EMIS MANUAL

Section 1.1:
EMIS Overview

Version 8.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
8.1	07-01-25	FY26	NA	Post for FY26.
8.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.0	7/1/23	FY24	24-95	Removed descriptions of non-existent collections (E, R, X).
6.2	8/26/22	FY23	23-94	Deletes references to the March (D) Collection.
6.1	7/15/22	FY23	NA	Posted for FY23.
6.0	7/1/20	FY21	NA	Posted for FY21.
5.2	10/21/19	FY20	20-64	Removed references to HQT/highly qualified.
5.1	7/1/19	FY20	NA	Posted for FY20.
5.0	7/6/18	FY19	NA	Posted for FY19.
4.0	12/8/17	FY18	NA	Included information regarding new applications within ODDEX.
4.0	12/8/17	FY18	NA	Included guidance on where to find change information.
3.0	6/16/17	FY17	NA	Deleted reference to GP Record, changed name of EMIS Processing Schedule, made other minor updates.
2.0	6/10/14	FY15	NA	Included information about the EMIS collection requests, ODDEX modules, and information about finding help with EMIS reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

1.1 EMIS OVERVIEW 3

FOREWORD 3
OVERVIEW OF EMIS 3
EMIS PROCESS 4
Data Collection and Extraction 4
Data Validation 5
Data Submission 5
Data Verification 5
Operational Data Store and Data Warehouse 5
EMIS DATA SETS AND COLLECTION REQUESTS 5
Calendar (C) 6
Student (S) 6
Assessment (A) 6
Staff/Course (L) 6
Graduate (G) 6
Financial (H) 6
Five-Year Forecast (P) 6
DATA REVIEW 6
EMIS Reports 6
Ohio District Data Exchange (ODDEX) 7
Student Cross Reference (SCR). 7
School Options Enrollment System (SOES). 7
History. 7
College Credit Plus (CCP). 7
Tuition. 8
Calendar. 8
Ohio Educational Directory System (OEDS) 8
SECURITY 8
GETTING HELP 8
EMIS Coordinators 8
Information Technology Centers 9
EMIS Help Desk 9
Contacting DEW EMIS 9

1.1 EMIS Overview

Foreword

In 1989, the 118th Ohio General Assembly created Ohio Revised Code §3301.0714, which required the State Board of Education to "adopt rules for a statewide Education Management Information System" (EMIS). Part of these rules indicated that an EMIS "companion" was to be created. The primary purpose of such a document is to provide a uniform and consistent source of reporting instructions on the subject of EMIS data.

The Office of Data Quality and Governance, with the assistance of interested education consultants at the Ohio Department of Education and Workforce (Department or DEW) and external parties, then developed the EMIS Manual. Its contents include data definitions, requirements, and procedures for reporting and transferring data to the Department. The EMIS Manual is on an ongoing update schedule to account for changes in law and policy. For information on known changes that have not yet been incorporated into the proper section of the EMIS Manual, see the conference call agendas posted on the EMIS website (DEW Home > Topics > Data > EMIS > EMIS Technical Documentation > Ohio EMIS Software Vendor Conference Calls). These agendas are often the first place that EMIS publishes information regarding coming changes.

The intended audience of the EMIS Manual is primarily EMIS coordinators and staff at Information Technology Centers (ITCs). However, the State Software Development Team (SSDT), along with education software vendors, may also find it helpful. In addition, the EMIS Manual is available for consultation when Department education consultants and data managers need to analyze and review data submitted through EMIS.

Overview of EMIS

EMIS provides the architecture and standards for reporting data to the Department. School districts, data processing centers operated by ITCs, and other EMIS reporting entities are linked for the purposes of transferring data to the Department.

EMIS is the statewide data collection system for Ohio's primary and secondary education. Staff, student, district/building, and financial data are collected through this system. Staff data include demographic, attendance, and course information. Demographic, student attributes, attendance, program, course, and test data are submitted to the Department at the student level. General school district and school building data, including financial data, are also reported through EMIS.

The source data for Ohio's accountability and funding systems are the EMIS data files. In addition, these files are utilized for many other state and federal requirements. There are four major uses of EMIS data:

1. ***State and Federal Reporting.*** Originally designed almost exclusively as a data collection mechanism, many of the system's functions and most of the required data elements are statutorily defined. The EMIS provision in law (Ohio Revised Code §3301.0714) requires that certain student, staff, and financial data elements be collected and maintained by school districts

and subsequently submitted to the Department. One of the primary functions of EMIS is to streamline state and federal reporting requirements for school districts.

2. ***Funding and Distribution of Payments.*** EMIS provides a streamlined system for districts to report information required to receive state funding and to determine eligibility for federal funding. EMIS automates the complexity of the funding formula calculations specified in Ohio law so that districts do not have to interpret the legislation to calculate and report total counts of students. Districts report specific information on each student, such as various student demographic attributes, percent of time educated, attendance/absence, and disability condition. EMIS aggregates and compiles the data to determine funding.

3. ***Academic Accountability System.*** EMIS is at the heart of Ohio's academic accountability system for students, schools, and districts. It allows the Department to collect, analyze, and report data to a variety of audiences, such as policymakers, educators, administrators, and the general public, who need data to gauge the performance of their students. EMIS also serves as the mechanism for school districts to report test results—these academic assessments are at the core of the state's accountability system and are the basis of the local report card. EMIS enables both the Department and school districts to comply with state law and federal No Child Left Behind (NCLB) requirements.

4. ***Generates Statewide and District Reports.*** The Department collects, analyzes, and reports data to a variety of audiences, such as policymakers, educators, administrators, and the general public, via EMIS. EMIS provides data for the generation of state reports. Examples of statewide reports include accountability reports, the local report card, and the district data profiles (Cupp Report). Other statewide reports are produced from EMIS data for a variety of stakeholders, including legislators, education organizations, and researchers. School districts also receive data verification reports in order to validate data submitted to the Department.

EMIS Process

School district personnel, student software vendors, ITC staff, the Statewide Student Identifier (SSID) third party vendor staff, and representatives from the Department each participate in a significant part of the EMIS process.

Data Collection and Extraction

Data originate at the school district or EMIS reporting entity. Each entity may choose to report data, for operational purposes, using any student information software of their preference. However, EMIS data is to be reported and submitted according to the data definitions, requirements, and rules as instructed in the EMIS Manual. Once the data have been entered into the local software system, the local software extracts EMIS files and transfers the records to the ITC.

EMIS Maintenance Screens have been developed by the SSDT. These screens allow school districts that have not yet adopted a local student software system to view and edit/update their EMIS data files at the ITCs.

Data Validation

Prior to submitting EMIS data to the Department, reporting entities have the opportunity to review their data, which is checked for accuracy and completeness. Derived from the business rules at the Department, a series of Level 1 checks will either allow data to be submitted or disallow data from being submitted in the form of a Level 1 fatal error. Data that receive an error other than a fatal error are still accepted at the Department. However, the warning message may indicate a problem with how the data was reported. EMIS reporting entities have the opportunity to review validation and error reports.

Data Submission

Once software at the ITC has compiled and formatted the data, data files/records are submitted to the Department. Each file is submitted according to its file layout as described in each section of the EMIS Manual. Calculations for state and federal requirements are applied at the Department. The data are then used for funding, accountability, and reporting.

Data Verification

After each EMIS processing, the Department releases data verification reports that are accessible to the school districts. The data verification reports are tools that school districts and ITCs can use to ensure that data have been reported accurately and completely to the Department. These reports may include one or more of the following in any particular collection request:

- Level 1 data checks viewed in the Data Collector at the ITC;
- Level 2 data checks (between districts and across collections) viewed in the Data Collector at the ITC;
- CSV and TXT files created by the Department on a periodic basis and made available through the ITC; and
- Customizable reports that EMIS reporting entities run on an as-needed basis in the Department's Secure Data Center (SDC).

Operational Data Store and Data Warehouse

After each EMIS processing, the EMIS files are moved into an operational data store within the Department. At the end of each collection, accountability data such as local report card data are cleansed and then moved into the Department's data warehouse. Local report card and accountability data are both defined and retrieved from the data warehouse within the Department.

EMIS DATA SETS AND COLLECTION REQUESTS

Within a school year, there are a number of collection requests. Each collection is open for a different length of time, during a different part of the year. Certain data sets are reported during each collection, as each has a unique purpose. Below is a brief, high-level description of each data set and related collections.

For specific opening and closing dates for each collection request, see the EMIS Data Collection Calendar. To determine which records or elements to report during each collection, refer to Required Collection Requests at the beginning of each section of the EMIS Manual.

Calendar (C)

There are two collection requests for the Calendar (C) Data Set. The Initial Calendar (C) Collection Request is open during the spring/summer prior to the beginning of the school year. The Final Calendar (C) Collection Request opens shortly after the initial collection closes and runs through the remainder of the school year. The main purpose of the Calendar (C) Collections is to collect the records that comprise a calendar for each student in order to validate building hours in session and student attendance.

Student (S)

Throughout the year there are a number of different collection requests for the Student (S) Data Set. There are collection requests for the Student Cross Reference, for community/STEM schools, for student retention, and for traditional districts. All student data will be reported through the Student (S) Collection Requests. A few of the main purposes of this data are for accountability, Federal Child Count, and funding.

Assessment (A)

There are a number of collection requests for the Assessment (A) Data Set, beginning in late summer and running through the end of the school year. Generally, there is a different Assessment (A) Collection Request for each administration of each state test. The non-state assessments are reported during an Assessment (A) Collection Request in the spring.

Staff/Course (L)

There are two different collection requests for the Staff/Course (L) Data Set, one that opens in the fall and one that opens in the winter. All staff and course records are reported during these two Staff/Course (L) Collection Requests. Data from the first collection will be used for the proper certification and licensure measures on the Local Report Cards.

Graduate (G)

There is one collection request to capture the Graduate (G) Data Set. This data includes diploma information and all data necessary to verify that the student has met credit and testing graduation requirements.

Financial (H)

There is one collection request for the Financial (H) Data Set. Financial data elements are reported during the Financial (H) Collection Request.

Five-Year Forecast (P)

There is one collection request for the Five-Year Forecast (P) Data Set.

DATA REVIEW

It is important that districts review and correct—when necessary—the data submitted to the Department. As EMIS data continues to be an integral piece of accountability measures and funding calculations, it is vital that districts review their data. The following are all tools districts should utilize in verifying and correcting their data.

EMIS Reports

The Office of Data Quality and Governance provides a number of reports to districts on a regular basis throughout each collection request. These reports are intended to be used by districts to verify the data that has been submitted via EMIS. Many of the reports contain flags, warnings, and error messages that are intended to alert districts to potential errors in their data.

Ohio District Data Exchange (ODDEX)

The Ohio District Data Exchange (ODDEX) is an application that gives districts additional tools to review their data. Through ODDEX, districts can access the following applications: Student Cross Reference (SCR), School Options Enrollment System (SOES), History, College Credit Plus (CCP), Tuition, and Calendar.

Student Cross Reference (SCR). Student Cross Reference (SCR) allows districts to track student enrollment across districts. SCR is populated with data collected through the Student Cross Reference Collection Request. This collection request is part of the Student (S) Data Set and runs from July through June. The SCR includes basic demographic data and can be used by EMIS reporting entities to verify enrollment for funding.

School Options Enrollment System (SOES). School Options Enrollment System (SOES) is populated with data collected through the Community/STEM Schools Initial and Final Student Collection Requests. This data drives funding to community schools and STEM schools. The student enrollment and demographic data entered in SOES form the basis for the flow of funds to these schools.

On a monthly basis, each city, exempted village, and local school district shall review and verify data reported in accordance with ORC §3314.08 for students entitled to attend school in the district who are enrolled in a community school. The district shall verify the following information:

- The community school in which the student is enrolled.
- That the student is entitled to attend school in the district pursuant to ORC §3313.64 or §3313.65.
- That students receiving transportation services from the community school pursuant to ORC §3314.091 would be entitled to receive transportation services from the district.

SOES allows districts to perform this review and verification of data. Districts are also able to challenge the data within SOES if issues are found during their review.

History. History is accessed through SCR. An individual district is able to view the enrollments for all students who have at some point been reported by that district. History contains data from the 2010-2011 school year to the present. Within the History application, there is a tab for Special Education and a tab for Assessments. These tabs are not available to everyone; availability depends on a staff member's role(s) in the district.

College Credit Plus (CCP). The College Credit Plus (CCP) application allows EMIS reporting entities and Institutions of Higher Education to verify CCP enrollment. This application also allows these entities to verify the credit hour rate charged for courses.

Tuition. The Tuition application allows districts to verify tuition information and payments. This includes both payments by the district and to the district.

Calendar. The Calendar application is for community school sponsors to review and approve calendars for their schools. This application is visible to all districts, though calendar approval is restricted to sponsors.

Ohio Educational Directory System (OEDS)

The Ohio Education Directory System (OEDS) is a decentralized data system in which organizations that do business with the Department (such as public districts, JVSDs, community schools, nonpublic schools, etc.) must maintain their own data. There is a great deal of information about each particular entity available in OEDS, which is searchable by the general public. For instance, community school entries include the city, exempted village, or local school district in which the community school is located. OEDS includes entity type, location, contact information, and hierarchy information.

SECURITY

ITC sites must have a security policy that specifies procedures for access to their computers and to their databases. Copies of this policy shall be provided to all EMIS reporting entities whose data are being processed by the ITC. Procedures for assigning new user accounts, rotating and security of user passwords, and maintaining accounts for employee turnover must be included in the security policy.

All personnel at the ITC are to be bonded against the unauthorized use or release of EMIS data. Pursuant to state legislation, the following is in effect: "Any person who removes data from the information system established under this section for the purpose of releasing it to any person not entitled under law to have access to such information is subject to section 2913.42 of the [Ohio] Revised Code prohibiting tampering with data." (ORC § 3301.0714(K)). The ITC site may not provide any EMIS data to any individual, company or agency without the expressed written consent of the EMIS reporting entity, other than data that the ITC submitted to the Department.

All policies specified within the Ohio Revised Code (ORC) pertaining to the protection of student privacy and the maintenance and retention of confidential records shall be followed by all district and ITC personnel.

GETTING HELP

There is a hierarchy of support for districts when it comes to EMIS reporting questions and problems. EMIS coordinators and the EMIS Manual should always be consulted first. When additional information and help is needed, the appropriate ITC should be contacted. When the appropriate ITC cannot answer the question or resolve the issue, the EMIS help desk is the next level in the hierarchy. Questions in the EMIS help desk are handled by the EMIS staff at the Department.

EMIS Coordinators

EMIS coordinators are responsible for the accuracy, completeness, and transfer of EMIS data. EMIS coordinators should be the first to be consulted with any EMIS questions. EMIS coordinators should first consult the EMIS Manual whenever questions arise. The EMIS Manual provides a great deal of the information necessary to properly report data to EMIS.

Information Technology Centers

ITCs are responsible for receiving data from the districts and then transferring it on to the Department. They also receive data and reports from the Department and transfer them back to the districts. ITCs provide training opportunities to their districts throughout the year. If an EMIS coordinator needs assistance, the ITC should be contacted as the second level of support. Most issues can be resolved and most questions can be answered by ITC staff.

EMIS Help Desk

The third level of support is the EMIS help desk. ITCs can direct EMIS reporting questions or technical issues to the Department's EMIS office and the SSDT through the EMIS help desk. EMIS reporting questions will be answered by the Department's EMIS staff. Technical questions may be answered by EMIS or SSDT. Questions that do not fall under either of these categories and should instead be addressed by a particular business office within the Department will be closed with the direction to contact that office.

Contacting DEW EMIS

EMIS coordinators/district personnel should go to their ITC or through their ITC to the EMIS help desk in the majority of instances. If EMIS coordinators/district personnel feel that a question is not appropriate for this pathway or if this pathway has been followed and there is still no answer, then contacting DEW EMIS directly is an option.

Please note that districts that want to be able to refer back to a particular answer from DEW EMIS should get that answer in writing. Questions that are received by DEW EMIS via phone or email are referred to the ITCs and the EMIS help desk whenever appropriate.

DEW EMIS is available at emis@education.ohio.gov and 614-387-0395.

EMIS MANUAL

Section 1.1.1:
EMIS Data Review & Verification and
~~EMIS Data Appeals~~Districts and Schools Final Correction Opportunities

Version 2.1
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
2.1	07-22-25	FY26	26-86	Updated from data appeals to districts and schools final correction opportunities.
2.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
1.6	7/1/23	FY24	NA	Posted for FY24.
1.5	7/1/22	FY23	NA	Posted for FY23.
1.4	7/1/21	FY22	NA	Posted for FY22.
1.3	7/1/20	FY21	NA	Posted for FY21.
1.2	7/1/19	FY20	NA	Posting for FY20.
1.1	7/6/18	FY19	NA	Posting for FY19.
1.0	2/2/18	FY18	NA	Posting new section.

Note. This section makes several references to Ohio Revised Code and Ohio Administrative Code. To find the actual language referenced, follow this link: http://codes.ohio.gov/.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

1.1.2 EMIS DATA REVIEW & VERIFICATION AND DISTRICTS AND SCHOOLS FINAL CORRECTION OPPORTUNITIES 3

EMIS DATA REVIEW & VERIFICATION 3
Overview 3
Ensuring Data Accuracy 4
Inaccurate Data 4
Consequences 4
Funding Data Review 4
New or Missing Superintendents or Treasurers 4
DISTRICTS AND SCHOOLS FINAL CORRECTION OPPORTUNITIES 5
Overview 5
Final Correction Opportunity Approval 5
Data Reported by Another District 6

1.1.1 EMIS DATA REVIEW & VERIFICATION AND DISTRICTS AND SCHOOLS FINAL CORRECTION OPPORTUNITIES~~EMIS DATA APPEALS~~

EMIS DATA REVIEW & VERIFICATION

Overview

EMIS Data Review and Verification is the process by which all districts and community schools certify they have reviewed the data reported in EMIS and verify that their data is accurate and complete to the best of their knowledge.

The data that districts and community schools report in EMIS significantly impacts the services and opportunities provided to students, by driving district funding, district and schools Report Cards, and other programs and services determined by district data. As such, it is critical for superintendents and treasurers to review their EMIS data and verify the data is accurate and complete.

Superintendents are legally required to review and certify the quality of data, as noted in the following:

- Ohio Revised Code 3301.0714 requires districts to report data in the statewide education management information system (EMIS).
- Ohio Administrative Code 3301-14-01 (G) requires district superintendents and treasurers to verify and approve all EMIS data for reporting purposes.
- Ohio Revised Code 3317.03 (B) requires district superintendents to certify average daily membership (ADM) figures in the Funding Certification Report used to calculate funding

Ohio Revised Code §5705.391 in accordance with §3319.31 and §3319.311 of the Revised Code, may limit, suspend, or revoke a license as defined under §3319.31 of the Revised Code that has been issued to any school employee found to have willfully contributed erroneous, inaccurate, or incomplete data required for the submission of the five-year projection required by this section.

Note that a person assigned to the Superintendent's Designee role in OEDS can also complete the EMIS Data Review and Verification form on behalf of the superintendent.

The EMIS Data Review and Verification process will be completed multiple times during the year. Each Review and Verification form covers a different type of data. See the chart on the EMIS Data Review webpage for more information regarding the dates and the data involved with each Review and Verification process (DEW Home > Topics > Data > EMIS > EMIS Reporting Responsibilities > EMIS Data Review & Verification). Each review is required to be completed after the associated EMIS collection request closes.

If you are unable to access the "Forms" or "Report Portal" tiles after logging into OH|ID, consult with the district's OEDS Org Administrator to ensure you have the appropriate role of either Superintendent, Treasurer, EMIS Coordinator, or Superintendent Designee. If you cannot see the "EMIS Data Review

and Verification" box after clicking on the "Forms" menu, you will also need to contact the district's OEDS Org Administrator.

Ensuring Data Accuracy

Superintendents and treasurers should work with EMIS Coordinators on a regular basis throughout the year to review data using the Secure Data Center (SDC) and EMIS reports during every open EMIS reporting collection request. Districts and community schools should not wait until the EMIS Data Review and Verification form is due to begin looking at data.

Inaccurate Data

Discovered prior to the close of the EMIS collection. If a superintendent discovers that the district has reported inaccurate data before the EMIS collection request closes, then that superintendent should work with the EMIS coordinator to correct the issue before the EMIS collection request closes.

Discovered after the EMIS collection has closed. If the EMIS collection request closes before the discovery that inaccurate data has been reported, the district should complete the EMIS Data Review and Verification form. On that form, the superintendent should check the box indicating that the district is ~~appealing data~~filing a final correction opportunity form. Next, complete the associated ~~appeal~~ final correction opportunity form. See the Districts and Schools Final Correction Opportunities~~Data Appeals~~ section below for additional information and the ~~Data Appeals~~Districts and Schools Final Correction Opportunities page of the website for detailed instructions.

Discovered after approval of EMIS Data Review and Verification form. If the inaccurate data is discovered after the EMIS collection has closed and after the EMIS Data Review and Verification form has been completed and approved, then the district will need to notify the Office of Data Quality at the Ohio Department of Education and Workforce at DataQuality@education.ohio.gov.

Consequences

The EMIS Data Review and Verification form is considered part of EMIS reporting as described in ORC §3301.0714. A list of districts that fail to complete the Review and Verification process will be posted on the Department's website. Failing to complete the process and report inaccurate data may also trigger progressive sanctions as outlined in ORC §3301.0714 and OAC §3301-17.

Funding Data Review

The Funding Data Review form requires multiple people to approve it. The form can be initially filled out by either the Superintendent, Treasurer, EMIS Coordinator, or Superintendent Designee roles in OEDS, however, *the ~~appeal~~ final correction opportunity must reflect a "Treasurer Approved" status before the superintendent can approve the form*. The superintendent must wait until the treasurer approves the form before seeing the option to approve themselves. This ensures no changes are made by others after the superintendent certifies.

New or Missing Superintendents or Treasurers

In instances where the superintendent or treasurer is completing the EMIS Data Review and Verification form for data submitted before they started in their current role in the district, they should consult with the district's EMIS Coordinator and other district personnel and complete the review process to the

best of their knowledge. If a data reporting issue is discovered later, notify the Department as provided above.

If there is no treasurer or superintendent employed at the district when a Review and Notification is due, contact the Office of Data Quality at the Department at DataQuality@education.ohio.gov for instruction.

DISTRICTS AND SCHOOLS FINAL CORRECTION OPPORTUNITIES~~EMIS DATA APPEALS~~

Overview

The Department recognizes that data reporting errors can and do occur and has designed a formal process to ensure that all districts can ~~appeal and~~ correct substantive reporting errors after the initial data collection closes. The ~~data appeal~~final correction opportunity process is completed online through the OH|ID portal.

The ~~appeals~~final correction opportunity form can initially be filled out by anyone with one of the following OEDS roles: Superintendent, Treasurer, EMIS Coordinator, or Superintendent Designee. In many cases, only the superintendent is required to approve the ~~appeal~~final correction opportunity request. The only exceptions are the final correction opportunity for finance data~~appeal~~ (only the treasurer approves) and the final correction opportunity for funding data~~appeal~~ (both the treasurer and superintendent are required to approve). Check the ~~Data Appeals~~Districts and Schools Final Correction Opportunities webpage (DEW Home > Topics > Data > EMIS > EMIS Reporting Responsibilites > ~~EMIS Data Appeals~~Districts and Schools Final Correction Opportunities) for more information about each ~~appeal type~~ final correction opportunity.

Additional ~~data appeal~~final correction opportunities may be scheduled at the discretion of the Department. Superintendents will receive an email notification in the EdConnection newsletter. The information will also be shared with EMIS coordinators in an EMIS Newsflash. The ~~appeal~~ final correction opportunities information does also appear on the ~~Data Appeals~~Districts and Schools Final Correction Opportunities webpage.

If you are unable to access the "Forms" tile after logging into OH|ID, consult with the district's OEDS Org Administrator to ensure you have the appropriate role of either Superintendent, Treasurer, EMIS Coordinator, or Superintendent Designee. If you cannot see the "~~Data Appeals~~Districts and Schools Final Correction Opportunities" box after clicking on the "Forms" menu, you will also need to contact the district's OEDS Org Administrator.

For more information about ~~EMIS Data Appeals~~Districts and Schools Final Correction Opportunities, please see the related information on the EMIS webpage. Contact the Office of Data Quality at the Ohio Department of Education and Workforce at DataQuality@education.ohio.gov.

~~*Appeal*~~ *Final Correction Opportunity Approval*

You will be notified by the Department as to whether your application is approved. If approved, your district must work with the Ohio Department of Education and Workforce to develop an appropriate plan to submit corrected data.

Data Reported by Another District

If data is misreported by another district on behalf of your student, the reporting district ***must*** submit the ~~data appeal~~request for a final correction opportunity. Examples of data reported by districts other than a student's attending home district could include industry credentials, some assessments, and diploma data. The only exception is for instances where another district's reporting is impacting funding. Examples of this type of situation could include community school flags or withdrawal or enrollment data. This type of data can be ~~appealed~~ corrected by the impacted district during the final correction opportunity for funding data ~~appeal window~~.

EMIS MANUAL

Section 1.2:
General Data Characteristics

Version 8.1
August 22, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
8.1	08-22-26	FY26	26-80	Added information regarding reporting of CSV files.
8.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.0	7/1/23	FY24	24-95	Added 4.8; removed 6.6 and 7.3.
7.0	7/1/23	FY24	24-29	Removed 5.4 District Testing – Yearend (DT) Record.
7.0	7/1/23	FY24	24-23	Removed 2.21 Student Transportation (FP) Record.
6.2	8/26/23	FY23	23-94	Deleted references to GV Record; adds FT and FW Records to Table 1.
6.1	7/15/22	FY23	NA	Posted for FY23.
6.0	7/1/20	FY21	NA	Posted for FY21.
5.0	7/1/19	FY20	NA	Removed E and X Collections; no longer being implemented.
4.1	7/6/18	FY19	NA	Posted for FY19.
4.0	5/3/18	FY18	NA	Posted for FY18.
3.0	6/16/17	FY17	NA	Deleted references to GP Record, updated names of records and elements where appropriate.
2.0	12/29/15	FY15		Deleted records no longer reported; added missing records; added manual section numbers for all records; moved records to different tables based on manual sections.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II

TABLE OF CONTENTS III

1.2 GENERAL DATA CHARACTERISTICS 3

FILE DESCRIPTIONS 3
Picture Clause Symbols 3
FORMATTING RULES AND NOTES 3
EMIS IDENTIFYING FIELDS 4
Terms Used *5*
EMIS Identifying Fields by Record *5*
Table 1. Student Records 5
Table 2. Staff Records 6
Table 3. Course Records 6
Table 4. District/Building Records 7
Table 5. Financial Records–Fixed Length Format 7
Table 6. Financial Records–CSV Format 8
Table 7. Five-Year Forecast Records 8

1.2 General Data Characteristics

File Descriptions

This section presents the file descriptions for each of the EMIS records to be transferred to the designated Information Technology Center (ITC) sites. Each file description includes:

- the data elements,
- their characteristics,
- field number,
- position in the file, and
- field size.

These file descriptions will be used by individuals responsible for formatting the school district data. Persons responsible for this task may be a vendor, district personnel, designated ~~data acquisition site~~ITC staff, or the Ohio Department of Education and Workforce staff involved in the creation or use of the EMIS data.

These file descriptions are focused on the requirements for fixed length files, but also provide the information needed to create comma separated value (CSV) files to transfer to the ITCs for EMIS reporting. Each EMIS collection will specify for each record type whether that particular collection supports data loaded from fixed length files, CSV files, or both.

