ODE EMIS MANUAL

Section 2.5:
Student Attributes–Effective Date Record (FD)

Ohio | Department of Education

Version 1.0
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REVISION HISTORY

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

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

2.5 STUDENT ATTRIBUTES–EFFECTIVE DATE RECORD

Required Reporting Periods

The Student Attributes–Effective Date Record is to be reported for the October (K) and Yearend (N) reporting periods.

General Guidelines

Many elements on this record were reported on the Student Demographic (GI) and Student Attendance (GK) records in FY08.

Report at least one Student Attributes – Effective Date Record for each student reported in EMIS. For students who have changes in elements reported on this record, multiple records may be required. The open/closed concept related to the Student Standing (FS) record also applies to this record. Please see the discussion in the general guidelines of that record for additional information.

As with the FS record, closing an FD record requires opening a new FD record with an Effective Start Date of the next calendar day unless closing the FD record was due to a student withdrawing as reported on an FS record. In this case, the Effective End Date for both records must match, but in general, a change that would cause an FS record to close and a new FS record to open would not also cause an FD record to close and a new FD record to open. FS and FD records with matching Effective Start Dates will usually occur when a student is admitted into the district.

The reporting time frame for the FD record is identical to the reporting time frame for the FS record, with one important exception. If a student enrolled in a district during October Count Week has a change in his or her disability condition between the end of October Count Week and December 1, an FD record reflecting that change must be reported during the October reporting period. Districts may report updated FD records that reflect changes to all elements through the end of the October reporting period, but reporting the changes to disability condition through December 1 is mandatory.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Attributes-Effective Date record. These data should not extend into future potential changes to the student's data. No element in the record should contain projected values.

Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Student Attributes-Effective Date Data Elements

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

☼ *Attendance Pattern Element*

Record Field Number	FD100
Definition	The pattern of attendance which a student attends on a weekly basis.

Valid Options

FE	Full Day, Every Day
FO	Full Day, Every Other Day
HE	Half Day, Every Day
HO	Half Day, Every Other Day
AS	Alternative Schedule
NA	Not Applicable

Reporting Instructions. This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district's software to implement.

Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Report the option that best describes the attendance pattern for each preschool or kindergarten student receiving instructional services in the reporting district.

The "NA" option can be reported for students in grades 1-13 and 23. It may also be reported for preschool and kindergarten students who are reported by the district but are not receiving any instructional services.

The "AS" option is only to be reported for kindergarten students who attend on an alternative schedule more than 12.5 hours per week and less than 25 hours per week. This option should only be reported for a preschool student when he/she does not fit one of the other options. Attendance Pattern option HO Half Day, Every Other Day is not valid for Kindergarten.

Kindergarten Operating Standard Requirements. One day is equivalent to 5 hours of instructional time. Per the Operating Standards, kindergarten students are required to attend 180 days at 2.5 hours per day (or 90 days at 5 hours per day), or an equivalent of 450 hours per year.

☼ *Disability Condition Element*

Record Field Number	FD130
Definition	Describes the disability of a student at or below 22 years of age who has been officially identified with a disability by an ETR (Evaluation Team Report), an IEP (Individualized Education Program), and one of the valid disability condition options.

Valid Options

**	Not Applicable
01	Multiple Disabilities (other than Deaf-Blind)
02	Deaf-Blindness
03	Deafness (Hearing Impairment)
04	Visual Impairments

05 Speech and Language Impairments
06 Orthopedic Impairments
08 Emotional Disturbance (SBH)
09 Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)
10 Specific Learning Disabilities
12 Autism
13 Traumatic Brain Injury (TBI)
14 Other Health Impaired (Major)
15 Other Health Impaired (Minor)
16 Developmental Delay

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

City, local, and exempted village school districts, community schools and Joint Vocational School Districts (JVSDs) are required by the Individuals with Disabilities Education Act (IDEA) and chapter 3323 of the Ohio Revised Code (ORC) to report data for students with disabilities who are receiving special education and special education services in accordance with an IEP. The data reported are used to determine the amount of Federal Special Education Part-B IDEA grant funds (formerly VI-B), special weighted funding and also for State Preschool Unit funding for districts.

