systems since the SID is ONLY to be used for EMIS reporting purposes.

2.1.1.3 Student Name:

(Optional - For local system use only)

- Last Name

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

- First Name

- Middle/Maiden Name or Initial

- Format: Last name Appendage, First name Middle

- Example: Smith Jr., Joe S

2.1.1.4 Gender:

Indicates whether the student is male or female.

Valid Options:

- M = Male

- F = Female

2.1.1.5 Racial/Ethnic Category:

Racial/ethnic group to which the student belongs or with which the student identifies. Districts must give parents the option to designate the category.

Valid Options:

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

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

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

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

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

- M = Multiracial: Persons having origins in two or more of the above options.

2.1.1.6 Date of Birth:

This is the date on which the student was born. (This data element is used in the aggregation routines to calculate age).

2.1.1.7 Building IRN:

The state -assigned six-digit Information Retrieval Number (IRN - found in the Ohio Educational Directory) for the *school building which is reporting the student.* THIS IRN MUST BE A PUBLIC SCHOOL BUILDING LOCATED WITHIN THE DISTRICT WHICH IS REPORTING THE STUDENT. **As a general rule, if the district is instructing the student, a building IRN should be reported** The district IRN can **ONLY** be reported if the student is being educated full-time by employees outside of the reporting district.

FOR ESC'S REPORTING STUDENTS, THE IRN OF THE ESC IS TO BE USED IN THE *BUILDING IRN* FIELD. JVSDs should report the building IRN of the Joint Vocational School that the student is attending. DYS should also report the building IRN of the particular institution that is providing instructional services to the student.

Additional Reporting Instructions *Adjusted for FY04*

A. If % of Time >0 and student is being instructed in a building operated/owned by the district, districts MUST report the building IRN where student is instructed.

B. If % of Time >0 and student has an Attending/Home IRN Indicator of "3" (Joint Vocational School District), "4" (Education Service Center) and "5" (Postsecondary Institution), districts must report the building IRN where the student receives instruction when attending the district.

C. If % of Time >0 and student is being instructed *in a building NOT operated by or being leased/rented by the district* (e.g., hospital, detention center, nonpublic bldg.), report the building where the student would have attended geographically.

D. If % of Time >0 and student is being instructed *in a building NOT operated by, but is being leased/rented by the district,* report a) building that is associated with facility or b) building where student would attend geographically if a district-wide program.
For example , if an elementary school needs extra classrooms and rents a church across the street, the **building IRN should be the school IRN**. This would be used in all student and staff records (including the "Location IRN" on the Course Master Record).

Another example: If a district leases a building in a strip mall to house a district-wide elementary program for students with behavioral problems, the students should be assigned to the **building** that they would have attended if this special facility did not exist. Ideally, staff should be assigned proportionately to all buildings that send students.

E. If % of Time = 0, then report the building where the student would have attended geographically within the district or the district IRN.

For Buildings Without IRNs:

Preschool classes located in non-district, temporary buildings (Buildings without IRNs)

If all the students in a preschool class have been relocated from the same building, the district can use the IRN of the building from which they came when reporting all student files, including the Student Course Record and the Course Master Record. If the students in a preschool class have been relocated from multiple buildings, the district can use the IRN of the building that each student will enter in the following school year on the Student

Demographic and Student Attendance Records. If this is not known, report the IRN of the building where the student **would have attended** geographically within the district. Use the district IRN for the Location IRN element on the Course Master Record.

Kindergarten classes located in non-district, temporary buildings (Buildings without IRNs)

If the students in a kindergarten class have been relocated from the same building, the district can use the IRN of th e building from which they came when reporting the students on all Student Records and the Course Master Record. If the students in a kindergarten class have been relocated from multiple buildings, the district must obtain an IRN from the Ohio Department of Education via the Ohio Educational Directory for the building in which the class(es) will be located. This IRN will then be the building IRN for the students and the class.

Note: Any questions about this process or whether or not there is a need for a new IRN, contact the Designated Data Acquisition Site for the district, and the DA Site can contact the appropriate individual(s) at ODE.

2.1.1.8 Student Percent of Time:

Indicates the average percentage of time per week the student participates in any instruction provided *by a* CERTIFICATED/LICENSED *employee of the reporting district.* Resident districts do not include time spent in classes taught by employees an Education Service Center or postsecondary courses. During the first full week of October for students enrolled in only a first semester, first tri-mester, or first nine week class, etc., report the percent of time for these students as if they were to be in the district the entire school year.

The student percent of time should be provided as a whole number. For a full-time student, 100 should be entered, while 050 should be reported for a half-time student.

EXAMPLE:

If a student attends more than one district, each district should report the percent of time that that student spends at their district in relation to the total school day for the student. For example, if a student spends 2 hours at District A and 4 hours at District B each day, then District A should report 33% and District B s hould report 67%.

Reporting Instructions – Student Percent of Time for Preschool students and Kindergarten Students

FOR KINDERGARTEN STUDENTS:

A student who is assigned to a half-day kindergarten will have a percent of time of 50%. If the kindergarten is full-day and five days per week, this element should be 100%.

FOR PRESCHOOL STUDENTS

The student percent of time field should be 50% if the child attends 4 half days (0 -19 hours per week) OR receives a MINIMUM of 4 hours of itinerant service per month. The student percent of time should be 100% if the child attends 4 5+ hour days per week (20+ hours per week) OR attends both 4 half days (0-19 hours per week) AND receives a MINIMUM of 4 hours of itinerant service per month.

COURSE TYPES	ATTENDANCE PATTERN	Student % Time Should be:	Total Hrs per wk
Kindergarten			
E03	Full-day every other day	50-69%	>12.5<17.5
E04	Full-day every day	100%	25
E20	Extended Day Kindergarten	70-99%	>17.5<24
E21	Half-day Everyday Kindergarten	50-69%	>12.5<17.5

*5 hours to be considered a full day.

Note: The "E22 Title I Supplemental Kindergarten" course type has beeneliminated for FY04. Title I Supplemental Kindergarten (kindergarten programming funded by Title I funds that is offered in addition to the regular kindergartenprovided by the district) should now be reported with the "E20 – Extended Day Kindergarten" course type AND the new "233200 - Title I Supplemental Kindergarten Program" program code

COURSE TYPES	ATTENDANCE PATTERN	Student % Time Should be:	Total Hrs per wk
Preschool Education (Students Without Disabilities)			
P08	Center-based class for preschool students without disabilities	50%	0 -19
		100%	>19
P09	Itinerant services for preschool students without a disability	50%	4+ hrs/month
Preschool Education (Students With Disabilities)			
D05	Itinerant services Delivered at student's residence or preschool for a minimum of 4 hours each per month	50%	4+ hrs/month
D08	Center-based class for preschool students with a disability	50%	0-19
		100%	>19

Note:. If the preschool program is funded by Title I funds, the "233210– Title I Preschool Program" program code should also be reported with the appropriate preschool course type.

The definitions of all course types will also appear in the "3.1.4.9 Course Type" elementin Chapter 3 (staff reporting).

Q & A RE: Student Percent of Time

Q1 : We have 120 students (grades 5 and 6) who participate in an elementary gifted and talented program that is housed in a building (within our district) without an IRN. The students are transported by bus from 13 elementary schools to the gifted and talented program for one full day each week. This

means that each student spends 80% in their home school and 20% in the gifted and talented program. How is the student percent of time recorded in the Student Demographic Record?

A1: The Building IRN for each student should be the IRN of the building in which they spend the majority of their time. In this case, this is the building where the student spends 80% of time. Since the Student Percent of Time element is a district level element, the student percent of time would be reported as 100%.

Q2: How should the district code the student percent of time for a student who participates full-time in postsecondary enrollment and does not participate in any instruction by an employee of the reporting district?

A2: The district will need to determine if the student software program that they use will calculate attendance if "0" is used as the percent of time. If the software will not calculate attenda nce when the student percent of time is 0%, the district can report 1% as the student percent of time. (This is dependent upon the student software used by the district).

Q3: How should a district report student % of time for students who are in a kindergarten class AND receiving preschool itinerant services?

A3: The student percent of time must be 100%. The aggregations will split the time between the two classes. If student percent of time is not 100%, this will cause a fatal error, and the student demographic record will not be submitted to ODE.

2.1.1.9 Grade Level:

Indicates the student's current grade level during the reporting period.

Valid Options:

- UG = No grade level

- IN = Infant/Toddler (ages 0 -2)

- PS = Preschool (ages 3-5)

- KG = Kindergarten

- 01-12 = First through twelfth grade

- 13 = Enrolled, completed course requirements but has not passed proficiency (Note: "enrolled" means student is actually enrolled and attending school.)

- 23 = Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has **not graduated**

Please note that to be considered a graduate, a student must be issued a diploma, in accordance with ORC 3313.61.4 (D), which sta tes….."Each diploma awarded under this section shall be signed by the president and treasurer of the issuing board, the superintendent of school, and the principal of the high school. Each diploma shall bear the date of its issue, be in such a form as the district board prescribes, and be paid for out of the district's general fund". (Simply participating in a graduation ceremony, without receiving a diploma, does not constitute graduation).

For new students, the determination of grade level placement can most easily be done by a transcript received from the previous school. When this is unavailable from the previous school district or unknown, the school district, according to district policy, can test the student and determine the grade level. For exam ple, if a student's tests indicate the equivalent of the local 10th grade level, then previous grades (usually recorded as PASS) and credits are awarded accordingly. By State Board rule, the superintendent is given the ultimate authority to determine the appropriate grade level placement of the child.

Q & A re: Grade Level

Q1: When should grade level "UG" (ungraded) be used?

A1: Grade level "UG" should only be used for educational programs that are operated as grade level non -specific. IF "UG" is used , the district is required to indicate the grade level in which the student will be included for state accountability purposes in the 2.1.1.26 State Equivalent Grade Level element. If the grade level is UG and the State Equivalent Grade Level element is not completed (i.e.= "**"), ODE will calculate this element based on the age of the student in the manner outlined in the 2.1.1.26 State Equivalent Grade Level element.

Q2: Should special education students who have completed their educational requirements and not received a diploma, but elect to remain in school, be reported in EMIS? If so, what grade level is appropriate?

A2: Yes, these students are to be reported. Report as grade level "23" on the Student Demographic R ecord.

2.1.1.10 Grade Level, Next Year:

Indicates the grade level to which a student has been promoted or in which a student will be retained. This element is required for all students. For seniors who have been retained, report "12" in this element.

Valid Options

- ** = Not applicable

- UG = No grade level

- IN = Infant/Toddler (ages 0 -2)

- PS = Preschool (ages 3-5)

- KG = Kindergarten

- 01-12 = First through twelfth grade

- 13 = Enrolled, completed course requirements but did not pass proficiency

- 23 = Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated

- GR = Student will complete educational requirements

2.1.1.11 Legal District of Residence:

The six-digit IRN number for the current school district in which the parent(s) is a resident, if the parent(s) resides in-state. DO NOT INDICATE DYS, JVS OR EDUCATION SERVICE CENTER IRNs. Otherwise:

- If parent(s) resides out-of-state or is deceased and student resides in-state with guardian, report the guardian's district IRN.

- If student lives alone in-state, report the IRN number for the school district in which the student resides.

- If the student resides out-of-state with parent(s), guardian, or alone, then report "999999".

- JVSDs and the DYS must report a city, local, or exempted village IRN of the district sending a student to the JVSD/DYS. In a three way situation, the JVSD/DYS should always report the IRN of the "true" district of residence as the legal district of residence.

- For students living in a "home" (i.e. foster care, JDC, residential facility), this is based on where the parents resided at time of placement, unless the court has designated another school district as financially responsible for the student.

- Indicate the public district of residence for nonpublic school students.

- For the student whose parents have joint custody and reside in different districts, the Ohio Revised Code defines "parent" as the custodial parent (Section 3313.64 ORC). District of Residence is where the (custodial) parent(s) reside at the time of placement. The district that is educating the student should report that IRN at the time of placement.

For students identified as having a disability condition, district of residence means:

- The school district determined by the court under section 2151.35.7 of the Ohio Revised Code, or if no district has been so determined, the school district as determined by the probate court of the county in which the child resides.

- If the court has not designated a district as financially responsible for the student's education, the district of residence shall be the school district in which the child's parents reside, OR the last school district in which the child's parents are known to have resided if the parents' whereabouts are unknown.

- If the child has a parent who is incarcerated in a correctional facility, juvenile residential placement, or residential facility, and for whom tuition obligation has not been previously established, and the other parent is not known to reside in Ohio, the school district in which the child's parent resided at the time of such placement is responsible for the tuition.

NOTE: "Parent" may refer to natural or adoptive parent.

Q & A re: Legal District of Residence

Q1: In the case of a student placed outside his/her district of residence, Section 3313.64 of the ORC says the district of residence is the where the parents reside at the time of placement. What happens if the parents later move? What should the attending district report as the Legal District of Residence?

A1: If the student does not have a disability condition and if the parent(s) move out of their original district, the attending district should still report the IRN of the original district at the time of the placement in the Legal District of Residence element.

Q2: If the student resides with the grandparent and parents reside in a different district what are the appropriate codes? What does the district where the student is residing report?

A2: Student status = 7; Attending/Home District IRN - District of Residence where the parent resides; Attending/Home District IRN Indicator – 0. (Note: This is NOT a foster-placement situation)

Q3: What if the court grants legal custody of a student to the grandparent?

A3: The coding would be the same as indicated in A2. Student status = 7; Attending/Home District IRN - District of Residence where the parent resides; Attending/Home District IRN Indicator - 0.

2.1.1.12 Student Status:

This element indicates the relationship between the student and the reporting district.

From the reporting district's perspective, indicates whether the student is resident/non-resident, tuition/non-tuition, and in-state/out-of-state. Select one option only.

Note: If a resident student is court-placed within his/her resident district (where parents reside), do NOT report "0" - use "C" or "P" to indicate that the student has been court-placed. Following the same logic, if a student is placed in an institution (not court ordered or foster care) placed within his/her resident district (where parents reside), do NOT report "0" - use "T".

Valid Options:

- 0 = Resident student (legal resident of school district - Do not use for court-placed students.) Do not use for resident students court placed in a local/county institution for the neglected or delinquent.

- 1 = In-state, non-resident tuition student (Do not use for non-resident Special Education, court-placed students, nor direct-pay tuition students.)

- 2 = In-state, non-resident, career-technical contract student (Also use for career-technical contract *Special Education* Students.)

- 3 = In-state, non-resident, non-tuition, non-contract student (unauthorized student)

- 4 = Out-of-state, tuition student

- 5 = Out-of-state, non-tuition student

- 6 = In-state student attending nonpublic school **NOTE: Students reported with this student status code must also be reported with the appropriate Title I or Special Education program code(s).** *Adjusted for FY04*

- 7 = Non-resident residing with grandparent (per ORC 3313.64)

- 8 = Non-resident senior attending (per ORC 3313.64)

- 9 = Non-resident, Open Enrollment - Inter-district

- A = Non-resident student whose parent is a district employee (per ORC 3313.64)

- B = Non-resident, special education program including special education cooperative programs (Not court-placed)
  (**Please Note**: Contract Career-Technical Special Education Students should be reported with Student Status = 2)

- C = Foster care placement or court placement with a relative (includes court-placed students with and without disabilities) **Also use for resident students who are court-placed within the resident district.** (NOTE: Students placed in foster homes must be reported in EMIS by all districts involved.)
  Adjusted for FY04

- D = Direct Pay Tuition (non-SF14, parent pays)

- F = Not enrolled, PUBLIC student receives career-technical evaluation services only

- H = ESC providing instruction (and related services as needed) in the name of the legal school district of residence. ONLY used by the ESC.

- I = The ESC or district is providing non-instructional support, supplementary or related services to a resident or non-resident student. Examples include participation in latchkey programs or special education related services. Do not use when the student is placed in a local/county institution for the neglected or delinquent.

- L = Non-resident, open enrollment student, student counted in district October ADM - Section 3313.981 (only valid for Yearend N reporting)

- M = Student who attends a community school (ORC 3313.844, 3314.01-11)

- P = ALL court ordered institutional placements other than foster care (includes both students with and without disabilities). Also use for **resident students who are court-placed within the resident district.**

- S = Non-resident student attending district based on District Superintendent's agreement for the student well being- (per ORC 3313.64).

- T= All institutional placements that are not court ordered or foster care. Also use for **resident students who are placed in an institution within the district of residence.**

- U **-** State supported schools (e.g. OSB, OSD, DYS, MR/DD) Student Status "U" will only be used by these special state supported schools:

  - Ohio School for the Deaf

  - Ohio School for the Blind

  - Department of Youth Services (DYS)

  - Boards of Mental Retardation and Developmental Disabilities (MR/DD)

- W – Non-resident – Attending under Title I public school choice [Student is attending a district other than he/she normally would attend due to Title I public school choice (No Child Left Behind Act of 2001, PL 107-110, Section 1116)]

Note: For Contract Career-Technical Special Education Students

In order to meet federal reporting requirements for CTAE, districts that educate Contract Career-Technical Special Education Students are required to report these students with a *STUDENT STATUS* = "2", instead of "B". The "resident/sending" district should report the

ATT/HOME IRN INDICATOR = "2". This will have no impact on funding, as the *DISABILITY CONDITION* is used to identify students receiving Special Education Services. Students receiving contracted special education services in regular districts should still be reported with *STUDENT STATUS* = "B".