For a CSV file, unless noted otherwise in the description of a specific record type, the fields will appear in the same order as they are listed in the fixed length file layout. Any filler in the fixed length file layout is skipped in the CSV file. Including a header row with the field names in the first row of CSV files is allowed but optional. The format of the actual data between each comma is the same as with a fixed length file, with the exceptions noted in the formatting rules section below.

Picture Clause Symbols

Symbol	Meaning
X	Alphanumeric field
A	Alphabetic field
9	Numeric field
V	Indicates position of assumed decimal point; used only in numeric fields, does not count toward data item size.
S	Operational sign. Used only in numeric fields. All signed number fields in fixed length files must use a trailing separate character. For CSV files, signed number fields may use a leading or trailing sign.

Formatting Rules and Notes

Unless otherwise stated, **alphanumeric fields** must be left justified and filled with trailing spaces in fixed length files. Fields in CSV files do not require leading or trailing spaces.

Numeric fields must be right justified and filled with leading zeroes in fixed length files. For CSV files, there is some flexibility in how a number field is formatted.

- If a decimal point is included in a numeric field in a CSV, then that decimal point will be loaded as-reported into the EMIS system.
- If a decimal point is not included, an implied decimal is listed for the field, and the value is right justified with leading zeros, then the implied decimal will be added. For example, reporting "001" in a CSV with 2 implied decimal places will become "0.01" in the EMIS submission.
- If a whole number is reported in a CSV field without leading zeros, then the value will be loaded into EMIS as a whole number, even if the field has implied decimals. For example, in a CSV field with one implied decimal, "10" would be loaded as "10", "01" would be loaded as "0.1", and "1" would be loaded as "1".

All signed numeric fields must contain a trailing separate sign character in a fixed length file. The sign character immediately follows the numeric digits. The sign character must be either a "+" or "-" (ASCII values 44 and 46, respectively). For example, the picture S9(9)V99(s) represents 11 numeric digits followed by a sign field. This field would have a total size of 12 bytes.

For CSV files, signed numeric fields may use a leading or trailing sign; including the "+" character for positive values is always optional.

For **date fields**, CCYYMMDD represents the required fixed length file format for the date. For example, the value for May 2, 2006, is 20060502. For CSV files, CCYY/MM/DD (2006/05/02) or MM/DD/CCYY (05/02/2006) may also be used.

A field format of **Y/N** indicates that the field is entered as either "Y" or "N."

Areas defined as **"Filler"** are blank areas to maintain the position of remaining elements in a fixed length file when an element in the middle of a record is deleted. Filler areas are ignored by DEW when files are loaded. Filler areas should also be ignored when preparing a CSV file for EMIS submission. If an element in the middle of a record is deleted, then no placeholder is used within a CSV file.

EMIS IDENTIFYING FIELDS

The following tables contain fields for each record type that are considered "key" fields. Key fields are those that can be used to uniquely identify each record.

The State Student ID (SSID) is required in the Student Standing (FS) Record for all students and in the Student Attribute–No Date (FN) Record for all students reported in the Graduate (G) Collection. All other student IDs are those supplied by the local student management software and will be replaced with the State Student ID (SSID) during the submission process at the Information Technology Center Site. In the file layouts, these other student IDs are called EMIS Student IDs. This element is the district-determined number used by districts for student tracking.

For student, staff, and financial records, the first 31, 31, and 35 positions, respectively, of each record are always required. The elements listed in the tables below are in addition to the preliminary parts of each record.

Terms Used

Record identifies the record type, i.e., CI (Staff Demo), CK (Staff Job), GQ (Student Program), GG (Gifted), etc. It is two characters in length. The record is critical and determines which type of data is on the record. The Data Collector will use this to determine into which file the records are to be loaded. For example, a GI record will be loaded into the Student Demographic Record and the GI record layout is assumed for all of the fields being loaded.

EMIS Identifying Fields by Record

Table 1. Student Records

Manual	Record Name	Record	Required Fields	Number
2.2	Student Demographic Record	GI	EMIS Student ID	GI050
2.3	Student Demographic – Race Detail Record	GJ	EMIS Student ID Racial Group	GJ050 GJ060
2.4	Student Standing Record	FS	EMIS Student ID Effective Start Date	FS050 FS060
2.5	Student Attributes-Effective Date Record	FD	EMIS Student ID Effective Start Date	FD050 FD060
2.6	Student Attributes-No Date Record	FN	EMIS Student ID	FN050
2.7	Student Acceleration Record	FB	EMIS Student ID Subject Area Code	FB050 FB060
2.8	Student Assessment Record	FA	EMIS Student ID Assessment Type Code Test Grade Level Assessment Area Code Test Date Test Day of the Month	FA050 FA060 FA200 FA205 FA210 FA212
2.9	Student Program Record	GQ	EMIS Student ID Program Code	GQ050 GQ060
2.10	Student Gifted Education Record	GG	EMIS Student ID	GG050
2.11	Student Discipline Record	GD	Date of Discipline Type of Discipline Sequence Number	GD060 GD070 GD085
2.13	Student Special Education Record	GE	EMIS Student ID Date Type Date	GE055 GE100 GE110
2.14	Student Special Education Graduation Requirement Record	FE	EMIS Student ID IEP Date Type IEP Date Assessment Type Code Assessment Area Code	FE050 FE060 FE070 FE080 FE090
2.15	Student Graduation - Core Summary Record	GC	EMIS Student ID Core Area Code	GC050 GC060
2.17	Student Withdrawal Override Record	FC	State Student ID (SSID) Previous Reporting Year	FC050
2.18	Student Summer Withdrawal Record	FL	State Student ID (SSID)	FL050

Manual	Record Name	Record	Required Fields	Number
2.19	Student Contact Record	FF	EMIS Student ID Contact Sequence Order Number	FF050 FF060
2.20	Student Contact Address Record	FG	EMIS Student ID Contact Sequence Order Number Address Type Effective Start Date	FG050 FG060 FG070 FG150
2.22	Student Truancy and Excessive Absence Record	FT	EMIS Student ID Date Event	FT010 FT020 FT030
2.23	Exiting Student Follow-Up Record	FW	EMIS Student ID	FW050
2.24	Student Reported in Error Record	FX	State Student ID (SSID) Reported in Error	FX050
2.25	Student Detailed Attendance Record	FM	EMIS Student ID Effective Start Date Attendance Type Attendance Detail	FM050 FM060 FM070 FM080

Table 2. Staff Records

Manual	Record Name	Record	Required Fields	Number
3.3	Staff Demographic Record	CI	Employee ID	CI050
3.4	Staff Employment Record	CK	Employee ID Position Code Local Contract Code	CK050 CK060 CK250
3.5	Contractor Staff Employment Record	CJ	Employee ID Position Code Contracting District IRN Local Contract Code	CJ050 CJ060 CJ070 CJ090
3.6	Contractor Only Staff Record	CC	Federal Tax ID Position Code Local Contract Code Position Fund Source Element	CC050 CC070 CC080 CC130
3.7	Staff Summer Employment Separation Record	CL	State Staff ID Position Code Local Contract Code	CL050 CL060 CL070
3.8	Staff Missing Override Record	CP	State Staff ID Previous Collection Request	CP050

Table 3. Course Records

Manual	Record Name	Record	Required Fields	Number
4.2	Course Master Record	CN	Local Classroom Code	CN060
4.3	Staff Course Record	CU	Employee ID Local Classroom Code Staff Course Start Date	CU050 CU060 CU070

4.4	Student Course Record	GN	EMIS Student ID Local Classroom Code Course Enrollment Start Date	GN050 GN080 GN160
4.5	Career-Technical Education Correlated Class Record	CV	Local Classroom Code First Correlated Classroom Second Correlated Classroom	CV060 CV070 CV080
4.6	Mapped Local Classroom Code Record	CM	Mapped From Local Classroom Code Mapped To Local Classroom Code	CM050 CM060
4.8	Student Course Grade Record	FR	EMIS Student ID Local Classroom Code Term	FR050 FR060 FR070

Table 4. District/Building Records

Manual	Record Name	Record	Required Fields	Number
5.2	Grade Schedule Record	DL	Building IRN Grade Code Attendance Pattern Code	DL050 DL060 DL070
5.3	Organization General Information Record	DN	Organization IRN Attribute Name Attribute Text Attribute Date	DN050 DN060 DN070 DN080

Table 5. Financial Records–Fixed Length Format

Manual	Record Name	Record	Required Fields	Number
6.2	Cash Record	QC	Cash Receipts Fund Special Cost Center	QC110 QC120
6.3	Expenditure Record	QC	Fund Special Cost Center Function Object Subject Operational Unit Instructional Level Job	QC110 QC120 QC130 QC140 QC150 QC160 QC170 QC180
6.4	Receipt Record	QC	Fund Special Cost Center Receipt Subject Operational Unit	QC110 QC120 QC310 QC150 QC160
6.5	Operational Unit Description Record	QC	Operational Unit	QC160
6.7	Exhibit 1		(None beyond position 35)	
~~6.7~~	~~Schedule of Federal Assistance Summary~~		~~(None beyond position 35)~~	
~~6.7~~	~~Schedule of Federal Assistance Detail~~		~~CFDA Number~~	~~QC780~~
6.7	Statement R (header)		(None beyond position 35)	
6.7	Statement R (description)		(None beyond position 35)	

Table 6. Financial Records–CSV Format

Manual	Record Name	Record	Required Fields	Number
6.2	Cash Record	QS	Cash Receipts Fund Special Cost Center	QC110 QC120
6.3	Expenditure Record	QX	Fund Special Cost Center Function Object Subject Operational Unit Instructional Level Job	QC110 QC120 QC130 QC140 QC150 QC160 QC170 QC180
6.4	Receipt Record	QR	Fund Special Cost Center Receipt Subject Operational Unit	QC110 QC120 QC310 QC150 QC160
6.5	Operational Unit Description Record	QU	Operational Unit	QC160
6.7	Exhibit 1	QE	Line Number	QC070
6.7	Statement R (header/case)	QH	Schedule Frequency	QC060
6.7	Statement R (description)	QD	Schedule Frequency Line Number	QC060 QC070

Table 7. Five-Year Forecast Records

Manual	Record Name	Record	Required Fields	Number
7.2	Five-Year Forecast Record	QF	Category/Line Number	QF050

EMIS MANUAL

Section 1.3:
Community School Funding

Version 3.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
3.1	07-01-25	FY26	NA	Posted for FY26.
3.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
2.6	8/8/23	FY24	24-84	Updated to reflect updated language, processes, and law.
2.5	7/1/22	FY23	NA	Posted for FY23.
2.4	7/1/21	FY22	NA	Posted for FY22.
2.3	7/1/20	FY21	NA	Posted for FY21.
2.2	10/21/19	FY20	NA	Posted for FY20.
2.1	7/6/18	FY19	NA	Posted for FY19.
2.0	2/1/18	FY18	NA	No FY18 changes.
1.1	9/13/17	FY17	NA	Added section on Reconciliation Payments.

Note. This section makes several references to Ohio Revised Code and Ohio Administrative Code. To find the actual language referenced, follow this link: http://codes.ohio.gov/.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

1.3 COMMUNITY SCHOOL FUNDING 4

COMMUNITY SCHOOL DATA PULL PROCESS 4
Resolving FTE Adjustments 4
Data Pull Process 4
Payment FTE Detail and Adjustments Reports 4
ADJUSTING OR HOLDING COMMUNITY SCHOOL PAYMENTS 4
Potential for Closure/Suspension 5
Less than 25 Students Enrolled at the Beginning of the School Year 5
Non-Compliance with Department Regulations or Requirements 5
Illegal or Fraudulent Activity 5
Course of Practice 5
RECONCILIATION PAYMENTS 5

1.3 Community School Funding

Community School Data Pull Process

Resolving FTE Adjustments

Community schools should continuously review FTE adjustments that impact their monthly payments. All community schools have access to FTE Detail (FTED-001) and FTE Adjustment (FTED-003) reports in the Data Collector. These reports allow a community school to see the impact of all adjustments on FTEs. These reports are updated on a regular basis and provide the most up-to-date snapshot of FTEs that are being impacted.

The move to direct funding in FY22 eliminated the need for resident districts to flag community school students in SOES. However, districts should continue to place Data Quality reviews on records that may contain incorrect information. These reviews have no impact on funding.

Data Pull Process

The Department pulls community school payment data on the 30th[1] of each month. This data includes any enrollment information submitted to the Department by 5 p.m. on the 29th of each month, including any FTE adjustments in place when the Department processes FTEs the evening of the 29th.

Payment FTE Detail and Adjustments Reports

FTE Detail and Adjustment reports will be generated for each payment. Community schools will have access to those in the Data Collector. These reports will show community schools which FTE adjustments were in place at the time of the data pull that impacted the upcoming payment.

Adjusting or Holding Community School Payments

The Department has the authority to pay community schools pursuant to Ohio Revised Code (ORC) 3314.08(H). Pursuant to ORC 3301.0714 and Ohio Administrative Code 3301-102-06, the Department has the authority to adjust or hold payments to community schools for the reasons outlined below:

The Office of Budget and School Funding may be required to hold or adjust community school payments for a variety of reasons in order to protect public funds. These payment adjustments are outside of normal payment "Transfers and Adjustments" that take place for community schools and are reflected on the Statement of Settlement. Held payments are processed through the normal payment process, but held before disbursement. Held payments may be released at a future date or cancelled. Adjustments to payments will be reflected with Journal Voucher (JV) codes on the Statement of Settlement. Adjustments may be positive or negative, and may be reversed. The following provides information regarding when the Department may hold or adjust payments due to certain circumstances and requirements.

[1] This schedule is the planned schedule. If system maintenance or other issues with the run starting on the 30th do not result in a data set that can be reliably used for a payment, then the run will be completed as soon as possible after the 30th. As EMIS submissions are based on the latest data available, any delayed run may include data after the timelines provided. The FTE reports for each payment will clearly indicate the data submission by the community school actually used for that month's payment.

Potential for Closure/Suspension

The Department may be notified by the school's sponsor, the Office of Community Schools, and/or another Department office regarding the potential for closure/suspension.

1. Schools that are closed or suspended prior to being open and educating students are not legally able to receive current year Foundation funding.
2. Holding funds prevents the Department from potentially funding community schools not legally entitled to receive funding.
3. If the sponsor and/or another Department office notifies the Office of Budget and School Funding that a school is likely to close or be suspended, the Office of Budget and School Funding may hold payments until the school has opened and educated students in the current fiscal year and is therefore entitled to current fiscal year Foundation funding.
    a. If the school does close, the payment may be cancelled entirely.
    b. If the school does legally open, the payment may be released.

Less than 25 Students Enrolled at the Beginning of the School Year

Community schools are not allowed to open until at least 25 students are enrolled at the same time during the school calendar year. If the Department doesn't receive assurances from the sponsor of at least 25 students being enrolled and reported in EMIS and/or if the Department has reason to believe that the assurances are not correct, payments may be held until enrollment requirements are verified.

Non-Compliance with Department Regulations or Requirements

The Office of Budget and School Funding may hold or adjust funds if a community school is in non-compliance with Department regulations or requirements. Examples of non-compliance include but are not limited to:

- Failure to comply with the FTE Review process
- Failure to comply with EMIS reporting requirements and standards
- Failure to comply with ODDEX (SOES and SCR) records review requirements and standards

Illegal or Fraudulent Activity

The Office of Budget and School Funding may also hold payments if it has reason to believe that a community school is illegally operating in anyway in order to protect public funds.

Course of Practice

This reflects the long-standing standard operating practice of the Office of Budget and School Funding.

RECONCILIATION PAYMENTS

Following the close of the EMIS collection, the Department of Education and Workforce will run at least one reconciliation payment, commonly referred to as Final Payments (Final #1, Final #2, etc.). These adjustments will account for changes made by reporting entities between the last scheduled payment in June and the close of the EMIS collection. Adjustments may also reflect any EMIS appeals and final determinations made under Revised Code §3314.08(K).

If the Department identifies the school is owed money – it will be paid in a single payment.

If the Department identifies a reduction in the calculated payment, the following logic will be used:

- If the repayment amount is less than or equal to $5,000, then the repayment is deducted in a single payment.
- If the repayment amount is less than or equal to $10,000 and the final amount is greater than $1,000,000, then the repayment is deducted in a single payment.
- If the repayment amount is greater than $5,000 and the final amount is less than $1,000,000, then the repayment is deducted over 10 months.
- If the repayment amount is greater than $10,000 and the final amount is greater than $1,000,000, then the repayment is deducted over 10 months.
- If the repayment amount is greater than 4.0% of the final amount, then the repayment is deducted over 22 months.

The superintendent may, at the request of the school, consider and approve a longer repayment term. Such an extension will come with additional requirements.

EMIS MANUAL

Section 2.1:
Student Records Overview

Version 11.0
July 24, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
11.0	07-24-25	FY26	26-73	Clarified reporting of evaluation only PS students.
10.1	08-13-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
10.0	07-18-24	FY25	25-100	Collection correction for STUNPNTSRV.
10.0	07-18-24	FY25	25-22	Removes reference to 2003 from Admission Reason 5.
10.0	07-18-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
9.2	8/8/23	FY24	24-80	Updated race/ethnicity link.
9.1	7/14/23	FY24	24-32	Updated SSID reporting guidance.
9.0	7/1/23	FY24	24-23	Removed reference to Student Transportation Record.
9.0	7/1/23	FY24	24-9	Removed reference to How Received option F.
8.3	8/26/22	FY23	23-94	Removed references to GV Record. Adds references to FW Record.
8.2	7/28/22	FY23	23-63	Removed references to OGT.
8.1	7/14/22	FY23	23-61	Updated for ESCs reporting PS students.
8.0	7/1/21	FY22	NA	Posted for FY22.
7.1	3/18/21	FY21	21-152	Clarified reporting for PS students found ineligible for service.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.4	5/11/20	FY20	20-73	Clarified reporting instructions for attending IRN for PS ECE grantees.
6.3	11/7/19	FY20	20-47	Clarified CT reporting of student subgroup data.
6.2	10/9/19	FY20	NA	Posted for FY20.
6.1	7/6/18	FY19	NA	Posted for FY19.
6.0	4/19/18	FY18	NA	Posted for FY18.
5.0	6/9/17	FY17	47374	Changed ECO to COS.
5.0	6/9/17	FY17	48771	Removed reference to ASQ/SE.
4.0	5/18/16	FY16	33592	New OELPA Assessment to replace the OTELA.
4.0	5/18/16	FY16	36420	New Admission Reason Code for students 22 and older.
4.0	5/18/16	FY16		Added Coming Changes section.
3.0	7/21/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	7/20/15	FY14K	1010	Updated reporting instructions for ESCs per new funding system.
2.0	7/20/15	FY14K	908	Included information for reporting the Jon Peterson Scholarship Program.
2.0	7/20/15	FY14K	557	Updated per changes to reporting students in JDCs.
2.0	7/20/15	FY14K	949	Updates based on new admission reasons for board of regents use of SSID.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES III

TABLE OF CONTENTS IV

2.1 STUDENT RECORDS OVERVIEW 3

General Guidelines 3
OVERVIEW OF DATA 3
REPORTING RESPONSIBILITY 3
City, Local, and Exempted Village School Districts 4
Juvenile Detention Centers 4
Educational Service Centers 4
Community Schools 5
Joint Vocational School Districts 5
Contracted Career Technical Programs/Services 6
Ohio Deaf and Blind Education Services 6
Ohio Department of Youth Services 7
STEM Districts 7
STATEWIDE STUDENT IDENTIFIER 7
PURPOSE OF THE SSID 7
ISSUANCE OF AND ACCESS TO THE SSID 8
DATA ELEMENTS REQUIRED FOR ASSIGNMENT OF SSID 9
SSID HELP 10
STUDENT-LEVEL RECORDS 10
REPORTING STUDENT DATA 11
SPECIAL REPORTING SITUATIONS 11
Jon Peterson Scholarship Program 11
Court Ordered Institutional Placement into Facility as defined by ORC §2151.65 or §2152.41 12
Autism Scholarship Program 13
Preschool Students Found to be Ineligible for Service 15
Race/Ethnicity Reporting 15
Summer Graduates 16
Court-Placed Student Attending a Community School 17
Educational Choice Scholarship Pilot Program 17
Special Education Student Attending a Nonpublic School 18
Special Education Co-Operative Students 18
Building IRN Element 19
☼ Building IRN Element 19

2.1 Student Records Overview

General Guidelines

The Student Records sections in the EMIS Manual provide instructions in relation to reporting student-level data records and elements. Guidance regarding the State Student Identifier (SSID) is also included in the Student Records. All student-level records are submitted to the Ohio Department of Education and Workforce (the Department) with an SSID. Some examples of how student-level data is used include Average Daily Membership (ADM) for funding purposes, enrollment, attendance, accountability, and other information needed for federal and state reports.

Overview of Data

The following are general categories of student data covered in the student records sections of the EMIS Manual.

- Student Demographic data (gender, race, etc.)
- Student Standing information (student percent of time, attendance days, absences, withdrawal/dropout, etc.)
- Student Attributes, both with and without dates
- Special Education data (disability condition, placement options, special education services, Special Education Record)
- English Language Proficiency data (identified, exited, reclassification, OELPA, etc.)
- Testing data (achievement tests, other assessments)
- Career-Technical Education (CTE) data (testing, follow-up)
- Programs (programs and services in which the student is participating)
- Discipline data (days of discipline, discipline reasons, etc.)
- Gifted data (screening, assessment, identification, services, etc.)

Reporting Responsibility

The following are some general guidelines/rules regarding the reporting responsibility of EMIS reporting entities. EMIS reporting entities include:

- City, local, and exempted village school districts
- Community schools
- Educational Service Centers (ESC)
- Joint Vocational School Districts (JVSD)
- Ohio Deaf and Blind Education Services
- Ohio Department of Youth Services (ODYS)
- Stem Districts

Throughout the student's enrollment, student data should be reported so that the dates accurately reflect the situation being reported. This is the case even if the accurate dates are before the reporting date. The student's last day of school is the earlier of the student's withdrawal date or the official last day of

school. Specific guidelines and exceptions to the general reporting responsibilities are located in the individual sections of Student Records.

City, Local, and Exempted Village School Districts

One Student Demographic and all applicable student records are required to be reported by the district for each student enrolled. This includes situations such as non-resident students who are being educated by district employees through arrangements such as open enrollment and superintendent agreements.

In addition, a Student Demographic and other applicable student data records are also required to be reported by the resident city, local, and/or exempted village school district for those students who reside within district boundaries, but are enrolled in another EMIS reporting entity such as a JVSD, DYS, or the Ohio Deaf and Blind Education Services.

Juvenile Detention Centers

In cases where a student is placed in a Juvenile Detention Center (JDC) facility (defined by ORC §2151.65 or §2152.41), per ORC §2151.362 the facility is responsible for coordinating the education of the child. However, the public school district designated as the district responsible for the cost of education is required to report the student to EMIS. Additionally, if the district in which the facility resides is educating the students in the facility, that district must report the student in EMIS for the time period that the student is in the facility.

In cases where a non-public or home-schooled student is court placed into one of these facilities, the public school district designated as the district responsible for the cost of education is required to report the student in EMIS for the time period that the student is in the facility.

If a student was enrolled in an internet or computer-based community school at the time of the court placement and if the JDC facility has the capability, the facility may allow the student to continue to be educated by the community school. In this instance, the community school should continue to report the student and the district designated as responsible for the cost of educating the student would not report the student.

See the Special Reporting Situations for more information on how to report the students in these facilities.

Educational Service Centers

With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not to report student data records for non-preschool students receiving and/or participating in programs/services from ESC employees. It is the sending/resident districts responsibility to report the appropriate student-level data records for those students receiving services and/or being educated by an ESC employee.

ESCs are required to report student-level data for all preschool students they are educating and/or providing services to at their Department-licensed preschools. If an ESC has been contracted to provide education or services by another EMIS reporting entity for preschool students, refer to Section 3.2 Reporting Contracted Staff for what to report.

Generally, the following student records are required to be reported by the ESC if the ESC is serving preschool students:

- Student Course (GN; if student is in a center-based course)
- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Assessment (FA; ELA)
- Student Program (GQ; if applicable)

Community Schools

Community schools are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Student Course (GN)
- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Gifted Education (GG)
- Student Assessment (Kindergarten Readiness Assessment, Ohio English Language Proficiency Assessment (OELPA), etc.)
- Student Program (GQ)
- Student Special Education (GE)
- Student Contact (FF)
- Student Contact Address (FG)
- Exiting Student Follow-Up (FW)

Joint Vocational School Districts

Joint Vocational School Districts are responsible for reporting the applicable student-level records for those students enrolled in the JVS. These may include but are not limited to:

- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Course (GN)
- Student Program (GQ)

- Student Assessment (FA; Industry Assessments, Industry Credentials, etc.; for students who directly enroll from a non-public school or students who are home schooled, additional tests may need to be reported)
- Exiting Student Follow-Up (FW)

Any student data that impacts subgroups for accountability or funding should be reported accurately by the JVS.

Contracted Career Technical Programs/Services

In contracted career-technical situations, the following student records are to be reported by the district which employs the staff providing the career-technical programs/services to the students:

- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Program (GQ)
- Student Course (GN)
- Student Discipline (GD)
- Student Assessment (FA)
- Exiting Student Follow-Up (FW)

In addition, the resident city, local, or exempted village school district in which the student attending the JVS or contracted career-technical school resides is also responsible for reporting a Student Demographic (GI) Record and any other applicable student records.

Ohio Deaf and Blind Education Services

Students enrolled in the Ohio Deaf and Blind Education Services are to be reported by this entity through EMIS. All applicable student records are to be reported, including, but not limited to,

- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Assessment (FA)
- Student Discipline (GD)
- Student Program (GQ)
- Student Course (GN)

In addition, the resident city, local, or exempted school district must also report a Student Demographic (GI) Record and any other applicable student records for students enrolled in the Ohio Deaf and Blind Education Services.

Ohio Department of Youth Services

The Ohio Department of Youth Services is responsible for reporting Student Demographic (GI) and other applicable records for students enrolled in its institutions. In addition, the resident/sending city, local, or exempted village school district of the student must also report Student Demographic (GI), Student Standing (FS), Student Attributes – Effective Date (FD), and Student Attributes – No Date (FN) Records for students attending DYS.

STEM Districts

STEM Districts are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Student Course (GN)
- Student Demographic (GI)
- Student Standing (FS)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Discipline (GD)
- Student Gifted Education (GG)
- Student Assessment (Ohio English Language Proficiency Assessment (OELPA), etc.)
- Student Program (GQ)
- Student Special Education (GE)

STATEWIDE STUDENT IDENTIFIER

The Statewide Student Identifier (SSID) is a nine character identification code that is unique to each public school student within the State of Ohio Public Education System.

PURPOSE OF THE SSID

The SSID should be used for EMIS reporting purposes in order to maintain student privacy. Per Ohio Revised Code (ORC) § 3301.0714 (D), at no time shall a district release the crosswalk that matches the SSID with other student-level data (e.g., name, address, social security number). This information is protected by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) and by the Ohio Revised Code for the purpose of maintaining student confidentiality. Failure to follow federal and state statutes will result in penalties as stated therein.

The SSID allows student-level data to be reported via EMIS and facilitates statewide, longitudinal tracking of student progress without the Ohio Department of Education and Workforce knowing sensitive student-level information such as name, address, or social security number. All EMIS records are required to be submitted with the SSID, as it is a mandatory data element.

In order for funding to flow appropriately, it is critical to report the SSID accurately, as records submitted to the Department with invalid SSIDs will not be processed.

Software at the ITC will read the most recently reported Student Standing (FS) Record and replace the EMIS ID (a locally-assigned ID) with the SSID in every student record.