Students not identified with a disability should be reported with an "**".

Students who have exited special education (RETR), students who have been identified with a disability whose parent refuses all services on the IEP (IIEP OR RIEP), and students with an IEP whose parents withdraw consent for services (CIEP) should be reported with an "**". In these situations, the district should open a new FD record to report the changes. For more information about reporting special education events for these situations, please refer to the Date Type Element (GE100) and Outcome ID Element (GE120) in the Student Special Education Record (GE).

Any student reported with a Disability Condition of "16" must be a preschool student (grade level PS). All kindergarten students regardless of age are to be reported with any disability condition not equal to "16 Developmental Delay".

IEPs prepared by public and community schools must be completed and signed by the Federal Child Count date [usually December 1] in order for the student to be eligible for weighted funding and preschool unit funding.

If a student is enrolled in a district during the October Count Week and has an ETR that goes into effect after October Count Week (i.e., November 30 is the effective ETR date) but on or before the Federal Child Count date [usually December 1], then the district would need to make sure their October (K)

database shows both a closed FD record as of the day before the disability condition changed, and a new FD record with an Effective Start Date of the day the disability changed and an updated Disability Condition Element to reflect the disability condition on the effective ETR.

If a school age student was *not* enrolled during October Count Week (for example, enrolled on November 7), then he/she would not be funded during October (K) reporting.

Students with a grade level of PS who are enrolled and have not withdrawn by December 1 are not excluded from the October aggregations and this data does come through to ODE during October.

Autism Scholarship Program. All students, including preschool students, who participate in the Autism Scholarship Program, are required to be reported with a disability condition during the October (K) and Yearend (N) reporting periods. For additional information about reporting students participating in the Autism Scholarship Program, please see the Autism Scholarship Program instructions in Student Records, Section 2.1 Student Records Overview, Special Reporting Situations.

☼ *Disadvantagement Element*

Record Field Number	FD110
Definition	Identifies the student who meets the definition of economic and/or academic disadvantagement.

Valid Options

*	Not Applicable
1	Economic Disadvantagement
2	Academic Disadvantagement (reported for career-technical students only)
3	Both Economic and Academic Disadvantagement (reported for career-technical students only)

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

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 students meets the definition(s) of Economic and/or Academic Disadvantagement.

If *Preschool Poverty Level Element* is submitted for a preschool student, then the *Disadvantagement Element* must also be reported.

Note. Districts/buildings that use Provision 2 or 3 of the school lunch program are to code all students in the building/district as 1-Economic Disadvantagement, even though the student may not be income eligible.

Economic Disadvantagement Reporting Instructions. Students who meet any of the following conditions must be reported as Economically Disadvantaged in the *Disadvantagement Element:*

- **Eligibility for Free or Reduced-Price Lunch.** Students who are known to be eligible to receive the free or reduced-price lunch; a program through the United States Department of Agriculture (U.S.D.A) National School Lunch Program. Eligibility for free or 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. A student with an approved application on file for a free or reduced-price lunch is qualified to be reported to ODE as economically disadvantaged.
- **Resident of a Household in which a Member is Eligible for Free or Reduced-Price Lunch.** Students who have not submitted an application for free or reduced-price lunch or who have not been directly certified as eligible but reside in a household in which a member (e.g., sibling) is known to be eligible for free or reduced-price lunch via an approved application or through direct certification.
- **Public Assistance.** 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.
- **Title I Application.** Students whose parents or guardians have completed a Title I student income form and meet the income guidelines specified.

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 income guidelines for free and reduced price meals are updated annually and published by the United States Department of Agriculture (U.S.D.A.) and the Ohio Department of Education, Office of Safety, Health, and Nutrition.