2.1.1.13 Disability Condition(s):

Also refer to 2.1.1.17 - Prior Disability.

Indicates *students below 22 years of age* who have a disability as defined by the options listed below. City, municipal, exempted village, local and community school districts are required by IDEA and Chapter 3323 of the Ohio Revised Code to report data on the number of children with disabilities who are receiving special education and related services in accordance with an IEP. These data will be submitted to the U.S. Department of Education by February 1 each year. The data reported are used to determine the amount of Federal Special Education Part-B IDEA grant funds (formerly VI-B) and the Preschool Grant Funds for each district. Refer to the definition of each disability condition in the GLOSSARY section of this manual. Students coded here are those who have been officially identified with an MFE (multi -factored evaluation), an IEP, and one of the options listed. Those not identified should NOT be reported with a disability condition.

NOTE: Beginning with FY04, IEP's prepared by public and community schools must be completed and signed by December 1 st in order for the student to be eligible for weighted funding of the designated category.

ORC 3323.08(A)(3) provides the authority to use the December 1 cutoff date. The key in deciding which disability condition to report for a student in October K FY2004, is whether or not the student was enrolled in the district during the first full week of October 2003.

If a student is enrolled in a district during the first full week of October (FY2004), and has an IEP that goes into effect after the October Count Week (i.e. Nov. 30, 2003 is the effective IEP date) but on or before December 1 , then the district would have to go back to their FY2004 October K database and update the data to reflect the disability condition on the effective IEP.) This student may have already had a disability condition, in which case the new disability condition is reported in October K AND December M, OR the student may not have had a disability condition prior to November, 30, in which case the appropriate disability condition would be reported in October K AND in December M.

IF the student was NOT enrolled during the first full week of October, (for example, enrolled on November 7, 2003), then the student would NOT be reported in October K, but would be reported in December M. (This is how it is presently done.)

Valid Options:

- ** = Not applicable (default)
- 01 = Multiple Disabilities (other than deaf-blind)
- 02 = Deaf-Blindness
- 03 = Hearing Impairments
- 04 = Visual Impairments
- 05 = Speech and Language Impairments
- 06 = Orthopedic Impairments

- 08 = Emotional Disturbance (SBH)
- 09 = Mental Retardation (DH)
- 10 = Specific Learning Disabilities
- 11 = Preschool child with disability (Ages 0-5)
- 12 = Autism
- 13 = Traumatic Brain Injury (TBI)
- 14 = Other Health Handicapped -Major
- 15 = Other Health Handicapped -Minor

2.1.1.14 Disadvantagement *Adjusted for FY04*

This element **must be reported for all students in grades PS-12** and should indicate if the student meets the definition of economic disadvantagement, or in the case of career-technical education students, meets the definition(s) of economic and/or academic disadvantagement

Districts should **update the Disadvantagement element throughout the year** as changes accrue. **During the October K reporting period**, districts should report the student's disadvantagement status as of the first full week of October. **During the December M reporting period, for students with disabilities**, districts should report the student's disadvantagement status as of December 1. **During the Yearend N reporting**, district should report the student's disadvangement status as of the last day of school (or the student's status as of the last day s/he was enrolled in your district)..

Valid Options:

- * = Not applicable
- 1 = Economic disadvantagement
- 2 = Academic disadvantagement (reported for **career-technical education students only**)
- 3 = Both economic and academic disadvantagement (reported for **career-technical education students only**)

Reporting Instructions - Economic Disadvantagement *Adjusted for FY04*

The following students should be reported as economically disadvantaged:

1. Students who are known to be eligible to receive the free **or** reduced-price lunch (a program through the National School Lunch and Child Nutrition Programs). To be eligible for free lunch, a student's family income must be at or below 130% of the federal poverty level. To be eligible for reduced-price lunch, a student's family income must be at or below 185% of the federal poverty level. The following table outlines annual family income levels corresponding to 185% of the most recent (2003) federal poverty levels set by the federal government.

2003 HHS Poverty Guidelines –Size of Family Unit Guideline

Size of Family Unit	185% of Federal Poverty Threshold (Annual Income)
1	$16,613
2	$22,422
3	$28,231
4	$34,040
5	$39,849
6	$45,658
7	$51,467
8	$57,276
9 +	$5,809 for additional family member

For family units with more than 8 members, add $5,809 for each additional member.

The above family income figures are derived from federal poverty guidelines as reported in the Federal Register: February 7, 2003 (Volume 68, Number 26)]   [Page 6456-6458]. These guidelines can be accessed online via GPO Access [wais.access.gpo.gov][DOCID:fr07fe03-68]

> Eligibility for reduced-price lunch can be determined through a variety of methods including the electronic direct certification process or completion by a parent or guardian of a free and reduced-price lunch application or Title I student income form. **NOTE: A separate waiver of confidentiality signed by the parent is no longer required to report this information via EMIS.**

Students who are known to be recipients of or whose guardians are known to be recipients of public assistance. A source for determining whether a student's family is receiving public assistance is the Education Monetary Assistance Distribution (EMAD) system

Reporting Instructions - Academic Disadvantagement (reported for career-technical students only):

A career-technical student should be reported as academically disadvantaged if s/he:

- lacks knowledge in one or more of the academic areas of mathematics, English/language arts, science or social studies, and

- performs two or more years below grade level on standardized tests

Academic disadvantagement refers to a student that is having academic problems that are **not** due to an identified disability condition. Students who have been officially identified as having a disability condition through the administration of a MFE (multi-factored evaluation) and are receiving special education and related services in accordance with an IEP (Individual Education Plan) should be reported in the 2.1.1.13 Disability Condition element.

Reporting Both Economic and Academic Disadvantagement (reported for career-technical students only)

A career-technical student should be reported as both economically and academically disadvantaged if s/he meets the criteria of both of the above definitions.

2.1.1.15 Homeless:

Indicates a student who lacks a fixed regular and adequate night-time residence and who has a primary night-time residence that is one of the following options. **A district should report a student in during Yearend N reporting as homeless if the student was homeless at ANY time during the school year - even if the student is no longer homeless.**

Valid Options:

- *** - Not Applicable**

- **A = Transitional/Emergency Shelter**
  If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children, they should be considered homeless while in the emergency or transitional shelter. Once placed in a foster home or a home for neglected children or youth, they should no longer be considered homeless.

- **B = Trailer Parks/Camps**
  Children and youth staying temporarily in trailer parks or camping areas because they lack adequate living accommodations should be considered homeless. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.

- **C = Doubled-Up**
  Children and youth who are living in "doubled-up" accommodations, that is are sharing housing with other families or individuals, are considered homeless if they are doubled-up because of a loss of housing or other similar situation. Families living in doubled-up accommodations voluntarily to save money generally should not be considered homeless.

- **D = Runaways**
  Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the streets, or other inadequate accommodations are considered homeless, even if their parents have provided and are willing to provide a home for them.

- **E = School-Age Unwed Mothers**
  In general, if school-age unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they should be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they should not be considered homeless.

- **F = Sick or Abandoned**
  There are instances where children and youth remain in a hospital beyond the time that they would normally stay for health reasons because they have been abandoned by their

families. These children and youth should be considered homeless because they have no other place to live. Children and youth who were homeles s prior to hospitalization should be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.

- **G = Throwaways**
  Throwaway children or youth (i.e ., those whose parents or guardians will not permit them to live at home) are considered homeless if they live on the streets, in shelters, or in other transitional or inadequate accommodations.

- **H = Multiple**
  Used to identify homeless youth who have experienced more than one type of living arrangement while homeless.

- **U = Unknown**
  Used when there is certainty that the student is homeless, but there is little or no verifiable data as to the type of residence.

2.1.1.16 Migrant (Migratory Child):

A migrant s tudent or migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory diary worker, or a migratory fisher, and who, in the preceeding 36 months, in order to obtain, or accompany such pa rent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another, or from one administration area to another in a single school district [this is a state with only one school district], or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.

Valid Options:

- N = No
- Y = Yes

2.1.1.17 Prior Disability Condition:

Report a prior disability condition for students who *meet all three* of the follow criteria:

- were previously identified with a MFE (multi -factored evaluation) as having a disability (as defined by the options listed below) and,
- were provided with special education services based on an IEP,
- exit special education and remain in the district in non-special education classes.

The prior disability field records the disability condition under which the student was served at the time of exit from special education (no longer receiving services according to the IEP). The options are the same as provided in the disability condition field (Section 2.1.1.12) in the Student - Demographic record (Section 2.1.1). This is reported for students who have received special education services and have not withdrawn from the district, but are now being educated in regular education programs. Data reported in this element are used to report the number of students who exit Special Education to the U.S. Department of Education. Use with students below 22 years of age.

The prior disability condition needs to be reported during the Yearend N reporting period, following the student's exit from Special Education. The IEP team determines the effective exit date. If the IEP team determines that exit is effective beginning the following school year, the *Prior Disability Condition* would be reported during Yearend N reporting the following school year. The disability condition for that student would be "* - not applicable" during the October K reporting period the following school year. *For a Special Education student who exits Special Education in the summer after the school year, report a Prior Disability Condition, during Yearend N of the following school year.*

For a student that is re-evaluated during the school year and is determined to have a *different* disability condition than s/he did prior to the evaluation, no "*Prior Disability Condition*" needs to be reported for that student, because that student is *still* considered to be receiving Special Education services. In this case, the *Disability Condition* should be changed to the new disability condition determined by the IEP team during the reevaluation.

Note: The Disability Condition will be changed to "**" when the Prior Disability Condition is reported.

Valid Options:

- ** = Not applicable
- 01 = Multiple Disabilities (other than deaf-blind)
- 02 = Deaf-Blindness
- 03 = Hearing Impairments
- 04 = Visual Impairments
- 05 = Speech and Language Impairments
- 06 = Orthopedic Impairments
- 08 = Emotional Disturbance (SBH)
- 09 = Mental Retardation (DH)
- 10 = Specific Learning Disabilities
- 11 = Preschool child with disability (Ages 0-5)
- 12 = Autism
- 13 = Traumatic Brain Injury (TBI)
- 14 = Other Health Handicapped -Major
- 15 = Other Health Handicapped -Minor

2.1.1.18 Special Education Exit Date

Special Education Exit Date will be reported when a student exits special education, along with the prior disability condition, which needs to be reported in the Yearend N report period following the student's e xit from Special Education.   The IEP team determines the effective exit date.

> **Q1** : Should a student with a Speech and Language Impairment (disability condition = "05") be reported with an exit date if s/he is no longer determined to need speech and language services?

A1: Yes, the Special Education Exit Date should be reported for any student (preschool through 12th grade) who has a Prior Disability Condition.

Q2: If a student exits Special Education in April, how would the Special Education Exit date and prior disability be reported for that student?

A2: The Special Education Exit Date and Prior Disability Condition will be reported during the Yearend N Reporting Period.

Q3: If a student is in one district, and exits special education, and then moves to another district, what is reported for that student?

A3: The district from which the student is transferred would report this student with a prior disability condition and/or special education exit date during the Yearend N reporting period. The district into which the student is transferred would not have to report the student as an exiting student.

Q4: What if a student exits Special Education, and then re-enters during the same school year? What should be reported in the prior disability condition element and the Special Education Exit date?

A4: If a student exits Special Education, and then re-enters during the same year, the district should report this student with the current disability condition, no prior disability condition and no Special Education Exit Date during the Yearend N reporting period of the year in which the new IEP takes effect.

2.1.1.19 Kindergarten Experience:

This element indicates the type of experience that students had as a Kindergarten student. It will indicate whether they attended Kindergarten for a full week of services or half time, in which they received services for half of a week.

Data are required for reporting on students who complete Kindergarten. These data must be collected throughout the school year for students in Kindergarten up through the highest grade level listed in the following table.

School Year	Report "Kindergarten Experience" element for the following grade levels:
1999-2000	**1**
2000-2001	**1,2**
2001-2002	**1,2,3**
2002-2003	**1, 2, 3, 4**
2003-2004	**1,2,3,4,5 *Grade 5 Added for FY04***

Valid Options:

- * = Not applicable
- H = Half a week of Kindergarten
- F = Full week of Kindergarten
- N = No Kindergarten experience

2.1.1.20 Native Language:

This element must be completed for each student indicating the student's native language. Native Language refers to the primary or home language of the student.

Valid Options:

- ENG (default) = English

- ALB = Albanian

- AMH = Amharic

- ARA = Arabic

- CAM = Cambodian

- CAN = Cantonese

- CRE = Creole (French)

- GER = German

- HMG = Hmong

- JPN = Japanese

- KOR = Korean

- LAO = Laotian

- NAV = Navajo

- PTG = Portuguese

- ROM = Romanian

- RUS = Russian

- SBC = Serbo Croat

- SOM = Somali

- SPN = Spanish

- TAG = Tagalog

- TRI = Trigriyan

- UKR = Ukranian

3 Options Added 12-23-03

- VTM = Vietnamese

- OTH = Other

2.1.1.21 Limited English Proficiency (LEP):

Indicates a student with Limited English Proficiency.

Ohio follows the same federal government definition of Limited English Proficient as described in the *No Child Left Behind Act of 2001* (P.L. 107-110, Title IX, Part A, Sec. 9101, (25)).

The term "limited English proficient," when used with respect to an individual, means an individual

(A.)who is aged 3 through 21; **(and)**

(B.)who is enrolled or preparing to enroll in an elementary school or secondary school; **(and)**

(C.)   (i.) who was not born in the United States or whose native language is a language other than English; **(or)**

(ii.)   (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **or**

(iii.)who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

and

(D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual–

(i.) the ability to meet the State's proficient level of achievement on State assessments described i n section 1111(b)(3);

(ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or

(iii.) the opportunity to participate fully in society.

For October K reporting, conditions must be present during the first ful l week of October.

For Yearend N reporting, conditions were present at any time during the school year.

For funding reasons, this element should remain the same throughout the year. If a student begins the year as an LEP student, this element should be "Y", and should remain "Y" until the end of the school year to appropriately account for that student. If the student is assessed for reclassification, at any point after the beginning of the school year, and it is determined that the student is no longer LEP, this element should not be coded "N" until the *following* school year.

Valid Options:

*   N = No, student is not of Limited English Proficiency
*   Y = Yes, the student is of Limited English Proficiency

2.1.1.22 Assessment for Reclassification from LEP: *Adjusted for FY04*

This element is REPORTED ONLY during the Yearend N reporting period in FY2004 .

This element indicates the decision, whether or not the student has actually been reclassified as no longer LEP. All enrolled LEP students are assessed each spring to measure progress and to see if the student has met the criteria for exiting the program. In this element, report the answer to the question: Has the student been reclassified as a result of the spring assessment?

If a student is reported as LEP ("Y" in 2.1.1.21), s/he should have either "N" or "Y" reported in this element.

The data in this element should be reported ONLY at Yearend to reflect the decision made in the spring as to whether or not the student should be reclassified as non-LEP. This element can only be used for one school year. The year *after* reclassification occurs, this element should be reset to the default, "*".

A student who has been reclassified as "no longer LEP" has attained a high level of English proficiency in all communication modes (speaking, reading, writing, and understanding) so that he or she has :

(1) the ability to meet the State's proficient level of achievement on State assessments,

(2) the ability to successfully achieve in classrooms where the language of instruction is English; and

(3) the opportunity to participate fully in society.

Therefore, the following criteria will be used to indicate that a student has attained the required level of English proficiency to be exited from a district's LEP program:

1. Achievement at the proficient level in Ohio's approved English language proficiency test in all language domains: listening, speaking, reading, writing, and comprehension; **and**,
2. Two years of successful participation in classrooms where the language of instructi on is in English, **and**
3. Attainment of proficient or above in the State's Language Arts assessment for two years.

For example, if a student is reassessed in April, and is reclassified, "Y" can be reported during the Yearend N reporting period. During Octobe r K reporting the following year, this element should be reported as "*". Alternatively, if a student is reassessed in April and is not reclassified, "N" would be reported during the Yearend N reporting period. The student would be reassessed during the following year, and either "Y" or "N" would be reported the following year, depending on the results of the assessment.

If any student was reclassified as no longer LEP during the 2002-2003 school year, this student should be reported during the 2003-2004 school year, with "N" in the Limited English Proficiency (LEP) data element. If an LEP student has NOT been reclassified as no longer LEP during the 2002 -2003 school year, this student should continue to be reported with "Y" in the Limited English Proficiency (LEP) data element during Yearend N reporting period for the 2003-2004 school year.

If an LEP student is reclassified as no longer LEP in the spring, report as follows:

Reporting Period	October FY2004	Yearend FY2004	FY2005
Limited English Proficient	Y	Y	N
Reclassified for LEP? (Y/N)	--	Y	*

If an LEP Student is NOT reclassified as LEP in the spring.			
Reporting Period	October FY2004	Yearend FY2004	October FY2005
Limited English Proficient	Y	Y	Y
Reclassified for LEP? (Y/N)	--	N	--

Report the answer to the following question: Has the student been reclassified as a result of the spring assessment?

Valid Options:

- * = Not applicable (default) student is NOT reported as LEP.
- Y = Yes, student has been reclassified as no longer LEP.
- N = No, student has NOT been reclassified as no longer LEP.