Additional information about the SSID can be found on the Department's website.

ISSUANCE OF AND ACCESS TO THE SSID

SSIDs are issued by IBM, the approved Application Service Provider. IBM is contracted by the Ohio Department of Education and Workforce to maintain the Statewide Student Identifier (SSID) Database System.

Any district responsible for reporting data to EMIS may access the SSID System. Access to the SSID System is open to authorized personnel within the district for the purpose of enrolling preschool, new kindergarten, or transfer students. All policies specified within the Ohio Revised Code pertaining to the protection of student privacy and the maintenance of confidential records shall be followed by districts.

Districts should be aware that students who are enrolling for the first time in a PK-12 public district may already have an SSID. Other Ohio state agencies also issue SSIDs to students from early childhood through college age. It is therefore possible that a student who has never attended an Ohio PK-12 public school may already have an SSID.

In cases where a district finds that a student has multiple SSIDs, which SSID is maintained and reported depends on factors such as the entity that requested the SSIDs, the entity that has reported the SSIDs, and when and how long the SSIDs have been reported. If only one of the SSIDs has previously been reported to EMIS by a PK-12 school, then that is the SSID the newly enrolling district should use. If more than one SSID has been reported to EMIS by PK-12 schools, the newly enrolling district should consider the following when determining which SSID to use.

- If the student was a high school student at only one of the previous districts, the newly enrolling district should always use this high school SSID.
- If the student was a high school student at more than one of the previous districts, the newly enrolling district should evaluate the data reported under both (or all) SSIDs to determine which to report.
- If the student was not a high school student at any of the previous districts, the newly enrolling district should evaluate the data reported under both (or all) SSIDs to determine which to report.

When it is not clear which SSID to use (e.g., when multiple SSIDs were reported for high school), the newly enrolling district should consider things like how long the SSIDs were reported, how much data is associated with each, and which was reported with more assessment or progress toward graduation related data when determining which to report.

All non-selected SSIDs that are *not* being reported in the *current* school year should be deactivated and mapped into the selected SSID.

For non-selected SSIDs that *are* being reported in the *current* school year, all districts currently reporting the student must coordinate to keep only one SSID and to deactivate all others. If an SSID that is currently being reported is deactivated, the reporting district will receive fatal errors. These fatal errors will likely lead to the reporting district reactivating the prior SSID and deactivating the SSID selected by the newly enrolling district.

The secure website for the SSID System is https://www.ohiossid.com. Districts should contact their ITC to gain access to the secure website.

DATA ELEMENTS REQUIRED FOR ASSIGNMENT OF SSID

The following nine data elements are all mandatory for assignment of the SSID.

- **Legal First Name.** Legal First Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. The Department does not receive this information.
- **Legal Middle Name.** Legal Middle Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. The Department does not receive this information.
- **Legal Last Name.** Legal Last Name of the student as it appears on the birth certificate, I-95 form, or passport. This is for local use only. The Department does not receive this information.
- **Date of Birth.** Date of Birth (format: mm/dd/ccyy) as it appears on the birth certificate, I-95 form, or passport.
- **Gender.** The gender of the student.
  - 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 student at the onset of speech. Valid options are found in EMIS Manual Section 2.2 Student Demographic (GI) Record, *Native Language Element.*
- **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. Valid options are found in EMIS Manual Section 2.2 Student Demographic (GI) Record, *Summative Racial/Ethnic Group Element.*
- **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 Name 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, including misspellings. The Department does not receive this data. It is required only to obtain an SSID.
- **Admission Reason.** The *Admission Reason Element* is required to obtain an SSID for a newly enrolled student for the purposes of validation and to decrease the assignment of multiple SSIDs for the same student. In addition, it provides information on where new students coming into Ohio public education are coming from.

  This element is required EMIS reporting that is required to be submitted to IBM in any batch file for the assignment of an SSID for newly enrolled students, and is required on the SSID website when a district is requesting an SSID for a new student.

  This element answers the question "How did this student arrive at my district?" When reporting the reason for which a new SSID is being created for a student, the following options are valid.

  1. Student Transferred from Home School in Ohio
  2. Student transferred from out of state/out of country
  3. Student transferred from a nonpublic school in Ohio
  4. Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)

5. Not previously enrolled in an Ohio public district or community school for a reason other than listed above
6. Transferred from another Ohio public/community school
7. Not newly enrolled in this school district
9. Student previously enrolled in an Ohio Early Childhood (Pre-Preschool < 3 years of age) program administered by a state agency

C ODHE student previously enrolled in an Ohio higher education program

Records submitted with Reasons 6, 7, 9, or C will not be assigned a new SSID, as one should already exist. Districts will receive a message indicating this.

When districts look up information in the SSID system, they may see informational Admission Reason codes "8", "A", "B", and "D". These informational Admission Reason codes are never reported in EMIS. Admission Reason codes "A" and "B" are used to indicate that an SSID has been generated by the Ohio Department of Higher Education (ODHE). Admission Reason code "8" is used to indicate that an SSID has been generated by another Ohio department, such as the Ohio Department of Health (ODH), the Ohio Department of Job and Family Services (ODJFS), or the Ohio Department of Developmental Disabilities (DODD). Admission Reason code "D" is used for students who are 22 years old or older.

SSID Help

There are multiple help documents located on the Department's EMIS website, including a user manual and a frequently asked questions document regarding functionality questions about the SSID. These documents may be referenced for assistance regarding the SSID; however, EMIS coordinators and their districts should contact their ITC for assistance regarding SSID issues.

Student-Level Records

Several records are submitted to the Department from ITCs that contain student data. Below is a list of each record and its record indicator as they are submitted from the ITCs to the Department. Data elements on each record are defined in the following sections of the student records.

Record Indicator	Record Name
GI	Student Demographic Record
GJ	Student Demographic – Race Detail Record
FS	Student Standing Record
FD	Student Attributes – Effective Date Record
FN	Student Attributes – No Date Record
FB	Student Acceleration Record
FA	Student Assessment Record
GQ	Student Program Record
GG	Student Gifted Education Record
GD	Student Discipline Record
GE	Student Special Education Record
FE	Student Special Education Graduation Requirement Record
GC	Student Graduate Core Summary Record

FC	Student Missing Override Record
FL	Student Summer Withdrawal Record
FF	Student Contact Record
FG	Student Contact Address Record
FT	Student Truancy and Excessive Absence Record
FW	Exiting Student Follow-Up Record

REPORTING STUDENT DATA

Definitions for student data elements are located within this Student Records Overview section. Within each student record, each data element is organized alphabetically. Valid options for certain data elements are listed and defined accordingly. In addition to valid options and data definitions, data reporting requirements for each data element are discussed in each of the following sections.

SPECIAL REPORTING SITUATIONS

Jon Peterson Scholarship Program

All students who participate in the Jon Peterson Scholarship Program are required to be reported to EMIS by the resident district. Any district that is providing services or educating these students is also required to report the students.

When a district is providing special education services via a service plan to a non-public school student who is participating in the Jon Peterson Scholarship Program, the district should report the student in the same manner that it would report any other such student receiving services through a service plan.

When a district is providing education to a student who is from another public district and is participating in the Jon Peterson Scholarship Program, the district should report the student in the same manner that it would report any other such student it is educating (e.g., open-enrolled students, foster-placed students).

The following table describes how to report key elements for students participating in the Jon Peterson Scholarship Program.

Table 1. Key Data Elements for Jon Peterson Scholarship Program (JPSP) Participants

Data Element	Resident District	District Providing Services to a Non-Public Student	District Educating a Public School Student
Legal District of Residence	Resident District IRN	Resident District IRN	Resident District IRN
Effective Date	If first attend JPSP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the JPSP program.	If reported as Non-Public student prior to entry into JPSP, then Effective Dates do not change. If reported as a public district student and first attend JPSP program in current school year, withdraw student to the Non-Public, then re-enroll the student as a Non-Public	If first attend JPSP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the JPSP program.

Data Element	Resident District	District Providing Services to a Non-Public Student	District Educating a Public School Student
		student receiving special education services.	
How Received	*	6	R
How Received IRN	******	Non-public entity or 999999 if non-public does not have an IRN	Resident District IRN
Sent Reason	JP	NA	NA
Sent To IRN	IRN, if known, of entity providing services to student; otherwise 999999	******	******
Student Percent of Time	000	000	Indicate the percent of time the student is receiving instruction.
Sent To Percent of Time	000	000	000
District Relationship	3	2	1
Attendance Days	***S Collections*** Only report the days that the student actually attended in your district, if any. If the student attended the JPSP for the entire year, the district is not required to report any attendance at yearend.	***S Collections*** Only report the days that the student actually attended in your district, if any. If the student attended the Jon Peterson Scholarship Program for the entire year, the district should not report any attendance at yearend.	***S Collections*** Report the days that the student actually attended in your district.
Disability Condition	As indicated in the ETR	As indicated in the ETR	As indicated in the ETR

Court Ordered Institutional Placement into Facility as defined by ORC §2151.65 or §2152.41

This information applies to a student who is court ordered into a facility as defined by ORC §2151.65 or §2152.41 (typically a Juvenile Detention Center (JDC)); it does not include placement into DYS. Once the student is placed in the facility, the district designated in the court order as responsible for the cost of education should report the student. Additionally, if the district in which the facility resides is educating the students in the facility, that district must report the student in EMIS for the time period that the student is in the facility.

If a student was enrolled in an internet or computer-based community school at the time of court placement and the student continues to be educated by the community school, the community school would continue to report the student and the district designated as responsible for the cost of educating the student would not report the student.

The following student records *are* required to be reported by the district designated as responsible for the cost of educating the student.

- Student Demographic (GI) Record
- Student Standing (FS) Record
- Student Attributes – Effective Date (FD) Record
- Student Attributes – No Date (FN) Record
- Student Special Education (GE) Record

The following student records are *not* required to be reported by the district designated as responsible for the cost of educating the student.

- Student Course (GN) Record
- Student Program (GQ) Record
- Student Gifted Education (GG) Record
- Student Discipline (GD) Record
- Any Student Assessment (FA) Records

When the district in which the facility resides is educating the students in the facility, that district would report all appropriate student records for the students that the district is educating.

The following table describes how to report key elements for these students.

Table 2. Key Data Elements for Court-Ordered Institutional Placements into Facility as defined by ORC §2151.65 or §2152.41

Data Element	District Responsible for the Cost of Education
Legal District of Residence	Resident District IRN
How Received	* or Q if facility is within the district and district is educating
How Received IRN	******
Sent Reason	CE
Sent To IRN	IRN, if known, of entity providing services to student; otherwise 999999
Student Percent of Time	000
Sent To Percent of Time	000
District Relationship	3

Autism Scholarship Program

All students who participate in the Autism Scholarship Program are required to be reported to EMIS by the resident district. These students are included in the Federal Child Count. Do not withdraw these students.

The following student records *are* required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Demographic (GI) Record
- Student Standing (FS) Record
- Student Attributes – Effective Date (FD) Record

- Student Attributes – No Date (FN) Record
- Student Program (GQ) Record
- Student Special Education (GE) Record

The following student records are *not* required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Course (GN) Record
- Student Gifted Education (GG) Record
- Student Discipline (GD) Record
- Any Student Assessment (FA) Records

The following table describes how to report key elements for students participating in the Autism Scholarship Program.

Table 3. Key Data Elements for Autism Scholarship Program Participants

Data Element	Report for Autism Scholarship Participants
Legal District of Residence	Resident District IRN
Effective Date	If first attend ASP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the ASP program.
How Received	*
How Received IRN	******
Sent Reason	AU
Sent To IRN	IRN, if known, of entity providing services to student; otherwise 999999
Student Percent of Time	000
Sent To Percent of Time	Indicate the percent of time the student would be receiving instruction if he/she were attending the resident district.
District Relationship	3
Attendance Days	**S Collections** Only report the days that the student actually attended in your district, if any. If the student attended the Autism Scholarship Program for the entire year, the district is not required to report any attendance at yearend.
Disability Condition	Usually 12 – Autism, but exceptions exist

Autism Scholarship Program Funding. Initial funding of school age and preschool students participating in the Autism Scholarship Program is noted on the FTE Detail report.

Through an application process, the resident district confirms the residency of the student and indicates if the student has been included in the district's student collections. This information is then forwarded to the Department. Funding for the program is deducted from the resident district and sent through installments to the parents of the students participating. The parents then make payments to the Department-approved provider.

Preschool Students Found to be Ineligible for Service

Preschool students who are not otherwise enrolled in a district who are referred for special education evaluation from Part C and are found to be ineligible for special education services are required to have special education events submitted for them. In these cases, the public school district is responsible for reporting special education event records. Resident districts are to enroll these preschool students using the date of the Evaluation Team Report Date (ETR) for the admission, effective start, and effective end dates. The percent of time would be zero and the District Relationship would be 2.

These records are reported by the resident district even if an ESC completed the screening process.

Example 1.

A preschool student had the following events:

On 3/28/2007	Preschool School Transition conference
On 5/23/2007	Referral Date for Evaluation
On 5/23/2007	Consent Date for Evaluation
On 6/27/2007	Evaluation Team Report Date with an Outcome ID of ETNE not eligible for services.

The resident district would use the date of 6/27/2007 for the admission, effective start, and effective end dates.

Note that a student must be at least age 3 to be reported in the current school year. Ineligible preschool students who are still 2 as of the end of the year must be reported once they turn 3, which could put the admission effective start and effective end dates in the summer. If these dates must be delayed until summer, the district would still use the actual event dates for the Special Ed Event records. For students who turn 3 during the next fiscal year, the student records must be reported the following school year.

Race/Ethnicity Reporting

Due to mandated data collection and reporting requirement changes from the United States Department of Education (USDOE), the Department is changing the reporting of race/ethnicity information. Per USDOE requirements, when collecting race/ethnicity information districts must collect this information by using a two part question. The following excerpt is from USDOE:

> *Educational institutions and other recipients will be required to collect racial and ethnic data using a two-part question. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races using the following five racial groups: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Respondents will not be offered the choice of selecting a "two or more races" category.*

For more information about the USDOE requirements please visit the following links: https://www.federalregister.gov/documents/2007/10/19/E7-20613/final-guidance-on-maintaining-collecting-and-reporting-racial-and-ethnic-data-to-the-us-department and http://nces.ed.gov/PUBSEARCH/pubsinfo.asp?pubid=2008802.

To meet the new USDOE reporting requirements, districts must collect additional information for all students that enroll in the district on or after July 1, 2010. Additionally, students that were previously reported by a district but have a change in their district of residence after July 1, 2010, must also have the additional information reported for them. Districts can choose to re-collect the race/ethnicity information

from all students and report the results in EMIS; however, this is not mandated by the Ohio Department of Education and Workforce.

An element "Hispanic/Latino Element" has been added to the Student Demographic record to report, for a student whose information is recollected, the response to the question "Is the student of Hispanic/Latino heritage?"

The second part of the two-part question will be reported, as appropriate (see the chart below), through the Student Demographic – Race Detail (GJ) Record. A Student Demographic – Race Detail (GJ) Record is reported for each race the respondent indicates in answering the second part of the two- part question.

The race/ethnic element on the Student Demographic (GI) Record has been re-named to "Summative Race/Ethnic Group" and will summarize the race/ethnic group of the student.

The following table summarizes how each element is to be reported based on the listed Student Situation.

Table 4. Race/Ethnicity Coding

Student Situation	Hispanic/Latino Element Value (GI580)	Summative Race Element Value (GI090)	Race Detail Value (GJ Record – one per response)
Information Not Recollected	*	Same as FY10 Yearend – W, B, H, A, I, P, M	No GJ Record Reported
Recollected – Student is of Hispanic/Latino Heritage	Y	H	All Races Chosen from the Following: W, B, A, I, P
Recollected – Student is not of Hispanic/Latino Heritage – only one race being chosen	N	Race Chosen – Only one of the following: W, B, A, I, P	No GJ Record Reported
Recollected – Student is not of Hispanic/Latino Heritage - more than one race being chosen	N	M	All Races Chosen from the Following: W, B, A, I, P

Summer Graduates

Summer graduates are students who did not meet graduation requirements (either course requirements or test requirements) during their final year in school but do meet graduation requirements during the summer immediately after their final year in school. In order to be considered a summer graduate the student must graduate prior to the start of the next school year.

At least one of each of the following record types are required to be reported during the Graduation (G) Collection for each student who graduates during the summer following his/her final year in school:

- Student Demographic (GI) Record
- Student Attributes – No Date (FN) Record
- Student Graduation – Core Summary (GC) Record

The Diploma Date Element and Diploma Type Element should be reported during the Graduation (G) Collection.

If a student graduates after the last day of the prior school year but before July 1, the withdrawal information can be reported during the End of Year Student (S) Collections; however, if the withdrawal information is not reported during the Final Student (S) Collections, then it must be reported during the following year's Beginning of Year Student (S) Collections.

If the withdrawal information is not reported during the End of Year Student (S) Collections, the following record types are required to be reported during the following year's Beginning of Year Student (S) Collections for each student who graduates during the summer following his/her final year in school:

- Student Demographic (GI), Student Standing (FS), and Student Attributes – Effective Date (FD) Records
  or
- Student Summer Withdrawal (FL) Record

An Effective End Date prior to the first day of the new school year and a Withdrawal Reason of "99" should be reported during the Beginning of Year Student (S) Collections.

Court-Placed Student Attending a Community School

This information applies to a student from district A (the resident district) who is court-placed into a "home" (this includes foster care, group home, Juvenile Detention Center (JDC), or other residential facility; it does not include placement into DYS) located in another district (district B) and then attends a community school. Upon enrollment at the community school, the student should be withdrawn from both the resident district (district A) and the district that the student was court-placed into (district B). If the student withdraws from the community school and enrolls at the district where the student was originally court-placed (district B), both the resident district (district A) and the district where the student was originally placed (district B) should re-enroll the student and report the student as they would for any court-placed student.

Educational Choice Scholarship Pilot Program

Non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using a withdrawal code of "42".

Students with disabilities participating in this program are to be reported per the instructions for special education students attending a nonpublic school.

Additional information about Ed Choice can be found at the Center for School Finance website.

Special Education Student Attending a Nonpublic School

A special education student attending a nonpublic school can be placed there either by parental choice or by the district. Please follow the appropriate reporting instructions below depending on how the student was placed in the nonpublic school.

1. **Parentally Placed Special Education Student in Nonpublic School**
   As a general reporting guideline, the public school district (not including community schools) in which the nonpublic school is located has the responsibility to report special education students who are parentally placed in the nonpublic school. This may or may not be the same district as the resident district of the student. In cases where the nonpublic school is located in a district other than the student's resident district, the resident district has no reporting responsibility. The following reporting guidelines should be followed in this case.
   - **Public School District Providing Special Education Services**
     These students are receiving special education services (on a services plan) from the public district in which the nonpublic school is located. In these cases, the public school district is responsible for reporting Student Demographic, Standing, Attributes – Effective Date, Attributes – No Date, and Program Records.
   - **No Special Education Services Provided by Public School District**
     These students are eligible to receive services from the public district, but are not being served in this capacity. In this situation, the public district reports these students as an aggregate count on its Organization – General Information (DN) Record during the Beginning of Year, Midyear, and End of Year Student (S) Collections in the Unserved Eligible Nonpublic Students with a Disability Attribute (STUNPNTSRV). In this case, the public school district does not report individual student level records.
2. **District-Placed Special Education Students in Nonpublic School**
   As a general reporting guideline, the student's resident district is responsible for reporting individual student level data for these students. The EMIS records required to be reported by the district for these students are the same records reported for a student educated within the district. The percent of time for these students is reported in the Sent To Percent of Time with a Sent Reason of NP and a Sent To IRN of the nonpublic school (if none exists, report 999999). The regular Student Percent of Time does not include the percent of time the student has been placed in the nonpublic school (therefore reported as zero for a full time placement) and the District Relationship is reported as 1.

Special Education Co-Operative Students

Generally, students who are attending a special education co-operative in a public school district other than their resident district are reported as shown in the table below.

Table 5. Special Ed Co-Operative Students – General

Elements on Student Standing Record	Resident District Reports	Special Education Co-Operative Reports
Legal District of Residence	Resident District IRN	Resident District IRN
How Received	*	B
How Received IRN	******	Resident District IRN
Student Percent of Time	% of time receiving instruction at	% of time receiving instruction at

Elements on Student Standing Record	Resident District Reports	Special Education Co-Operative Reports
	resident district	special ed co-op
District Relationship	If above is 0%, report 3; else report 1	1
Sent Reason	SE	NA
Sent To IRN	District IRN of special ed co-op	******
Sent To Percent of Time	000	000

Sometimes students are "placed" in an institution outside their resident district and attend a Special Education Co-Operative in another district. This includes students who are court-placed, foster placed, or non-court placed such as parentally placed in an institution (how received of "C", "P", or "T"). In these cases, the district in which the student is placed is responsible for the student's education. These students may attend a special education co-operative at a district other than the one in which they were placed. In these situations report the student as shown in the following table.

Table 6. Special Ed Co-Operative Students – "Placed" in an Institution

Elements on Student Standing Record	Resident District Reports	District in Which the Student is Placed Reports	Special Education Co-Operative Reports
Legal District of Residence	Resident district IRN	Resident district IRN	Resident district IRN
How Received	*	C, P, or T	B
How Received IRN	******	Resident district IRN	IRN of district in which the student was placed
Student Percent of Time	0	0	100%
District Relationship	3	3	1
Sent Reason	FC, CI, or NI	SE	NA
Sent To IRN	IRN of district in which the student was placed	IRN of district of the special education co-operative	******
Sent To Percent of Time	0	0	0

Building IRN Element

The Building IRN Element is defined below for all student records, unless noted otherwise within the reporting instructions for a particular student record.

☼ *Building IRN Element*

Record Field Number	**040
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

Valid Option

Six-digit IRN — Valid building IRN within the reporting district

Reporting Instructions. Generally, this is the building IRN where the student is enrolled during the situation being reported. As a general rule, if the district is instructing the student, then a building IRN within the district is to be reported. IRNs can be found in the Ohio Educational Directory.

City, Local, or Exempted Village School Districts. If a city, local, or exempted village district is instructing the student, then a building IRN within its district is reported. When the district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported in this field with the following exceptions; in situations in which How Received = "6", "I", "P", "T", or "V", the district IRN can be used as this element's value.

Community Schools. If a student is enrolled in a community school, then the building IRN of the community school that the student is attending should be reported.

Ohio Department of Youth Services. ODYS (Ohio Department of Youth Services) reports the building IRN of the particular institution that is providing instructional services to the student.

Educational Service Centers. If an ESC is reporting preschool student data, then the IRN of the ESC is reported in the building IRN field.

Early Childhood Education (ECE) Grantees. When a public district is reporting the building IRN for their ECE funded students and the district does not operate a preschool program under their hierarchy, the IRN should be the one determined by district policy.

For example, a public district receives ECE funding and the district sends ECE funded students to be educated by an ESC. The public district does not operate any preschool programs and the ESC is the operator of the preschool. The district cannot use the building IRN of the ESC preschool because that IRN is under the ESC's hierarchy and is not under the hierarchy of the district. One possible option would be for the district to report the building IRN of where the students will eventually be attending kindergarten.

Joint Vocational School Districts. When the JVSD is reporting the building IRN for enrolled students, the building IRN of the Joint Vocational School that the student is attending should be reported.

State Schools for the Deaf and Blind. The Ohio State Schools for the Deaf and Blind each report the appropriate building IRN in which the student is enrolled.

STEM Districts. If a student is enrolled in a STEM district, then the building IRN of the STEM district that the student is attending should be reported.

Reporting the Building IRN, as Related to Student Percent of Time.

A. If the student percent of time is greater than 0% and the student is being instructed in a building operated/owned by the district, then report the building IRN where the student is instructed.
B. If the student percent of time is equal to 0%, then report the building where the student would have attended geographically within the district or the district IRN.
C. If the student percent of time is greater than 0% and the student has a Sent Reason of "CT" (Contract Career-Technical), "JV" (Joint Vocational School District), "ES" (Educational Service Center), or "PS" (Post-Secondary Institution) then report the building IRN where the student receives instruction when attending the district.
D. If the student percent of time is greater than 0% and the student is being instructed in a building **NOT** operated **OR** leased/rented by the district (e.g., hospital, detention center, nonpublic building), then report the building IRN where the student would have attended.

E. If the student percent of time is greater than 0% and the student is being instructed in a building that is not operated by the district but is leased/rented by the district, then the report the building IRN where the student would have attended.

Example 2.

If an elementary school needs extra classrooms and rents a church across the street, then the building IRN should be the school IRN. The elementary school IRN would be used in all student and staff records (including the "Location IRN" on the Course Master Record).

Example 3.

If a district leases a building in a strip mall to house a district-wide elementary program, such as a pull-out program for gifted students, each student is to be assigned to the building he/she would have attended if this special facility did not exist.

EMIS MANUAL

Section 2.1.1:
Student Enrollment Overview

Version 10.1
February 17, 2026

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
10.1	02-17-26	FY26	26-119	Updated information regarding truancy and absences (HB96).
10.0	07-01-25	FY26	NA	Posted for FY26.
9.0	07-18-24	FY25	25-15	Updated information around absences and excuses.
9.0	07-18-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
8.3	1/18/24	FY24	24-96	Updated homeschooling information and terminology.
8.2	8/8/23	FY24	24-82	Updated withdrawal reporting guidance.
8.2	8/8/23	FY24	24-33	Removed withdrawal code 48.
8.1	7/1/22	FY23	NA	Posted for FY23.
8.0	7/1/21	FY22	NA	Posted for FY22.
7.3	5/20/21	FY21	21-176	Updated ORC section related to high school equivalency.
7.2	4/23/21	FY21	21-127	Added new withdrawal code 78.
7.1	7/1/20	FY21	NA	Posted for FY21.
7.0	10/9/19	FY20	NA	Posted for FY20.
6.1	11/2/18	FY19		Withdrawal code 76: has changed from 105 hours to 72 hours.
6.0	7/6/18	FY19	NA	Posted for FY19.
5.0	6/27/18	FY18	59654	Updated language from “GED” to “high school equivalency exam”.
5.0	6/27/18	FY18	52743	Updated truancy/excessive absence information per HB410.
5.0	6/27/18	FY18	64753	Updated reasons and timelines for excused absences.
5.0	6/27/18	FY18	NA	Updated who can approve homeschooling.
4.0	6/13/17	FY17	46587	Updated Homeless definition.
3.1	1/17/17	FY16	32462	Added withdrawal code 35-Withdrew from Educating District, District of Residence no Longer Responsible.
3.0	5/31/16	FY16	32462	Added to Coming Changes section.
3.0	5/31/16	FY16		Adding Coming Changes section.
2.0	8/5/15	FY15		Updated GED section based on update to ORC §3313.67.
2.0	8/5/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.