Family income figures are derived from federal poverty guidelines as reported in the Federal Register. For additional information regarding Family Income figures, see the following website: http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs.htm.

Academic Disadvantagement Reporting Instructions. Academic Disadvantagement is only to be reported for career-technical students.

When reporting Academic Disadvantagement, report this option only for students enrolled in Career-Technical Education (CTE) workforce development courses and Career Based Intervention (CBI) courses.

CTE s, also known as Work and Family Life, are also CTE courses, but there is no need to report Academic Disadvantagement for a student enrolled solely in these CTE courses.

Academic Disadvantagement is reported only for career-technical students and refers to a student who is having academic problems that are not due to an identified disability condition. A career-technical student should be reported as academically disadvantaged if he/she:

- 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

A student officially identified as having a disability condition through the administration of an ETR (Evaluation Team Report) and is receiving special education and special education services in accordance with an IEP (Individual Education Program) is reported with the appropriate option in the *Disability Condition Element*, and not as academically disadvantaged in this element.

Reporting Both Economic and Academic Disadvantagement. A career-technical student should be reported as both economically and academically disadvantaged if he/she meets the criteria of both of the above definitions.

☼ *Effective End Date Element*

Record Field Number	FD070
Definition	The last day, inclusive, that the set of all other values on this record are valid.

Valid Options

CCYYMMDD	Year, Month, Day
00000000	Still an open record (default)

Reporting Instructions. An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FD record that causes the current record to close and a new record to be opened has a change in value, and
- When a student withdraws from the district.

In the first situation, a new FD record is opened that reflects the attributes of the student as of the new Effective Start Date. The original Effective End Date and the new Effective Start Date must be contiguous. For example, if a student's LEP status changes on November 10, 2008, the Effective End Date for the FD record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record.

See the Open Versus Closed Records section at the start of the Student Standing record for a discussion of the meaning of open and closed records.

☼ *Effective Start Date Element*

Record Field Number	FD060
Definition	The first day, inclusive, that the set of all other values on this record

	are valid.

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. An Effective Start Date must be reported on all records. Students will have a new FD Record with a new Effective Start Date in two situations:

- When an element on the FD record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FD Record is opened that reflects the attributes of the student as of the new Effective Start Date. The original Effective End Date and the new Effective Start Date must be contiguous. For example, if a student's LEP status changes on November 10, 2008, the Effective End Date for the FD Record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student's Effective Start Dates on these records may be less than or equal to the Admission Date on the FS Record, but cannot be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

☼ *EMIS Student ID Number Element*

Record Field Number	FD050
Definition	The locally determined EMIS student ID.

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

☼ *Foreign Exchange Student Graduation Plan Element*

Record Field Number	FD190
Definition	The foreign exchange status of a student as it relates to the student's graduation plans.

Valid Options

*	Not applicable (Student is not a foreign exchange student)
L	Foreign exchange student plans to graduate in Ohio but leave the United States after graduation
N	Foreign exchange student does not plan to graduate in Ohio
S	Foreign exchange student plans to graduate in Ohio and stay in the United States after graduation

Reporting Instructions. This element determines which OGT subjects must have a test record reported. The value of this element will be "*" for all district resident students. For students coming into the district from another county as a foreign exchange student an option other than "*" must be reported.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

☼ *Homeless Status Element*

Record Field Number	FD150
Definition	Students who lack a fixed regular and adequate night-time residence and have a primary night-time residence indicated in the valid options.

Valid Options

***** **Not Applicable**

A **Shelter**

A student living in a shelter, transitional housing, or awaiting foster care. Shelters are supervised facilities, public or privately operated, designed to provide temporary living accommodations. Transitional housing is temporary accommodation for homeless individuals and families provided as a step to permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing. Awaiting foster care placement occurs whenever state or local child welfare agencies are working to place the student.