2.1.1.25 Level of English Proficiency   *New for FY04*

These elements are used for reporting the results of an English language assessment designed to assess the progress of students in attaining English proficiency and to see if the student meets the criteria for exiting the LEP program. (There are three criteria for exiting the program, listed in section 2.1.1.22.)   An English language assessment will be conducted each year in the spring and will be used as a basis to classify newly enrolled students as Limited English Proficient and for LEP students enrolled in the LEP program the results are used as a basis for reclassification into different proficiency levels and for reclassification as no longer LEP.

Newly enrolled students are typically assessed for purposes of classification as LEP in the fall. During the October K reporting period, the results of the original classification for newly enrolled students are reported in these elements.

Students who enroll after the first full week of October also will be assessed to be classified as LEP or not LEP. Students identified as LEP will also be assessed for reclassification in the spring.   During the Yearend reporting period, the results of the assessment us ed for purposes of reclassification are reported in these elements.

For example: If a student enrolls in the district in December, and is assessed, and classified as LEP, AND then is reassessed in the spring, the results of the spring assessment would be reported in these elements.

If a student is classified as LEP at some point during the school year, and then withdraws prior to the assessment for reclassification in the spring, report the latest available assessment results in these elements.
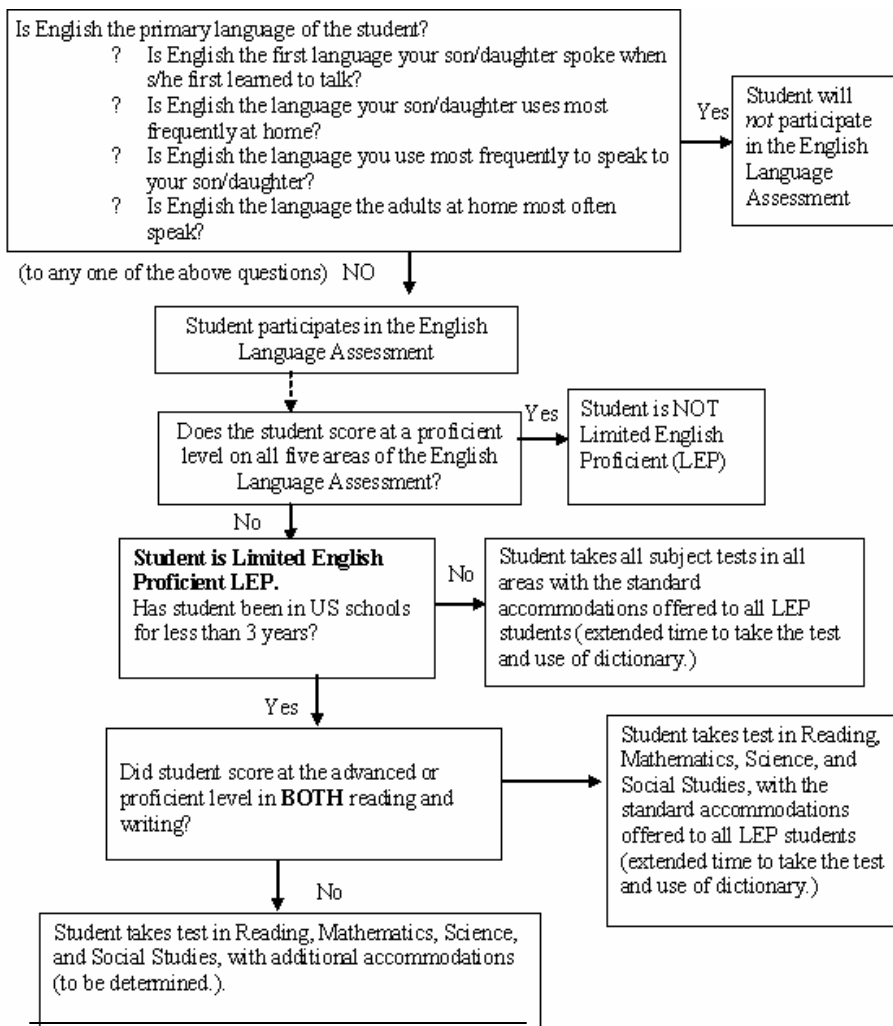
The five areas of English proficiency that will be assessed include comprehension, speaking, listening, reading and writing skills. The student's level of English proficiency in each of these five areas will be classified as meeting the criteria of one of the follo wing levels: Beginning, Intermediate, Advanced or Proficient (Trial-Mainstream).

The following decision tree willassist districts indetermining:

Whether the student should participate in the English Language Assessment

If the student takes the English Language Assessment, whether the results of the assessment result in the student being classified as LEP;

If the student is LEP, whether or not the student should take the proficiency and/or OGT with additional accommodations.

Is English the primary language of the student?
?   Is English the first language your son/daughter spoke when s/he first learned to talk?
?   Is English the language your son/daughter uses most frequently at home?
?   Is English the language you use most frequently to speak to your son/daughter?
?   Is English the language the adults at home most often speak?

Yes → Student will *not* participate in the English Language Assessment

(to any one of the above questions)   NO ↓

Student participates in the English Language Assessment

↓

Does the student score at a proficient level on all five areas of the English Language Assessment? — Yes → Student is NOT Limited English Proficient (LEP)

No ↓

Student is Limited English Proficient LEP. Has student been in US schools for less than 3 years? — No → Student takes all subject tests in all areas with the standard accommodations offered to all LEP students (extended time to take the test and use of dictionary.)

Yes ↓

Did student score at the advanced or proficient level in **BOTH** reading and writing? → Student takes test in Reading, Mathematics, Science, and Social Studies, with the standard accommodations offered to all LEP students (extended time to take the test and use of dictionary.)

No ↓

Student takes test in Reading, Mathematics, Science, and Social Studies, with additional accommodations (to be determined.).

2.1.1.25.1 ELA Speaking Level

OPTIONS:

- "*" - Not Applicable
- B – Beginning
- I – Intermediate
- A – Advanced
- P – Proficient (Trial-mainstream)

2.1.1.25.2 ELA Listening Level

OPTIONS:

- "*" - Not Applicable
- B – Beginning
- I – Intermediate
- A – Advanced
- P – Proficient (Trial-mainstream)

2.1.1.25.3 ELA Reading Level

OPTIONS:

- "*" - Not Applicable
- B – Beginning
- I – Intermediate
- A – Advanced
- P – Proficient (Trial-mainstream)

2.1.1.25.4 ELA Writing Level

OPTIONS:

- "*" - Not Applicable
- B – Beginning
- I – Intermediate
- A – Advanced
- P – Proficien t (Trial-mainstream)

2.1.1.25.5 ELA Comprehension Level

OPTIONS:

- "*" - Not Applicable
- B – Beginning
- I – Intermediate
- A – Advanced
- P – Proficient (Trial-mainstream)

2.1.1.26 State Equivalent Grade Level   *New for FY04*

This element should **only** be completed for students reported as "UG" (Ungraded) in data element 2.1.1.9 Student Grade Level. Report the grade level in which the student will be included for state accountability purposes. If the Grade Level element is UG and the State Equivalent Grade Level is not completed, ODE will calculate this element based on the age of the student in the manner indicated in the tables below. NOTE: If Student Grade Level (2.1.1.9) is NOT UG, then report "**" in this element.

If the student grade level in 2.1.1.9 has any grade level other than "UG", the grade level reported in that element will be the grade level group in which a student will be included for accountability purposes and other calculations.)

Valid Options:

- "**" – Not Applicable

- G = No grade level

- IN = Infant/Toddler (ages 0-2)

- PS = Preschool (ages 3-5)

- KG = Kindergarten

- 01-12 = First through twelfth grade

- 13 = Enrolled, completed course requirements but has not passed proficiency (Note: "enrolled" means student is actually enrolled and attending school.)

- 23 = Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated

    If the grade level is UG and the State Equivalent Grade Level element is not completed (i.e. = "*"), ODE will calculate this element based on the age of the student in the manner outlined in section 2.1.1.26.

> **Comment:** We need this because if the student has any grade level in 2.1.1.9 other than UG, then they will report "*" in this element.

OCTOBER K REPORTING

If student age during the first full week of October is as follows (as calculated using student birth date):	In October, State Equivalent Grade Level will be:
Age < 3	IN
Age = 3 or 4	PS
Age = 5	KG
Age > 5	State Equivalent Grade Level = Age of Student Minus "5"
Age > 17	= 12

YEAREND N REPORTING

If student age at Yearend is as follows (as calculated using student birth date:	During Yearend reporting, State Equivalent Grade Level will be:

Age < 3	IN
Age = 3 or 4 or 5	PS
Age = 6	KG
Age > 6	State Equivalent Grade Level = Age of Student Minus "6"
Age > 18	= 12

2.1.1.27 Student being served by a 504 Plan? *New for FY04*

Indicates if the student is identified as a student with a disability under Section 504 of the Rehabilitation Act of 1973 **and** is being served by a 504 plan that has been developed to meet the specific needs of the student.

Section 504 of the Rehabilitation Act of 1973, defines an individual with a disability at 34 CFR, 104.3(j) as:

(j) "Handicapped person." (1) "Handicapped persons" means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such as impairment, or (iii) is regarded as having such an impairment. A Section 504 Plan would be a plan developed under this legislation to meet the needs of such person. **NOTE: This is not the same as an IEP.**

Valid Options:

- N = No, student is not being served by a 504 plan (Default)
- Y = Yes, student is being served by a 504 plan

2.1.2 STUDENT ATTENDANCE RECORD

In July 1998, the State Board of Education passed a new attendance rule: OAC 3301-18-01 RULE FOR CALCULATING STUDENT ATTENDANCE RATE TO MEET MINIMUM PERFORMANCE STANDARDS. The full text of the Attendance Rule can be found on the EMIS web site at http://www.ode.state.oh.us/emis/ THE GUIDELINES FOR REPORTING STUDENT ATTENDANCE ARE PRESENTED BELOW TO REFLECT THE PROVISIONS OF THIS RULE.

There are four attendance elements to report: *ATTENDANCE DAYS, EXCUSED ABSENCE DAYS, UNEXCUSED ABSENCE DAYS,* and *NON-ATTENDING REASONS*. These attendance and absence elements will be reported by one building within a district and will contain the district attendance and absence totals of a student for the reporting period. If a student is enrolled two buildings within the district, the district should have the building in which the student is enrolled the majority of time report the attendance. If the student is enrolled in two buildings the exact same amount of time, then the district will make the determination as to which building will report attendance.

A day can be a considered a "required attendance day", when all students are required to be in attendance on the day in question. If only certain students who are making up attendance are required to be there and the rest of the school is not required to be there, then the attendance does not count.

October K Reporting:

> In October, attendance/absence is reported by the building(s) the student attended during the first full week in October. For the October filing date, this refers to the five days that make up the first full week of October. The student attendance reported in October is used to calculate the Average Daily Membership (ADM) used in the calculation of the district funding.

Yearend N Reporting:

> In June, the student's total attendance/absence for the full school year is reported. Though a student may attend multiple buildings within a district during a reporting period, only the last building a student attended during the reporting period within the district will report data on the student.

To record attendance/absence elements, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status and receiving services from the school district if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code. The Attendance rule allows a suspended or expelled student who receives instructional services during the suspension or expulsion to be counted as in attendance. The definition of an enrolled student is provided below as well as an explanation of how to handle expulsions.

An enrolled student is defined in Division C of Section 3317.03 of the Ohio Revised Code as: "those pupils who are attending school, those who have attended school during the current school year and are absent for authorized (excused) reasons, those students described by division G (a scholarship student of a pilot project district) of this section, and those handicapped children currently receiving home instruction".

Expulsions:

Expelled students are withdrawn unless they are receiving instructional services. When a student is expelled, the student is withdrawn from the school district on the date of expulsion and re-enrolled when the expulsion period has ended and the student returns to the district. The *ADMISSION DATE* element would then be updated.

The EXCEPTION IS STUDENTS RECEIVING INSTRUCTIONAL SERVICES from the school district while expelled (if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code). THESE STUDENTS ARE NOT WITHDRAWN AND ARE COUNTED AS IN ATTENDANCE.

Instructional services as defined in paragraph (C) of Rule 3301-18-01 of the Ohio Administrative Code are: "alternative experiences or activities which are provided in accordance with Board Policy or an Individualized Education program (IEP) to meet the unique needs of the student. In designing such services, modifications may be made to provisions relating to instructional time, teaching credentials, and courses of study. For students with disabilities, such modifications must be made through the IEP team."

The interpretation of instructional services may include the following:

1. Home tutoring of the student

2. Assigning class work to the student, where a teacher either goes to the student to check the results or the student comes to the teacher to have the results checked. The work may be checked during the expulsion/suspension period or once the student returns to school.

3. The student satisfactorily makes up all required work once he/she returns to school.

Student does not return from Expulsion:

If a student is withdrawn due to expulsion at yearend, and was reported with (withdrawal reason =48) during the FY2003 Yearend N reporting period, and then does not return to the district during the following year, then the student would be re-entered during the FY2004 October K reporting period with a new admission date, and then reported with the withdrawal date and appropriate withdrawal reason. See 2.1.2.11 for Withdrawal Codes and reporting guidance.

Reporting Combined Attendance

During the October K reporting period, the resident district should report attendance only for time spent in the district. ESCs and JVSDs should also report attendance only for time spent in the ESC or the JVSD in October. For example, if a student spends half of his/her day at the ESC, the maximum absence that the ESC can report for any given day would be .5.

During the Yearend N reporting period, the resident district should report **combined attendance** for all students with an Attending/Home IRN Indicator of "3" (Education Service Centers) or "4" (Joint Vocational School Districts). In other words, the district should report attendance for time spent at both the resident district and the ESC or the JVSD. The ESC and the JVSD should only report attendance for time spent in the ESC or the JVSD during the Yearend N reporting period.

Calamity Days

Students should not be reported in attendance or absence when there is a calamity day, i.e. snow day, utility failure, flu epidemic. **Days-in-session would not include calamity days** .

Parent-Teacher Conference Days:

For students, parent-teacher conference days do not count as absence or attendance days . **Days-in-session would not include parent-teacher conference days.**

2.1.2.1 Admission Date:

Indicates the date of the student's most recent admission/entry or re-entry to the school district if the entry/ re-entry occurred during the current school year. If the entry/re-entry occurred in a prior school year and the exact date is unavailable, report the first day of school for that prior school year.

2.1.2.2 Attending/Home District IRN:

Indicates the district to which a student is sent or a district from which a student is received. IRNs for neglected/delinquent institutions and non-public IRNs should not be reported. When referring to an out-of-state school use '999999'. **IF TWO DISTRICTS ARE REPORTING A STUDENT, THIS ELEMENT ALWAYS REFERS TO THE OTHER DISTRICT.**

Use the following guidelines:

1. For the resident district, if a student attends his/her district of residence only, this element is blank and the Attending/Home IRN Indicator is '0'.

2. For the resident district, if a student attends a school district other than his/her district of residence, this element indicates which district the student attends and the Attending/Home IRN Indicator is between '1' and '8' or the appropriate letter.

3. For an educating district which is not the district of residence, this element indicates the district/entity sending the student to that educating district and the Attending/Home IRN Indicator is '0'.

2.1.2.3 Attending/Home IRN Indicator:

This element more precisely defines the type of entity identified by the IRN in the previous element (Attending/Home District IRN).

Valid Options:

- 0 = Resident district of stu dent (Used by resident district if student is instructed by resident district only). The ATT/HOME IRN Field is left blank. See guidelines in ATT/HOME IRN element definition above). Also *used by the non-resident district to indicate the resident/sending district/entity.* (The Att/Home IRN would reflect the IRN of that resident/sending district.)

- 1 = District which a tuition student is attending (Does **NOT** include non-resident Special Education or court-placement)

- 2 = District which is providing contract career-technical education to a student

- 3 = Joint Vocational school district which is instructing student

- 4 = Education Service Center cooperative which is instructing student

- 5 = Postsecondary institution which student is attending

- 6 = MR/DD or state s chool which student is attending

- 7 = Public district providing Special Education to the student (Does **NOT** include education service centers)

- 8 = Departments of Youth Services or Rehabilitation and Corrections Facility which student is attending

- 9 = Proprietary institution which student is attending

- C = Foster Placement or court placement with a relative ***Adjusted for FY04***

- E = Open Enrollment district which student is attending

- M = Student who attends a community school (ORC 3313.844, 3314.01-11)

- P = All court ordered institutional placements other than foster care (includes both students with and with out disabilities)

- S = Attending district based on District Superintendent's agreement per 3313.64 ORC (includes student following parent, residing with grandparent, senior attending, etc.)

- T = All institutional placements that are not court ordered or foster care (For example: student placed in an institution by parent(s).)

- W = District which student is attending under Title I public school choice

2.1.2.4 Majority of Attendance IRN:

Indicates the building IRN within the district (or the district IRN) where the student was enrolled for at least one hundred twenty (120) consecutive school days. The length of the school year is based on the number of days in session. For EMIS reporting of this data element, an "enrolled" student is any student who:

1. Is educated by an employee of your district (student percent of time greater than 0%), has been enrolled for at least one hundred twenty (120) consecutive school days OR

2. Your district is reporting the student as being educated by an ESC, Postsecondary Institution or a JVSD (i.e.: *ATTENDING/HOME IRN INDICATOR* = 3,4,5)

DO NOT REPORT AN IRN FOR A BUILDING THAT IS NOT LOCATED WITHIN YOUR DISTRICT, OR A DISTRICT IRN OTHER THAN YOUR OWN.