Note. This section makes several references to Ohio Revised Code and Ohio Administrative Code. To find the actual language referenced, follow this link: http://codes.ohio.gov/.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.1.1 STUDENT ENROLLMENT OVERVIEW 1

GENERAL GUIDELINES 1
Reporting to DEW versus District Responsibilities 1
Required Documentation 2
Table 1. Documentation for withdrawals 4
District Level Policies 8
Due Process 8
Timelines for Action 8
Missing Children 9
Special Education 9
COMPULSORY EDUCATION 9
ORC/OAC 9
DEW Policy 12
RESIDENCY FOR SCHOOL PURPOSES 12
ORC/OAC 12
DEW Policy 16
HOMELESS 17
USC 17
ORC/OAC 17
FOREIGN EXCHANGE/INTERNATIONAL STUDENTS 17
ORC/OAC 17
DEW Policy 18
COURT PLACEMENT 18
ORC/OAC 18
DEW Policy 20
OPEN ENROLLMENT 20
ORC/OAC 20
DEW Policy 20
HOME EDUCATION 21
ORC/OAC 21
DEW Policy 21
DISCIPLINE/ALTERNATIVE SCHOOLS (GENERAL EDUCATION) 21
ORC/OAC 21
DEW Policy 24
ATTENDANCE AND CHRONIC ABSENTEEISM 24
ORC/OAC 24
DEW Policy 25
HIGH SCHOOL EQUIVALENCY TEST 25
ORC/OAC 25
DEW Policy 26

EXAMPLES 27

2.1.1 Student Enrollment Overview

General Guidelines

This section of the manual is an overview of student enrollment and includes information regarding students exiting an educational entity. Once a student has been properly enrolled in a district, there are a number of instances in which the student can then withdraw or be discharged from the district. Some situations may result in a district retaining responsibility for a student, even though it is no longer educating that student. One such example is a student who has been withdrawn from a district for failure to participate in learning opportunities. Though such a student is no longer the district's responsibility for funding purposes, the district does have a responsibility to this student and must still follow relevant law and policy regarding truant and missing children.

There are a number of withdrawal codes (see EMIS Manual Section 2.4) that are used to indicate how a student exited a district. These vary from a student being discharged upon graduation to a student's parent withdrawing the student to attend a different district to adult students withdrawing themselves.

This section of the EMIS Manual includes a table of contents to help to pinpoint particular situations or areas of interest. Each included topic begins with a summary of relevant federal and state law followed by relevant Department policy. At the end of this document are a number of questions and answers based upon questions from the field and relating to many of the enrollment topics discussed in this section of the Manual.

Reporting to DEW versus District Responsibilities

All children in the state of Ohio are entitled to a free and appropriate education. Between the ages of 6 and 18, children are required to attend school. Each district is responsible for the students living within the district's boundaries who should be attending its schools. That responsibility extends beyond the reach of EMIS reporting. For instance, anytime a district learns that a student within its boundaries is allegedly truant, an investigation per state laws and local truancy policies must be undertaken. This is true regardless of whether or not the district is required to report that student via EMIS.

Districts are responsible for ensuring that students receive a free and appropriate education. As part of this responsibility, districts must sometimes attempt to compel students to attend school so that they can be educated. Much of what districts do to uphold this responsibility to students is not reported to EMIS. That something is not reported to EMIS does not mean that a district does not have a responsibility to follow through with an action or to properly document that action.

Part of the districts' role in providing education to students includes a responsibility for reporting certain information to the Department. This section of the EMIS Manual is not all inclusive in terms of how to report students whose time with a district has ended. Other sections of the manual contain information on how to code such students, EMIS Manual Section 2.4 Student Standing Record (FS), for example. Please refer to the appropriate sections of the manual for additional information and for more specific reporting instructions.

In some cases where a student has been withdrawn from school, the district's responsibility to that student does not end. For example, if a student is withdrawn, is still of compulsory school age, and is not

enrolled anywhere else, the district must still conform to local policies and all state laws and rules concerning truancy. As part of this, districts still have documentation requirements, such as the continued tracking of absences and the maintenance of records documenting the steps taken in fulfillment of such policies, rules, and laws. This is an instance of a data reporting rule (when to withdraw the student in EMIS) and Ohio law (compulsory education and truancy) touching the same subject while having different requirements in terms of actions, documentation, and timelines.

The data reporting requirements for the Department may not be the same as the districts' documentation maintenance requirements. For example, once a student is reported to EMIS as withdrawn due to nonattendance, new records for that student are not expected to be reported (for example, attendance would not be reported for dates after the withdrawal date). However, the district's responsibility to that student does not end. The district must still maintain and document an accurate count of absences.

Another example is a student who is released from a Juvenile Detention Center (JDC) and does not return to school. If the student was not receiving instruction from his resident district while at the JDC, then his resident district does not have to report attendance data for him to EMIS. However, the district is still required to maintain this student's absence records and to follow its local truancy policy.

Districts must adhere to federal and state regulations with regards to students with disabilities, therefore districts' responsibilities may not end once these students have been withdrawn. For example, if an 18-year-old student with a disability decides to exit education, the district may have additional ETR/IEP follow-up responsibilities after the student has been withdrawn.

In this section of the EMIS Manual, we are attempting to cover most situations where districts have responsibilities toward students that may not be the same as the EMIS reporting responsibilities for those students. However, this section is mainly focused on EMIS reporting. The purpose of this section is not to include all situations in which a district is responsible for a child when not reported to EMIS. Similarly, this guide is not a substitute for working with your local administration, local board, and local legal counsel for interpretation and implementation of federal, state, and local regulations.

Required Documentation

Ohio Revised Code §3317.031 requires that districts maintain a "membership record" that includes certain information regarding every student enrolled, including withdrawal dates and days absent. Districts are required to maintain each such record "for at least five years." Districts may not have policies for purging records before that time, such as basing the deletion on student age or graduation date. Record retention policies must ensure that membership records are maintained for at least five years after the student has exited the district.

In situations where the responsibility for a student is shared between districts (e.g., JVSD students, court-placed students, etc.), it is not required that both districts maintain copies of all relevant documents. The districts involved should work together to ensure that relevant documentation exists, and the district that is not maintaining copies should document in the student's file that the district is relying on the documentation maintained by the other district.

Generally, for many of the withdrawal codes, a document from another party (e.g., a parent, another district, a court, etc.) is required for a withdrawal. If nothing is received from a responsible party outside

the district, then documentation of the steps taken and information gathered by district staff must be on file. In such instances, if an DEW system (SOES, for example) shows that the student has enrolled in another district, a screen print along with documentation of confirmation of admission from the other district can be maintained in the student file to document the withdrawal.

Documentation can be hardcopy or electronic copy; districts should follow local policy and practice for this. All excuses from parents, as well as other documents pertaining to a student's enrollment, attendance, and withdrawal from a district, become a part of the official attendance record and must be maintained regardless of format or condition.

Upon entering school, students are required to present certain documentation. Ohio Revised Code §3313.672 spells out the documentation that is required by state law for a child to be enrolled in a district. These documents become a part of the student's record and must be maintained for at least five years after enrollment ends.

Districts must maintain documentation to support any withdrawal code reported for a student. The following table includes information regarding the preferred documentation that districts should maintain in student files for the different withdrawal codes. In instances where districts are unable to secure the preferred documents, the table includes other documentation that would be acceptable alternatives to support the relevant withdrawal code. (For more information on the withdrawal codes themselves, see EMIS Manual Section 2.4 Student Standing Record (FS).)

Table 1. Documentation for withdrawals

Withdrawal Code	Preferred Documentation	Other Documentation
35 – Withdrew from Educating District, District of Residence No Longer Responsible	Documentation that proves that the student is no longer residing in the district. This could be documentation from a residency investigation that determined a student does not qualify as a resident, returned mail with a forwarding label attached by the post office, or a registered letter returned due to the intended recipient having moved.	Documentation of notice from the parent or other district/school that student has moved. Any notice received only verbally must be documented with details of who provided the information, how it was provided, who received it, and when it was received. District must also document its efforts to receive preferred documentation.
36 – Withdrew from Preschool	Either documentation that the child has completed the preschool program or a note from a parent when the child does not complete the program. ORC §3321.13(A)	Documentation of notice from the parent indicating the parent's decision to withdraw the student.
37 – Withdrew from Kindergarten	Documentation from those who decided (including the parent/guardian) that it is in the best interest of the child to wait an additional year before starting kindergarten. For additional information, see COMPULSORY EDUCATION. ORC §3321.01(A)	Documentation of notice from the parent indicating the parent's decision that the student is not ready for kindergarten.
38 – Promoted Beyond Max Grade/Entity Closing	Evidence that the student completed the maximum grade offered by the community/STEM school (must be lower than 12th grade) or DEW must show that the entity has closed. ORC §3321.13(A)	NA
39 – Non-Enrolled Student No Longer Receiving Services from the District	Evidence that the student had previously been receiving services only, as well as documentation from a parent or district discontinuing the services.	NA
40 – Transferred to Another School District Outside of Ohio 41 – Transferred to Another Ohio School District 42 – Transferred to a Private School	At least one of the following: • a signed withdrawal form from a responsible party outside the district that includes the last date attended in the district and the name of the new district/school. • documentation of notification from an DEW system that the student has enrolled in another Ohio district (student must be a known match by more than just SSID). • a hard copy or electronic records request from the new district/school with the date enrolled in the new school (preferred) and/or the date the request was received. ORC §3321.13(A)	Documentation of notice from the parent or other district/school that the student has transferred. Any notice received only verbally must be documented with details of who provided the information, how it was provided, who received it, and when it was received. The district must also document its efforts to receive preferred documentation.

Withdrawal Code	Preferred Documentation	Other Documentation
43 – Transferred to Home Education	Notification from the parent. For additional information, refer to HOME EDUCATION. ORC §3321.042	NA
45 – Transferred by Court Order/Adjudication	A copy of the court order. Note that students placed into DYS are not to be withdrawn from their resident districts. For additional information, see COURT PLACEMENT. ORC §3313.64(B)(2)	NA
46 – Transferred out of the United States	Any of the documentation listed for withdrawal reasons 40-42. An additional option for students in formal foreign exchange programs is documentation that the program has ended for that student. For more information, see FOREIGN EXCHANGE/INTERNATIONAL STUDENTS. ORC §3321.13(A)	Any of the other documentation listed for withdrawal reasons 40-42.
47 – Withdrew Pursuant to *Yoder vs. Wisconsin*	Documentation that the student has completed at least the eighth grade and a signed withdrawal form from the parent indicating that the child is being withdrawn in accordance with truly held religious beliefs.	NA
51 – Verified Medical Reasons	A signed document from a health professional. ORC §3321.04(A)(1)	If a district cannot obtain a signed document from a health professional, it must maintain the notice or records it is able to obtain of hospitalization, admission to a nursing home or rehabilitation facility, etc.
52 – Death	Documentation received from the family. ORC §3321.13(A)	If a district does not receive the preferred documentation, copies of dated obituaries, death notices, and memorial cards are also acceptable.
71 – Withdrew Due to Non-Attendance	This withdrawal code requires the district to maintain a significant amount of supporting documentation. All steps taken by district staff to compel the student to attend school must be documented. The student's absences must be accurately and completely documented. Documentation must continue beyond the withdrawal of the student in EMIS. This code should be used in limited and unusual situations and only after all relevant state laws have been followed, including filing a complaint with juvenile court when required by law. This code should be used for students who leave school to take a high	NA

Withdrawal Code	Preferred Documentation	Other Documentation
	school equivalency exam or participate in Job Corps or are determined to be runaways. See ~~Truancy, Excessive Absences, and Excused Absences~~Attendance and Chronic Absenteeism for additional information on the steps required in such cases. ORC §3321.19	
72 – Pursued Employment/Work Permit	A copy of the work permit signed by the superintendent. ORC §3331.01	NA
73 – Over 18 Years of Age	A signed withdrawal form from the student, along with proof of the student's age (e.g., a copy of the birth certificate). ORC §3321.01(A)(1)	Documentation of notice from the student, along with proof of the student's age (e.g., a copy of the birth certificate). Any notice received only verbally must be documented with details of who provided the information, how it was provided, who received it, and when it was received. The district must also document its efforts to receive preferred documentation.
74 – Moved, Not Known to be Continuing	The steps taken to make this determination must be documented and maintained. This may include official notes from the attendance/truancy officer, returned mail with a forwarding label attached by the post office, or a registered letter returned due to the intended recipient having moved. ORC §3321.13(A)	NA
75 – Student Completed Course Requirements	Students' transcripts and test scores, where applicable, must be maintained. If an IEP states that a student is not required to pass one or more sections of the graduation assessment, then that information must be maintained as well. ORC §3321.03(A)	NA
76 – Non-Attendance According to the 72 hour rule	Documentation of the student's continuous, unexcused absences must be maintained. For more information, see ~~Truancy, Excessive Absences, and Excused Absences~~Attendance and Chronic Absenteeism. *Note. This code is only to be used by community schools.* ORC §3314.03(A)(6)(B)	NA

Withdrawal Code	Preferred Documentation	Other Documentation
77 – Withdrew due to ORC §3314.26 (non-tested)	Documentation showing that the student was not tested during the prior two years. *Note. This code is only to be used by community schools.*	NA
78 – Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools)	Documentation of the student's continuous, unexcused absences must be maintained. *Note. This code is only to be used by internet-based community schools that are not dropout prevention and recovery schools.*	NA
79 – No Longer Eligible to be Enrolled in District	Documentation that proves that the student is no longer eligible to be enrolled in the district. This could be documentation from a residency investigation that determined a student does not qualify as a resident, documentation indicating the end of a superintendent's agreement, or other documentation supporting the student's change in eligibility. ORC §3321.13(A)	NA
81 – Student Reported in Error	Documentation that explains the nature of the error and supports such a withdrawal. ORC §3321.13(A)	NA
99 – Completed High School Graduation Requirements	Students' transcripts and test scores. For special education students, a copy of the IEP excusing them from the consequences of graduation assessments must also be included. ORC §332103(A)	NA

District Level Policies

Though state law does place many requirements on districts, much is still left up to local policy. Districts must have local attendance policies. Superintendents must develop guidelines that establish procedures so that students and parents have an opportunity to challenge the district's attendance record prior to the withdrawal of a student. Districts must also have local policies to guide employees in addressing and resolving students' habitual truancy (ORC §3321.191). As these policies have an impact on EMIS reporting, it is important for EMIS coordinators to be aware of and familiar with these policies.

Due Process

Students have a right to an education. Before a district takes an action that deprives a child of that right, such as expulsion, the district needs to follow – and document – the steps taken to provide due process to the family.

Timelines for Action

As part of ensuring a student's right to a free and appropriate education, students cannot be denied admittance while a district awaits previous educational records or proof of residency. One exception to this is for students released from DYS prior to enrollment (see COURT PLACEMENT for more information).

Generally speaking, the withdrawal date a district reports is the date that is supported by the documentation it has on file. If the district has a signed form from a responsible party outside the district, then either the date indicated on the form (when notice is given in advance of the student's last day) or the date of receipt of the notice itself should be used. If the district does not have a signed form, but does have a records request, then the student is withdrawn one day prior to the enrollment date indicated on the records request. If neither of these documents is on file, then the most appropriate, documented, date should be used (e.g., date of death, date of medical withdrawal, etc.).

Students who do not return in the fall present questions regarding EMIS reporting. If a withdrawal form is received from a responsible party outside of the district at the close of the previous school year indicating that the student will not be enrolled in the district the following school year, then the student is withdrawn on the last day of school. If no form is received, but a records request is received from another district at the beginning of the new school year, then the student is withdrawn one day prior to the new enrollment date indicated on the records request. If no form is received, no records request is received, and the student does not return to school in the fall, local attendance and truancy policies must be followed and the student must be reported with unexcused absences until such time that the district meets other requirements for withdrawing the student.

There are a number of reasons that students may be withdrawn from school. ***It is a district's responsibility to make that determination. The withdrawal reason reported for every student must be supported by appropriate documentation.*** Sometimes an EMIS reporting deadline requires a district that is still in the process of investigating an absent student to report that student. In this situation, the district should report the student's status based on what it knows to be true at that time. There may be times when a withdrawal reason reported in the Beginning of Year Student (S) Collection is later in that same school year found to be incorrect. If the incorrect reason is reported due to a data entry error, then the district should correct their reporting. If the withdrawal reason is incorrect due to a change in situation, then the timing will determine the district's reporting. Take, for example, a student reported as moved, not known to be continuing who is later found to have enrolled in a school outside of Ohio. If it is found that the student

moved out of state *prior to* the documented withdrawal date reported, then the district should update the Withdrawal Reason and Effective End Date for that student based on the new information. If it is found that the student moved out of state *after* the documented withdrawal date reported, then the district should *not* update the withdrawal information. In this situation, the district should report the Updated Exit Status to reflect the student's move out of state. The last withdrawal reason reported will stand. Previously withdrawn students are not to be re-enrolled at the start of a new school year for the single purpose of updating a withdrawal reason.

Missing Children

In keeping with the federal Missing Children Acts, the ORC includes certain requirements for school districts. Ohio Revised Code §109.65(D) requires schools to

- notify the attorney general and local law enforcement when a missing child attends school,
- have policies in place regarding the notification of parents within a reasonable time after their children have been determined to be absent from school, and
- notify local law enforcement when a child is enrolled without a birth certificate and school records (see ORC §3313.672(A) for specific documentation requirements, including acceptable substitutions for a birth certificate).

Within 24 hours of a student's entry into school, a request for records from their previous school must be made. (ORC §3313.672(A)(3).) If neither the previous school records nor a birth certificate (or other acceptable documentation per above) is forthcoming within 14 days, or if the previous school reports having no record of the student's attendance, then the principal must report to local law enforcement where the child lives that the student may be a missing child. ("Entry" here means the start of a student's attendance. If, for example, a student is enrolled in July and school does not begin until September, the 24 hour deadline is after the student first attends the district in September.)

Special Education

Before withdrawing a special education student, districts must ensure that they have complied with all laws and regulations regarding the education of students with disabilities. For instance, the IDEA requires that districts provide an alternative setting for the education of students who are truant. For more specific information regarding special education students, refer to the Department's Office for Exceptional Children.

COMPULSORY EDUCATION

ORC/OAC

"A child between six and eighteen years of age is 'of compulsory school age'" (ORC §3321.01(A)(1)). If a child enrolled in kindergarten is under the age of six, that child is considered 'of compulsory school age' unless the child's parent or guardian, in consultation with the child's teacher and principal, withdraws the child from kindergarten.

However, although a child is not required to attend school after reaching the age of eighteen, a child is entitled to attend school until age twenty-two. (ORC §3313.64(B).)

This applies to "[e]very child actually resident in the state" (ORC §3321.02).

Every child of compulsory school age must attend school unless and until one of the following occurs:

- The child receives a diploma, successfully completes any high school's curriculum, or successfully completes his or her IEP (ORC §3321.03(A)),
- The child receives an age and schooling certificate (ORC §3321.03(B)), or
- The child is excused per ORC §3321.04, which allows for the following:
    - A superintendent may excuse a child if the child is being homeschooled. Documentation of the determination of the home instructor's qualifications and other information must be on file (ORC §3321.04(A)(2); OAC §3301-34-03). Such an excuse must be in writing and include the reason for the excuse, and a copy must be sent to the child's parent or legal guardian (ORC §3321.04(B)).
    - A superintendent may excuse a child who is over fourteen for a limited amount of time for the purpose of "performing necessary work" for his or her parents or legal guardians (ORC §3321.04(B); OAC §3301-69-02(A)(2)). Such an excuse must be in writing and include the reason for the excuse, and a copy must be sent to the child's parent or legal guardian (ORC §3321.04(B)).
    - ORC §3321.04(C) also allows schools to excuse children for "good and sufficient reasons." OAC §3301-69-02 includes a list of acceptable reasons for excused absences, which includes circumstances that are good and sufficient reason within the judgment of the superintendent.

Except for students released from the custody of DYS, within 24 hours of entry into school, the student's records must be requested from the school most recently attended. (ORC §3313.672(A)(3).)

All school districts must have policies concerning excused and unexcused absences. Pursuant to the OAC, a parent or guardian must provide an explanation for a child's absence, which shall be recorded by the approving authority of the school and shall include the date and time of the absence. Emancipated youth and married children under the age of 18 may provide the explanation for their own absences. (OAC §3301-69-02(B)(1).)

~~An excuse from school may be approved for:~~

~~a. Illness of the child (a statement from a health professional may be required if deemed appropriate);~~
~~b. Illness in the family (a statement from a health professional explaining why the child's absence was necessary may be required if deemed appropriate);~~
~~c. Quarantine of the home;~~
~~d. Death of a relative (absence is limited to eighteen school hours unless reasonable cause is shown for a longer absence);~~
~~e. Medical, behavioral, or dental appointment (a statement from a health professional may be required if deemed appropriate);~~
~~f. Observance of religious holidays;~~
~~g. College visitation (verification of the date and time of the visit may be required);~~

~~h. Pre-enlistment reporting to a military enlistment processing station (verification of the date and time of the reporting may be required);~~
~~i. Foster care placement, change in foster care placement, or court proceedings related to foster care status;~~
~~j. Homelessness;~~
~~k. Deployment activities of a parent, legal guardian, or custodian (see ORC §3301.60);~~
~~l. Emergency or other set of circumstances which in the judgment of the superintendent constitutes a good and sufficient cause for absence from school (the district may include in its discipline policy the manner in which any child may be excused for absence for good and sufficient reasons). (OAC §3301-69-02(B)(2).)~~

A child over the age of fourteen years who has been in regular attendance may be excused from future attendance for:

- The existence of an emergency at home such as absence, illness, or death of the parent or guardian;
- Farm work of the parent or guardian during a time of year in which the amount of work to be done is exceptional; or
- Inability of the parent or guardian to employ help in the family business.

The parent must file a written request for an absence for these purposes in advance of the absence, except in cases of emergency.

Excuses in these situations are limited to no more than thirty school hours and can be renewed for thirty additional hours; in total, such excuses are not to exceed sixty consecutive hours. The only exception to this is if a student's parent has died or become incapacitated and there is no older brother or sister living in the home who is out of school. In these cases, a student may be excused for more than sixty school hours. (OAC §3301-69-02(A).)

When a child of compulsory school age withdraws from school, the district must determine the reason for withdrawal. The superintendent must be notified immediately of the withdrawal and the reason for the withdrawal. (ORC §3321.13(A).)

If the withdrawal is due to a change in residence, the new residence must be determined and included in the notice to the superintendent. The superintendent must then forward the "essential facts regarding the child," as well as the child's new address, to the superintendent of the child's new district. (ORC §3321.13(A).)

If the withdrawal is due to something other than a change in residence and the child is not enrolled in or attending "an approved program to obtain a diploma or its equivalent," then upon receipt of this information the superintendent must notify the registrar of motor vehicles and the juvenile judge of the county in which the district is located. These notifications must "be given within two weeks after the withdrawal and failure to enroll in and attend an approved program or its equivalent." (ORC §3321.13(B)(1).)

DEW Policy

Districts cannot refuse to enroll a student or delay a student's entrance into school based on the time of year. For instance, if a student appears in a district and applies for enrollment during the last few weeks of the school year, the district cannot refuse the student's admittance until the following school year. Delayed paperwork is also an insufficient reason for denying a student's immediate entrance into school. A district may not wait on a student's transcript to be received before allowing the student to attend school (students coming directly from DYS are an exception to this; see COURT PLACEMENT).

Every time a student of compulsory school age exits school, the district must have supporting documentation on file. The withdrawal date reported for a student who is not attending and has not been excused or is truant should not be the last date the student was physically present. The withdrawal date for such a student is the date on which the district fulfills the requirements of law and policy for student absences and withdrawals. Even after withdrawing the student in EMIS, the district has a continued responsibility to follow the appropriate attendance and truancy laws and policies and to document all such efforts.

Students who are eighteen and older can withdraw themselves. Exceptions to this are students over eighteen whose guardianship resides with another person or entity. Students who have not met graduation requirements, have not submitted withdrawal documentation, and are absent without excuse cannot be withdrawn for nonattendance simply because they are eighteen.

Districts should determine whether vacation days are generally considered to be excused or unexcused absences and include this in their attendance policies. Districts with policies making vacation days unexcused absences should also determine whether there are circumstances under which vacation days may be excused. Students who are on vacation are not to be withdrawn and then re-enrolled upon their return. Unless the district has documentation to support a withdrawal, the student remains enrolled with vacation days marked as absences. Regardless of the reason for the absence, excused absences do not count toward truancy proceedings.

Compulsory attendance exceptions allow a child to comply with the laws for compulsory education without being physically present in a school setting.

Of the reasons listed in the ORC section above that allow a child to be excluded from compulsory attendance, the following are withdrawal situations: physician's excuse and excused for necessary work. The last of these may involve a limited period of time in which the student is not participating in an educational activity. Other "good and sufficient reasons" require that the district continues to report the student as enrolled; however, the absences may be reported as excused.

RESIDENCY FOR SCHOOL PURPOSES

ORC/OAC

A child, who is at least five but under twenty-two years of age, "shall be admitted to the schools of the school district in which the child's parent resides." (ORC §3313.64(B)(1).)

Students do not always live with both or either of their parents. Additionally, there are other special circumstances that impact where a student can attend school. See the information below to determine a student's district of residence.

Divorced Parents. If the parents are separated or divorced or their marriage has been dissolved or annulled, "parent" means the parent who is the residential parent and legal custodian of the child. (ORC §3313.64(A)(1)(a).) Under a shared parenting agreement that does not designate which school the child is to attend, the child may attend school in the district of either parent. If the court order designates one parent as the residential and custodial parent, then the child attends school in that district. If the order specifies the schools that the child is to attend, then the child attends school in that district.

Unmarried Parents. If the parents have never been married, the child's custodian, unless there is a court order to the contrary, is the mother, and the district of residence is where the mother resides. (ORC §3109.042.)

Adoption. An adoptive parent is a parent for purposes of residency. A child placed for adoption shall be admitted to the schools of the district where the child resides. (ORC §3313.64(B)(3).)

Legal Custodian. If the child is in temporary or permanent custody of a government agency or a person other than a parent, the child attends the schools where the child resides. (ORC §3313.64(B)(2).)

If the child is in temporary custody, "parent" means the parent with residual parental rights, privileges, and responsibilities. If the child is in permanent custody, "parent" means the parent who was divested of parental rights and responsibilities for the care of the child and the right to have the child live with the parent. Legal and permanent custody and residual parental rights are defined by ORC §2151.011.

A board of education may enroll a child free of any tuition obligation for a period not to exceed sixty days, on the sworn statement of an adult resident of the district that the resident has initiated legal proceedings for custody of the child. (ORC §3313.64(E).)

Grandparents. If a grandparent executes a power of attorney under ORC §§3109.51 to 3109.62 or a caretaker authorization affidavit under ORC §§3109.64 to 3109.73, then the grandparent serves as a parent and the child attends the school where the grandparent resides. (ORC §3313.64(A)(1)(b).)

A child under the age of twenty-two years who is in the custody of the child's parent, resides with a grandparent, and does not require special education is entitled to attend the schools of the district in which the child's grandparent resides, provided that, prior to such attendance in any school year, the board of education of the school district in which the child's grandparent resides and the board of education of the school district in which the child's parent resides enter into a written agreement specifying that good cause exists for such attendance, describing the nature of this good cause, and consenting to such attendance.

Children in Homes. A "home" is a "home, institution, foster home, group home, or other residential facility in this state that receives and cares for children, to which any of the following applies:

a) The home is licensed, certified, or approved for such purpose by the state or is maintained by the department of youth services.
b) The home is operated by a person who is licensed, certified, or approved by the state to operate the home for such purpose.
c) The home accepted the child through a placement by a person licensed, certified, or approved to place a child in such a home by the state.

d) The home is a children's home created under section 5153.21 or 5153.36 of the Revised Code." (ORC §3313.64(A)(4).)

A child who resides in a home shall be admitted to the schools in the district in which the child resides. (ORC §3313.64(B)(2).)

Children of Parents in Military Service. There is more than one way to determine where such children are entitled to attend school.

- ***Attendance in District Where Child is Living.*** Any child residing with a person other than the child's parent is entitled, for a period not to exceed twelve months, to attend school in the district in which that person resides if the child's parent files an affidavit with the superintendent of the district in which the person with whom the child is living resides stating all of the following:

  a) That the parent is serving outside of the state in the armed services of the United States;
  b) That the parent intends to reside in the district upon returning to this state; and
  c) The name and address of the person with whom the child is living while the parent is outside the state.