B **Unsheltered**

A student living in cars, parks, public spaces, campgrounds, unsupervised temporary trailers, abandoned buildings, substandard housing, bus or train stations, or similar settings, i.e., who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. In these cases, the unsheltered accommodation is not a fixed, regular, and adequate nighttime residence.

C **Doubled-Up**

A student who is sharing housing with other families or individuals because of a loss of housing, economic hardship, or other similar situations. A doubled-up accommodation should be a fixed, regular, and adequate nighttime residence.

I **Hotel/Motel**
A student temporarily living in hotels or motels because he or she lacks adequate permanent housing.

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

All homeless students must have a primary nighttime residence classified into one of these four categories. There are no options for Other or Unknown.

☼ *Homeless Unaccompanied Youth Element*

Record Field Number	FD160
Definition	A homeless student not in the physical custody of a parent or guardian.

Valid Options

***** Not Applicable (Only to be used if "*" was reported in the *Homeless Status Element*)
N No
Y Yes

Reporting Instructions. Students meeting the definition Homeless Unaccompanied Youth include, but are not limited to, youth living in runaway shelters, abandoned buildings, cars, the streets, or other inadequate housing, youth denied housing by their families (sometimes referred to as throwaways), and school-age unwed mothers who live in homes for unwed mothers and have no other housing available.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

The *Homeless Unaccompanied Youth Element* refers to a particular type of homeless student and the *Homeless Status Element* refers to the living conditions of a homeless student.

☼ *Immigrant Status Element*

Record Field Number	FD200
Definition	Per Section 3301 (6) of the Elementary and Secondary Education Act, an immigrant student is a student who a) is age 3 through 21; b) was not born in any State; and c) has not been attending one or more schools in any one or more

	States for more than 3 full academic years.

Valid Options

N No
Y Yes

Reporting Instructions. Per Section 9101 (39) of ESEA, a State is defined as each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas. Per Section 9101 (30), the outlying areas include the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record. Given the definition of this element, the only time there should be a true change in the value of this element is when a student who was previously reported as an immigrant reaches three years in school in one or more States.

Foreign Exchange students are not to be reported as Immigrant students.

☼ *Limited English Proficiency (LEP) Status Element*

Record Field Number	FD170
Definition	The Limited English Proficiency status of a student.

Valid Options

N **No**
The student is not Limited English Proficient.

Y **Yes**
Limited English Proficient student who has been enrolled in U.S. schools for more than 180 school days

OR

Previously exempted from taking the spring administration of either of the State's English language arts assessments (reading or writing).

L **LEP – Enrolled in U.S. Schools for First Time**
A recently arrived Limited English Proficient student who has been enrolled in US schools for **no** more than 180 school days

AND

Not previously exempted from taking the spring administration of either of the State's English language arts assessments (reading or writing).

M **LEP – Trial-Mainstream**
A student considered to be in a Trial-Mainstream period. A student remains in the trial-mainstream period until he/she is reclassified from LEP.

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Option M. Criteria for considering a student to be in the Trial Mainstream period are established by ODE's approved LEP accountability plan. LEP/ELL staff in the district should have this information or obtain it from the Lau Resource Center at ODE.

Flexibility in Measuring Adequate Yearly Progress. A state may include in the LEP subgroup a student who had previously been considered an LEP student and was exited from LEP during the past one or two years, when calculating AYP for schools, districts, and the State. The determination of when a student has attained English proficiency and is no longer an LEP student must be consistent with the definition included in the State's accountability plan.

☼ *Migrant Element*

Record Field Number	FD180
Definition	A migrant student or migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisherman, and who, in the preceding 36 months, in order to obtain, or accompany such parent, 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

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

☼ *Preschool Poverty Level Element*

Record Field Number	FD120
Definition	The poverty level of the preschool student's family, as determined by Federal Poverty Guidelines.