Use the following Guidelines - Report the:

Building IRN - If the student was enrolled in a building within your district for one hundred twenty (120) consecutive days, report the building IRN

District IRN - If the student was not enrolled in a building within your district for one hundred twenty (120) consecutive days, but was enrolled in multiple buildings within the district for one hundred twenty (120) consecutive days, report the district IRN.

Asterisks - If the student was not enrolled in your district and not enrolled in a building within your district for one hundred twenty (120) consecutive days.

Majority of Attendance IRN for Community Schools, ESCs, JVSDs:

In most, if not all, cases, when a record calls for a Building IRN, Community schools report the district IRN in the building IRN element. If a student is enrolled in a community school for one hundred twenty (120) consecutive days (and student percent of time is greater than 0%), report the community school IRN in the Majority of Attendance IRN. If the student was not enrolled in a community school for one hundred twenty (120) consecutive days, report "*******" in the Majority of Attendance IRN.

JVSDs and ESCs would report the Majority of Attending IRN on the Student Attendance Record in the following manner:

If a student is educated by an employee of your district (student percent of time greater than 0%) and has been enrolled for at least one hundred twenty (120) consecutive school days, report the JVSD/ESC IRN in the Majority of Attendance IRN.

If the student was not enrolled in the JVS OR ESC for one hundred twenty (120) consecutive days, report "*******" in the Majority of Attendance IRN.

2.1.2.5 Attendance Days:

To have a day counted as an attendance day, a student must be enrolled and be in attendance during the year or be on expulsion or suspension status and receiving services from the school district if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.

NOTE: The field will allow fractional days (to two decimal places).

The attendance days will include:

The number of days the student was in attendance in the DISTRICT for the reporting period. (When reported in the fall, this refers to the first full week in October only. For the Yearend N reporting period, this refers to the full school year.) This element is the actual number of days in attendance.

In-school suspensions

School-sponsored field trips

A student shall be counted as present for any field trip that is *approved by school administration. (Am. Sub. S. B. 1)*

The number of days a student received instructional services from the school district while expelled or while serving an out-of-school suspension if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code. DO NOT INCLUDE pupils absent due to:

> (1) Personal illness
>
> (2) Legal excuse
>
> (3) Religious holiday
>
> (4) Illness in the home
>
> (5) Truancy
>
> (6) Or any other reason.

No pupils shall be counted as in attendance prior to the actual date of entry in the school. Any pupil permanently withdrawn from school shall not be counted in attendance on and after the date of such withdrawal. The daily attendance for a student who is attending school less than full-time may not exceed that portion of the day in which he is scheduled to attend. This would include students receiving instructional services for less than full-time, while expelled or during an out-of-school suspension.

A student assigned to a half-day kindergarten or half-day preschool program is to be reported with half-days of attendance. The daily attendance for a student attending school less than full time may not exceed that portion of the day in which he is scheduled to attend.

One hour of home instruction with a tutor for a student with a disability condition is considered a day of attendance.

Examples for School Age and Preschool follow.

EXAMPLE: School Age Students:

October K Reporting:

> If the student percent of time is 20%, the student would have aggregate attendance/absence for the week of 1 day. If the student percent of time is 50%, the student would have aggregate attendance and absence for the week of 2.5 days.

Yearend N Reporting:

> If the student percent of time is 20% and the student is enrolled in the district for 180 days, the aggregate attendance/absence days would be equal to 36. The sum of the student attendance and absence days could not exceed 36 for the year as reported during the Yearend N reporting.
>
> If the student percent of time is 50% and the student is enrolled in the district for 180 days, the aggregate attendance/absence days would be equal to 90.

EXAMPLE: Preschool Students:

There are a number of different schedules under which preschool (regular and special education) are operated. Therefore the calculation of the number of days in operation for each option varies. General guidelines as examples are provided below:

October K Reporting:

If the student percent of time is 100%, and the student is in a public school preschool program or preschool special education program, the student will have an aggregate attendance/absence for the week as follows depending upon the days that the program is operated:

- 4 full days per week (5 hrs per day or greater) 4.0
- 5 full days per week (5 hrs per day or greater) 5.0

If the student percent of time is 50% and the student is in a preschool (regular or special education) program the student will have an aggregate attendance/absence for the week as follows depending upon the days that the program is operated:

- 4 half days per week - 2.0
- 5 half days per week - 2.5

If the student percent of time is 50% and the student is in an Itinerant preschool special education program the student will have an aggregate/absence attendance for the week as follows:

- Itinerant services of 1 hour Minimum per week - 1.0

Yearend N Reporting:

If the student percent of time is 100% and the student is in a public school preschool or a preschool special education, the sum of attendance and absence days would be as follows:

# days in operation	Sum of attendance & absence days
4 full days per wk	144
5 full days per wk	180

If the student percent of time is 50% and the student is in a public school preschool program or a preschool special education program, the sum of attendance and absence days would be as follows:

# days in operation	Sum of attendance & absence days
4 half days per wk	72
5 half days per wk	90

If the student percent of time is 50% and the student is in an Itinerant preschool program for students with or without disabilities, the sum of attendance and absence days would be as folows:

# days in operation	Sum of attendance & absence days

Itinerant services	36

2.1.2.6 Excused Absence Days:

For enrolled students, indicate the number of days the student was absent for excused reasons in the DISTRICT for the reporting period. The following reasons for excused absence are defined by Rule 3301-51-13 of the Ohio Administrative Code:

> Personal illness

> Illness in the family

> Quarantine of the home

> Death of a relative

> Home work due to the absence of parents or guardians

> Observance of a religious holiday

> Emergency **OR** set of circumstances which in the judgment of the superintendent of schools constitutes a good and sufficient cause for absence from school

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This would NOT include students during an out-of-school suspension if the student were NOT receiving instructional services.

The types of absence included as excused absence are listed in the *NON-ATTENDING REASON* element. (When reported in the October K reporting period, this will refer to the first full week in October only. When the data is reported in during the Yearend N reporting period, this will refer to the full school year.)

No pupils shall be counted as absent prior to the actual date of entry in the school. To have a day counted as an excused absence, a student must be enrolled and be in attendance during the year. Any pupil permanently withdrawn from school shall not be counted as absent from and after the date of such withdrawal. The daily excused absence for a student who is attending less than full-time may not exceed that portion of the day in which he is scheduled to attend. A student assigned to a half-day kindergarten or half-day preschool program is to be reported with half-days of absence. The field will allow fractional days (to two decimal places).

2.1.2.7 Unexcused Absence Days:

For enrolled students, indicate the number of days the student was absent for any unexcused reasons in the district for the reporting period. The types of absence included as unexcused absence include any reason not listed as excused (in 2.1.2.6.2), including truancy. Absences due to out-of-school suspensions are considered an unexcused absence if the district is not providing instructional services. Do not include expulsions.

Expelled students are withdrawn unless they are receiving instructional services. (When reported in the October K reporting period this will refer to the first full week in October only. When the data is reported during the Yearend N reporting period, this will refer to the full school year.)

No pupils shall be counted as absent prior to the actual date of entry in the school. To have days counted as unexcused absence, a student must be enrolled and in attendance. Any pupil permanently withdrawn from school shall not be counted as absent from and after the date of such withdrawal. The daily unexcused absence for a student who is attending less

than full-time may not exceed that portion of the day in which he is scheduled to attend. A student assigned to a half-day kindergarten or preschool program is to be reported with half-days of absence. The field will allow fractional days.

Unexcused absence days are not included in the October ADM count for funding purposes, pursuant to Section 3317.03 ORC and OAC 74-066.

2.1.2.8 Non-Attending Reason:

Indicates the reason for counting an enrolled student who was absent from school for the entire first week of October. (The following reasons are the only valid legal reasons for non-attendance) and apply only to students who are enrolled and have been in attendance. Truancy or inability to locate student are not valid reasons for this non-attendance. (Chapter 3301-51-13 of the Ohio Administrative Code)

Valid Options:

- * = Not Applicable

- 1 = Personal Illness

- 2 = Illness in the Family

- 3 = Quarantine of Home

- 4 = Death of Relative

- 5 = Home work due to absence of parents or guardians. Any absence arising because of this shall not extend beyond the period for which the parents or guardians were absent.

- 6 = Observance of Religious Holiday

- 7 = Emergency or set of circumstances which in the judgment of superintendent of school constitutes a good and sufficient cause for absence from school.

2.1.2.9 Corporal Punishment:

Indicates the number of times a student has received corporal punishment during the school year. Since the number of instances of corporal punishment is to be reported, "0" is the default.

2.1.2.10 Date of Withdrawal/Dropout/Truancy Proceedings:

Indicates the most recent date of a student's withdrawal/dropout/truancy proceedings with the school district. Students who withdraw and do not return to the school district in the fall (e.g., student who leaves the school district during the summer months) are to be reported as withdrawn in the October K reporting period. In these cases, the Date of Withdrawal/Dropout/Truancy must be prior to the first day of school for that school year..

Due to the federal reporting requirement of performance results for Career-technical Education students, both the "resident"/"sending"/ district and the vocational school (JVSD or contract career-technical district) are required to report *WITHDRAWAL REASON, WITHDRAWAL DATE, DIPLOMA DATE*, and *DIPLOMA TYPE* for students attending a JVSD and for contract career-technical students.

2.1.2.11 Withdrawal/Dropout/Truancy Reason:

Indicates the reason for the most recent withdrawal from the school district. For students attending a JVSD and for contract career-technical students, both the resident/feeder district and the vocational school (JVSD or contract career-technical district) are required to report this element.

If a kindergarten or preschool student is withdrawn from school by parent choice because the parent feels that the student is not developmentally ready for the program (student is **not** being withdrawn in order to attend another district) the district should use Withdrawal Reason "71". **This will not be included in the dropout counts used to calculate the graduation rate for a district**, as only students with student grade level = 09, 10, 11, 12, 13, 23, UG that report withdrawal reasons "71", "72", "73", or "74" are included in this calculation.

Valid Options:

- 01 = Completed Course requirements (for credit toward graduation)

- 40 = Transferred to another School District Outside of Ohio (transcript request on file)

- 41 = Transferred to a nother Ohio School District - local, exempted village or city (transcript request on file)

- 42 = Transferred to a private school (transcript request on file)

- 43 = Transferred to home schooling (superintendent's approval on file)

- 44 = Transferred to a Public Community School (transcript request on file) – only used by the resident district if the student leaves/dropsout of the community school and does not return to the resident district

- 45 = Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education). *Beginning in FY2004* – The RESIDENT district does **not** withdraw **ANY** students placed into the Department of Youth Services. (See Q & A for Placement in a Department of Youth Services Institution, for further information.)

- 46 = Transferred out of the United States

- 47 = Withdrew pursuant to *Yoder vs. Wisconsin* (Only used for 8th grade students)

- 48 = Expelled

- 51 = Verified Medical Reasons (doctor's authorization on file)

- 52 = Death

- 71 = Withdrew due to truancy/nonattendance

- 72 = Pursued employment/work permit (Supt. Approval on file)

- 73 = Over 18 years of age

- 74 = Moved; not known to be continuing

CLARIFICATION/GUIDANCE re: Withdrawal/Dropout/Truancy ELEMENT

DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
1. LEGAL DISTRICT OF RESIDENCE	Student is NO LONGER a legal resident of your district AND is not being educated by your district	40- Transferred to another School District Outside of Ohio (transcript request on file) 41 Transferred to Another School District (transcript request on file) 45 Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education) . **Do NOT withdraw a student placed in the DYS** (See Q & A Placement in a Department of Youth Services Institution for further information.) 46 Transferred out of the United States	71 Withdrew due to truancy /nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing
2. LEGAL DISTRICT OF RESIDENCE	Student is still a legal resident of your district BUT no longer being provided instruction /services by a public school district	42 Transferred to a private school (transcript request on file) 43 Transferred to home schooling (superintendent's approval on file) 47 Withdrew pursuant to *Yoder v Wisconsin* 48 Expelled (NOTE: Use this code only during the period of expulsion. If student does not return after the date expulsion is over, change Withdrawal Reason to reflect the appropriate reason. 51 Verified Medical Reasons (doctor's authorization on file) 52 Death	71 Withdrew due to truancy /nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing
3. EDUCATING DISTRICT		40 Transferred to another School District Outside of Ohio (transcript request on file) 41 Transferred to Another School District (transcript request on file) 42 Transferred to a private school (transcript request on file) 43 Transferred to home schooling (superintendent's approval on file) 44 Transferred to Community School (transcript request on file) 45 Transferred by Court Order/Adjudication (If Court has	71 Withdrew due to truancy/nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing

DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
		designated a public district other than yours as the district responsible for paying for the education) **Do NOT withdraw a student placed in the DYS** (See Q & A Placement in a Department of Youth Services Institution for further information.) 46 Transferred out of the United States 47 Withdrew pursuant to *Yoder v Wisconsin* 48 Expelled 51 Verified Medical Reasons (doctor's authorization on file) 52 Death	
4. LEGAL DISTRICT OF RESIDENCE OR EDUCATING DISTRICT	Student has completed course requirements for credit toward graduation	01 Completed Course requirements (for credit toward graduation)	NA

Situations When Students Should Not Be Withdrawn

DISTRICT REPORTING	SITUATION	DO NOT WITHDRAW STUDENT
1. LEGAL DISTRICT OF RESIDENCE	District is NOT providing the instruction but ANOTHER public district is providing instruction (includes Exempted Village, City, Local, JVSD, ESC, Community Schools, Post Secondary Institutions, AND *DYS beginning in FY2004*) **Examples:** Special Education Cooperative Agreement, Community Schools, Post Secondary Enrollment, and Open Enrollment Situations	Report with 0% of time in the Student Percent of Time Data Element Report the appropriate Attending/Home IRN and Indicator

2. RECEIVING DISTRICT OR SENDING DISTRICT	District is NOT the resident school district and the district is NOT providing the instruction but the student is enrolled in the school district and receiving instruction/services from an ESC or JVSD. **Example:** An Open Enrollment student attending a JVSD or ESC fulltime	Report with 0% of time in the Student Percent of Time Data Element Report the appropriate Attending/Home IRN and Indicator

Q & A RE: Students pursuing a GED

Q: What withdrawal reason should be used to report a student pursuing a GED?

A: Students continuing with their education through the GED program must be either over 18 or pursuing a work permit. More specifically, a student cannot withdraw from school for the purpose of pursuing a GED unless they meet one of those two criteria. These students would be withdrawn with a code of 72 or 73 in EMIS and do count as dropouts in the graduation rate calculation.

Q & A RE: Community Schools

Q: How should I repo rt a student that leaves or drops out of a community school and does not return to the resident district?

A: The Resident district does not withdraw one of their resident students attending a Community School **unless the student leaves/dropouts of the community school and does not return to the resident school**. In this case, the resident district would withdraw the student with a withdrawal code of "44-Transferred to a public community school.. The community school would report the appropriate withdrawal/dropout code (71, 72, 73 or 74)..

For example, if a a student that leaves a school in his/her resident district to attend a Community School, and later the student drops out of the Community School to get his/her GED, the resident district would report the withdrawal reason "44" for the student. The Community School would report one of the following codes that most adequately pertains to the situation: 71, 72, 73, or 74.

Q & A: Open Enrollment

Q: **A student is open enrolled from his/her resident district (District A) into District B.** Which withdrawal codes should the resident district (District A) and the attending district (District B) use for an open enrollment student who leaves or drops out of the attending district (District B) and does not return to the resident district (District A)?

A: The resident district (District A) should report withdrawal reason = "41- transferred to another Ohio school district".
The attending (open enrollment) district (District B) would report one of the following with drawal codes that most adequately represents the situation: 71, 72, 73 or 74. These withdrawal codes (71-74) would count as dropouts in the graduation rate calculation for the *attending* district.

Q & A RE: Court Placement in a "Home" (Foster Care, Group Home, Juvenile Detention Center, or other Residential Facility)

Q1 : How is "Home" defined?

A1: The term "home" refers to the following types of court placements: foster care, group home, juvenile detention center or other residential facility. "Home" is defined as any licensed, certified, or approved home that receives and cares for children or a home operated by a person who is licensed, certified, or approved by the state to operate the home for such purposes. (NOTE: "Home" does NOT include DYS facilities.)

Q2 : How do you report a student who is court-placed in a "Home"?

A2: If students are placed in a "home" and are receiving instruction from the district in which the "home" is located, the district of residence should not withdraw the student but should point to the district where the "home" is located (by reporting the district where the "home" is located in the Attending/Home IRN). The district in which the "home" is located should enroll the student and report the Student Percent of Time = 100%. The District of Residence is reported as the actual district of residence. The district where the "home" is located will report the Attending/Home Indicator = 'C' (foster care) or 'P' (all other court placements) in the Student Status. The Attending Home IRN/IND will point to (i.e. be reported as) the resident district. Once the student is released, the district in which the "home" is located withdraws the student, and the resident district adjusts status, % of Time and Attending Home IRN Indicator for the s tudent if the student returns. If the student is not receiving an education by a school district with a State Board of Education approved curriculum, the student is considered "Not enrolled" and is also to be withdrawn by the resident district.

Q & A re: Placement in a Department of Youth Services Institution (DYS)

Q: Should the resident district withdraw a student who is court-placed in a Department of Youth Services Institution?

A: The resident district should NOT withdraw a student placed in the Department of Youth Services". The student should reported with :

Attending Home IRN = 060988 (DYS) and
Attending Home IRN Indicator = 8

NOTE: These instructions are for students with OR without a disability condition.