  (ORC §3313.64(F)(4).)

- ***Military Power of Attorney.*** Under a separate provision, a child under the age of twenty-two years who resides with a person other than the child's parent is entitled to attend school in the school district in which that person resides if both of the following apply:

  a) That person has been appointed, through a military power of attorney executed under §574(a) of the "National Defense Authorization Act for Fiscal Year 1994," 107 Stat. 1674 (1993), 10 U.S.C. 1044b, or through a comparable document necessary to complete a family care plan, as the parent's agent for the care, custody, and control of the child while the parent is on active duty as a member of the national guard or a reserve unit of the armed forces of the United States or because the parent is a member of the armed forces of the United States and is on a duty assignment away from the parent's residence.
  b) The military power of attorney or comparable document includes at least the authority to enroll the child in school.

  The entitlement to attend school in the district in which the parent's agent under the military power of attorney or comparable document resides applies until the end of the school year in which the military power of attorney or comparable document expires. (ORC §3314.64(F)(14).)

- ***Attendance in District of Parent's Residence.*** A child whose parent is a member of the national guard or a reserve unit of the armed forces of the United States and is called to active duty, or a child whose parent is a member of the armed forces of the United States and is ordered to a temporary duty assignment outside of the district, may continue to attend school in the district in which the child's parent lived, as long as the child's parent continues to be a resident of that

district, and regardless of where the child lives as a result of the parent's active duty status or temporary duty assignment. (ORC §3314.64(M).)

Self-Supporting and Married Students. Students who are at least eighteen but under twenty-two years of age who live apart from their parents, support themselves by their own labor, and have not successfully completed the high school curriculum or their IEP are entitled to attend school in the district in which they reside.

Any child under eighteen years of age who is married is entitled to attend school in the district in which the child resides. (ORC §3314.64(F)(2).)

Special Education. A child who requires special education is entitled to attend schools in the district in which the child resides. (ORC §3313.64(B)(2)(C).)

Medical Conditions. A child is entitled to attend school in the district in which either of the child's parents is employed if the child has a medical condition that may require emergency medical attention. The parent shall submit a statement from the child's physician certifying that the child's medical condition may require emergency medical attention, and any other evidence the board requires. (ORC §3313.64(F)(3).)

Death of a Parent. Any child whose parent dies is entitled to continue to attend school in the district in which the child attended school at the time of the parent's death for the remainder of the school year, subject to the approval of that district's board. (ORC §3313.64(F)(5).)

Building/Buying a House. A child can attend school in the district in which the parent is *building* a new house (for an established period of time that is not to exceed ninety days). The parent shall provide:

a) A sworn statement explaining the situation, revealing the location of the house being built, and stating the parent's intention to reside there upon its completion; and
b) A statement from the builder confirming that a new house is being built for the parent and that the house is at the location indicated in the parent's statement.

(ORC §3313.64(F)(6).)

A child can attend school in the district in which the parent is *purchasing* a home (for an established period of time that is not to exceed ninety days). The parent shall provide:

a) A sworn statement explaining the situation, revealing the location of the house being purchased, and stating the parent's intent to reside there; and
b) A statement from a real estate broker or bank officer confirming that the parent has a contract to purchase the house, that the parent is waiting upon the date of closing of the mortgage loan, and that the house is at the location indicated in the parent's statement.

(ORC §3313.64(F)(7).)

Child of District Employee. If a school district has a policy allowing children of employees to be admitted, a child may attend the school district where the parent is a full-time employee. No child may be admitted under this policy after the first day of classes of any school year. (ORC §3313.64(F)(8).)

Domestic Violence Shelters. A child who is with the child's parent under the care of a shelter for victims of domestic violence, as defined in section 3113.33 of the Revised Code, is entitled to attend school tuition free in the district in which the shelter is located. (ORC §3313.64(F)(9).)

Family Moves.

- ***Senior Year.*** Any child whose parent has moved out of the school district after the commencement of classes in the child's senior year of high school is entitled, subject to the approval of that district board, to attend school in the district for the remainder of the school year and for one additional semester or equivalent term. A district board may also adopt a policy specifying extenuating circumstances under which a student may continue to attend for an additional period of time in order to successfully complete the high school curriculum or the IEP. (ORC §3313.64(F)(10).)

- ***Pursuant to District Policy.*** If a child relocates to another residence in the same county, the child may continue to attend school in the district in which the child was entitled to attend school at the end of the first full week of October for the balance of the year, so long as the child or child's parent has relocated within the same county. Two conditions apply:

  a) The board of education of the school district in which the child was entitled to attend school at the end of the first full week in October and of the district to which the child or child's parent has relocated each has adopted a policy to enroll the children described in this section.
  b) The child's parent provides written notification of the relocation outside of the school district to the superintendent of each of the two school districts.

  (ORC §3313.64(I).)

- ***Superintendent Agreement.*** If the superintendents of two districts agree, then a child can attend a school district other than the district in which he or she is entitled to admission if the purpose of such attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the superintendents. (ORC §3313.64(F)(12).)

DEW Policy

Students who alternate living arrangements between parents in different districts cannot be simultaneously enrolled in both districts. These students must be withdrawn and re-enrolled as appropriate throughout the school year.

For students who transfer out of state, the manner of education is not relevant to EMIS reporting. The student is simply reported as withdrawn to another district outside of Ohio.

For foster-placed students, see the *Legal Custodian* and *Children in Homes* sections above. The resident district for a student in a foster home remains that of the parent(s). Both the resident district and the educating district are to continue to report the student throughout placement.

HOMELESS

USC

The McKinney-Vento Homeless Assistance Act of 1987 (42 USC §11431 et seq.) addresses the education of homeless youth. The main provisions of this act are as follows:

- "[E]ach child of a homeless individual and each homeless youth" must have "equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths." (42 USC §11431(1).)
- Residency requirements must include provisions for homeless youth. (42 USC §11431(2).)
- Homelessness is not an acceptable reason to separate a student from the school environment. (42 USC §11431(3).)
- Homeless children "should have access to the education and other services that such children and youths need" in order to have the same opportunity to meet the academic achievement standards expected of all students. (42 USC §11431(4).)

The McKinney-Vento Act defines "homeless children and youths" as those "who lack a fixed, regular, and adequate nighttime residence." (42 USC §11434(a)(2)(A).) This includes the following:

- Those sharing housing with others "due to loss of housing, economic hardship, or a similar reason"; those living in motels, hotels, trailer parks, or camping grounds "due to the lack of alternative adequate accommodations"; those living in emergency or transitional shelters; those abandoned at hospitals. (42 USC §11434(a)(2)(B)(i).)
- Those "living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings." (42 USC §11434(a)(2)(B)(iii).)

If a homeless student finds permanent residency during the school year that is outside of the district in which he or she is enrolled, the district in which the student is enrolled must allow the student to finish out the school year. (42 USC §11432.)

Homeless students cannot be denied enrollment because they cannot produce the documentation generally required for admission to school. (42 USC §11432(g)(3)(C).)

ORC/OAC

The Ohio Revised Code requires all school districts to comply with the McKinney-Vento Homeless Assistance Act's provisions for a free, appropriate education for homeless children. A homeless student's parent or guardian has the option of enrolling the student in either the original district of residence or the district in which the homeless student finds him- or herself. (ORC §3313.64(F)(13).)

FOREIGN EXCHANGE/INTERNATIONAL STUDENTS

ORC/OAC

A board of education, after approving admission, may waive tuition for students who will temporarily reside in the district and who are either of the following:

(1) Residents or domiciliaries of a foreign nation who request admission as foreign exchange students; or

(2) Residents or domiciliaries of the United States but not of Ohio who request admission as participants in an exchange program operated by a student exchange organization. (ORC §3313.64(G).)

DEW Policy

When foreign exchange students complete their program and leave the district in order to return home, they are reported with a withdrawal code of 46—Transferred out of the United States.

For resident students leaving the district as foreign exchange students, whether they are withdrawn from the district depends on the situation. Students engaged in educational options that belong to the resident district, for instance, would not be withdrawn. However, if the foreign exchange student is not receiving any education or services from the resident district, then he or she is withdrawn with the most appropriate withdrawal code.

If a student is out of the country for a period of time, the student should not be withdrawn and then re-enrolled upon returning. If the student has received an excuse for the absence, the student is reported as any other student with an excused absence. If the student has not received an excuse for the absence, the district must document its efforts to attempt to ascertain the location of the student and when the student is expected to return.

If the district is unable to ascertain information concerning whether or when the student will return, the district must follow the appropriate attendance and truancy laws and policies and may withdraw the student accordingly. If the district has documentation that the family no longer resides at its previous residence or anywhere within the district, the district may withdraw the student with the most appropriate withdrawal code.

COURT PLACEMENT

ORC/OAC

A child who is in the legal or permanent custody of a government agency or a person other than the child's natural or adoptive parent, or who resides in a home, shall be admitted to the schools in the district in which the child resides. (ORC §3313.64(B)(2).)

At the same time, another school district may be responsible for tuition. When a court issues an order removing a child from his or her home or vesting temporary or permanent custody of the child with a person other than the child's parent, the court shall determine the school district that is to bear the cost of educating the child. In making this determination, a court is to follow ORC §3313.64(C)(2). This determination is subject to redetermination by the Department if the parent subsequently moves. (ORC §2151.362.)

If the Department determines that the place of residence of the parent has changed since the court issued its initial order, the department may name a different school district to bear the cost of educating the child. (ORC §2151.362(A)(2).) The process of changing the determination of financial responsibility under ORC §2151.362 is initiated by contacting the Division of Finance regional coordinator. That division has an established process for determining the outcome of these requests and the nature of proof required.

If a child is placed in a detention facility established under §2152.41 of the Revised Code or a juvenile facility established under §2151.65 of the Revised Code, the facility is responsible for coordinating the education of the child. The facility may choose one of the following options to educate the child:

- use a chartered nonpublic school that operates at the facility,
- arrange with the school district responsible for the cost of educating the child for the facility to educate the child,
- contract with an ESC to educate the child,
- contract with the school district in which the facility is located to educate the child, or
- permit the child to continue enrollment in an internet or computer-based community school. (ORC §2151.362(B) (as amended by HB 59).)

The child's school district, as determined by the court or the department in the manner prescribed in §2151.362(A), shall pay the cost of educating the child based on the per capita cost of the educational facility within the detention home or facility, unless the child continues enrollment in an internet or computer-based community school. In that instance, payment for the cost of educating the child shall be made only as provided in ORC §3314.08(C).

Under ORC §3317.30, payment for the education of the child occurs as follows:

- If the facility educates the child, the facility, or the chartered nonpublic school that it operates, may submit its request for payment directly to the school district that is to bear the cost of educating the child.
- If the facility contracts with the district in which the facility is located, the school district may submit its request for payment directly to the school district that is to bear the cost of educating the child.
- If the facility contracts directly with an ESC for services for a child, the ESC may submit its request for payment for services for the child directly to the school district that is responsible for bearing the cost of educating the child.

In all of the above situations, the school district that is responsible for bearing the cost of educating the child shall pay the billing entity directly.

A district that pays for services for a child under this section shall count the child in its average daily membership and no other district shall include the child in its ADM. Payments under this section are to be determined in accordance with ORC §3313.64(C)(4).

When a child is placed by a court in a private institution, school, or residential treatment center, the state pays a subsidy to the court to help defray the expense of educating the child. (ORC §2151.362(C).) The district where the facility is located has a responsibility to educate the child. The district of residence may be required to pay tuition.

The Department of Youth Services operates its own school district within its facilities. Under ORC §3317.082, DYS bills costs to the school district responsible for paying tuition for the child.

Upon release from DYS, students are not to be admitted to a district until the students' transcripts, behavioral reports, and any IEP are received. See ORC §2152.18(D)(4) for information regarding the reports required to admit a student under these circumstances.

The Department of Rehabilitation and Corrections operates a school that provides educational services to children of compulsory school age within its facilities.

DEW Policy

If a student has been court ordered to not return to school for a certain amount of time (in order to work off court costs, for example), the student is not to be automatically withdrawn. If the district has documentation from the court on file, then the absences would be excused for the documented timeframe. If the district does not have this documentation, then the student's absences would be unexcused. Even in the instance of an 18-year-old student, the district must not report a withdrawal unless it has supporting documentation.

Students who leave JDC units without authorization are not automatically reported as withdrawals. In these instances, districts are to follow appropriate attendance and truancy laws and policies.

To determine whether to use 41—Transferred to Another Ohio School District or 42—Transferred to a Private School when students are placed in facilities depends upon the facility's definition in OEDS.

OPEN ENROLLMENT

ORC/OAC

The Ohio Revised Code requires districts to adopt a policy regarding enrollment of students from adjacent or other districts. (ORC §3313.98.) Districts must adopt one of three potential policies:

- A policy prohibiting open enrollment (ORC §3313.98(B)(1)(a)),
- A policy permitting the enrollment of students from adjacent districts only (ORC §3313.98(B)(1)(b)), or
- A policy permitting the enrollment of students from all other districts (ORC §3313.98(B)(1)(c)).

For those districts that allow the enrollment of students from other districts, notification must be sent to each open-enrolled student's resident district (3313.981(A)(3)). This notice must be sent by the first day of September of each year and must include

- the number of that particular district's students enrolled,
- the classes or grade levels assigned, and
- the dates of enrollment.

Students who open enroll after the first of September shall also be reported to those students' resident districts.

DEW Policy

There is no guarantee that students will be open enrolled into the same district from year to year. Resident districts must review enrollment lists each year to be sure students are still attending the districts into which they were open enrolled the prior year. If a previously open-enrolled student is withdrawn to the

resident district at the end of a school year, but does not appear at the resident district in the fall, the resident district must pursue the appropriate attendance and truancy laws and policies.

HOME EDUCATION

ORC/OAC

Home education is "the education of a child, between the ages of six and eighteen years of age, that is directed by the child's parent" (ORC §3321.042(A)). Within five calendar days of starting home education, moving into a new school district, or withdrawing from a public or nonpublic school, the parent or guardian must notify the superintendent of the student's district of residence. This notice must include the following (ORC §3321.042(C)).

- The parent's or guardian's name and address
- The child's name
- An assurance that the child will receive education in the required subject areas.

Notice of ongoing home education must be provided to the superintendent of the child's district of residence by August 30 of each year (ORC §3321.042(C)).

A student enrolling into a public school after a period of home education shall be placed into the appropriate grade level based on the district's policies (ORC §3321.042(D).

A child may be subject to ORC §3321.19 (regarding truancy) if at any time there is evidence that a child receiving home education is not receiving education in the required subject areas.

DEW Policy

Though the Ohio Revised Code refers to this as "home education," the EMIS Manual refers to this as "homeschooling." "Home education" is being used in this section and in the description of the related withdrawal code to align with the language in the Ohio Revised Code; "homeschooling" is being used in all other sections of the EMIS Manual. This is to clearly separate students being educated at home by a parent or guardian from students who are enrolled in school and receiving instruction in their homes from district staff (i.e., home instruction).

The withdrawal date for students withdrawn with option 43 Transferred to Home Education should be the date of receipt of the parent's or guardian's notice to the district. Note that this date may not be the same as the student's last day of attendance at the district or the student's first day of home education.

DISCIPLINE/ALTERNATIVE SCHOOLS (GENERAL EDUCATION)

ORC/OAC

Note. This section details discipline provisions regarding the general school population. Students with disabilities subject to the Individuals with Disabilities Education Act have additional rights and protections that are provided by federal law, Chapter 3323 of the Ohio Revised Code, and Ohio Administrative Code Chapter 3301-51. Please consult with the Office for Exceptional Children regarding questions concerning the interaction of these provisions with Ohio law on suspensions and expulsions.

Boards of education are granted the authority to adopt rules and regulations governing the conduct of students. (ORC §3313.20.) Pursuant to this authority, boards of education enact student codes of conduct that outline behavior expectations for students and the school's discipline policy.

Boards of education are required to have policies regarding suspension, expulsion, removal, and permanent exclusion of students that specify the type of misconduct for which a pupil may be suspended, expelled, or removed. (ORC §3313.661.)

Boards of education must have a zero tolerance policy for violent, disruptive, or inappropriate behavior. Strategies to address these behaviors must be included in board policy. (ORC §3313.534.)

No school district shall suspend, expel, or remove a student from school based solely on the student's unexcused absences (ORC §3313.668).

A board of education may establish and maintain an alternative school to serve students who are suspended, who have attendance problems, who are experiencing academic failure, who have a history of class disruption, who are exhibiting other behavioral problems as established by the board in its resolution, or who have been released from the custody of the Department of Youth Services. (ORC §3313.533.) The Big 8 districts as well as any other district with a "significantly substandard graduation rate" (as determined by the Department) must have at least one alternative school for students with severe discipline problems, including excessive truancy. (ORC §3313.534.)

Before implementing an out-of-school suspension, a superintendent must do both of the following:

- Give written notice of the intent to suspend, including reasons for the suspension (ORC §3313.66 (A)(1)), and
- Provide an opportunity to appear at an informal hearing before the principal, assistant principal, superintendent, or superintendent's designee (ORC §3313.66 (A)(2)).

Within one school day after a suspension, written notice must be provided to the student's parents. The notice must include:

- The reason(s) for the suspension;
- Notification of the right to appeal the suspension to the board of education (see ORC §3313.66(E); and
- The manner and date by which the board must be notified of the parents' intent to appeal the suspension. (ORC §3313.66 (D).)

The decision of the board of education may be appealed under Chapter 2506 of the Revised Code. (ORC §3313.66 (E).)

Any school district may temporarily deny admittance to a student who has been suspended from another district if the period of that suspension has not expired. Before denying admittance, the district must offer the opportunity for a hearing. If denied admittance per this section, the student must be admitted no later than the expiration of the suspension. (See ORC §3313.66 (J)(1).)

Before expelling a student, a superintendent must do both of the following:

- Give written notice of the intent to expel the student, including the reason(s) for the intended expulsion, notification of an opportunity to appear before the superintendent or the superintendent's designee, and notification of the time and place to appear (the notice must meet other requirements set in statute) (ORC §3313.66 (B)(6)), and
- Provide an opportunity for the student or the student's parent, guardian, custodian, or representative to appear in person before the superintendent to challenge the intended expulsion or otherwise explain the student's actions. (ORC §3313.66 (B)(6).)

Within one school day after an expulsion, written notice must be provided to the student's parents. The notice must include:

- The reason(s) for the expulsion;
- Notification of the right to appeal the expulsion to the board of education (ORC §3313.66(E)); and
- The manner and date by which the board must be notified of the parents' intent to appeal the expulsion. (ORC §3313.66 (D).)

The decision of the board of education may be appealed under Chapter 2506 of the Revised Code. (ORC §3313.66 (E).)

Generally a superintendent may expel a student for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in the semester or term in which the incident that gave rise to the expulsion took place. (If there are fewer than eighty (80) school days remaining in the school year, the superintendent may apply the remaining days to the beginning of the following school year). (ORC §3313.66(B)(1).)

If a student is expelled and is over sixteen years of age, and either a delinquency complaint is filed or the student is prosecuted as an adult, a motion may be filed with the court seeking to extend the expulsion. (ORC §3313.66(F).)

A student who brings a firearm to school shall be expelled for one year, except that a superintendent may reduce this requirement on a case-by-case basis in accordance with district policy. A student who brings a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity ("school activity") that is not on school property may be expelled for one year, which may be reduced on a case-by-case basis in accordance with district policy. (ORC §3313.66(B)(2).)

A board of education may adopt a resolution authorizing the superintendent to expel a pupil for a period not to exceed one year for bringing a knife to school or a school activity, for committing an act that is a criminal offense and results in serious physical harm to a person or property while at school or a school program or activity, or for making a bomb threat. (ORC §3313.66(B)(3).)

Any school district may temporarily deny admittance to a student who has been expelled from another district if the period of that expulsion has not expired. Before denying admittance, the district must offer the opportunity for a hearing. If denied admittance per this section, the student must be admitted no later than the expiration of the period of expulsion. (See 3313.66 (J)(1).)

DEW Policy

If a student attending a JVSD is expelled by either the JVSD or the educating district, then both districts report Sent Reason option EX and Sent to IRN 999999. Sent to Percent of Time and District Relationship reported depend on whether the student is receiving any education or services during the expulsion. See Example Question 11 and EMIS Manual Section 2.4 Student Standing (FS) Record for more information.

If a student's expulsion occurs at the end of his or her senior year, this could potentially affect graduation. If the student completes graduation requirements during summer school, the district reports the student as a summer graduate during the Graduation (G) Collection.

~~Truancy, Excessive Absences, and Excused Absences~~Attendance and Chronic Absenteeism

ORC/OAC

All school districts must have policies concerning excused and unexcused absences. Boards are also required to have a policy to guide employees in addressing and reducing chronic absenteeism.~~student absences.~~ This applies to city, exempted village, local, joint vocational, and cooperative education school districts; ESCs; and community schools. (ORC §§3321.191, 3314.03(A)(11)(d).) ~~In addition to the requirements laid out below, districts have the option to adopt other non-mandatory provisions to address truancy. (ORC §3321.13(B)(2).)~~

~~An attendance officer or other appropriate officer of a school district shall investigate any case of supposed truancy within the district and warn the child, if found truant, and the responsible adult, in writing, of the legal consequences of being a habitual or chronic truant. (ORC §3321.19(C).) If the child is of compulsory school age and, in violation of the law, is not attending school, the attendance or other appropriate officer shall notify the responsible adult and require that person to cause the child to attend school immediately. If they fail to do so, the attendance officer, if so directed by the superintendent, shall send notice requiring attendance of that parent at a parental education program and may file a complaint in any court of competent jurisdiction.~~

~~A "habitual truant" is any child of compulsory school age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for thirty or more consecutive school hours, forty-two or more school hours in one school month, or seventy-two or more school hours in a school year. (ORC §2151.011(B)(19); ORC §3321.19(A)(1).)~~

~~A student of compulsory school age is considered to be excessively absent when absent for thirty-eight or more hours in one school month, or sixty-five or more hours in one school year. *This includes both excused and unexcused absences.*~~

~~When a school determines that a student has been truant, the school must follow the procedures set forth in ORC §3321.191.~~ For more information on attendance, chronic absenteeism, and truancy requirements, search for "Attendance Support"~~Chronic Absenteeism" or "HB 410"~~ on the Department's website and see ORC §3321.19. ~~There is a wealth of information, including an HB 410 FAQ, to assist districts with these procedures.~~

~~Upon failure of the responsible adult to cause the child's attendance at school, if the child is considered a chronic truant, the board shall file a complaint in juvenile court according to the procedures set forth in ORC §3321.19(E).~~

~~If a complaint is filed against a parent for failure to cause a child to attend school, the parent is discharged if they prove an inability to do so. If the parent is discharged, then the attendance officer shall file a complaint before a juvenile court judge alleging that the child is a delinquent child, unruly child, or dependent child. (ORC §3321.22.)~~

DEW Policy

For students who never attend (and have not previously been enrolled in) a district, the district's responsibility depends on where the child resides. If the school district is the child's resident district, then the district must follow the appropriate attendance and truancy laws and policies. If the district is not the child's resident district, then the district can use the most appropriate withdrawal code.

If a resident district learns that a child of compulsory school age who is living within its boundaries is not being educated, it has a responsibility to follow up with the student and to follow the appropriate attendance and truancy laws and policies. This applies to all students living within the district's boundaries, whether or not the student has ever attended the district's schools.

For students who fall into the compulsory education age range, there is no age limit or requirement associated with truancy. As long as the appropriate attendance and truancy laws and policies have been followed and the district has the proper documentation to support this, any student can be reported with a withdrawal code of 71.

If a student legitimately withdraws from a district while truancy proceedings are underway, then the district has no further responsibility to continue those truancy proceedings. If the district from which the student withdrew was not her resident district, the resident district may then be responsible for the student's attendance. This would depend on the withdrawal reason reported (see COMPULSORY EDUCATION).

HIGH SCHOOL EQUIVALENCY TEST

ORC/OAC

To be eligible to take a high school equivalency test, one must meet the following criteria (ORC §3301.81(A)):

- The person must be at least eighteen;
- The person must be officially withdrawn from school; and
- The person must not have received a high school diploma.

Those at least sixteen but less than eighteen who apply to take a high school equivalency test must submit written approval from a parent, guardian, or court official. (ORC §3301.81(B).) These students are then counted as dropouts from the district in which the student was last enrolled. (ORC §3301.81(C).)

DEW Policy

Students who have sought and received approval from a parent, guardian, or court official to take a high school equivalency test must be withdrawn with the most appropriate 7x withdrawal code (see the table on page 6). The student's file must contain documentation that supports that withdrawal code.

EXAMPLES

In this section, we have included sample questions that are based on scenarios and questions from the field, along with answers based on the information contained in this document. Whenever possible, the answer will direct you to the relevant section above for additional information.

Question 1. *A student enrolled in District A in March. The student was not in attendance at the end of the school year. The district did not receive a withdrawal notice from the parents or a records request from another district, so the student was not withdrawn by District A. The student did not return to District A the following school year. The student has been reported in the Beginning of Year Student (S) Collection with all unexcused absences. Should this student be withdrawn as a summer withdrawal so that the unexcused absences this school year disappear?*

A student may not be withdrawn without supporting documentation on file (see *Required Documentation* under GENERAL GUIDELINES). If a district has no documentation supporting a withdrawal, the student cannot be withdrawn as a summer withdrawal. District A must follow the appropriate attendance and truancy laws and policies and report the student accordingly.

Question 2. *A District A student open enrolled into District B. District B gave the student a suspension, followed by an expulsion. District A does not know if the student will be returning to District A or District B after the disciplinary period. Should District A withdraw the student or continue pointing to District B?*

District A does not withdraw the student. For the duration of the disciplinary period, the student's EMIS relationship with District A does not change.

Question 3. *A student who resides in the district withdraws to attend an out-of-state online school. Does the district retain any responsibility for the student?*

The district must have documentation on file to support the withdrawal code reported to EMIS. Until that documentation is on file, the district must follow appropriate attendance and truancy policies. If at a future date—after the student has been withdrawn—it comes to the district's attention that the student is not attending the out-of-state online school—or any other school—it has a responsibility to follow the appropriate attendance and truancy policies. See *DEW Policy* under ~~TRUANCY, EXCESSIVE ABSENCES, AND EXCUSED ABSENCES~~ATTENDANCE AND CHRONIC ABSENTEEISM.

Question 4. *District A has a student who is under 18 and has no custodial parents. The student's step-parent was to obtain temporary custody of the child, but to date has not done so. While attending the district the student is living with the step-parent, who cannot prove custody. Can the district send a letter to the student stating that the student is no longer entitled to attend school in the district and report him as withdrawn in EMIS?*

The student's resident district must be determined. While the determination is being made, District A must continue to educate the student and must not withdraw him. If it is found that the student's resident district is in fact District B, but his familial situation would require him to be homeless in order to attend District B, then District A must continue to educate him. See the RESIDENCY FOR SCHOOL PURPOSES and HOMELESS sections.

Question 5. *District A has a few students who attended through the end of the prior school year, but did not return to the district at the start of the current school year. No withdrawal documentation was received from the students' parents. In the second or third week of the current school year, records requests were received from other districts for each of these students. Should District A enter unexcused absences for the first weeks of school and withdraw the students on the dates of the records requests? Or should District A report these students as summer withdrawals to the appropriate districts?*

Students enrolled in a different district as of that district's first day of school are reported by District A as summer withdrawals. Students enrolled in a different district *after* that district's first day of school are reported by District A with unexcused absences. Local attendance and truancy policies must be followed, even for fall "no shows." See *Timelines for Action* under GENERAL GUIDELINES.