Valid Options

A	0-100%
B	101-125%
C	126-150%
D	151-175%
E	176-185%
F	186-200%
G	201+
N	Not a preschool student
P	Parent income information not requested or provided

Reporting Instructions. This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district's software to implement.

Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Option N. Report this option whenever the student is NOT enrolled in preschool.

Option P. This option can be reported for:

- A preschool student whose education is not supported by state funds.
- A preschool student with a disability enrolled in either a state-funded Early Childhood Education program or in at state-funded Preschool Special Education center-based unit.

A student without disabilities who is coded with the option "P" does not count towards the "funded number".

The *Disadvantagement Element* still needs to be reported for these preschool students.

☼ *State Equivalent Grade Level Element*

Record Field Number	FD090
Definition	The grade level in which the student will be included for reporting purposes.

Valid Options

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 graduation test and is attending school.

23 Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.

Reporting Instructions. The determination of grade-level placement can most easily be done for new students by a transcript received from the previous school. When transcripts are not available from the previous school district or are unknown, the school district, according to district policy, can test the student and determine the grade level. By State Board rule, the superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student.

This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district's software to implement.

Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

The *State Equivalent Grade Level Elemen*t must be reported for all students. Even if the district considers a student locally to be ungraded, the district must still choose a valid option for state reporting.

Special Education Students. Special Education students who have completed their graduation requirements, but have not received a diploma and whose IEP team has determined that the student has not completed all IEP goals that would result in Fair and Appropriate Public Education (FAPE) should be reported through EMIS with a "23" in this Element.

Receiving a diploma is defined as the designation of a student as a graduate by the school district's board.

Matching Grade Levels among EMIS Reporting Entities. The superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student; however, when there is a mismatch between two EMIS reporting entities regarding the grade level for a specific student, the district that has the responsibility of issuing the diploma to the student (or would be issuing a diploma to the student if the student were to remain in continuous education at that district until 12th grade) determines the official grade level of this student. The other EMIS reporting entity is responsible to report (match) the grade level of the district responsible for issuing the diploma.

For example, if a student is attending a JVSD and a resident district, the resident district is responsible for issuing the diploma, and the JVSD should match the grade-level assigned by the resident district.

In the cases when a student attends a DYS, because students can graduate from the DYS, the resident district should match the grade level assigned by the DYS when reporting these students to EMIS.

☼ *Student being served by a 504 Plan Element*

Record Field Number	FD140
Definition	Student who is identified 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.

Valid Options

N No. Student is not being serviced by a 504 plan (default)
Y Yes. Student is being served by a 504 plan

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a "change" in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

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.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to ODE. For the Student Attributes–Effective Date Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	FD050
Effective Start Date	FD060

2.5 Student Attributes–Effective Date Record (FD) File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FD010	9-10	Sort Type	PIC X(2)
		Always "FD"	
	11	Filler	PIC X
FD020	12-15	Fiscal Year, e.g., 2010 (CCYY)	PIC X(4)
FD030	16	Reporting Period	PIC X
		K – October N –Yearend	
FD040	17-22	District IRN	PIC X(6)
FD050	23-31	EMIS Student ID Number	PIC X(9)
FD060	32-39	Effective Start Date	PIC 9(8)
FD070	40-47	Effective End Date	PIC 9(8)
	48-49	Filler	PIC X(2)
FD090	50-51	State Equivalent Grade Level	PIC X(2)
FD100	52-53	Attendance Pattern	PIC X(2)
FD110	54	Disadvantagement	PIC X
FD120	55	Preschool Poverty Level	PIC X
FD130	56-57	Disability Condition	PIC X(2)
FD140	58	Student being served by 504 Plan	PIC X
FD150	59	Homeless Status	PIC X
FD160	60	Homeless Unaccompanied Youth	PIC X
FD170	61	Limited English Proficiency	PIC X
FD180	62	Migrant Status	PIC X
FD190	63	Foreign Exchange Student Graduation Plan	PIC X
FD200	64	Immigrant Status	PIC X