Students Previously Reported as Dropouts

Two new program codes have been created for FY2004:

500001 - Previously reported as a dropout in the reporting district's graduation rate.

500002 - Previously reported as a dropout in another Ohio district.

These codes are ONLY reported for students who are currently reported as dropouts for a second time, i.e. with a withdrawal date and withdrawal reason 71, 72, 73, or 74 in October

OR Yearend FY2004. These codes should be reported during both the October and Yearend reporting periods because summer dropouts are reported in October.

Program code 500001 would be reported for students who withdrew from the district in FY2002 or before, and had been reported with withdrawal reason = 71, 72, 73, 74, AND were NOT reported as enrolled in the reporting district for an entire school year (i.e. either in October or Yearend of FY2003.) This student would have skipped a year, and then reenrolled in the district the following year (i.e. FY2004), and then withdrawn for a second time with withdrawal reason = 71, 72, 73, 74.

Program code 500002 would be reported for students who withdrew from an Ohio district other than the reporting district in FY2002 or before; and had been reported with withdrawal reason = 71, 72, 73, 74, AND were NOT reported as enrolled in the reporting district for an entire school year (i.e. either in October or Yearend of FY2003.) This student would have skipped a year, and then enrolled in the reporting district the following year (i.e. FY2004), and then withdrawn from the reporting district with withdrawal reason = 71, 72, 73, 74.

Returning Withdrawals/Dropouts *Adjusted for FY04*

The 2003-2004 Local Report Card (LRC) is scheduled to be released in August 2004 and the graduation rate that will appear on this report card will be the graduation rate for the 2002-2003 school year. **In the 2003-2004 LRC, the graduation rate on the LRC will be the graduation rate for the previous school year**. 12TH Grade returning withdrawals reported during the FY2004 October K reporting period will impact the graduation rate for the 2002-2003 school year and will therefore be included in the graduation rate that appears on the 2003-2004 LRC.

Historically, the graduation rate calculation includes dropouts (adjusted for returning withdrawals) over a 4 year period and includes both students dropping out during the school year and those students reported as not returning after the summer break (referred to as summer dropouts). Additionally, both students graduating during the school year and those graduating during the summer were counted as graduates. Students who took more than 4 years to graduate were counted in the cohort the year they graduated.

However, new legislation (HB 3) changed the definition of the graduation rate. ODE is in the process of analyzing and interpreting the new legislation to determine what policies and formula changes may need to be made to the existing calculation– including whether or not summer graduates can be included as Graduates.

During the October K reporting period in FY2004, there will be no December cut-off for reporting summer graduates and 12TH Grade returning withdrawals. This means that districts will have the entire October K reporting period to update the withdrawal date and withdrawal reason for summer graduates (students who graduate as a result of summer school) and 12TH Grade returning withdrawals that will be an adjustment to the graduation rate for the 2002-2003 school year that will appear on the LRC to be released in August, 2004.

Q & A RE: Returning Withdrawals/Dropouts:

Q1: Are students who withdrew before the Yearend N reporting period to be removed from that school year's EMIS files before reporting for October of the next year?

A1: Records for students reported as withdrawn during Yearend N reporting period are not required to be reported in the following October K reporting period. However, if a student returns by the following October and the Withdrawal Reason during the previous Yearend N reporting indicated the student was a dropout, in addition to the new admission date reported for the student in October, the district would need to report the previous year's Withdrawal Date and Reason in the October record for this student to allow the Department to adjust the district's dropout rate and not count the student as a dropout.

Q2: What if a student was previously reported as a dropout in the reporting district's graduation rate, OR previously reported as a dropout in another Ohio district.

A2: Report one of the following program codes:
Two new program codes have been created for FY2004:
500001 - Previously reported as a dropout in the reporting district's graduation rate.
500002 - Previously reported as a dropout in another Ohio district.

Q3: Do we report students who did not return from the summer as withdrawn in October?

A3: If the student withdraws over the summer, his/her demographic and attendance records would need to be reported during the October K reporting period. Students who do not return to the school district in the fall (i.e., students who leave the school district during the summer months) are to be reported during the October K reporting period as withdrawn prior to August 15.

Example:

Student enrolled in the school district on September 1, 1987. Student withdrew on May 1, 2003 to pursue employment. Student re-enrolled in the district on September 2, 2003.

Yearend 2003 (FY03 N)

- Admission Date = September 1, 1987
- Withdrawal Date = May 1, 2003
- Withdrawal Reason = 72 (Pursued employment/work permit)

October 2003 (FY04 K)

- Admission Date = September 2, 2003
- Withdrawal Date = May 1, 2003
- Withdrawal Reason = 72 (Pursued employment/work permit)

The student will be counted as a dropout during the FY2003 Yearend N reporting. The student will be counted as a returning/withdrawal in October 2003 (FY04 October K reporting period) and then backed out of the FY03 Yearend N dropout count for the calculation of the Graduation Rate for the 2002-2003 school year. This graduation rate will appear on the 2003-2004 LRC.

2.1.2.12 Graduation Credit Units:

Indicates, for students in grades nine through twelve, the number of Carnegie units (1 Carnegie unit = 120 hours of instruction) successfully completed for the current school year in the classes for which the students receive credit toward graduation. Do not include hours spent by a student at lunch, in study hall, or in other non-instructional courses. (Required by Section 3301.0714 [B][q], ORC.) This element is re-entered each year based on the student's performance during the school year and is NOT cumulative.

> **Q1:** How are the units to be reported in the four positions in the file descriptions (GK250)?

> **A1:** The total number of Carnegie units a student successfully completes during a school year should be reported. The four positions represent two digits to the left and two digits to the right of the decimal point.

> **Q2:** Some of our courses do not apply towards graduation credit. For example, a student may require two credits of music to graduate and earn three credits. Do we include the third credit in the graduation credit units element?

> **A2:** Include only those units "for which the students receive credit toward graduation."

2.1.2.13 Diploma Date:

Indicates the date the diploma was received by the graduating student.

Career-Technical Students Who Are Graduates

Any district that operates a career-technical (CTAE) program (i.e. employs the teacher) must report the diploma date/type for students in this program. Though a career-technical student will graduate from their home district, Joint Vocational School Districts and any district that educates contract career-technical students must report diploma date and diploma type for students enrolled in career-technical programs. The home district also will report these data elements. For the purposes of the state and federal accountability plan under the No Child Left Behind Act of 2001, the contract career-technical students and JVSD students count in the "resident" district as graduates. For purposes of reporting CTAE performance data to the U. S. Department of Education, the Office of Career-Technical and Adult Education is required to report the number of career-technical students who are graduates. This is a federal performance measure. For more information about how to report career-technical students who are graduates, refer to the Career-technical Appendix in this guide.

2.1.2.14 Diploma Type:

This is the type of diploma received by a graduating student. (Information on the criteria for the Diploma with Honors is in the pamphlet called *CRITERIA FOR GRADUATION WITH HONORS, located* on the ODE web site at http://www.ode.state.oh.us/curriculum-assessment/0916.asp. For students attending a JVSD and for contract career-technical students, both the feeder districts and the career-technical school (JVSD or contract career-technical district) are required to report this element.

Valid Options:

- * = Not Applicable (not a graduating student)

- 1 = Regular Diploma
- 2 = Diploma With Honors

2.1.2.17 Retained Status:

This element indicates whether a student who was retained at the end of the school year will advance to the next grade level as a result of the summer school experience.

Valid Options:

- * = Not previously retained
- 1 = Previously retained at end of school year, and still retained
- 2 = Previously retained at end of school year, but advanced because of successful completion of summer school.

If a student attends summer school either at his/her resident district or outside his/her resident district and is promoted after the successful completion of summer school, the district of residence should report the data during the October K reporting period.

2.1.2.18 Career Passport: (Reported for Career-technical students only)

Indicate whether the student has received a "Career Passport". The Career Passport represents a customized portfolio developed for secondary career-technical workforce development completers. Includes space for documents such as: resume, letters of recommendation, list of competencies achieved, certificate of program completion, student grade transcript, and other employability credentials.

Valid Options:

- N = No (Default)
- Y = Yes

2.1.2.20 Accountability IRN   *New for FY04*

The Accountability IRN should only be reported for a student if the following criteria apply AND the district determines that another building within the district (other than the building designated in the Majority of Attendance IRN element) should be accountable:

> Student was enrolled in a building within the district for 120 consecutive school days, which means that the Majority of Attendance IRN element would be reported with an IRN of a building within the district. This also means that Majority of Attendance IRN is not the district IRN or ********.

> **AND**

- Student is enrolled in multiple buildings in the district

   OR

- Student participates in a special program in another building

   NOTE: it is not necessary to report an Accountability IRN for students reported with a Student Status of P = ALL court ordered institutional placements other than foster care OR T= All institutional placements that are not court ordered

or foster care as these students will be included in their own state level group for accountability purposes.

2.1.2.21 Test Participation IRN   New for FY04

For students enrolled in grade levels in which state tests are administered, report the IRN of the building within the district where student took the statewide reading tests. IF the student did not take the test within the district; was not enrolled in the district at the tim e of a test administration, or is not enrolled in a tested grade level, report "******".

Valid options:

A *building* IRN of a building within the reporting district

District IRN of the reporting district only

Or "******"

Reporting Guidance

As there may be situations that arise for which districts need assistance in knowing which building IRN to report, the following guidance is offered.

Student is enrolled in a building, but attends a special program in another district (i.e. JVSD or contract-career-technical students.

These students will count back at the resident/sending district. Report the IRN of the building where the student would have attended, if attending at the resident/sending district.

Special education cooperative students

Report the district IRN. These students will only count at the district level.

Student takes the test at a building other than the building where the student is enrolled.

Report the IRN of the building where the student is being educated that week.

Student is simultaneously enrolled in two different buildings within the same district.

Report the IRN of the building where the student takes reading and math. If student takes reading and math in two different buildings, report the IRN of the building where student is educated the majority of time. If student spends an equal amount of time in both buildings, report the IRN of the building where the student takes the majority of core courses.

Student is simultaneously enrolled in two different districts.

The district where the student takes the reading and math test reports the IRN of the building where the student was enrolled at the time of the test. If the student took reading in one district and math in another district, each district reports the IRN of the building within that district where the student was enrolled at the time of the test.

Student moves from Building A to Building B within the same district during test week.

If student takes both tests within a building, report that building. (If student took math and reading in one building that is the building IRN to report.)

IF the moved from Building A to Building B within the same district and the student took math and reading in two different buildings within the district.

Report the building where the student attended the majority of time up to the test.

Student moves between districts during the test administration

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If student took both reading and math in the same district, that district reports the building IRN where the student was enrolled at the time of the test.

Student takes math in one district and reading in another.

Each district would report the IRN of the building within that particular district where the student was enrolled during testing.

Situation: District A – student takes reading.

District B – student takes math.

District A reports Reading results

District B reports Math results and reading. District B reports the test-takings status for the reading test as "TDS – took in another district."

The student should only count in the participation rate for Reading in District A and in the participation rate for Math in District B.

Multiple administrations

If a student is enrolled in a grade level that has a subject test that is administered multiple times during the year (i.e. in October and March), and takes the test during the Fall administration in one district and takes the test during the March administration in another district.

If the student took the test within one district in October, and the other district in March, both districts report results, and both district report the IRN of the building within the district where the student was enrolled at the time of the test. If student takes both tests within one building, report that building. (If student was enrolled in one building where s/he took math and reading that is the building to report.)

If the student took the test within one building within the district in October, and took the test in a different building in March, report the building where the student took the math and reading test in March.

2.1.2.22 College Prep Curriculum Completer   *Revised for FY04*

Indicates a student completing the twelfth year or its equivalent and who completed a college prep curriculum as defined by the school district.

Valid Options:

Options Adjusted 2-23-03

- N = Student is NOT enrolled in a college prep curriculum as defined by the school district
- Y = Student is enrolled in a college prep curriculum as defined by the school district

2.1.2.23 District IRN – Previous School Year – completed by community schools only   *New for FY04*

Indicates the IRN of the Ohio school district, community school or nonpublic school that the student attended during the first full week of October 2002 (FY2003) **This element must be completed for all community school students even if the student attended your community school last year.** This element is reported only during the October K reporting period and will be used to allocate the appropriate level of Title funds to community schools

(Title funds are authorized by the No Child Left Behind Act of 2001, Reauthorization of Elementary and Secondary Education Act (ESEA), Public Law 107-110)

City, Local and Exempted village public school districts, JVSDs and ESCs who are not community schools, should report "*******" in this element.

2.1.3 Student Testing Record – Ohio Proficiency Tests, Ohio Achievement Tests and Ohio Graduation Tests   *Revised for FY04*

Due to the recent passage of HB 3, this section will be analyzed, refined and released within the next two months.

Please note that the Kindergarten diagnostic test will not be reported in EMIS for FY2004, as this has been eliminated in HB 3..

2.1.6 CTAE STUDENT TESTING RECORD

One record per student should be reported for each student who takes the CTAE Technical Assessment Test or Career Paths for the Teaching Profession Porfolio Assessment. . When reporting test results, use the EMIS Student ID as reported on the Student Demographic Record in EMIS.

2.1.6.1 CTAE Technical Assessm ent (formerly OCTCA) Test Code
New Options for FY04

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTAE Technical Assessment. This requirement pertains to any secondary student who is in the last class of a series of career-technical classes. Such students are considered to be "concentrators" within a program. For students taking modular assessments, they should take these modules over the course of their two-year program.

Report the appropriate CTAE Technical Assessment test code, by selecting from the following list of options:

> CTAE Technical Assessment Test Code OPTIONS:
>
> *** - CTAE Test Code not required
>
> 01DA - Accounting
>
> 02MA – Administrative Office Technology
>
> 02EA – Administrative Office Technology
>
> 03DA - Agricultural Production Core
>
> 03DB - Agricultural Production Core and Beef and Sheep Production
>
> 03DC - Agricultural Production Core and Dairy Production
>
> 03DD - Agricultural Production Core and Poultry Production

CTAE Technical Assessment Test Code OPTIONS:

03DE - Agricultural Production Core and Swine Production

05DA - Agricultural/Industrial Mechanical Technician

07DA - Heating, Ventilation, Air-conditioning, and Refrigeration

08DA - Animal Management Technician

09DA - Auto Collision Technician

10DA - Auto Mechanics

12DA - Building and Property Maintenance

13DA - Business Administration and Management

OPTIONS ADDED ~~12-23-03~~ ⇨

15MA - Carpentry

15EA - Carpentry

16DA - Early Childhood Educationand Care

17DA - Clothing and Interiors, Production and Services

18MA – Visual Communications

18EA – Visual Communications Art

19DA - Commercial Photography

23MA – Dental Assistant

23EA – Dental Assistant

24DA - Diesel Mechanics

25FA - Diversified Health Occupations

26MA - Drafting

26EA - Drafting

27MA – Electrical Trades

27EA – Electrical Trades

28MA - Electronics

28EA - Electronics

30DA - Entertainment Marketing

34DA - Food Management, Production, and Service

36MA – Marketing Technology

36EA – Marketing Technology

38MA – Graphic Communications

38EA – Graphic Communications

39DA - Natural Resources and Forest Industry Worker

39DB - Natural Resources and Resource Conservation

CTAE Technical Assessment Test Code OPTIONS:

40DA - Hospitality and Facility Care Services

41DA - Travel and Tourism Marketing

42DA - Industrial Maintenance

43DA - Criminal Justice

44DA - Precision Machine Technologies

45DA - Masonry

46DA - Meat Processor

47DA - Medical Assistant

53DA - Horticulture Core and Floriculture and Greenhouse Worker

53DB - Horticulture Core and Turf and Landscape Worker

53DC - Horticulture Core and Nursery and Garden Worker

56DA - Power Equipment Technology

59DA - Welding

70MA – Core Information Technology

71MA – Information Support and Technology

72MA – Network Systems

73MA – Programming and Software Development

74MA – Interactive Media

2.1.6.2 CTAE Technical Assessment (formerly OCTCA) Test Score

This should be the actual test score, which can range from 000-100.

Valid Options:

- *** = Not Applicable (Student did not take the CTAE Technical Assessment)
- "000" to "100"

2.1.6.3 Career Paths for the Teaching Professions – Portfolio Score

Reported **ONLY** for students enrolled in the 090011-Career Paths for the Teaching
Professions course which prepares students for entry level technical and professional career
options within the teaching professions. The Portfolio Assessment Score (based on a rubric
designed by CTAE) will be a two digit numeric score from "00" to "98" with "98" being the
maximum score.

Valid Options:

** = Student not required to take the portfolio assessment

NP = Required to take the portfolio assessment, no portfolio completed

"00" to "98**"**

2.1.6. 4 Industry Assessment Test Code   For information purposes only – will not be reported until FY05

The Industry Assessments will replace the Industry Credential Tests in FY05.

2.1.6.5 Industry Assessment Outcome   For information purposes only – will not be reported until FY05

2.1.7 STUDENT COURSE RECORD

The Local Classroom Code provides the link to the teacher through the Course Master Record, which provides detailed information about the class including the Subject Code and the Course Type.

During the October K reporting period, report the Student Course Records and Course Master Records for **ALL** courses, including

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

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

This will enable a count of students enrolled in courses at any point during the school year to be tracked early in the year. For example, these data will be used to compile a report of Math and Science courses to the Council of Chief State School Officers.