Question 6. *How should a district handle situations where a student's whereabouts are unknown? For example, situations where the students have most likely moved, but the district is unable to confirm for certain where the students are or that the students are continuing their educations.*

Once the appropriate attendance and truancy laws and policies have been followed and all such efforts have been documented, these students are reported with withdrawal code 74—Moved (Not known to be continuing).

Question 7. *A district has a student who is a ward of the state and has been placed within the district. Must the district enroll the student? What district is the student's district of residence?*

The student is entitled to attend school in the district in which he or she is placed. If the student's current custody situation is temporary, then the resident district is that of the parent with residual parental rights. If the student's current custody situation is permanent, the resident district is that of the parent who was divested of parental rights. See *Legal Custodian* under RESIDENCY FOR SCHOOL PURPOSES.

Question 8. *Student is a resident of District A, but was enrolled elsewhere when he was placed in a juvenile detention center (JDC). As the resident district, District A enrolled the student during his time at the JDC. When the student is released from the JDC, what documentation must District A maintain in order to withdraw him?*

Absent any documentation to the contrary, District A should assume that the student's enrollment continues upon his release from the JDC. If upon release the student does not attend District A, then District A must follow the appropriate attendance and truancy laws and policies in order to determine whether to withdraw the student to another district, for example, or to pursue truancy. See *Reporting to DEW versus District Responsibilities* under GENERAL GUIDELINES.

Question 9. *One of District A's juniors recently earned his high school diploma from an online high school. The student was enrolled simultaneously at the online school and at our district. We have a copy of his diploma and new transcript. The student is no longer attending our district. How do we withdraw this student and what date do we report as his last day?*

Students cannot be dual enrolled into multiple districts/schools and therefore the withdrawal date for this student is the day prior to his first day at the online school. Depending on the nature of the online school, District A reports either 40—Transferred to Another School District Outside of Ohio, 41—Transferred to Another Ohio School District, or 42—Transferred to a Private School.

Question 10. *Which withdrawal code should a district of residence use when one of its residents "graduates" from a Board of Developmental Disabilities (BDD)?*

In these situations, the students are withdrawn with code 73–Over 18 Years of Age.

Question 11. *JVS had an enrolled student who received a suspension followed immediately by an expulsion. On the first day of the student's suspension, she was placed in a JDC. She was released from the JDC before the period of her suspension had expired. How does JVS report this student?*

The student is withdrawn to her resident district for the dates of her incarceration at the JDC. When the student leaves the JDC, she is re-enrolled in the JVS. Finally, the JVS and the resident district should both report her with Sent Reason option EX as of the start of her expulsion.

If the student *is not* receiving education or services during the expulsion, then report as follows:

Sent to Percent of Time = 0
Sent to IRN = 999999
District Relationship = 3

If the student *is* receiving education or services during the expulsion, then report as follows:

Sent to Percent of Time = the percent of time the student is receiving education or services
Sent to IRN = 999999
District Relationship = 1

Question 12. *District A often has students who are out of school for two weeks or more at a time for vacations. Can we withdraw these students and then re-enroll them upon their return?*

No. Districts do have the discretion to determine whether vacations are considered excused or unexcused absences. Unless there is appropriate documentation to support a withdrawal, districts must not withdraw students for the duration of their vacations. See the *DEW Policy* sections under COMPULSORY EDUCATION and FOREIGN EXCHANGE/INTERNATIONAL STUDENTS.

Question 13. *District A reported a student with a withdrawal code of 74–Moved, Not Known to be Continuing. Later in the year, the student moved out of state. District A received a note from the parents and a records request from an out of state school. Can District A now change this student's withdrawal code to 40—Transferred to Another School District Outside of Ohio?*

It depends on the timing of the student's move out of state. If the student moved out of state *prior to* the reported withdrawal date, then the district should update the withdrawal information reported. If the student moved out of state *after* the reported withdrawal date, then the district should *not* update the reported withdrawal information. In this case, the district should report the Updated Exit Status to reflect the student's move out of state.

Question 14. *District A will be evaluating new students for Services B and will only be writing service plans for speech. District A has to enroll the students for evaluation, so how would the students then be withdrawn?*

With the exception of PK, students do not need to be reported to EMIS as enrolled in order to be evaluated.

Question 15. *District A has been serving special education students at Services B. Services B is cutting back to only serving Speech and Language disability. How does District A report the students who have*

been attending whose current service plans have ended and will not be renewed due to the changes at Services B?

These students are withdrawn with code 39—Non-Enrolled Student No Longer Receiving Services from District.

Question 16. *Student has been enrolled and attending school in District A. While seeming initially to meet residency requirements, it has come to the attention of District A that the student may not reside where claimed. The district, through extensive research and attempts to get information from the unresponsive parent, has not been able to determine where the student lives. Can District A withdraw this student? If so, which code and date should be reported?*

Until there is documentation showing that the family does not live within the district, the district is still responsible for educating the student. Districts cannot delay entry of students or forbid students from attending while awaiting proof of residency. If it is found and documented that the student is no longer a resident of District A, then the student is withdrawn with 79—No Longer Eligible to be Enrolled in District. The date reported is the date supported by the documentation collected by the district in its investigation of the issue. See *Required Documentation* and *Timelines for Action* under GENERAL GUIDELINES and RESIDENCY FOR SCHOOL PURPOSES.

Question 17. *District A has a student who was reported as a summer withdrawal to District B. This withdrawal was based on a letter from a parent. District A has been notified that the student has since been court placed into District C (a community school) and that the court has ordered that District A shall bear the cost of education given that the parent did not, in the end, move to District B. District C has notified District A that the student is not attending school. What reporting responsibility does District A have? When should District A withdraw the student?*

District A withdraws the student per the parent letter. As long as the student is enrolled in and being reported by District C, District A does not report her. District C is responsible for following appropriate attendance and truancy policies. If the student is at some point withdrawn from District C, then District A would be responsible for following the appropriate attendance and truancy policies. See *Required Documentation* under GENERAL GUIDELINES, RESIDENCY FOR SCHOOL PURPOSES, and ~~TRUANCY, EXCESSIVE ABSENCES, AND EXCUSED ABSENCES~~ATTENDANCE AND CHRONIC ABSENTEEISM.

Question 18. *District A has a student who is 18 and is not attending school. Must the district look into the absences or can the student simply be withdrawn with 73—Over 18 Years of Age?*

As long as the student has not met graduation requirements, the district must follow the appropriate attendance policies. That a student is 18 does not relieve the district of its responsibility to follow up with the student and to properly document her withdrawal if she does not return. See *Required Documentation* under GENERAL GUIDELINES, COMPULSORY EDUCATION.

Question 19. *A student from District A open enrolls to District B. The student then moves to and enrolls in District C. District B has withdrawn the student. District A is unable to contact the parents by phone and receives returned mail with a forwarding label attached by the post office. The new address is in District C. How should District A withdraw this student?*

District A should withdraw the student using withdrawal code 35 and maintain the documentation supporting this withdrawal. See *Required Documentation* under GENERAL GUIDELINES, RESIDENCY FOR SCHOOL PURPOSES.

EMIS MANUAL

Section 2.2:
Student Demographic (GI) Record

Version 10.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
10.0	07-01-25	FY26	26-6	Clarified format of EMIS ID.
9.1	08-13-24	FY25	25-94	Renamed Student Home Language to Student Language Other Than English; added language options.
9.1	08-13-24	FY25	25-39	Added Local Use Identification Code. Updated EMIS Student ID Number.
9.0	07-18-24	FY25	25-99	Corrected occurrence of "LEP" to "EL".
9.0	07-18-24	FY25	25-21	Removed SSN and Last Four of SSN elements.
9.0	07-18-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
8.2	7/1/23	FY23	NA	Posted for FY24.
8.1	7/1/22	FY23	NA	Posted for FY23.
8.0	7/1/21	FY22	NA	Posted for FY22.
7.2	6/25/21	FY21	21-29	Updated "LEP" to "EL".
7.1	11/1/20	FY21	21-82	Updated fields reported in SCR Collection.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.0	10/10/19	FY20	20-44	Multiple updates to Student Home Language Element (GI570).
5.3		FY19		Removed E and X Collections; no longer being implemented.
5.2	7/6/2018	FY19	NA	Posted for FY19.
5.1	12/28/17	FY18		No FY18 changes.
5.0	6/21/17	FY17		No FY17 changes.
4.0	1/8/16	FY16		Added Coming Changes section
3.0	10/22/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.1	4/1/2014	Student Cross Reference (S)	1051	Added Student Cross Reference reporting period to Required Reporting Period Table and to the File Layout.
2.0	3/7/2013	E-Transcript (E)	922	Added 2 new elements: (GI590,GI600), added E-Trans column to the Required Reporting Periods table, and revised the File Layout.
2.0	3/7/2013	Student Record Exchange (X)	921	Added Student Record Exchange reporting period to Required Reporting Period Table and to the File Layout.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.2 STUDENT DEMOGRAPHIC (GI) RECORD 3

Required Collection Requests 3
General Guidelines 3
Student Demographic Data Elements 3
☼ Date of Birth Element 3
☼ EMIS Student ID Number Element 4
☼ Gender Element 4
☼ Hispanic/Latino Element 4
☼ Local Use Identification Code 5
☼ Name Elements 5
☼ Native Language Element 5
☼ Student Language Other Than English Element 6
☼ Summative Racial/Ethnic Group Element 9
Defining a Unique Record 10

2.2 STUDENT DEMOGRAPHIC (GI) RECORD FILE LAYOUT 11

2.2 Student Demographic (GI) Record

Required Collection Requests

The Student Demographic (GI) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	Student (S)			S CS/STEM		SCR	G
		Initial	Mid	Final	Initial	Final		
GI050	EMIS Student ID Number	✓	✓	✓	✓	✓	✓	
GI070	Date of Birth	✓	✓	✓	✓	✓	✓	
GI080	Gender	✓	✓	✓	✓	✓	✓	
GI090	Summative Racial/Ethnic Grp	✓	✓	✓	✓	✓	✓	
GI270	Native Language	✓	✓	✓	✓	✓	✓	
GI330	First Name	✓	✓	✓	✓	✓	✓	✓
GI340	Middle Name	✓	✓	✓	✓	✓	✓	✓
GI350	Last Name	✓	✓	✓	✓	✓	✓	✓
GI360	Student Birth Place City							
GI570	Student Home Language	✓	✓	✓	✓	✓		
GI580	Hispanic/Latino	✓	✓	✓	✓	✓		
GI610	Local Use Identification Code						✓	

General Guidelines

Student demographic data elements are reported by the last building within a district where the student is/was enrolled on the last day of the collection request.

- If a student is enrolled in two or more buildings within a district, the demographic data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence days.

If a student has been enrolled in more than one district during the year, each district is responsible for reporting a Student Demographic (GI) Record.

Student Demographic Data Elements

The following portion of this section discusses each of the data elements within the Student Demographic (GI) Record. The elements are organized alphabetically.

☼ *Date of Birth Element*

Record Field Number	GI070
Definition	The date on which the individual being reported was born.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. A birth date of August 11, 2000, is to be reported as 20000811. Date of birth is used by the Department to calculate student age.

☼ *EMIS Student ID Number Element*

Record Field Number	GI050
Definition	The locally determined EMIS student ID, used primarily to connect records during EMIS reporting.

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 primarily used to connect records during EMIS reporting. It is not submitted to the Department, but may be used in ODDEX as a student identifier if a Local Use Identification Code (GI610) is not reported for a student. Numbers that match the format of a Social Security Number will not be used in ODDEX, they will be replaced by the SSID.

☼ *Gender Element*

Record Field Number	GI080
Definition	The gender of the individual being reported.

Valid Options

M	Male
F	Female

☼ *Hispanic/Latino Element*

Record Field Number	GI580
Definition	Indicates whether the student is of Hispanic/Latino origin.

Valid Options

Y	Yes, the student is Hispanic/Latino
N	No, the student is not Hispanic/Latino
*	Not Re-Collected

Reporting Instructions. Hispanic/Latino means a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

This element must be reported with the 'Y' or 'N' option if the student enrolled in the district on or after July 1, 2010, or if the student has a change in the district of residence.

The '* - Not Re-Collected' option should only be used for students that were enrolled in the district prior July 1, 2010 and the district did not re-collect the ethnic/race information for the student.

When the parent or guardian refuses to provide this information, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

☼ *Local Use Identification Code*

Record Field Number	GI610
Definition	The ID students are known by within the district. Typically, this is the ID teachers have and that would be shared with a student's parent or guardian.

Valid Options

Up to 9 contiguous characters; can be letters or numbers or a combination

Reporting Instructions. The Local Use Identification Code is the ID that is used locally. Typically, this is the ID that teachers use and that is shared with parents. Districts are not required to report this identification code. If not reporting a Local Use Identification Code for a student, then report all spaces.

If reporting these codes, they cannot look like social security numbers. If the codes reported could be social security numbers, they will not be submitted to ODDEX. In such cases, it will appear within ODDEX as though the district chose not to report this element.

If these codes are not 9 characters long, include spaces at either the beginning or end of the code. For example, an ID code of "A38C2" can be reported as either " A38C2" or "A38C2 ".

☼ *Name Elements*

First Name

Record Field Number	GI330
Definition	The first name of the individual being reported.

Middle Name

Record Field Number	GI340
Definition	The middle name of the individual being reported.

Last Name

Record Field Number	GI350
Definition	The last name of the individual being reported.

Valid Options

30 characters

Reporting Instructions. The Student Name Element is for local use only. The Department does not receive this information. Please refer to the SSID instructions with questions about the format of this element.

☼ *Native Language Element*

Record Field Number	GI270
Definition	"Native" or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech.

Valid Options

ENG	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	Tigrinya
UKR	Ukrainian
VTM	Vietnamese
OTH	Other

Reporting Instructions. This element must be reported for all students, unlike GI570 Student Home Language Element. In addition, because of the differences in the definitions and option sets for these two elements, a student could have a different value reported in each element.

☼ *Student Language Other Than English Element*

Record Field Number	GI570
Definition	The language other than English for a student who has been identified as an English learner.

Valid Options

***	Student is neither an English learner nor an Immigrant in current fiscal year – specific home language not reported at this time
QOT	Language not included in option list (other)
AKA	Akan
PRS	Afghan Persian, Dari
SQI	Albanian
AMH	Amharic
ARA	Arabic
HYE	Armenian
BAM	Bambara
BAS	Basa; Basaa
BEN	Bengali

BOS	Bosnian
BUL	Bulgarian
MYA	Burmese
KHM	Central Khmer; Khmer
ZHO	Chinese; Mandarin; Cantonese
HRV	Croatian
CES	Czech
DAN	Danish
DIN	Dinka
ENG	English
EWE	Ewe
FIL	Filipino; Pilipino
FRA	French
FUL	Fulah; Fula; Fulani
KAT	Georgian
DEU	German
ELL	Greek
GUJ	Gujarati
HAT	Haitian; Haitian Creole
HEB	Hebrew
HIN	Hindi
HMN	Hmong; Mong
HUN	Hungarian
IBO	Igbo
IND	Indonesian
ITA	Italian
JPN	Japanese
QUC	K'iche', Quiché
KEA	Kabuverdianu
KSW	Karen; Karen languages
KIK	Kikuyu; Gikuyu
KIN	Kinyarwanda
KOR	Korean
KQO	Krahn
KRI	Krio
KUR	Kurdish
LAO	Lao
LIT	Lithuanian
LOU	Louisiana Creole French
YMM	Maay
MKD	Macedonian
MSA	Malay
MAL	Malayalam
MAN	Mandingo

MAR	Marathi
MAH	Marshallese
MYN	Mayan languages; K'iche'; Yucatec; Q'eqchi'; Mam; Ixil
MON	Mongolian
NAV	Navajo; Navaho
NEP	Nepali
NYA	Nyanja; Chichewa; Chewa
ORM	Oromo
PAN	Panjabi; Punjabi
FAS	Persian; Farsi
PON	Pohnpeian
POL	Polish
POR	Portuguese
PUS	Pushto; Pashto
RHG	Rohingya
RON	Romanian; Moldavian; Moldovan
RUS	Russian
SRP	Serbian
SNA	Shona
SIN	Sinhala; Sinhalese
SOM	Somali
SPA	Spanish
SWH	Swahili
SWE	Swedish
TGL	Tagalog
TGK	Tajik
TAM	Tamil
TEL	Telugu
THA	Thai
TIR	Tigrinya
TSN	Tswana
TUR	Turkish
TWI	Twi
UKR	Ukrainian
URD	Urdu
UZB	Uzbek
VIE	Vietnamese
WOL	Wolof
YOR	Yoruba

Reporting Instructions. This element is only required to be reported for students who are reported at any time during the current school year as being an English learner (FD170 English Learner (EL) Status Element not equal to "N") or as being an Immigrant (FD200 Immigrant Status Element equal to "Y"). For

students who do not meet either of these criteria, the element may be reported with the student's home language or with "***" to indicate that the home language is not being reported.

English (ENG) may be reported in exceptional cases. For example, a student who is born outside the United States and is adopted by a family that uses only English may qualify for English learner status when the student has demonstrated difficulties in speaking, reading, writing, or understanding the English language.

For most students reported with a value other than "***", the language reported via this element will be the same as the language reported via the GI270 Native Language Element. The option value, however, may change to match the abbreviation used for the language in a national standardized list. For example, in GI270 Native Language Element, Spanish is reported as SPN. In this element, Spanish will be reported as SPA.

For students where the native and home languages are not the same, different values should be reported.

Although the list of valid options for this element is longer than the list for GI270 Native Language Element, there will be a few students whose language other than English is not represented in the list. For these students, the QOT option may be reported (note that the first letter is a capital "q", not an "o"), but the percent of students in a district with the QOT option in this element should be much lower than the percent with OTH in GI270 Native Language Element.

The valid options for this element are based on two standards for coding language values (ISO 639-2 and ISO 639-3). The web site www.ethnologue.com is a valuable resource for additional information on the languages included in the valid options list. This site also recognizes the same three character language codes, so a search on the three character value at this site will return specific information on the language.

☼ *Summative Racial/Ethnic Group Element*

Record Field Number	GI090
Definition	The summative, based on USDOE requirements, racial/ethnic group of the individual being reported.

Valid Options

W **White, Non-Hispanic**
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.

B **Black or African American (Non-Hispanic)**
Persons having origins in any of the black racial groups in Africa.

H **Hispanic/Latino**
Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. (Valid only when the race/ethnic data was not re-collected or the Hispanic/Latino element is 'Y')

A **Asian**
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia,

China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

I **American Indian or Alaska Native**
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

P **Native Hawaiian or Other Pacific Islander**
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

M **Multiracial**
Persons having origins in two or more of the above options. (Valid only when the race/ethnic data was not re-collected or the Hispanic/Latino element is an 'N' and the parent/guardian chose more than one race option)

Reporting Instructions. This element will either be the value as reported in FY2010 yearend or will be a derived value based on the Hispanic/Latino element and the information on the Student Demographic – Race Detail (GJ) Records. If the Hispanic/Latino element is reported with a 'Y', then this element must be reported with the 'H – Hispanic/Latino' option; even if other options may apply. If the Hispanic/Latino element is reported with an 'N', then the 'H – Hispanic/Latino' option cannot be reported for this element. If multiple options apply (other than 'H – Hispanic/Latino), this element must be reported with the 'M – Multiracial' option and all applicable options should be reported through the Student Demographic – Race Detail (GJ) Record.

When the parent or guardian refuses to provide their child's racial/ethnic group, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Demographic (GI) Record, the following field must be unique.

Required Field	Number
EMIS Student ID	GI050

2.2 Student Demographic (GI) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GI010	9-10	Sort Type	PIC X(2)
		Always "GI"	
	11	Filler	PIC X
GI020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GI030	16	Data Sets	PIC X
		G – Graduation S – Student	
GI040	17-22	Building IRN	PIC X(6)
GI050	23-31	EMIS Student ID Number	PIC X(9)
GI070	32-39	Date of Birth (CCYYMMDD)	PIC 9(8)
GI080	40	Gender	PIC X
GI090	41	Summative Racial/Ethnic Group	PIC X
	42-64	Filler	PIC X(23)
GI270	65-67	Native Language	PIC X(3)
	68-85	Filler	PIC X(18)
GI330	86-115	First Name (Optional)	PIC X(30)
GI340	116-145	Middle Name (Optional)	PIC X(30)
GI350	146-175	Last Name (Optional)	PIC X(30)
GI360	176-205	Student Birth Place City (Optional)	PIC X(30)
	206-238	Filler	PIC X(33)
GI570	239-241	Student Home Language	PIC X(3)
GI580	242	Hispanic/Latino	PIC X
	243-251	Filler	PIC X(9)
	252-255	Filler	PIC X(4)
GI610	256-264	Local Use Identification Code	PIC X(9)

EMIS MANUAL

Section 2.3:
Student Demographic–Race Detail (GJ) Record

Version 9.0
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
9.0	07-01-25	FY26	NA	Posted for FY26.
8.0	08-15-24	FY25	25-39	Updated EMIS Student ID Number.
8.0	08-15-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.3	7/1/23	FY24	NA	Posted for FY24.
7.2	7/1/22	FY23	NA	Posted for FY23.
7.1	7/1/21	FY22	NA	Posted for FY22.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.0	10/10/19	FY20	NA	Removed X Collection; no longer being implemented.
5.2	7/6/18	FY19	NA	Posted for FY19.
5.1	12/28/17	FY18		No FY18 changes.
5.0	6/23/17	FY17	NA	No FY17 changes.
4.0	1/11/16	FY16		Added Coming Changes section.
3.0	10/22/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	3/7/13	Student Record Exchange (X)	921	Added SRE collections to the Required Reporting Period section and to the File Layout.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.3 STUDENT DEMOGRAPHIC RECORD–RACE DETAIL (GJ) RECORD 3

Required Collection Requests 3
General Guidelines 3
Student Demographic – Race Detail Data Elements 3
☼ EMIS Student ID Number Element 3
☼ Racial Group Element 3
Defining a Unique Record 4

2.3 STUDENT DEMOGRAPHIC RECORD–RACE DETAIL (GJ) RECORD FILE LAYOUT 5

2.3 Student Demographic–Race Detail (GJ) Record

Required Collection Requests

The Student Demographic–Race Detail (GJ) Record is to be reported for the Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES Beginning of Year and End of Year Student (S) Collections.

General Guidelines

Part of the federal requirements for reporting race/ethnicity information is to allow the parent/guardian to designate multiple race groups for the student. The Student Demographic–Race Detail (GJ) Record will allow districts to report each race the parent/guardian indicated in answering the two part question.

At least one Student Demographic–Race Detail (GJ) Record is to be reported when the Hispanic/Latino Element on the Student Demographic (GI) Record is reported with a 'Y' or is reported with an 'N' and the Summative Race/Ethnic Element is reported with an 'M'. One Student Demographic–Race Detail (GJ) Record is to be reported for every race that has been indicated.

If '* - Not Re-Collected" is reported for the Hispanic/Latino Element, this record would not be reported. Additionally, if the Hispanic/Latino Element is reported with an 'N' and the Summative Race/Ethnic Element is reported with a 'W', 'B', 'A', 'I', or 'P', this record should not be reported.

Student Demographic – Race Detail Data Elements

The following portion of this section discusses each of the data elements within the Student Demographic–Race Detail (GJ) Record. The elements are organized alphabetically.

☼ *EMIS Student ID Number Element*

Record Field Number	GJ050
Definition	See GI050.

Valid Options

See GI050 for Valid Option values

Reporting Instructions. See GI050 on the Student Demographic (GI) Record (EMIS Manual Section 2.2) for reporting guidance.

☼ *Racial Group Element*

Record Field Number	GJ060
Definition	A racial group of the individual being reported.

Valid Options

W **White**

People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.

B **Black or African American**

Persons having origins in any of the black racial groups in Africa.

A **Asian**
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

I **American Indian or Alaska Native**
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

P **Native Hawaiian or Other Pacific Islander**
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

***Reporting Instructions*.** When the parent or guardian refuses to provide their child's racial group, the district shall use observer identification. This designation is required to be communicated to the parent or guardian by the district prior to designation.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Demographic Record–Race Detail (GJ) Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	GJ050
Racial Group	GJ060

2.3 Student Demographic Record–Race Detail (GJ) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
GJ010	9-10	Sort Type	PIC X(2)
		Always “GJ”	
	11	Filler	PIC X
GJ020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GJ030	16	Data Set	PIC X
		S – Student	
GJ050	17-25	EMIS Student ID Number	PIC X(9)
GJ060	26	Racial Group	PIC X

EMIS MANUAL

Section 2.4:
Student Standing (FS) Record

Version 15.2
February 6, 2026

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
15.2	02-06-26	FY26	26-111	Added sent reason OR.
15.1	07-24-25	FY26	26-68	Updated how received IRN element table.
15.1	07-24-25	FY26	26-10	Updated reporting instructions for withdrawal reason 76.
15.0	07-01-25	FY26	25-17	Added OTC enrollment scenario.
14.1	08-15-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
14.1	08-15-24	FY25	25-39	Updated EMIS Student ID Number.
14.0	07-18-24	FY25	25-73	Added How Received options D and J to table.
14.0	07-18-24	FY25	25-22	Removes reference to 2003 from Admission Reason 5.
14.0	07-18-24	FY25	25-15	Updated information around absences and excuses.
14.0	07-18-24	FY25	25-11	Added clarification for Withdrawal Reason 38.
14.0	07-08-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
13.5	05/23/24	FY24	24-101	Added reporting guidance for students at OTCs.
13.4	02/23/24	FY24	24-9	Removed How Received option “F”.
13.3	01/18/24	FY24	24-96	Updated Withdrawal Reason 45 (homeschooling).
13.2	11/02/23	FY24	24-103	Clarified Assigned Building IRN reporting.
13.1	08/09/23	FY24	24-82	Updated withdrawal reporting; added Updated Exit Status.
13.1	08/09/23	FY24	24-63	Updated Percent of Time reporting for PK/KG.
13.1	08/09/23	FY24	24-33	Updated expulsion reporting.
13.0	07/14/23	FY24	24-32	Updated SSID reporting guidance.
12.2	8/25/22	FY23	23-50	Updated district relationship reporting guidance for preschool special education students.
12.1	7/1/22	FY23	23-77	Additional guidance for reporting withdrawal reason 81.
12.1	7/1/22	FY23	23-35	PS students must be age 3 by Oct 31.
12.1	7/1/22	FY23	23-18	Update withdrawal code 47.
12.0	7/1/21	FY22	NA	Posted for FY22.
11.3	5/20/21	FY21	21-175	Removed reference to the “GED”.
11.2	4/23/21	FY21	21-162	Updated title of How Received G; removed old reporting instructions for How Received codes G and N.
11.2	4/23/21	FY21	21-127	Added withdrawal reason 78.
11.1	9/22/20	FY21	21-73	Attendance to be reported all year.
11.0	7/1/20	FY21	NA	Posted for FY21.
10.2	1/16/20	FY20	20-161	Updated description of Sent Reason NP.
10.1	12/23/19	FY20	20-22	Updated reporting instructions for preschool percent of time.
10.0	10/10/19	FY20	20-46	Updated description for How Received option L.
9.2	6/10/19	FY19	75987	Added Sent Reason option CO for students court placed out of state when the LEA is responsible for cost of education.
9.2	6/10/19	FY19	75986	Added How Received option J for non-foster non-court placed students.

Version	Date	Effective	Change #	Description
9.2	6/10/19	FY19	75982	How Received option X updated; previously changed incorrectly for change number 62014.
9.2	6/10/19	FY19	75912	Updated definition for How Received option L.
9.2	6/10/19	FY19	71868	Added How Received option G for foster placed students who are then open enrolled to another district.
9.2	6/10/19	FY19	68644	Added How Received option D for non-foster court placed students.
9.2	6/10/19	FY19	68533	Clarified How Received option V for preschool reporting.
9.2	6/10/19	FY19		Removed E and X Collections; no longer being implemented.
9.2	6/10/19	FY19	NA	How Received option Q added to table in How Received IRN reporting instructions.
9.2	6/10/19	FY17		Removed How Received options G and N.
9.1	11/2/18	FY19	76439	Withdrawal Reason 76: changed from 105 hours to 72 hours.
9.0	7/6/18	FY19	NA	Removed reference to deleted program codes.
9.0	7/6/18	FY19	NA	Posted for FY19.
8.1	6/27/18	FY18	64753	Updated reasons for excused absences.
8.1	6/27/18	FY18	62014	How Received Code X may be reported by traditional districts.
8.1	6/27/18	FY18	46298	Updated description of How Received Element option C.
8.0	4/20/18	FY18	NA	Posted for FY18.
7.0	6/16/17	FY17	36686	Removed language from Percent of Time (FS120) reporting instructions that is no longer relevant.
6.1	1/19/17	FY16	34536	Added further clarification on when to update Admission elements.
6.0	6/1/16	FY16	34536	Added change 34536 to Coming Changes.
6.0	6/1/16	FY16	36679	Revised percent of time reporting instructions.
6.0	6/1/16	FY16	36420	Added new option for Admission Reason: D.
6.0	6/1/16	FY16	35175	College Credit Plus reporting instructions added.
6.0	6/1/16	FY16	34514	Preschool open enrollment coding changes.
6.0	6/1/16	FY16	32462	Added new withdrawal code for use in certain 3 way situations.
6.0	6/1/16	FY16	31189	PS coding changes.
6.0	6/1/16	FY16		Added Coming Changes section.
5.0	10/20/15	FY15S		Updated language to reflect shift from reporting periods to FY15 reporting.
5.0	10/20/15	FY15S	1040	Updated reporting regarding whether a change in student status requires a change in admission date.
4.1	6/12/15	Student Cross Reference	1051	Added Student Cross Reference (S) reporting period to Required Reporting Period Table and to the File Layout.
4.1	6/12/15	FY14N	879	Clarified reporting for combined attendance.
4.0	10/16/13	FY14K	1017	Added three new options for the Tuition Type Element: A, B, and C.
4.0	10/16/13	FY14K	1010	Removed references to unit funding.
4.0	10/16/13	FY14K	951	Updated Admitted From IRN Element reporting instructions.
4.0	10/16/13	FY14K	908	Updated to include Jon Peterson Scholarship Program.

Version	Date	Effective	Change #	Description
4.0	10/16/13	FY14K	557	Updated to reflect changes regarding court placement.
4.0	10/16/13	FY14K	949	Updated to include new admission reasons for SSIDs generated by the board of regents.
4.0	10/16/13	FY14K	836	Added additional explanations for admission reasons.
4.0	10/16/13	FY14K	990	Added two new withdrawal codes: 76 and 77.
4.0	10/16/13	FY14K	991	Added additional withdrawal codes: 38, 39, 79, 81; updated reporting instructions.
3.0	6/7/13	FY13K	948	Added new element (FS370) with options and reporting instructions, added FS370 to required reporting period table, file layout and bullet in General Guidelines under Changes in Value for New Records.
2.0	3/7/13	E-Transcript (E)	922	Added E-Trans (E) column to Required Reporting Periods table. Added language to include E-Trans in General Guidelines.
2.0	3/7/13	Student Record Exchange (X)	921	Added SRE (X) column to Required Reporting Periods table and SRE (X) reporting period to File Layout . Added language to General Guidelines to include SRE.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES IV

TABLE OF CONTENTS V

2.4 STUDENT STANDING (FS) RECORD 3

Required Collections 3
General Guidelines 3
Open Versus Closed Records 4
Changes of Values in New Records 4
Time Frames 6
Definitions of Terms Related to Attendance 6
Student Standing Data Elements 7
☼ Admission Date Element 7
☼ Admission Reason Element 9
☼ Admitted From IRN Element 10
☼ Assigned Building Area IRN Element 10
ATTENDANCE HOURS 11
Determination of Attendance Hours 12
Excused Absence Days 12
☼ School Year Attendance Hours 12
☼ School Year Excused Absence Hours 13
☼ School Year Unexcused Absence Hours 13
☼ Attending Building IRN Element 14
☼ County of Residence Code Element 14
☼ District Relationship Element 16
☼ Effective End Date Element 17
☼ Effective Start Date Element 17
☼ EMIS Student ID Number Element 18
☼ How Received Element 18
☼ How Received IRN Element 21
☼ Legal District of Residence Element 22
☼ Percent of Time Element 23
☼ Sent Reason 1 Element 26
☼ Sent Reason 2 Element 26
☼ Sent To IRN 1 Element 28
☼ Sent To IRN 2 Element 28
☼ Sent To Percent of Time 1 Element 29
☼ Sent To Percent of Time 2 Element 29
☼ State Student ID (SSID) Element 33
☼ Tuition Type Element 33
☼ Updated Exit Status 34
☼ Withdrawal Reason Element 34
☼ Withdrawn To IRN Element 40
Defining a Unique Record 40

2.4 STUDENT STANDING (FS) RECORD FILE LAYOUT 41

2.4 Student Standing (FS) Record

Required Collections

The Student Standing (FS) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	S Traditional			S CS/STEM		S Cross Ref
		Initial	Mid	Final	Initial	Final	
FS070	*Admission Date*	✓	✓	✓	✓	✓	✓
FS350	*Admitted From IRN*	✓	✓	✓	✓	✓	✓
FS170	*Assigned Building Area IRN*	✓	✓	✓	✓	✓	
FS160	*Attending Building IRN*	✓	✓	✓	✓	✓	
FS370	*County of Residence*	✓	✓	✓	✓	✓	
FS140	*District Relationship*	✓	✓	✓	✓	✓	✓
FS090	*Effective End Date*	✓	✓	✓	✓	✓	✓
FS060	*Effective Start Date*	✓	✓	✓	✓	✓	✓
FS050	*EMIS Student ID Number*	✓	✓	✓	✓	✓	✓
FS180	*How Received*	✓	✓	✓	✓	✓	✓
FS190	*How Received IRN*	✓	✓	✓	✓	✓	✓
FS150	*Legal District of Residence*	✓	✓	✓	✓	✓	✓
FS320	*School Year Attendance Hours*	✓	✓	✓	✓	✓	
FS330	*School Year Excused Absence Hours*	✓	✓	✓	✓	✓	
FS340	*School Year Unexcused Absence Hours*	✓	✓	✓	✓	✓	
FS200	*Sent Reason 1*	✓	✓	✓	✓	✓	✓
FS230	*Sent Reason 2*	✓	✓	✓	✓	✓	✓
FS210	*Sent To IRN 1*	✓	✓	✓	✓	✓	✓
FS240	*Sent To IRN 2*	✓	✓	✓	✓	✓	✓
FS220	*Sent To Percent of Time 1*	✓	✓	✓	✓	✓	✓
FS250	*Sent To Percent of Time 2*	✓	✓	✓	✓	✓	✓
FS110	*State Student ID (SSID)*	✓	✓	✓	✓	✓	✓
FS080	*Student Admission Reason*	✓	✓	✓	✓	✓	✓
FS120	*Student Percent of Time*	✓	✓	✓	✓	✓	✓
FS130	*Tuition Type*	✓	✓	✓	✓	✓	✓
FS380	*Updated Exit Status*	✓	✓	✓	✓	✓	✓
FS100	*Withdrawal Reason*	✓	✓	✓	✓	✓	✓
FS360	*Withdrawn To IRN*	✓	✓	✓	✓	✓	✓

General Guidelines

The Student Standing data elements describe the standing of a student within the district reporting that student. This record also describes situations in which the reporting district receives a student from another district and/or in which the reporting district sends a student to another district.

Student Standing (FS) Records are reported by a district

- if the student was enrolled in the district,
- if the student received services from the district, or
- if the district had a fiscal or other reporting responsibility for the student.

In the appropriate student collections, a district will submit one or more records describing its relationship to a student. A single record will be reported for a student if that student's relationship to the district is unchanged throughout the time frame of the collection. If the relationship of a student to the district changes, the original record must be "closed" and a new record "opened," resulting in more than one record submitted for the student during the collection.

The data that comes to the Department 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 Standing (FS) Record. These data should not extend into future potential changes to the student's standing. No element in the record should contain projected values.

Open Versus Closed Records

The terms "open" and "closed" records will be used in relation to this record and to the Student Attributes – Effective Date (FD) Record to indicate whether or not the element values in a given record are currently in effect.

A record that is open will reflect the student's relationship and status with the reporting district as it exists at the end of a collection; all values in the record are currently in effect. A student can have only one open record per type being reported in a single collection request.

A record that is closed will reflect a student's prior relationship with the reporting district and no longer defines the status of the student at the end of the collection; not all values in the record are currently in effect. There may be any number of closed records for a single student in a single collection. If a record is closed for any reason other than the withdrawal of the student, there must be a new open record.

If a record is closed by entering an Effective End Date, it may still be corrected after that date as long as the Department is still accepting data for the collection. A correction to a record does not trigger the closing of the current record and the opening of a new record as long as the corrected element value is changed to the true value of the student as of the Effective Start Date on the record.

Changes of Values in New Records

When there is a real change in the student's standing within the reporting district, the change will trigger closing the existing record and opening a new record.

For example, if a student moves from one building in a school district to another, the Attending Building IRN of the Student Standing (FS) Record must be changed. The existing record would be closed by entering an Effective End Date. The district must calculate the School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours for the time frame of the record. All of the other elements in the original record will be kept the same. A new Student Standing (FS) Record must be opened and must contain the new Attending Building IRN. A new Effective Start Date must be entered for this record and the Effective End Date, School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours Elements will be filled with zeros on the new record. Unless the move to a new building triggers some other change, other elements will contain the same values as those on the closed record.

As is evident in this example, changes to some data elements will necessitate closing the current Student Standing (FS) Record and opening a new one that defines the new relationship of the student to the reporting district.

A change to any of the following elements requires the closing of the current open record:

- Admission Date Element
- Admission Reason Element
- Assigned Building Area IRN Element
- Attending Building IRN Element
- County of Residence Element
- District Relationship Element
- How Received Element
- How Received IRN Element
- Legal District of Residence Element
- Percent of Time Element
- Sent Reason Element
- Sent to IRN Element
- Sent to Percent of Time Element
- State Student ID Element
- Tuition Type Element
- Withdraw Reason Element

The closing of the current record requires entering appropriate values for the following elements:

- Effective End Date Element
- If the record applies to a student whose attendance must be recorded:
  - School Year Attendance Hours Element
  - School Year Excused Absence Hours Element
  - School Year Unexcused Absence Hours Element

For a change in any of the above elements, except Withdraw Reason, a new record must be opened for the student. The opening of the new record requires:

- An Effective Start Date one calendar day after the closed record's Effective End Date,
- Zero values in all attendance related elements, to be updated later as appropriate,
- New value(s) in the element(s) that changed as of the Effective Start Date,
- The same values as the closed record for all other elements that continue to reflect the student's standing within the district.

When a student's district relationship changes from "2" or "3" to "1", the Effective Start Date on the newly opened FS Record should reflect the date on which the student began receiving instructional services, i.e., a day of attendance for the student. If the Effective Start Date on the newly opened FS Record does not reflect the date on which the student began receiving instructional services, then the Admission Date must reflect the date on which the student began to receive instructional services.

In general, the Department prefers that each Student Standing (FS) or Student Attributes – Effective Date (FD) Record reflect at least one change in value beyond effective dates and attendance hours between each submitted record. However, due to the challenges of maintaining this data and the impact of corrections to incorrect data, the Department will accept data rows without changing data as long as there is no

overlap in the Effective Date ranges and the attendance hours are accurate on each record. In other words, if a change in a specific element triggers the closing of a current record and the opening of a new record with contiguous dates, and it is later discovered that the change in value for the specific element was incorrect, the initial record may still be reported to the Department as closed and the new open record reported with the same value as the closed record.

Time Frames

Any district that has a relationship with the student during a time frame within the current school year must report one or more records for

- students who were enrolled one or more days from the day after the last day of the prior school year to after the start of the current school year,
- students who withdrew or graduated during the summer, and
- students aged 2 in preschool should be reported if they will turn 3 by Oct. 31, otherwise report the student when they turn 3.

If a district reported student withdrawals that occurred after the last day of school through June 30th during the previous year's End of Year Student (S) Collection, these students would not need to be reported during the current year's student collections. During the current year's student collections, the district would report any withdrawal that occurred after the last day of school that had not been reported during the prior year's End of Year Student (S) Collection.

For the Beginning of Year and SOES Beginning of Year Student (S) Collections, districts must at a minimum report data that is current as of October 31. For the End of Year and SOES End of Year Student (S) Collections, districts must at a minimum report data that is current as of March 30.

If a student is enrolled in more than one district, each district is responsible for reporting a Student Standing (FS) Record.

If a student is concurrently enrolled in more than one building of a district during a collection request, the following criteria should be used to determine how to report the student.

- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district, the Student Standing data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence hours.

Definitions of Terms Related to Attendance

Enrolled Students. An enrolled student is defined in Ohio Revised Code § 3317.03 as those pupils who are attending school, those who have attended school during the current school year and are absent for authorized (excused) reasons, scholarship students of pilot project districts, and those students with disabilities currently receiving home instruction.

Expelled Students. When a student is expelled, the student is reported with Sent Reason option EX as of the date of expulsion. This reporting requires a new FS Record. The Sent to IRN is reported as 999999. For students who are not receiving education or services during the expulsion, report 0 for Sent to Percent of Time and option 3 for District Relationship. For students who are receiving education or services during

the expulsion, report the appropriate amount for Sent to Percent of Time and option 1 for District Relationship.

Instructional Services. Instructional services for students who are expelled and/or suspended, per OAC 3301-18-01 (C), include "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".

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

Combined Attendance. The resident district includes the attendance for school-age students receiving services from a staff person employed by an ESC. Additionally, the sending district should report combined attendance for all students with one of the following options in the Sent Reason Element:

"MR" MR/DD that Student Attends
"NP" Non-public school placement at district expense
"PI" Proprietary Institution Program Placement
"PS" Post-Secondary Institutions

Students attending a JVSD part time are to be reported by both the JVSD and the resident school district. The resident district reports the time spent at the resident district only, and the JVSD reports the time spent at the JVSD only.

Preschool students attending both an ESC and their resident school district are to be reported by both entities. The ESC reports the time spent at the ESC only and the school district reports the time spent at the school district only.

The sending district includes the attendance for non-preschool students receiving services from a staff person employed by an ESC. These students are only reported at the sending district.

Example 1.

Combined Attendance
If a student attends a JVSD part time and the resident district part time, the resident district includes the student attendance for the time educated at the resident district. The JVSD includes student attendance for the time educated at the JVSD.

Student Standing Data Elements

The following portion of this section discusses each of the data elements within the Student Standing (FS) Record. The elements are organized logically, listing related elements together.

☼ *Admission Date Element*

Record Field Number	FS070
Definition	The date of the student's first day of attendance for the most recent entry or re-entry into the school district.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. If the entry/re-entry occurred during a prior school year and the exact date is unavailable, report the first day of school for that school year. If the entry/re-entry is during the current year, the Admission Date is an attendance day for the student and must occur on a date in the building's current school year calendar.

A change in a student's district relationship from "2" or "3" to "1" is considered a re-entry and requires either a new Admission Date or new Effective Start Date to be reported that reflects the date on which the student began receiving instruction.

When a student's district relationship changes from "2" or "3" to "1", if the FS Record that contains the new district relationship does not have an Effective Start Date that reflects the date on which the student began receiving instructional services, then a new Admission Date must be reported that reflects the date on which the student began to receive instructional services. In addition, when a new Admission Date is reported due to a change in district relationship from "2" or "3" to "1", a new Admission Reason must also be reported.

The Admission Date cannot be on a day in the school's calendar unless the student begins attendance on that day. The admission date may reflect a day prior to the first day the student actually attended if there are no scheduled days in session for the building between the date reported in the Admission Date Element and the day the student actually attended. For students who were reported by the district as of the end of the previous school year, the district should continue to report the Admission Date as it is currently being reported unless there is a change in the student's district relationship from "2" or "3" to "1" and the new Effective Start Date does not reflect the date on which the student began receiving instructional services.

The admission date for a preschool student previously reported as an infant by the district is the date of eligibility testing when the student is found to be ineligible. When the student is found to be eligible, apply the rules for school-age children to determine the admission date.

Example 2.

Admission Date
A student moves into the district and registers for school on Monday, September 15; the student is scheduled to start classes on Tuesday of the same week. The student's family decides to keep the student home a couple more days to help unpack. The student does not start attending school until Thursday, September 18. The admission date for the student would be Thursday, September 18. If the original record was sent to the Department with a September 16 date, the district must update the Student Standing (FS) Record without closing the record and opening a new one. The September 16 date was in error and should not be reported to the Department as the Admission Date on any record.

Example 3.

Admission Date
A student moves into the district over the summer and registers for school on June 22. The first day of the school year is August 26 and the student attends school on that day. The admission date can be June 22, August 26, or any date between these two dates as all dates between June 22 and August 26 are not days in session.

An admission date of August 1, 2008, is to be reported as 20080801.

If a student withdraws and returns to the district, an Admission Date is changed and the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain

the new date. If an error is found for an Admission Date, the date may be corrected without closing the record and opening a new one as long as all other rules regarding the Admission Date are followed.

☼ *Admission Reason Element*

Record Field Number	FS080
Definition	Describes how the student arrived at the district.

Valid Options

1 Student Transferred from Home School in Ohio
2 Student transferred from out of state/out of country
3 Student transferred from a nonpublic school in Ohio
4 Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
5 Not previously enrolled in an Ohio public district or community school for a reason other than listed above
6 Transferred from another Ohio public/community school
7 Not newly enrolled in this school district
8 Early Childhood (Pre-Preschool < 3 years of age)–only used by ODH, DODD, and ODJFS
9 Student previously enrolled in an Ohio Early Childhood (Pre-Preschool < 3 years of age) program administered by a state agency
A Student previously enrolled by ODHE–only used by ODHE
B Student previously enrolled in an Ohio P-12 education program–only used by ODHE
C ODHE student previously enrolled in an Ohio higher education program
D Student is 22 years old or older

Reporting Instructions. The Admission Reason Element must be reported for every collection during which students are reported. Generally speaking, the admission reason will remain the same for the duration of the student's educational experience in the district; however, there are situations in which the student's relationship to the district is so changed that the student should be considered to be newly admitted. If the student's admission reason changes, the admission date should change to coincide with that event. These exceptional situations are described below.

Options "8", "A", "B", and "D" are informational codes that are not reportable in EMIS. Option "8" indicates that the SSID was issued through an Ohio department, such as the Ohio Department of Health (ODH), the Ohio Department of Job and Family Services (ODJFS), or the Ohio Department of Developmental Disabilities (DODD). When first enrolling in an Ohio school, students who were issued an SSID through participation in an Ohio Early Childhood program administered by a state agency should be reported in EMIS with Admission Reason option "9".

Options "A" and "B" indicate that the SSID was issued through the Ohio Department of Higher Education (ODHE). When first enrolling in an Ohio school, students who have been issued an SSID by the ODHE should be reported in EMIS with Admission Reason option "C".

Option "D" indicates that the student is 22 years old or older. New SSIDs will not be issued for students with options of "8", "A", or "B".

Option "3" should be reported if a student is now being educated in the district after being educated in a non-public school, Pilot Program, Jon Peterson or Autism Scholarship facility, or other non-EMIS

reporting entity located in Ohio. This would be true even if the student had been receiving services or was otherwise required to be reported while attending the non-public school.

Option "7" should be reported in circumstances in which the student withdraws from the district and then returns to the district without being instructed elsewhere in the interim, e.g., withdrawn for the 72-hour rule or an early childhood student reported in a prior collection with a How Received code of "V" who is now found to be eligible or is now of age to attend the district. Option "7" should be used if a student's district relationship changes from a "2" or "3" to "1" and a new Admission Date is reported.

If an Admission Reason is changed that is not simply a data entry error, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Admission Reason option.

☼ *Admitted From IRN Element*

Record Field Number	FS350
Definition	The prior city, local, exempted village school district, community school, ESC, STEM District, or nonpublic school where the student was enrolled.

Valid Options

******	Default
Six-digit code	Valid district or nonpublic school IRN
999999	Entity that does not have an IRN

Reporting Instructions. This element will be reported with a non-default value (a value other than "******") when the Admission Reason Element is reported with a value of '3', '6', or '7'and the Admission Date is after the last day of school of the prior school year. Additionally, the element will be reported when the District Relationship of a student changes to a value of '1', from a '2' or '3'. If the IRN is unknown, the default value may be reported. Report the IRN of the district, community school, ESC, STEM district, or nonpublic school from which the student transferred. For an Admission Reason of '7', this could be the reporting entity's own IRN. ESCs and JVSDs should always report the default ('******') for this element.

When a student's prior enrollment involved multiple districts, the Admitted From IRN should be the IRN of the educating district. When the prior educating district is a JVSD, the admitting district should report the IRN of the previous district that sent the student to the JVSD.

If the student is enrolling from a nonpublic school that does not have a valid IRN, report 999999.

This element should be reported with the IRN of the last Ohio public district or nonpublic school that the student was enrolled in, if that enrollment happened during the current school year or the previous school year. If the student did not attend an Ohio public school district or nonpublic school during the current school year or the previous school year, report either the IRN of last enrollment or 999999.

☼ *Assigned Building Area IRN Element*

Record Field Number	FS170
Definition	The IRN of the building the student would normally attend according to the standard district attendance policy.

Valid Options

Six-digit IRN	Valid building IRN within the reporting district
******	Default

Reporting Instructions. This element will be reported with a non-default value (a value other than "******") only if it is different from the Attending Building IRN. This IRN is the IRN of the building that the student would normally attend according to district policy, i.e., attendance area. It would be used when the student, for some reason (e.g., an intradistrict enrollment lottery), is attending the building of the Attending Building IRN instead of the building to which the student would have been assigned.

If the Assigned Building Area IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new IRN.

ATTENDANCE HOURS

General Information. Attendance counts are required to be submitted by any district in which the student had even a single day of enrollment.

There are three elements of the Student Standing (FS) Record that count the number of hours of attendance or absence: School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours. These counts should be reported as follows.

Every student with whom the district had a relationship during any day from the first day of the current school year to the last day of the current school year must have one or more records with the School Year Attendance Hours, School Year Excused Absence Hours, and School Year Unexcused Absence Hours reported for them.

If the student's relationship with the district is unchanged from the first day of the school year to the last day of the school year, only one record will be reported.

If the student will continue the same relationship with the district the following school year, the Effective End Date should not be entered. When calculating attendance hours, include hours through the last day of school for the building the student was attending.

If Sent Reason = "PS", "NP", PI, or "MR", the record should include School Year Attendance, School Year Excused Absence, and School Year Unexcused Absence Hours for the duration of time that the record was effective. If the Sent Reason = "AU" or "JP", the School Year Hours for the duration of time that the record was effective should be zero.

Example 4.

For a student who attends South Elementary School for the entire school year, the FS Record values should be reported as follows.

Element Name	Value
Effective Start Date Element	20080820
Effective End Date Element	00000000
School Year Attendance Hours Element	actual number of hours
School Year Excused Absence Hours Element	actual number of hours
School Year Unexcused Absence Hours Element	actual number of hours
Attending Building IRN Element	IRN of South Elementary School

Appropriate values should be used in all other elements on the record.

If the parent notifies the district that the student is transferring to a district outside of Ohio after the last day of school, the record would look slightly different. The last day of school for South Elementary is June 6, 2009. In this instance, the FS Record values should be reported as follows.

Element Name	Value
Effective Start Date Element	20080820
Effective End Date Element	20090606
School Year Attendance Hours Element	Actual number of hours
School Year Excused Absence Hours Element	Actual number of hours
School Year Unexcused Absence Hours Element	Actual number of hours
Attending Building IRN Element	IRN of South Elementary School
Withdraw Reason Element	40

Determination of Attendance Hours

Determination of any attendance hour is based upon the following factors:

1. Attendance hours shall include in-school suspensions, school-sponsored field trips, and the number of hours a student received instructional services from the school district while expelled or while serving an out-of-school suspension.
2. Pupils absent due to personal illness, legal excuse, religious holiday, illness in the home, truancy, or any other reason should not be counted as in attendance.
3. 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 after the date of such withdrawal.
4. Include hours from days when a student is enrolled and in attendance on expulsion or suspension status and receiving instructional services from the school district.

One hour of home instruction with a tutor for a student with a disability condition is considered a day of attendance and should be included as the number of hours the student would have attended if not on home instruction.

There are a number of different schedules under which preschool programs (regular and special education) are operated. Therefore the calculation of the number of days in operation for each option varies.

Excused Absence Days

General Information. These days are recorded in the School Year Excused Absence Hours.

No student 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 have been in attendance.

Any student permanently withdrawn from school shall not be counted as absent 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 that he/she is scheduled to attend.

☼ *School Year Attendance Hours*

Record Field Number	FS320
Definition	The actual number of hours a student was in attendance during the current school year and between the effective dates on the record, inclusive.

Valid Options

0000.00 Default
0000.00–1800.00

Reporting Instructions. Only time when all students are required to be in attendance is included when determining School Year Attendance Hours. If only certain students are required to attend, e.g., to make up time, then the time does not count toward School Year Attendance Hours.

School Year Attendance Hours for a student are defined as the actual number of hours the student was in attendance in the district during the time span of the record being submitted. These hours must encompass the first and last days of the student's enrollment at the district in the current school year. If there has been no change in the student's standing within the district during that time, this number will be counted on a single record and include the first and last day of school.

If there were changes to the student's standing in the same district during the year, there will be two or more records reported during the student collections. When a record closes, School Year Attendance Hours shall be the count of the student's hours of attendance from the Effective Start Date to the Effective End Date, inclusive, of that specific record.

☼ *School Year Excused Absence Hours*

Record Field Number	FS330
Definition	The number of hours the enrolled student was absent for excused reasons in the district for the current school year and between the effective dates on the record, inclusive.

Valid Options

0000.00 Default
0000.00–1800.00

Reporting Instructions. These hours must be between the first and last days of the student's enrollment at the district in the current school year.

If there has been no change in the student's standing within the district during that time, this number will be counted on a single open record. If changes have occurred, hours will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

☼ *School Year Unexcused Absence Hours*

Record Field Number	FS340
Definition	The number of hours the student was absent in the district during the current school year and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy.

Valid Options

0000.00 Default
0000.00–1800.00

Reporting Instructions. These hours must be between the first and last days of the student's enrollment at the district during the current school year.

If there has been no change in the student's standing within the district during that time, this number will be counted on a single open record. If changes have occurred, hours will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

☼ *Attending Building IRN Element*

Record Field Number	FS160
Definition	The IRN of the building within the district that the student attends between the effective dates, inclusive, of the record being reported.

Valid Options

Six-digit IRN Valid building IRN within the reporting district

Reporting Instructions. The Attending Building IRN should be that of a building within the hierarchy of the reporting district. It should be the building in which the student was enrolled during the duration of the record being reported. Any exceptions to this rule are explained in Student Records, Section 2.1 Student Records Overview, under **SPECIAL REPORTING SITUATIONS**, **Building IRN Element**.