Beginning with the FY04 year, districts will be required to report all core courses separately for students in grades 4-12. Core courses (as specified by the No Child Left Behind Act of 2001, Reauthorization of Elementary and Secondary Education Act (ESEA), Public Law 107-110) include the following: *English, Reading, Language Arts, Mathematics, Science, Civics and Government, Economics, Arts (including music, visual arts, dance and drama), History, Geography, and Foreign Language.* Although Health, Physical Education and Technology have not been identified as core courses, they should still be reported as separate courses (see special instructions for Educational Service Personnel with the 211 position code.)

Course reporting instructions   Adjusted for FY2004

Reporting Courses for Non-disabled Students

For students in grades PS-3 who have **all** of the core courses scheduled in the same classroom **(Self-contained classroom)** REVISED 12-23-03	A Student Course Record should be reported which would include one of the following self-contained subject codes: 180050– Early Education (students without disabilities ages 0-2), 180108 – Preschool (students without disabilities ages 3-5), 180110- Kindergarten, 180125 - Transition 1, 180122 - Self-Contained (Grades 1 -3) and 180123 - Self-Contained Ungraded (Grades 1-3). **Districts are not required to enroll one student in courses taught by Education Service Personnel (ESP) teachers (teachers with the 211 position code), however, some software packages may require one student to be enrolled in order for the ESP teacher to appear as a valid ESP unit on the ESP report**.

For students in grades PS-3 who take one or more courses with a different teacher	Information will be reported for each course that is taught by a different teacher. For example, if 3rd graders have all core subjects with the same teacher (180122) except for Reading (050102), one course record would be reported for Reading and one course record would be reported for the self-contained classroom. **Districts are not required to enroll one student in courses taught by Education Service Personnel (ESP) teachers (teachers with the 211 position code), however, some software packages may require one student to be enrolled in order for the ESP teacher to appear as a valid ESP unit on the ESP report.**
New requirement for FY04 For students in grades 4-12, all core courses must be reported separately, even if these courses are taught by the same teacher.	Information will be required for each course in which the student participates. Example: If a student participates in seven subjects, then the Local Classroom Code will occur seven times - once for each classroom/course. **Districts are not required to enroll one student in courses taught by ESP teachers (teachers with the 211 position code), however, some software packages may require one student to be enrolled in order for the ESP teacher to appear as a valid ESP unit on the ESP report.**
Home Instruction for Non-disabled students	Report one Student Course Record for students who are individually served at their place of residence by a home instructor. These students should also be reported with **program code 130002 - Home Instruction (Other than Special Education.)**

Reporting Courses Taken for Credit through an Educational Option Delivery Method

New Requirement for FY04 Students taking courses for credit toward graduation through the use of an educational option delivery method (Correspondence Courses/On-Line Learning, Interactive Distance Learning, Educational Travel, Independent Study, etc.)	If the student will receive credit toward graduation for the course, information will be required for each course in which the student participates. If the course is offered through the use of an educational option delivery method, the appropriate course type must be reported (see new educational options course types for FY04 in Chapter 3)

Reporting Courses for Students with Disabilities

For students with disabilities in grades PS -3 who have all of their courses scheduled in the same classroom **(self-contained classroom)** Subject Code Revised 12-23-03	Report one Student Course Record for each student using Subject code **"196095 – Early Education of the Handicapped:** Special Education programs and related services for students below six years of age" for preschool students **or** "**190010 Education of the Handicapped**: A self-contained class for students with disabilities in grades K through 3"**.** **Districts are not required to enroll one student in courses taught by ESP teachers (teachers with the 211 position code), however, some software packages may require one student to be enrolled in order for the ESP teacher to appear as a valid ESP unit on the ESP report.**
For students with disabilities in grades PS-3 who take one or more courses with a different teacher	Information will be reported for each course that is taught by a different teacher. If modifications are made to the curriculum and/or the program for a particular student in conjunction with a special education teacher in accordance with an IEP, the Course Type on the Course Master Record into which the student is scheduled must indicate Special Education (D01). If no program or curriculum modifications are made for a student, the Course Type on the Course Master Record into which the student is scheduled should have the appropriate RXX course type . **Distric ts are not required to enroll one student in courses taught by ESP teachers (teachers with the 211 position code), however, some software packages may require one student to be enrolled in order for the ESP teacher to appear as a valid ESP unit on the ESP report.**
New requirem ent for FY04 For students with disabilities in grades 4-12, all core courses must be reported separately, even if these courses are taught by the same teacher.	Students with disabilities are to be reported in each of the classes using the actual subject codes (e.g., Mathematics, Integrated English/Language Arts, etc.) from Appendix C. Information will be required for each course in which the student participates. Example: If a student participates in seven subjects, then the Local Classroom Code will occur seven times - once for each classroom/course. If modifications are made to the curriculum and/or the program for a particular student in conjunction with a special education teacher in accordance with an IEP, the Course Type on the Course Master Record into which the student is scheduled must indicate Special Education (D01). If no program or curriculum modifications are made for a student, the Course Type on the Course Master Record into which the student is scheduled should have the appropriate RXX course type. **Districts are not required to enroll one student in courses taught by ESP teachers (teachers with the 211 position code), however,**

	some software packages may require one student to be enrolled in order for the ESP teacher to appear as a valid ESP unit on the ESP report.
Students with disabilities who are pulled out of the regular classroom to receive special education services such as tutoring, speech and language therapy, etc.	***No Student Course Record is required to be reported for these students.*** The Student Program Record for this student must include one of the 210XXX Placement Options for Students with Disabilities program codes.
Home instruction for students with disabilities	Report one Student Course Record for each student using Subject Code – "196111-Home Instruction".

Reporting Courses for Career-technical Students in Satellite Courses

For students in Career-Technical Satellite Courses (including all GRADS courses)	The Student Course Record information for career-technical satellite courses (career-technical courses housed in a district taught by a teacher employed by a different district) must be reported by the district that employs the instructor. This district (the one that employs the instructor) must also report Student Demographics and Student Attendance Records.

Reporting Courses for Gifted Students *New Requirement for FY2004*

- -	Report one Student Course Record for each student. Students receive all instruction for a particular course or subject area in a self contained classroom of gifted students. The G03 course type should be used with the "196200 Gifted/Talented K-12" Subject Code
For gifted students in grades PS-3 who take one or more courses with a different teacher	One Student Course Record will be reported for each course that is taught by a different teacher.
New requirement for FY04 **For gifted students in grades 4-12, all core courses must be reported separately, even if these courses are taught by the same teacher.**	Individual subject codes should be reported with the G03 course type for students in grades 4-12.

	Classes or activities directed or taught by a gifted intervention specialist or a teacher with gifted certification who works with an individual or a group of gifted students in the regular classroom on activities to meet the individual needs of the gifted students. Gifted students are scheduled into the course with the gifted teacher, which is reported with a G01 course type.
Gifted Students Receiving **Supplemental** Education Delivered in the Resource Room **(The student is enrolled in all general education courses, as well as the gifted resource room course.)**	Students are pulled out of their general education classroom and served in a resource room for a specific subject area or a group of subject areas for a portion of the instructional schedule to receive additional instruction. Resource Rooms could be offered daily, weekly or bi-weekly. These classes or activities are directed or taught by a gifted intervention specialist or a teacher with gifted certification. The resource room is designed for gifted learners to receive instruction, or to participate in activities, specially designed to meet the needs of the gifted student. The resource room could be cross-curricular or could be subject specific. If **only one** subject area is taught to a specific group of students in the resource room , the subject code and the G02 course type should be reported. If a variety of subjects are taught, the "196200-Gifted/Talented K-12" subject code should be reported with the G02 course type.
Gifted Student Receiving Education in the Arts Delivered by a Trained Arts Instructor	Gifted students receive instruction or participate in activities directed by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama / theater, and /or music. These activities are designed to meet the needs of the gifted students and can be offered as courses, individual and small group instruction, or by means determined between the teacher and student and conforming to the instructional requirements of the district. These students will be enrolled in a course with a G04 course type.

Reporting Courses for Students Instructed at ESCs

For students at ESCs	ESCs are required to report Course information for all students that are being instructed by staff hired by the ESC.

2.1.7.1 Local Classroom Code:

Indicates the code used by the school district that uniquely identifies a specific classroom (i.e., specific period and section) within a district. (This element will match with the corresponding Local Classroom Code element on the Course Master Record.) If a coding system does not exist at a building or district, the school district will need to create a unique number that identifies each classroom. A classroom is defined per subject, teacher, building, and period. This code, which uniquely identifies a class (i.e., a body of students

within a district), must refer to the same class in both the October K and Yearend N reporting periods. If a class is eliminated, no other class can use this unique identifier for the Yearend N reporting period. New Local Classroom Codes may be used in June to identify classes added after the reporting period. Local Classroom Codes created in October must refer to the same class for the entire school year. Codes can be changed for the succeeding school years.

2.1.7.2 District IRN:

The school district which is reporting the student's course(s).

2.1.7.3 Course Status:

Whether the student completed (active) or dropped (inactive) the course during the current school year. DO NOT INDICATE STUDENTS IN CAREER-TECHNICAL CLASSES AS INACTIVE FOR CLASSES THAT HAVE FINISHED, SUCH AS FIRST SEMESTER ONLY CLASSES.

Career-technical courses reported in October K must also be reported in Yearend N, regardless of whether the student completed the course or not. For example, if a course for a career-technical student is a year long class, and Course Status is reported as "active" in October, and the student drops out in November, this course must be reported in Yearend N as "inactive."

Valid Options:

- 0 = Active (Did not withdraw from course)
- 1 = Inactive

2.1.7.7 Career Based Intervention (CBI) – Work Based Learning Experience Status

This element ONLY applies to Subject Code 252525 – Career Based Intervention. Indicates whether or not student participates in Work Based Learning Experiences. This is reported in October K and Yearend N. Documentation for Work Based Learning Experience is mandatory and must be kept on file for audit purposes.

Work-Based Learning includes:

- Paid cooperative work experiences and/or
- Unpaid work-based learning experiences such as job shadowing, short term field experiences, internships, volunteering at non-profit community agencies, career exploration, and/or service learning activities.

Valid Options:

- *- Not Applicable (default for courses with *SUBJECT CODE* NOT = 252525)
- 1- Yes, Paid Work Based Learning Experience
- 4 - No Work Based Learning Experience (default for courses with *SUBJECT CODE* **=** 252525) (NOTE: Work Based Learning Experience is a required program component for all CBI students. Using this option for CBI students causes the CBI program not to be approved to receive Career-Technical weighted funding).
- 5 - Yes, Non-Paid Work Based Learning Experience (completed service learning project)

- 6 - Yes, Both paid & unpaid Work Based Learning Experience (completed service learning project)

- 7 - Yes, Non-Paid Work Based Learning Experience (did NOT complete service learning project)

- 8 - Yes, Both paid & unpaid Work Based Learning Experience (did NOT complete service learning project)

2.1.7.8 CTAE Workforce Development Program Completer

Indicates whether a student completed a career-technical workforce development program.

This element is reported by the district that employs the teacher of the career-technical workforce development program. **The district that employs the instructor and reported the data for the career-technical classes in October reports this element**. The term "completer" refers to astudent who has enrolled in and completed an approved career-technical workforce development program AND demonstrated sufficient mastery of his/her career-technical and academic subject matter to prepare him/her for his/her career and life-long learning goals as set forth in his/her individual career plan AND is no longer enrolled in secondary school.

If a student is reported as a completer, student demographic data, in conjunction with class information, will be extracted from the June FY2004 data to be reported for the Career-Technical Education Follow-up, in the CTAE WORKFORCE DEVELOPMENT COMPLETER FOLLOW-UP RECORD via EMIS during the FY2005 March reporting period.

A Career-Technical student must be a concentrator to be a completer. The definition of a concentrator is provided in 2.1.7.9 CTAE Concentrator.

DO NOT REPORT A COMPLETER STATUS of "Y" for the student who ONLY participated in any of the following career-technical programs, indicated by the following subject/course codes on the Student Course Record:

- 010001 – Environmental and Agricultural Sciences
- 040001 – Arts and Communication Foundation
- 070001 – Foundation for Health Occupations
- 090001 – Human Resources/Services Foundation
- 0901XX – Work and Family Studies
- 140001 – Business and Management Foundations
- 170001 – Industrial and Engineering Systems Foundations
- 170002 – Manufacturing Foundations
- 170003 – Construction Foundations
- 170004 – Transportation Foundations
- 172809 – Fundamentals of Public Safety
- 172812 – Public Safety Core
- 252525 – Career Based Intervention
- 990361 – Entrepreneurship

Corrected 12-23-03

- 990362-- Employability Skills

Valid Options:

- N = No (Default)
- Y = Yes, student completed a CTAE Workforce Development Program. State approved CTAE Tech Prep programs are considered to be workforce developmen t programs.

2.1.7.9 CTAE Concentrator:

Indicates whether or not the student is a "concentrator" in the course. A concentrator is a Career-Technical student who ~~that~~ is enrolled in the last class of a series of classes within a workforce development program or is in the final class of a competency-based series of experiences. This element must be reported in the October K and Yearend N reporting periods .

This element is to be reported when the student enters the last class of a workforce development program. The district that employs the workforce development teacher shall identify and report a student as a concentrator.

Most students enter this class at the beginning of the school year. If a student is reported as a concentrator in October, the student must also be reported as a concentrator in June. If a student becomes a concentrator after the October K reporting period, report this information in June.

Current grade level has no relationship to whether or not a student is identified as a concentrator; i.e. a student can be a junior and be identified as a concentrator. Once a student is labeled a concentrator, the student is a concentrator for the rest of his/her schooling.

The default for this element is "N", indicating that the student has not been identified as a concentrator. If the student has been identified as a concentrator, report "Y".

Valid Options:

- N = No (Default)
- Y = Yes

2.1.8 STUDENT PROGRAM RECORD

The elements listed below will be reported for each program in which a student participates. The number of programs in which a student can participate is unlimited. Student p rogram codes should be reported during the designated reporting periods by the appropriate entities. A program code should be reported during the Yearend N reporting for each program in which the student participated at any time during the year. If the student was in the program and then withdraws from the district during the year, the program code should still be reported. There is space on the record for up to ten program codes. If student participates in more than ten programs, report additional Student Program Records.

Example: If a student participates in six programs, then the Program Code will occur six times - once for each program.

The following table indicates the reporting period during which particular program codes are required.

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Driver Education	105XXX	Entity providing program			X
Educational Options	115XXX	Entity providing program OR sending district for entities that do not report in EMIS			X
Other Regular Programs (Reading Recovery, Home Instruction other than Special Education)	130XXX	Entity providing program			X
Other Regular Programs (Ohio Reads)	131XXX	Entity providing program			X
Child-Day Care/Latchkey	140XXX	Entity providing program			X
Extended Learning Time Instruction(funded by 21st Century Learning Center Funds or funds other than 21st Century or Title I)	140XXX	Resident district			X
Student Intervention	152XXX	Entity providing program			X
Placement **by District** in a Chartered Nonpublic or Private School	160110	Resident district	X	X (for students with disabilities only)	X
Gifted Education Programs	205XXX 206XXX	Entity providing the program AND entity reporting the Student Gifted Record (Screening, Assessment and Identification)			X

Adjusted
12-23-03

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Special Education – Placement Options.	210XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP. Students reported with a disability condition must have a placement option reported.	X	X	X
Special Education -Related Services	215XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP.	X	X	X
Service Delivery Options for Preschool Students with Disabilities	217XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP. Preschool students reported with a disability condition must have a service delivery option reported.	X	X	X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Documented Deficits for Preschool Students with Disabilities	218XXX	Educating entity AND resident district report regardless of the location of the program. For purposes of the December Child Count, community schools are considered the legal district of residence ONLY for students receiving special education services in accordance with an IEP. Preschool students reported with a service delivery option must also have documented deficit(s) reported.	X	X	X
Disadvantaged Pupil Impact Aid (DPIA)	225XXX	Entity providing program			X
TITLE I Public School Choice	226 001	Resident district **Note: This program code must be reported for students attending Title I Schoolwide or Title I Targeted Assistance buildings as a result of public school choice**			X
TITLE I Supplemental Educational Services	226002	Entity providing program **Note: This program code must be reported for students receiving Title I supplemental educational services in Title I Schoolwide or Title I Targeted Assistance buildings.**			X
TITLE I Subject Areas	231XXX	Entity providing program **(Note: this code must also be reported for nonpublic students receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)**			X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
TITLE I Supporting Areas	232XXX	Entity providing program. This code can only be reported for a student if the student has also been reported with one of the Title I Subject Area codes (231XXX). **(Note: this code must also be reported for nonpublic students receiving Title I funded services from the district in Title I Targeted Assistance or Schoolwide buildings)**			X
TITLE I Students attending Neglected or Delinquent Institutions	234XXX	Entity providing program			X
Title I Services (Extended Learning Time Instruction, Title I Supplemental Kindergarten Program, Title I Preschool Program)	233XXX	Entity providing program.			X
Limited English Proficiency (ESL)	235XXX	Entity providing program	X		X
Emergency Immigrant Education Program	240XXX	Entity providing program			X
Career Technical Programs (Career-Assessment, TECH PREP and WECEP)	305XXX	District employing the staff who run the program	X		X
Academic/ Extracurricular programs and services (Report for grade levels 7-12)	405XXX	Entity providing program			X
Academic Intracurricular Descriptions	410XXX	Entity providing program			X
School-Related Service	415XXX	Entity providing program			X
Athletics and Related Programs/Interscholastic Athletics	420XXX	Entity providing program			X
Previous dropout codes	50000X	**Reported by the district from which the student will graduate.**	X		X

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
Enterprise Programs(i.e. Food Service)	900XXX	Entity providing program			X

For December reporting, Special Education– Placement Options, Special Education - Related Services, Service Delivery Options for Preschool Students with Disabilities and Documented Deficits for Preschool Students with Disabilities **are the only programs required for all students who are considered residents of the district for Special Education Part B funds (formerly Title VI-B Flow -through funds), regardless of the location of the program.** If this code is not reported, the student will not be eligible for Special Education Part B funding.

Summer School Program Codes Reported in the October K Reporting Period

The following program codes are reported on the student program record in October to indicate that the student participated in a particular program during summer (FY2004). (June - August, 2003)

Student Program Code(s) Categories	Program Code Number	Who Reports?	Reporting Period		
			Oct K	Dec M	Year-end N
TITLE I Subject Areas (SUMMER SCHOOL)	2311XX	Resident District	X		
TITLE I Supporting Areas (SUMMER SCHOOL)	2321XX	Resident District	X		
TITLE I Students attending Neglected or Delinquent Institutions (SUMMER SCHOOL)	2341XX	Resident District	X		
Ohio Reads (SUMMER SCHOOL)	131002	Resident District	X		
Student Intervention (SUMMER SCHOOL)	151XXX	Resident District	X		
Disadvantaged Pupil Impact Aid (DPIA)	225003	Resident District	X		

2.1.8.1 Program Code:

VALID OPTIONS ARE LISTED IN APPENDIX E.

Indicates the program in which the student is receiving service. If the programs listed do not exactly match the service being provided, select one which best describes the program.

Q & A RE: Title I

Q1: Can Title I funds be used to pay for intervention services required by state law (for example, the intervention services mandated by S.B.1)?

A1: Title I funds can only be used to supplement intervention services mandated by state law or assumed as a local responsibility.

Q2: Can a child ever be reported with both a student intervention program code and a Title I program code?

A2: Yes, a child can be reported with both program codes, however, student intervention services are not the same as the services provided by Title I. Student intervention is required by law (S.B.1) and therefore must be funded by non-Title I funds. Title I funds can only be used for services that are supplemental, or in addition to, these intervention services.

Q3: Do all students served with Title I funds need to be coded with a Title I program code?

A3: At least one Title I Subject Area program code must be reported for all Title I served students attending Title I Targeted Assistance Schools (TAS). Title I Supporting Area program codes can only be reported for students who have also been coded with a Title I Subject Area program code. Title I program codes are **not** required for those students who attend a Title I Schoolwide Program (with the exception of the codes listed in Q6 & A6 below) since eligibility criteria is not required to be applied to individual students.

Q4: Which students should be reported with the 226002- Title I Supplemental Educational Services program code?

A4: Only students in a Title I funded building (Targeted Assistance or Schoolwide) in School Improvement status who are from low income families are eligible for Supplemental Educational Services.   These services are defined as additional academic instructional services offered by ODE-approved providers beyond the traditional school day. If there are insufficient resources to serve all of the students who qualify, the priority is the lowest achieving students from low-income families.

Q5: How should I report students who are attending another building within the district due to Title I Public School Choice?

A5: As a result of the No Child Left Behind Act of 2001, all students in a Title I funded building in School Improvement status are eligible for public school choice, which means that these students are allowed to attend another public school within the district which is not in School Improvement status. These students should be reported with the 226001 – Title I Public School Choice program code. If all of the district's buildings to which the student may transfer are also in School Improvement status, the district must, to the extent practicable, establish a cooperative agreement with other districts in the area. In this case the resident district would report the student with the Attending/Home IRN Indicator of "W – District which student is attending under Title I Public School Choice" and the educating district would report the student with the Student Status of "W – Non-resident – Attending Under Title I Public School Choice".

Q6: Are Title I funded buildings with Schoolwide Programs ever required to report program codes for students?

A6: Although Title I funded buildings with Schoolwide Programs are not required to report Title I Subject Area program codes (231XXX) or Title I Supporting Area program codes (232XXX) for individual students, they must report program codes for students who are

attending the building due to Title I Public School Choice (226001), students receiving Supplemental Educational Services (226002), and students court-placed in institutions for neglected youth (234001) and institutions for delinquent youth (234002). **Beginning with the FY2004 year,** buildings with Schoolwide Programs will also be required to report students served in Extended Lea rning Time Instruction programs funded by Title I funds (233XXX), students served in a Title I Supplemental Kindergarten Program (233200) and students served in a Title I Preschool Program (233210). **They must also report program codes for nonpublic students served with Title I funds (see Q7 & A7)**

Q7: How should nonpublic students served with Title I funds be reported in EMIS?

A7: Nonpublic students who receive services funded by Title I should be reported by the district with student status "6" and with the appropriate Title I program codes. These program codes must be reported by both Title I Targeted Assistance and Schoolwide Programs.

Q & A RE: Career-technical Education Program Codes

Q1: When should I use the WECEP program code 305007?

A1: The WECEP program must be reported for a student if the answer is yes to the following questions. If the answer is NO to any of the following questions, then the WECEP program code must not be reported for the student. In the October K reporting period, base the answers as of the first full week of October. In the Yearend N reporting period, base the answers for any time during the school year.

(1) Is/was the student enrolled in a Career Based Intervention program (subject code 252525)?

(2) Is/was the student working?

(3) Is/was the student PAID for working?

(4) Is/was the student 14 or 15 years of age?

Q2: How is Career Assessment reported?

A2: Career Assessment – Program Code required The district employing the career assessment specialist, is required to report the students with the career assessment program code and the Employee ID of the career assessment specialist in the October K reporting period and in the Yearend N reporting period . If a student who is located at a resident district is receiving only the career assessment program from another district's employee (e.g., a JVS), the resident district does NOT report anything about this program.

Q3: How is tech prep reported?

A3: Also required in the October K and the Yearend N reporting periods is the reporting of the tech prep program code 305005. EMIS data will be used to determine funding for tech prep. A list of approved tech prep programs can be found at http://webapp1.ode.state.oh.us/tech_prep/?

2.1.8.2 Employee State ID:

Indicates the ID number from the Staff Demographics Record for the staff member associated with the program code. THIS ELEMENT MUST BE THE SAME NUMBER USED ON THE STAFF DEMOGRAPHICS**. This element is to be used only with program code**

305003, Career Assessment. It is required to be reported in the October K and Yearend N reporting periods.

2.1.9 DISCIPLINE RECORD

THIS IS A BUILDING-LEVEL RECORD, NOT A DISTRICT-LEVEL RECORD. The elements in this record replace Suspension and Expulsion elements that were formerly on the ATTENDANCE RECORD. The data requested here is required in order to meet the reporting requirements of federal and state law for all students including those with disabilities.

DEFINITION of "school grounds/property": School grounds/property should include the school building and immediate grounds, school transportation (e.g., buses), stadiums/gymnasiums, and other facilities. (District Boards of Education may, at their discretion, use a different, more expansive definition.)

2.1.9.1 Building IRN (Where Discipline Took Place):

The Building IRN would be the IRN of the building in which the student was enrolled in at the time the discipline record was generated. **Data is to be reported by the building that administers the discipline.** This is the school building IRN where student was enrolled on the date of the incident.

2.1.9.2 Date of Discipline:

Indicates the date discipline is administered to the student.

2.1.9.3 Type of Discipline: *Adjusted for FY04*

Indicate the type of discipline administered to the student.

Valid Options:

- **1 = Expulsion**
  The involuntary removal of a student from school by the superintendent.

- **2 = Out of school suspension**
  The denial of attendance at school and the suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons.

- **3 = In school suspension**
  The suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do school work but does not specifically address the behavior(s) that resulted in discipline.

- **4 = In school alternative discipline class/program/building**
  The suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends a special class, program, or building that specifically addresses the behavior(s) that resulted in discipline. This may occur within or outside of the district. **For students with disabilities** this is an appropriate setting determined by the child's IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's current IEP; and to meet the goals set out in the IEP. Setting

includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

- **6 = Emergency removal by District personnel**
  (A description of the process is under ORC. 3313.66(C)) "If a pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal or assistant principal may remove a pupil from curricular activities or from the school premises, and a teacher may remove a pupil from curricular activities under the teacher's supervision, without the notice and hearing requirements of division (A) or (B) of this section. As soon as practicable after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal".

- **7 = Removal by a Hearing Officer**
  Those instances in which an **impartial state appointed hearing officer** orders the removal of **children with disabilities** from their current educational placement to an appropriate alternative educational setting for not more than 45 days based on the hearing officer's determination that the public agency has demonstrated by substantial evidence that maintaining the child's current placement is substantially likely to result in injury to the child and youth, or others.

2.1.9.4 Discipline Reason:

Up to five (5) reasons are allowed for each discipline type reported in the 2.1.9.3 Discipline Type element.   DO NOT cite the same discipline reason more than once for a single incident. For Example, if the district reports.Type of Discipline = "02 – Out of School Suspension" for a student , then the district can report multiple discipline reasons such "06- Use/Possession of a Gun" and "03 – Fighting/Violence" can

Please note: Discipline Reason "** - Not applicable" cannot be used as the first or primary reason for a discipline incident. Districts must choose one of the existing options "01" to "17" as a primary reason for a reported discipline incident. Discipline reason "** - Not applicable" can be used for discipline reasons two through five for a type of discipline.

Valid Options:

- ** = Not applicable

- 01 = Truancy (Unexcused absence from school.)

- 02 = Behavioral problems (Repeated behavior of a disruptive nature that interferes with the learning environment.)

- 03 = Fighting/Violence (Intentional behavior which causes, attempts or threatens physical injury.)

- 04 = Vandalism (Damaging or attempting to damage property on school grounds.)

- 05 = Theft (Stealing or attempting to steal property on school grounds.)

- 06 = Use/possession of a gun (using or possessing any type of firearm).

- 07 = Use/possession of a dangerous weapon other than a gun or explosive - A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. section 930).

- 08 = Use/possession of any explosive, incendiary or poison gas
- 09 = Use/possession of tobacco (Using or possessing any substance containing tobacco including smokeless tobacco.)
- 10 = Use/possession of alcohol (Using or possessing any substance containing alcohol.)
- 11 = Use/possession of other drugs (Using or possessing drugs other than alcohol or prescription medication that has been administered in accordance with the district's policies.)
- 12 = Sale/distribution of weapons
- 13 = Sale/distribution of alcohol
- 14 = False alarms/bomb threats
- 17 - Sale/distribution of other drugs

2.1.9.5 Total Discipline Days each occurrence:

Indicates the length in FTE of the student's discipline proceeding with the school district. EXAMPLE: 2.25 days.

2.1.9.6 Discipline modified on Per Exception Basis:

This element is only to be used when there is a combination of: A) TYPE OF DISCIPLINE = 1 - Expulsion AND B) DISCIPLINE REASON = 06 - Use/possession of a gun; 07 = Use/possession of a weapon other than a gun or explosive; OR 08 = Use/possession of any explosive, incendiary or poison gas

Valid Options:

- Y = Yes
- N = No

2.1.9.7 Referred for Alternate Program:

This element is only to be used when there is a combination of: A) TYPE OF DISCIPLINE = 1 - Expulsion AND B) DISCIPLINE REASON = 06 - Use/possession of a gun; 07 = Use/possession of a weapon other than a gun or explosive; OR 08 = Use/possession of any explosive, incendiary or poison gas

Valid Options:

- Y = Yes
- N = No

2.1.10 STUDENT GIFTED RECORD (SCREENING, ASSESSMENT, IDENTIFICATION & SERVICE)

These data will be used to report number o f students screened, assessed, identified and served. For additional information refer to Ohio Revised Code Sections 3324.01 – 3324.07, Ohio Administrative Code 3301 -51-15, and the ODE gifted education web page,

http://www.ode.state.oh.us/exceptional_children/Gifted_Children

Instructions for Reporting the Student Gifted Record (Screening, Assessment, Identification, & Service)

The Resident District and Community Schools will report the Student Gifted Record for all students. Though community schools are not required to screen, assess, identify, and/or serve students who are gifted, they are required to report a gifted record for students. The Student Gifted Record does not need to be reported for:

a. Students who are attending/placed at another entity 100% of the time (e.g., court-placed, open-enrollment, direct pay tuition, etc.) That entity would report the Gifted Record for those students.

> b. JVSD's and ESC's do not report the Student Gifted Record

Annual vs. Cumulative Data in the Student Gifted Record

Prior to the 2003-2004 school year, all of the data in the Student Gifted Record was cumulative in nature—in other words, once a student was screened, assessed, and/or identified, they were always reported as screened, assessed, and/or identified in EMIS. The cumulative nature of the data created a need for a date field associated with each Yes/No data element.

Beginning with the 2003-2004 school year, only the identification data will be cumulative; all other data elements will reflect only activities that took place during the current school year. State policy is that once a student is identified in an area of giftedness, they are always identified in that area of giftedness. Therefore, *the seven identification Yes/No elements and their corresponding date elements should be carried forward from one school year to the next.*

All other Student Gifted Record elements (screened, assessed, and served) should default to "No" at the start of a school year, regardless of their values during the prior school year. This eliminates the need for a date field for each of the screened, assessed, and served data elements.

Classes/Services Provided to Gifted Students

The fiscal agent employing the staff (educating district or ESC) reports the Course information for courses provided to gifted students. In order to identify what services are being provided to students identified as gifted, the entity that reports the Gifted Student Records must also report course data and/or gifted program records for those students. If a course is designated as a "gifted" course, a gifted course type (GXX) will be reported.

Reporting Courses/Programs for Gifted Students attending an ESC

If a *gifted* student attends an ESC, then both the resident district and the ESC would be required to report the following:

The resident district must report:	ESC must report:
A student gifted record (screening, assessment, identification, and service information);	Staff employment record for any staff employed by that entity
A "dummy" staff employment record using 999999999 for the teacher/employee SSN	Course master record with the appropriate course type (gifted courses are GXX) to enroll these students.
A "duplicate" course master record	

| with the appropriate course type (gifted courses are GXX) to enroll these students, using the same Local Classroom Code and subject/course code as the educating entity used.

A "duplicate" Student Course Record for any courses provided to gifted students by the ESC. | |

The elements on this record refer to whether or no t a student has been screened, assessed, and/or identified using one of the assessments on the ODE approved list of Gifted Screening/Assessment instruments. In addition, an additional element (served) indicates if a student is receiving services according to Ohio Administrative Code 3301 -51 -15. Report whether or not a student was screened, assessed, identified, and/or served in each of the following areas of giftedness:

Gifted– Superior Cognitive Ability

Gifted– (Specific Academic Ability (SAA) – Mathematics

Gifted– (Specific Academic Ability (SAA) – Science

Gifted– (Specific Academic Ability (SAA) - Reading, Writing, or a combination

Gifted– (Specific Academic Ability (SAA) – Social Studies

Gifted– Creative Thinking Ability

Gifted– Visual or Performing Arts Ability

Up to five elements will be reported for *each* of the areas listed above. These are:

Screening (Y/N)

Assessment (Y/N)

Identification (Y/N)

Identification Date (YYYYMM)

Served (Y/N)

Definitions for Gifted Elements:

2.1.10.1 Screening

A student is considered "screened" in a specific area of giftedness if one of the following occurred during the current school year:

The student was given an approved assessment by the school to determine giftedness in one or more areas, based on a nomination by a school staff member, parent, or any student (including self-nomination).

The student was given an approved assessment by the school to determine giftedness in one or more areas during a whole -grade testing session (e.g., all students at a grade level were tested).

The student was given an approved assessment within the prior 24 months by a qualified professional outside the local school system (e.g. private testing or transfer student), and the parent presented the scores to the district during the current school year to determine giftedness in one or more areas.

The list of approved assessment instruments is available in the gifted education section of the ODE website. Specific assessments are approved for screening in specific areas of giftedness. For a student to be screened in all seven areas of giftedness, they would have to be given at least three different assessments; therefore, most whole-grade screening is only for a subset of the seven areas of giftedness.

The options to be used for each of the seven screening elements are:

- N = No (default), the student was not screened in the specific area of giftedness during the current school year, or
- Y = Yes, the student was screened in the specific area of giftedness during the current school year

2.1.10.2 Assessment

Sometimes the first testing of a student for giftedness (screening) does not produce a final answer to the question, "Is this student gifted in this area?" When the results are not conclusive, the student moves to a second stage of the identification process, called assessment. During the assessment phase, the student is given a second test to determine giftedness.

There are specific criteria that dictate when the assessment stage will occur. Ohio Revised Code defines a specific score for each area of giftedness that must be achieved for a student to be identified. In addition, each district must set its own score, which must be lower that the state identification score, that will move a student from screening to assessment. Only those students who score at or above the district score, but below the state identification score, will be "assessed" (e.g., re-tested) for giftedness.

In general, the screening and assessment stages will take place during the same school year. However, in situations where the screening took place near the end of the prior year and there was not time to complete the second testing in the same school year, a student may appear in EMIS as screened in one year and assessed in the next year.

There are many situations in which a student who was previously screened would be tested again but not be considered assessed. Consider a student who is tested through whole-grade testing in the fifth grade. The student would be marked as screened during their fifth grade year. The next year, the student is in sixth grade, and all sixth grade students are also tested for giftedness. This student would again be entered in EMIS as screened, since the second testing was based on their grade level, not on the score they received on the fifth grade testing.

Another common situation where a second testing is still screening involves the testing of a student due to a request from a parent for re-testing within the same school year. Districts must provide at least 2 opportunities for testing each year; therefore, a student could be screened in the same area of giftedness twice in the same school year.

A final caution about the assessment stage of gifted identification relates to the term itself. The term "assessment", as it relates to giftedness in Ohio, has two distinct meanings. "Assessment" is used to refer to any test, checklist, or other measure that is given to a student and has been approved by ODE for the screening and identification of gifted

students. In addition, "assessment" is a specific stage in the process for identifying gifted students. Given the above definition for the "assessment" stage of the gifted identification process, these two meanings are not interchangeable; therefore, the fact that a student is given an approved "assessment" does not mean that the student has been "assessed" for giftedness.

There will **never** be a case where all students at a grade level in a district will be reported as assessed in EMIS within the same school year, and in general, the number of students marked as assessed for giftedness will be much lower than the number of students marked as screened for giftedness.

The options to be used for each of the Assessment elements are:

- N = No (default), the student was not assessed in the specific area of giftedness during the current school year, or
- Y = Yes, the student was assessed in the specific area of giftedness during the current school year

2.1.10.3 Identification

If a student is screened and/or assessed using an approved instrument and if either the screening or assessment score meets the statutory identification threshold in Ohio Revised Code 3324.03, the student is identified as gifted. Once a student is identified as gifted in a specific area of giftedness in Ohio, whether by their current district or another district in the state, they will always be considered gifted in that area and must be reported as identified in EMIS. Even if a student is later re-tested and scores below the required threshold, they would still be considered identified in that area.

Note that the definition of giftedness is set by state law; therefore, a student who was identified as gifted in a state other than Ohio and who then transfers into an Ohio district must establish gifted identification under Ohio's standards before they are considered gifted in Ohio. If the student has test scores on an approved assessment from their prior home state that are no more than 24 months old, the Ohio district must consider those scores as screening scores and either identify or retest the student as appropriate.

The options to be used for each of the identification elements are:

- N = No (default), the student has never been identified as gifted in the specific area under Ohio law.
- Y = Yes, the student has been identified as gifted in the specific area under Ohio law.

2.1.10.4 Identification Date

In this element report the date, using the year/month convention, on which a student was first identified as gifted in the specific area based on the results of screening and/or assessment activities that were either conducted by or submitted to the district. If a transfer student was previously identified by another Ohio district, use the date when the prior district identified the student. If the date was prior to January 2000, asterisks (******) may be entered in place of a specific month and year. In all other cases, use the date when the district received the test scores, either from its own testing or from a parent or qualified testing professional.

If the identified element for any of the seven areas is "N", the corresponding date field can be blank or asterisks (*******).

2.1.10.5 Service

This data element, new for 2003-2004, indicates the area(s) of gifted identification for which a gifted student is receiving services from the school district. According to Ohio Administrative Code (the rule) 3301-51-15 (E),

Services are those that are identified in the district's plan and must follow these rules. The district may not indicate to parents or report to the Department of Education that a child is gifted and served unless the child is served under the rule.

In section (D) of the rule, there are three criteria that a service must meet to comply with the rule:

The service must take place during the regular school day in an instructional setting or program listed in subsection (2)(a),

The service must include differentiated instruction as discussed in subsection (2)(b), and

As stated in subsection (3), "Instruction shall be based on the individual's needs and be guided by a written educational plan. The district shall provide parents with periodic reports regarding the effectiveness of the services provided in accordance with the gifted child's educational plan."

According to other sections of the rule, all students identified as gifted must have an equal opportunity to receive district gifted services, and decisions about who will and will not receive services must be based upon objective data.

If a district offering meets the above criteria, then identified gifted students participating in the service can be considered served during the current school year. It is possible that a specific service will meet the individual needs of an identified student in only one area of identification or in all seven areas of identification, or anywhere in between. This is a professional judgment that must be made by the local district, based upon a review of the content of the service and the extent to which the service meets the individual needs of the student in each area of gifted identification. This judgment will determine which areas of identified need are reported as served to both parents and to the department.

The options to be used for each of the served elements are:

- N = No (default), the student did not receive services in the specific area of giftedness during the current school year, or

- Y = Yes, the student received services in the specific area of giftedness during the current school year

2.1.11 CTAE WORKFORCE DEVELOPMENT COMPLETER FOLLOW-UP RECORD

The completer follow-up data are collected 6-9 months AFTER graduation or after the student has left school, and reported during the March D FY2004 reporting period. This data collection should be conducted January, 2004 through March, 2004. Districts may use the Career-Technical Student Follow-up Form (VE-2404-5) included in Appendix H to survey students and to help collect data for reporting the CTAE Workforce Development Completer Follow-up information.

The district that employs the teacher of the workforce development program shall report student completers in the Yearend N FY2003 reporting period and the completer follow-up

data in the March D FY2004 reporting period. This record is compiled in the following manner:

1. The Student Demographic Record, Student Attendance Record and Stu dent Course Record reported during the Yearend N FY2003 reporting period are stored for follow-up the following March (FY2004).

In March, 2004 (FY2004) the data in #1 (above) are extracted from the FY2003 June database for completers (those with Completer Status = "2" or "3" on their Student Attendance Record reported during the Yearend N reporting period who have graduated or left school. The extraction and update programs will only extract FY2003 Yearend data (for March FY2004 employment follow-up reporting) for the students who:

- completed a career-technical education workforce development program (Curriculum/Completer Status = 2), or;

> - completed both college prep curriculum (and twelfth year or equivalent) and career-technical education workforce development program (Curriculum/Completer Status = 3).

> For these students, during March FY2004 reporting, the following elements will appear on the completer follow-up record , exactly as the district reported them during the FY2003 Yearend N reporting period.. These elements cannot be altered in any way, therefore it is important for districts to be sure the following data elements on the Student Attendance Record are reported accurately during the FY2003 Yearend N reporting period:

>> - Curriculum/Completer Statu s
>> - Diploma Date
>> - Diploma Type
>> - Withdrawal Reason, and
>> - Withdrawal Date

> **Note: If *CURRICULUM /COMPLETER STATUS* was not reported accurately on the Student Attendance Record during the FY2003 Yearend N reporting period (i.e. if a student was actually a completer, but was not reported as a completer) this data element CANNOT be updated in March FY2004.** Student name and State Student ID will only be included on records at the district/DDAS. These two elements will not be included in the files received at ODE.

2. A student can only be reported as a CTAE completer in one workforce development program **.** If a student was enrolled in multiple workforce development programs, the district must choose in which program the student will be reported as a completer. Since a student may have multiple CTAE workforce development Local Classroom Codes/subject codes, the file layout will include five Local Classroom Codes, so that the district can have the option to designate in which ONE of five possible Local Classroom Codes the student should be considered a completer. There will be a Local Classroom Code Flag next to each of the five Local Classroom Codes/Subject codes extracted from the frozen FY2003 Yearend database. The district must select ONLY one of the five Subject Codes and Local Classroom Codes to be the subject in which a student is considered a completer by designating "Yes" in one *LOCAL*

CLASSROOM FLAG element. Only ONE Alternate Local Classroom Flag can be set to "Y."

3. In Jan./Feb. FY2004, the following elements will be completed by a district for each CTAE completer, and reported to ODE via EMIS during FY2004 March (D) reporting.

2.1.11.1 CTAE Follow-up Status:

Indicates the status of the student's employment 6- 9 months after completing the specific career-technical workforce development program.

If a student was marked as a completer in June, but is still in school during the March FY2004 reporting for FY2003 completers, report option "99 – Student still in school".

Valid Options:

- 01 - Entered military (related)
- 02 - Entered military (non related)
- 03 - Employed related and pursuing related education*
- 04 - Employed related and pursuing non-related education*
- 05 - Employed related and not pursuing additional education*
- 06 - Employed non-related and pursuing related education
- 07 - Employed non-related and pursuing non-related education
- 08 - Employed non-related and not pursuing additional education
- 09 - Not working and pursuing related education only
- 10 - Not working and pursuing non-related education only
- 11 - Not working, but actively seeking employment
- 12 - Not working, not seeking employment (i.e., welfare, prison, homeless)
- 13 - In the voluntary labor force (i.e., work of the family)
- 14 - Status unknown
- 97 - Deceased
- 98 - Reported incorrectly as completer i n June and student is not currently enrolled
- 99 - Reported incorrectly as completer in June and student is currently enrolled

2.1.11.3 Local Classroom Code Flags

A student can only be reported as a completer in one subject. If a student was enrolled in more than one Workforce Development Program , the district must choose in which subject the student will be reported as a completer. Indicates which Subject Code and Local Classroom Code, extracted from the FY2003 June database, is to be the subject in which a student is considered a completer.

There can be up to five Local Classroom Codes/Subjects for each student. EACH Subject Code/Local Classroom Code will have a Local Classroom Code Flag (abbreviated ALT LCC Flag).

If a student should be considered a completer in one of the alternate subjects, the district can designate "Yes" in the *LOCAL CLASSROOM FLAG* element for the appropriate Local Classroom Code. ***Only ONE Local Classroom Flag can be set to "Y."***

Valid Options (for LCC Flags):

- N = No (default)

- Y = Yes

2.1.12 EARLY CHILDHOOD RECORD   *New for FY04*

The Early Childhood Record is required as part of the Indicators of Success Project. This record will be used to calculate an attendance rate, enrollment and preschool poverty rate as part of the research-based indicators linked to child progress reporting. This record will be also used to determine the state-funded Public Preschool Child Count on December 1 The state-funded Public Preschool Child Count on December 1 is the baseline for the state-funded Public Preschool grant's funded number and total grant allocation. This is DIFFERENT from the federal December Child Count for students with disabilities. For additional guidance on preschool reporting, please review the Early Childhood Record EMIS FAQ located on the EMIS web site located under "Other Helpful Links" at http://www.ode.state.oh.us/emis/other_links/.

For state and federally funded (Special Education Part-B IDEA Federal grant funds) Preschool Special Education center-based programs, the Early Childhood Record must be reported by the educating district for all preschool students (ages 3-5) enrolled in the following preschool programs. The Early Childhood Record is NOT reported by the district of residence for preschool students with disabilities unless the student % of Time > 0 at the district of residence.

For state-funded Public Preschool center-based programs (state grant administered by the Office of Early Childhood Education at the Ohio Department of Education), the Early Childhood Record is reported by the grantee If the district, ESC or JVS which receives the Public Preschool grant sub-contracts with another program or agency (i.e. Head Start), it is still the responsibility of the original grantee (district, ESC or JVS) to report the Early Childhood Record. In this particular circumstance, the original grantee reports the Staff Employment Record as contracted staff using the Employee State ID = "999999999" and designated position status =A= Contracted Personnel – Agency.

For preschool students served ONLY in a Title I funded preschool program, the Early Childhood Record should not be reported. These students will be reported to EMIS through the use of the "233210 – Title I Preschool" program code.

The Early Childhood Record is only reported for center-based students (those are students enrolled in courses with course type = D08 OR P08) – not students who are receiving itinerant services or related-services only (which are students enrolled in courses with course type = D05 OR P09).

This record should be submitted during the December M and Yearend N reporting periods only.   The district should continue to submit all other applicable EMIS records for these students during the October K, December M and Yearend N reporting periods. These are:

For October K and Yearend N – report all student records.

For December M report:

- o Student Demographic Record
- o Student Attendance Record
- o Student Program Record (mandatory for students with disabilities, report a Student Program Record, only if applicable for students without disabilities)
- o Early Childhood Record

During the December M reporting period, in order for a district to be able to submit an Early Childhood Record:

- o The student must be enrolled at least one or more days during the period of time that includes the month of November, up through and including December 1 AND
- o The student must be in grade level PS or KG

During the Yearend N reporting period, in order for a district to be able to submit an Early Childhood Record to ODE:

- o The student must be enrolled during the month of May (at least one or more days), AND;
- o The student must be in grade level PS or KG

2.1.12.1 Type of Preschool Student

Indicates the type(s) of center-based preschool program(s) that the state-funded public preschool program or a state or federally funded preschool special education program.

Valid Options:

*= Student is served ONLY in a locally funded center-based program (It is optional to report an Early Childhood Record for this student.)

A = State-funded Public Preschool student served in a center-based classroom (Student is only enrolled in ONE program run by that entity – includes state-funded public preschool students enrolled in a preschool special education center-based unit)

B = State or federally funded preschool special education student served in a center-based classroom (Student is only enrolled in ONE program run by that entity)

P= Student is dually enrolled in both a state or federally funded preschool special education program AND a state-funded Public Preschool Grant program, both of which are center-based (Both programs are operated by the same entity)

2.1.12.2 Preschool Poverty Level

Indicates the poverty level of the student's family, as determined by family income which is defined in the HHS Federal Poverty Guidelines. These data will NOT be used to determine program eligibility, but will be used as a program indicator to understand other factors that may effect the education of students.

The disadvantagement element on regular Student Demographic Record still needs to be reported for these preschool students during the October K, December M, and Yearend N reporting periods.

Please Note: For FY2004, because some state-funded Public Preschool Grant programs collect poverty data upon enrollment into the program, some programs may have only collected information based upon whether the preschool student/family poverty rate was between 0-100%, 101-185%, or 186%+. If you know the exact poverty level, or range, into which a preschool students' poverty level falls, please report the appropriate option. If you do not know the specific poverty level use the categories from the following crosswalk to report the poverty level of the student's family:

Less than 100% report "A=1-100%"

Between 100% and 185% report "E = 176-285%"

Greater than 185% report "F=186-200%

Program personnel should be prepared to report the exact poverty level for all students during FY05.

Valid Options:

P – Parent income information not requested or provided (NOT a valid option for state-funded Public Preschool)

Since income eligibility is a requirement for Public Preschool Grant programs, there is no parental refusal for public preschool. For preschool special education services, districts do NOT have to request income verification in any form, as poverty data is NOT an eligibility requirement.

A = 1-100%

B = 101-125%

C = 126-150%

D = 151-175%

E = 176-185%

F = 186-200%

G = 200+

2.1.12.3 Prior Month's Attendance

Report the actual number of days that the student was in attendance during the prior month. During the December M reporting period, attendance should be reported for the month of November. During the Yearend N reporting period, attendance should be reported for the month of May.

The regular Student Attendance Record will also be reported for these students during the October K, December M and Yearend N reporting periods following the traditional rules for reporting attendance.

2.1.12.4 Prior Month's Absence

Report the actual number of days that the student was absent during the prior month, including both excused and unexcused absences. During the December M reporting period, absences should be reported for the month of November. During the Yearend N reporting period, absences should be reported for the month of May.

2.1.12.5 Student Attendance Pattern

Indicates the student's attendance pattern. This will be used to calculate attendance.

Valid Options:

    A = Full Day – Every Day (4 to 5 Days per Week)

    B = Full Day – Every Other Day (2 to 3 Days per Week)

    C = Half Day – Every Day AM (4 to 5 Days per Week)

    D = Half Day – Every Day PM (4 to 5 Days per Week)

    E = Other Half Day Every Other Day Equivalent

    F = Half Day – Every Other Day AM (2 to 3 Days per Week)

    G = Half Day – Every Other Day PM (2 to 3 Days per Week)

    H = Other Less Than Half Day Every Day Equivalent

    I = Other More Than Half Day Every Day but Less Than All Day Every Day Equivalent

2.1.12.6 Weekly Length of Instruction

Indicates the weekly length of instruction (in hours) received by the student in a center-based classroom.

Valid Options:

    A = 19 Hours or Less

    B = Greater Than 19 Hours

Early Childhood Q & A

Q1: Are districts required to report students without disability conditions that participate in programs designed for students with disabilities (referred to as "peer role models")? If so, how?

A1: Yes, educating districts are required to report typically developing students who serve as peer role models in programs designed for students with disability conditions These students would be scheduled into the course with the students with a disability condition, but the peer role models would NOT have a disability condition. These students can be scheduled into the same course – in other words, two Course Master Records are NOT needed for courses taught to two different populations of preschool students in the same classroom. This is allowable because the teacher with the appropriate early childhood/intervention specialist credential can teach stud ents with disabilities and without disabilities. (See above for required records.)

Q2: Since attendance for early childhood students will be reported two times a year, will a "Non-attending reason" ever be necessary for EC students?

A2: Yes, a non-attending reason will be reported on the regular student attendance record if necessary for public preschool and preschool special education students that are reported during the October K, December M, and Yearend N reporting periods, following the traditional rules for reporting attendance. There is no non-attending reason on the Early Childhood Record, because these data are used for tracking whether or not students attended during a particular month which serves as a performance indicator for the Indicators o f Success Project. The Office of Early Childhood is only interested in whether or not a student attended, as opposed to the reasons why.

Q3: Since there are just two attendance fields - Prior Month's Attendance and Prior Month's Absence, will the number of absences be Excused Only, Unexcused Only or any absence regardless of whether its excused or not?

A3: The total number of absences will include both excused and unexcused. For these purposes, on the Early Childhood record, these types of absences are not tracked separately. This is reported on the regular Attendance Record for students. (The difference between the regular attendance record reported at yearend and the EC record reported at Yearend, is that the regular Student Attendance Record includes the student's total attendance/absence for the full school year, while the Early Childhood Record would only include attendance from the month of May.