If the student is simultaneously educated in more than one building within the reporting district, only one building should be reported. If the student spends the greater majority of the day in one building, that IRN should be used for the record. If the student spends an equal amount of time in different buildings, the IRN should be the one determined by district policy.

If there is a change in the Attending Building IRN, the existing record for the student should be closed. A new Student Standing (FS) Record must be opened and must contain the new Attending Building IRN.

If a student maintains the same relationship to the district but the Attending Building IRN is changed because of a student's transfer within the same district, the new building the student is now attending must be in the hierarchy of the reporting district. This is a situation in which there is not a break in enrollment within the district. When determining effective dates and attendance and absence hours for the records, the district must apply its local attendance policy addressing missed time for attendance days in the district calendar when the student was present in neither building. There should be no change in the student's How Received or Sent Reason Elements since they define a relationship between districts and not between buildings.

If the building change is a result of the student's withdrawal from the district, the current record should be closed by recording a value in the Withdraw Reason Element. In such a case, no new record will be opened.

☼ *County of Residence Code Element*

Record Field Number	FS370
Definition	The two-digit State of Ohio designation of the county of the student's domicile.

Valid Options

Each county name below is followed by the county code to be used for this element.

Adams	01	Carroll	10
Allen	02	Champaign	11
Ashland	03	Clark	12
Ashtabula	04	Clermont	13
Athens	05	Clinton	14
Auglaize	06	Columbiana	15
Belmont	07	Coshocton	16
Brown	08	Crawford	17
Butler	09	Cuyahoga	18

Darke	19	Miami	55
Defiance	20	Monroe	56
Delaware	21	Montgomery	57
Erie	22	Morgan	58
Fairfield	23	Morrow	59
Fayette	24	Muskingum	60
Franklin	25	Noble	61
Fulton	26	Ottawa	62
Gallia	27	Paulding	63
Geauga	28	Perry	64
Greene	29	Pickaway	65
Guernsey	30	Pike	66
Hamilton	31	Portage	67
Hancock	32	Preble	68
Hardin	33	Putnam	69
Harrison	34	Richland	70
Henry	35	Ross	71
Highland	36	Sandusky	72
Hocking	37	Scioto	73
Holmes	38	Seneca	74
Huron	39	Shelby	75
Jackson	40	Stark	76
Jefferson	41	Summit	77
Knox	42	Trumbull	78
Lake	43	Tuscarawas	79
Lawrence	44	Union	80
Licking	45	Van Wert	81
Logan	46	Vinton	82
Lorain	47	Warren	83
Lucas	48	Washington	84
Madison	49	Wayne	85
Mahoning	50	Williams	86
Marion	51	Wood	87
Medina	52	Wyandot	88
Meigs	53	Out of State	**
Mercer	54		

Reporting Instructions. This element should be reported on every Student Standing (FS) Record. The County of Residence Code is the county in which the student is actually living. It is the student's true place of residence for the time span of the Effective Start Date and Effective End date of a particular Student Standing (FS) Record.

If the student is living with parents, report the county of the parents' home address. If the parents are not living together, report the county of the parent who has primary custody of the student.

For a student who is not living with parents, report the county in which the student is domiciled. If foster placed, for example, it would be the county of the home of the foster parent(s).

If a student is homeless and has an established residence, such as a homeless shelter or is in a doubled-up situation, the county of that residence should be reported. Otherwise report the county code where the student spends the night.

If the domicile of the student is out of state, use "**".

DYS does not need to report this element. For students with a Sent Reason (FS200 or FS230) = "FP", the value in this element will not be used.

If the County of Residence Code changes during the duration of the student's enrollment in the district, the existing Student Standing (FS) Record should be closed and a new one opened, using the new Effective Start Date as the day the student began to live at the new address.

☼ *District Relationship Element*

Record Field Number	FS140
Definition	The educational relationship between the student and the district.

Valid Options

1 The student is receiving instruction, in whole or in part, from the reporting district
2 The student is receiving services but no instruction from the reporting district
3 The student is receiving neither services nor instruction from the reporting district but the reporting district has an obligation to submit data on the student in EMIS

Reporting Instructions. There must be a value of "1", "2", or "3" submitted for each student record.

If the student is being instructed by the reporting district, the value of this element should be "1" even if the reporting district is also providing services. "1" should also be used if the student is being educated in a private facility, at district expense, and for students receiving instruction from staff reported as contracted from another EMIS reporting entity (i.e., reported via contract staff job records per Staff Records, Section 3.2 Reporting Contracted Staff). In general, any student with a percent of time greater than zero in the Student Percent of Time and/or Sent To Percent of Time Elements will be reported with a "1". Exceptions include students in the Autism Scholarship Program, who will be reported with a "3".

If the student is receiving no instruction from the reporting district, but is receiving services, the value of this element should be "2". Services, in this context, include activities such as ***special education*** services only for students with disabilities, Title I services only, career assessment services only, and preschool students evaluated for special education as part of their Part C to Part B transition, found to be ineligible, and not otherwise attending the district. If a student is only receiving transportation services and has no other relationship with the district, they are not reported in EMIS, and therefore would not be reported with a "2". Students reported with a "2" will have zeros reported in the percent of time elements and will not have any courses reported.

If a preschool student is receiving services as directed by their IEP and no public district implementing those services has the student enrolled in a preschool course (with a Student Percent of Time greater than zero and a District Relationship of "1"), then the district implementing those non-center-based services may report the student with a District Relationship of "1" instead of "2". The district reporting the relationship of "1" should report an appropriate Student Percent of Time based on the amount of time the district is providing IEP-directed services.

If the student is receiving neither instruction nor services from the reporting district but the district has a fiscal or other responsibility for submitting the student record, this value should be "3".

Option "3" should only be used if neither "1" nor "2" apply. Option "2" should only be used if "1" does not apply.

If the District Relationship is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new District Relationship value.

☼ *Effective End Date Element*

Record Field Number	FS090
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 FS 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 FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student's District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS 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 "Changes of Values in New Records" for additional information related to the closing of a record when a student withdraws.

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

☼ *Effective Start Date Element*

Record Field Number	FS060
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 FS record with a new Effective Start Date in two situations:

- When an element on the FS 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 FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student's District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is

a Sunday, and the Effective Start Date on the new FS 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 FS and FD 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	FS050
Definition	See GI050.

Valid Options

See GI050 for Valid Option values

Reporting Instructions. See GI050 on the Student Demographic (GI) Record (EMIS Manual Section 2.2) for reporting guidance.

☼ *How Received Element*

Record Field Number	FS180
Definition	How the student arrived at the district.

Valid Options

***** **Not Applicable**
No other code applies, e.g., Student is a resident of the district.

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

6 **In-state Student Attending Nonpublic School**
Students reported with this code must also be reported with a Title I program code(s) when appropriate

7 **Non-resident Student Residing with Grandparent**
See ORC §3313.64.

8 **Non-resident Student in his/her Senior Year**
See ORC §3313.64.

9 **Non-resident, Open Enrollment Student: Inter-District**

A **Non-resident Student -Parent is a District Employee**
See ORC §3313.64.

B **Non-resident Student Attending a Special Education Program**
This includes students attending special education cooperative programs. These are not court placed students. Contract Career-Technical Special Education Students should be reported with How Received "2"

C **Foster Placed Student**
24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. Also

use for resident students who foster placed within the resident district. Students placed in foster homes must be reported in EMIS by all districts involved.

D **Non-Foster Court Placed Student**
Substitute care for children placed away from their parents or guardians and for whom the child welfare agency does *not* have placement and care responsibility. This includes cases where the students are placed by the court in the homes of friends or relatives. Also use for resident students who are court placed within the resident district. Court placed students must be reported in EMIS by all districts involved.

E **Preschool ECE Early Childhood Education Grant**
Student is enrolled in an ECE program offered by the Local Education Agency (LEA). ECE is a preschool program designed to serve primarily 3-4 year-old children from income eligible families.

G **Foster Placed Student, Open Enrolled Out to Another District**
Student is foster placed into a district and then open enrolls into a different district. This code is reported by the district into which the student has open enrolled.

H **ESC Providing Instruction and Related Services**
Only used by the ESC in the case of preschool students.

I **Student receiving non-instructional, supplementary or related services**
The ESC, in the case of preschool students, or district is providing non-instructional support, supplementary, or related services to a resident or non-resident student. Examples include participation in special education services. Do not use when the student is placed in a local/county institution for the neglected or delinquent.

J **Non-Foster Non-Court Placed Student**
Non-foster student placed under agreement between parents/guardians and county child welfare agency without court involvement. Also use for resident students who are non-foster non-court placed within the resident district. Non-foster non-court placed students must be reported in EMIS by all districts involved.

K **Student Attending STEM district**
How Received "K" is only to be used by STEM districts.

L **Community School Student Attending Career Tech Program at Resident District or Another Traditional District**
A community school student attending a career-technical program at the resident district or another traditional district that is in the career-technical planning district to which the community school or resident district is assigned. How Received "L" is only to be used by a traditional district.

M **Student Attending Community School**
See ORC §§3313.844 and 3314.01-11.

P **Court-Placed Students, Excluding Foster Care and facilities defined by ORC §2151.65 or §2152.41**
ALL court ordered institutional placements other than foster care (this includes jails and residential treatment centers). These include students both with and without disabilities. Use for resident students who are court-placed within the resident district.

Q **Court-Placed Students, facility defined by ORC §2151.65 or §2152.41, reporting district is educating.**
Court-ordered placements into facilities defined by ORC §2151.65 or §2152.41 and the reporting district is educating the student.

R **Jon Peterson Scholarship Program Participant**

S **Superintendent Agreement for Students**
Non-resident student attending district based on District Superintendent agreement for the student well being (see ORC §3313.64).

T **Students Placed in Institutions, Non-Court Ordered**
All institutional placements that are not court ordered or foster care, such as those by parents. Also use for resident students who are placed in an institution within the district of residence.

U **Students Attending State supported schools (i.e., OSSB, OSD)**
How Received "U" is only to be used by these special state supported schools:

- Ohio School for the Deaf
- Ohio State School for the Blind

V **Pre-school, Evaluated Only, Not Receiving Special Education Services, Transition from IDEA Part C to Part B**
Preschool student's transitioning from IDEA Part C to Part B, preschool student's transition conference with disability suspected, found not to have disability, and not enrolled for instruction, ***or*** found to have disability and parents refuse services and not enrolled for instruction.

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).

X **Direct enrollment**
Student is directly enrolled only in CTE programs in a JVSD or other public district and the legal district of residence for the student is in the jointure of the JVSD/public district but the student does not enroll in the resident/home district as a regular student, e.g., home-schooled student, scholarship student, or student attending a non-public school who is not pursuing a public high school diploma.

Y **Placed in DYS**
How Received "Y" is only to be used by Department of Youth Services (DYS).

Reporting Instructions. Only one of the above options can be selected per student. From the reporting district's perspective, this element describes the rationale for the student being educated or receiving services at the reporting district. It must always be used with a How Received IRN Element, defining the district from which the student was received.

The How Received code should be used from the perspective of the district, not the building. If more than one How Received code can be applied in a given situation, the default is the resident district unless the How Received code is "C", "P", "T", or "L".

If a How Received/How Received IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new How Received/How Received IRN. This change may also trigger a change in other elements such as Sent Reason and Percent of Time.

The How Received code of 'R – Jon Peterson Scholarship Program Participant' should only be reported by the reporting district who is educating the student; this code should not be used when the student is a non-public student and the reporting district is providing services only. The code should not be used by the resident district to report a Jon Peterson Scholarship student.

In order to meet federal reporting requirements for CTE, districts that educate contract career-technical special education students are required to report these students in the How Received Element with a "2", instead of "B". The resident/sending district reports the Sent Reason Element with a "CT". 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 How Received Element of "B".

If a resident student is court-placed within his/her resident district (where parents reside), use "C" or "P" to indicate that the student has been court-placed. If a student is placed in an institution (not court ordered or foster care) placed within his/her resident district (where parents reside), use "T".

In each of these instances, use the Resident IRN in the How Received IRN element.

Reporting "How Received" for Preschool Students. Students in ECE, regardless of the resident district are to have "E" reported for the How Received Element.

A student can be in "E" and also be receiving special education services.

If a resident student is enrolled in Federal Head Start, then "*" should be reported for the How Received Element. If a resident student is not enrolled in an ECE program and is not enrolled in Federal Head Start, then "*" should be reported for the How Received Element. Students enrolled at an ESC who are not in an ECE program are to have "H" reported for the How Received Element. Students who are not in an ECE program and are enrolled in a traditional district that is not their resident district are to be reported with a How Received code that accurately reflects how they arrived at the district (i.e., through open enrollment, court placement, etc.). If a student is enrolled in special education and ECE, then "E" is reported for the How Received Element.

Options "E" and "H" are only valid for preschool students. These options take precedence over reporting the type of entity.

☼ *How Received IRN Element*

Record Field Number	FS190
Definition	The entity from which a student is received.

Valid Options

Six-digit code	Valid IRN
999999	Entity that is not part of an EMIS reporting entity and has no IRN
******	Default

Reporting Instructions. This element is the IRN of the district from which the student came. Unless a student is court-placed within its resident district or is not coming from a non-public school and only receiving non-instructional, supplementary, or ***special education*** services, the IRN must be different than the reporting IRN.

Table 1.

How Received Value	How Received IRN Required	How Received IRN org Type Allowed
*, 3, M, V, X	N	Not applicable
2, U	Y	Traditional, Community
6	Y	Non-public entity or "999999" if non-public does not have an IRN
7, 8, 9, A, B, ~~C, D,~~ G, H, I, ~~J, K, P, Q,~~ R, S, ~~T,~~ W~~, Y~~	Y	Traditional
C, D, J, K, P, Q, T, Y	Y	Traditional or "999999"

How Received Value	How Received IRN Required	How Received IRN org Type Allowed
E	Y, if not the resident district or a community school	Traditional
L	Y	Community

If the How Received IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new IRN.

☼ *Legal District of Residence Element*

Record Field Number	FS150
Definition	The six-digit IRN number of the city/municipal, local, or exempted village school district in which the parent(s) is a resident, if residing in-state.

Valid Options

Six-digit IRN	Valid district IRN
999999	Student is not a resident of Ohio

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

A student who resides out-of-state with a parent(s), a guardian, or alone, is to have a "999999" reported as his/her Legal District of Residence Element.

A student who lives alone in-state is to be reported with the school district IRN in which he/she resides in the Legal District of Residence IRN Element.

JVSDs and the DYS must report a city, local, or exempted village IRN of the district in which the student resides. In a tri-district reporting situation, the JVSD/DYS always reports the IRN of the "true" district of residence in the Legal District of Residence Element.

Example 5

Tri-District reporting situations
A student is a resident of district "A". He/she open enrolled into district "B", and attended the JVSD. In this case, the JVSD reports the district IRN of district "A".

A student who is living in a "home", such as foster care, JDC (Juvenile Detention Center), or residential facility, the Legal District of Residence is based on where the parents resided at the time of placement, unless the court has designated another school district as financially responsible for the student.

Report the city, local, or exempted village district of residence IRN for nonpublic school students.

A student who is in a situation where parents have joint custody and reside in different districts, the Ohio Revised Code defines one parent as the custodial parent (ORC § 3313.64). The Legal District of Residence is where the custodial parent resides at the time of placement. The district that is educating the student should report the IRN where the custodial parent lives at the time of placement in the Legal District of Residence IRN Element.

District of Residence for Students with Disabilities. (District responsible for payment of tuition/excess cost)

1) The school district determined by the court under §2151.35 (B)(3) of the Ohio Revised Code, or the school district as determined by the probate court of the county in which the student resides. If the court fails to designate a school district of financial responsibility, then precede through items (2) and (3) below.
2) The school district in which the student's parents reside, or last known to have resided.
3) If the school district specified in (2) above cannot be determined, the last school district in which the student's parents are known to have resided if the parents whereabouts are currently unknown.
4) If the student receiving special education has a parent who is incarcerated in a correctional facility, juvenile residential placement, or residential facility in accordance with ORC §3313.65, **AND** for whom a tuition obligation has not been previously established, **AND** the other parent is not known to reside in Ohio, the school district in which the student's parent (natural or adoptive) resided at the time of such placement is responsible for tuition.

Grandparent Legislation. House Bill 130 (125th General Assembly, 2004) created two new conditions under which a grandparent can obtain "care, physical custody, and control" over a grandchild, without changing legal custody.

- The *first condition* occurs if the parent executes a Power of Attorney authorizing the grandparent full care, custody and control of a grandchild under the age of eighteen which allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.51 to 3109.62 of the Ohio Revised Code.
- The *second condition* occurs if the grandparent executes a Caretaker Authorization Affidavit due to an inability to locate the child's parents or the existence of a custody order that prevents contact between the child and the parent. This condition also authorizes the grandparent full care, custody and control of a grandchild under the age of eighteen and allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.65 to 3109.73 of the Ohio Revised Code.

In both of these cases the grandparents are considered the parent and the student is reported with a How Received code of "*" by the district where the grandparent resides.

The existing grandparent rule authorized by §3313.64 of the Ohio Revised Code remains unchanged. In this particular circumstance, a student under the age of twenty-two, who is in the custody of the parent(s), resides with a grandparent and does *not* require special education can attend the district where the grandparent resides tuition-free as long as the Boards of Education of both districts agree that good cause exists for such attendance. These students should continue to be reported in the How Received Element with the option of "7 – Non-resident residing with grandparent (per ORC §3313.64)". The Legal District of Residence is the parent's district.

If a Resident IRN is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Resident IRN. The change of the Resident IRN may also trigger a change in the How Received or Sent Reason elements and the Percent of Time.

☼ *Percent of Time Element*

Record Field Number	FS120
Definition	The average percent of time, for the week, that the student participates in any instruction provided by a certified/licensed employee.

Valid Options

000-100

Reporting Instructions. Percent of time for students in grades 8 and below is determined based on the reporting instructions below. The percent of time for high school students is determined based on the reporting instructions below that were in effect prior to March 23, 2015. However, in those cases where a high school student is enrolled in courses that would generate a higher percent of time using the credit method, the percent of time may still be determined based on the rule that five credits is equivalent to full-time enrollment.

The following are general guidelines to follow when reporting the Student Percent of Time Element. Calculate the percent of time based upon the time that the student was actually enrolled in the district during the timeframe of the Student Standing (FS) Record.

Include the following in the student percent of time:

- The amount of time the student is educated by employees of the reporting district.
- The amount of time the student is educated by contracted employees of the reporting district (with the exception of time spent receiving instruction through contract career-technical instruction).
- The amount of time in which the student, enrolled in the reporting district, is educated by staff employed by an ESC. This does not apply to preschool students.

Additionally, student percent of time includes the time the student is educated at entities other than the reporting district in the following situation.

- The reporting district is providing instructional services to students placed in a "Home" (i.e., institution, Juvenile Detention Center, etc.) within the reporting school district's boundaries.

Do *not* include the Percent of Time in the following situations. Instead, report the percentage in the Sent To Percent of Time Element together with the Sent Reason and Sent to IRN fields.

- Instructional services for students with disabilities provided at chartered nonpublic schools, when placed in the nonpublic entity by the district as the most appropriate placement per the students IEP. The Sent To IRN is the IRN of the non-public entity or "999999".
- Services for students participating in the Autism Scholarship Program. These students are reported with the "AU" Sent Reason. The Sent To IRN is the appropriate IRN or "999999" if that IRN is not known.
- Post-secondary institutions

Do *not* include in the Student Percent of Time Element or the Sent To Percent of Time Element the amount of time the student spent/is educated by the following entities.

- County Boards of Developmental Disabilities (BDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site
- Court Ordered Institutional Placement into a Facility as defined by ORC §2151.65 or §2152.41
- Parent placement into a home or facility in consultation with and upon recommendation of the OhioRISE Program

As stated in law, schools offering full-time kindergarten through grade 6 are required to be open for instruction for a minimum of 910 hours in the school's calendar year. This should be reflected in the EMIS calendar reported for these grades. Although a minimum school year for preschool students is not in

law, districts should use this same 910-hour requirement when reporting preschool calendars and calculating the percent of time to report to EMIS for preschool students.

Student percent of time for students attending the Ohio Deaf and Blind Education Services or Department of Youth Services (DYS) are to be reported in the following manner.

- Ohio Deaf and Blind Education Services or DYS each report the percent of time the student is being educated by an employee or contracted employee of the Ohio Deaf and Blind Education Services or DYS.
- The district sending the student to the Ohio Deaf and Blind Education Services or DYS reports the percent of time the student is being educated by an employee or contracted employee of the sending district. Most of the time the student percent of time will be 0% in this case.

Student percent of time for those students attending a JVSD are to be reported in the following manner.

- The JVSD reports the percent of time the student is being educated by the JVSD.
- The sending district reports the percent of time (if any) the student is being educated by the sending district.

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. If a student attends more than one district, then each district reports the amount of time, in the Student Percent of Time Element, the student spends at their district in relation to the total school day for the student.

Report zeros in the Student Percent of Time Element and the Sent To Percent of Time Element for students reported with a Sent Reason of 'JP'.

Example 6.

Student Attending Multiple Districts 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 should report 67%.

Example 7.

High School Student Attending Multiple Districts If a student is attempting 2 credits at District A and 3 credits at District B at the same time, then District A should report 40% (2 credits ÷ 5 credits) and District B should report 60% (3 credits ÷ 5 credits).

Example 8.

Student Attending Multiple Buildings within the Same District Students are transported by bus, from several buildings within the same district, to a building housed within that district, for some type of program (i.e., gifted) for one day of the week, every week. Students are spending 80% of their time at one building and 20% of their time at the other building. The building IRN for each student should be the IRN of the building in which they spend the majority of their time. In this example, it would be the building IRN where they are 80% of the time. This is because the building IRN is a district-level element. Actually, the student spends 100% of his/her time within the same district.

Reporting College Credit Plus Percent of Time. As a general guideline, a district with a student who attends a Post-Secondary Institution (College Credit Plus, CCP) only (meaning the student does not attend a JVSD or Contract Career-Technical) is to report the percent of time that the district is educating

the student in the Student Percent of Time. The time that the student is being educated at the Post-secondary institution should be reported in the Sent To Percent of Time.

For instance, if the student is attending a Post-Secondary Institution (College Credit Plus) 100% of the time, then the district reports 0% in the Student Percent of Time Element, Sent Reason "PS", and 100 in Sent to Percent of Time Element. Then the Department knows that the student is a CCP student and through the funding calculations funds the district at 100% FTE for that student. See the tables below.

Example 9.

Student attends post-secondary institution ONLY.

	Student Percent of Time at Each Entity	Each Entity Reports during October	Sent Reason	Sent To Percent of Time
Resident District	0%	0%	PS	100%
Post-Secondary	100%	Not reported in EMIS	Not reported in EMIS	

Example 10.

Student is educated at resident district and post-secondary institution.

	Student Percent of Time at Each Entity	Report During October (K)	Sent Reason	Sent To Percent of Time
Resident District	20%	20%	PS	80%
Post-Secondary	80%	Not reported in EMIS	Not reported in EMIS	

If a Student's Percent of Time changes, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Student Percent of Time.

☼ *Sent Reason 1 Element*

Record Field Number	FS200
Definition	Reason a student is sent to another district.

☼ *Sent Reason 2 Element*

Record Field Number	FS230
Definition	Reason a student is sent to another district if the student is sent to a second district

Valid Options

64 **Attending another district per ORC §3313.64(F)(1)** (includes superintendent agreement, students following parent, residing with grandparent, senior attending, etc.)

AU **Autism Scholarship Program participant**

CE **Court-Ordered Institutional Placements into a Facility as defined by ORC §2151.65 or §2152.41**

CI **Court-Ordered Institutional Placements, excluding foster care and facilities defined by ORC §2151.65 or §2152.41** This includes both students with and without disabilities

CO **Court Placed Out of State, LEA is responsible for paying cost of education**

CR **Resident District Career-Technical Education Participant**
Sent Reason "CR" is only to be used by community schools.

CS **Cleveland Scholarship and Tutoring Program Participant**
Students are only reported during the first year of participation in the program. (This option is only valid for Cleveland City School District.)

CT **Contract Career-Technical Education Participant**

ES **Education Service Center Preschool program participant**

EX **Expelled**

FC **Foster Placement or Court Placed with a Relative**

FP **Departments of Youth Services or Rehabilitation and Corrections Facility that student is attending**

JP **Jon Peterson Scholarship Program Participant**

JV **Joint Vocational School District Program Participant**

MR **BDD program participant**

NA **No Sent Reason code applies, default**

NI **Non-Court-Ordered or Foster Care Institutional Placement**
Includes student placed in an institution by parent(s)

NP **Non-public school placement at district expense**
This includes district placement at district expense into facilities other than non-public schools

OE **Attending another district via Open Enrollment**

OR **Parent placement into a home or facility in consultation with and upon recommendation of the OhioRISE Program**

OS **State School (Ohio Deaf and Blind Education Services) program participant**

PI **Proprietary Institution Program Placement**

PP **Pilot Program Participant**

PS **College Credit Plus Program Participant**

SE **Public District Providing Special Education to the Student**
This does not include Educational Service Centers

T1 **Title I Public School Choice Participant**

TC Student is attending a CTE course that is delivered at an Ohio Technical Center (OTC) via contract under ORC §3313.901 and the total enrollment between the OTC and all districts enrolling the student is greater than a full-time enrollment.

TS **Attending another district as a tuition student**
This does NOT include non-resident special education or court-placement

Reporting Instructions.

1. In cases where a student is placed in a home (i.e., foster care, group home, , or other residential facility), the district IRN in which the home is located is reported in the Sent To IRN 1 or Sent To IRN 2 Element. In cases where the "CE" or "OR" Sent Reason is being reported, the IRN, if known, of the entity providing services to the student is reported in the Sent To IRN 1 or Sent To IRN 2 Element; if the IRN is not known or is not reportable in EMIS, then report "999999" in the Sent To IRN Element.
2. If the students are sent to a Department of Youth Services (DYS) institution, then the resident/sending district reports the IRN of the DYS in the Sent To IRN 1 or Sent To IRN 2 Element.

3. In the case where a student is attending a chartered nonpublic school as part of the Cleveland Scholarship and Tutoring program (Only students in the Cleveland City School District are eligible for the Cleveland Scholarship and Tutoring Program.) the Sent Reason 1 or Sent Reason 2 Element is reported with the option of "CS".
4. Community schools are not permitted to be part of a "Jointure" with regards to JVSD/Career-Technical Education. Therefore, students enrolled in a community school who are attending a JVS are to be reported with a "CT" in the Sent Reason 1 or Sent Reason 2 Element. Such students cannot be reported with a "JV".

The CE and OR Sent Reasons should only be reported by the district designated as responsible for the cost of educating the student.

When reporting option CO, the Percent of Time is not reported and the Sent To IRN is reported as "999999".

In addition, option "ES" is only valid for preschool students attending/receiving services from an employee of an ESC. School-age students are not to be coded with option "ES" in this element.

When a student is expelled, report Sent Reason option EX and Sent To IRN 999999. If the student is not receiving education or services during the expulsion, report 0 for Sent to Percent of Time and option 3 for District Relationship. If the student is receiving education or services during the expulsion, report the appropriate value for Sent to Percent of Time and option 1 for District Relationship.

The Sent Reason 1 and Sent To IRN 1 Elements should always be entered in tandem. If there is a Sent Reason 1 Element, the Sent To IRN 1 should contain a valid IRN or "999999" when the entity does not have an IRN. Since a district may send a student to more than one alternative educational setting, the second set of elements allows such situations to be coded. The second set of elements should only be used if the first set of elements is already being used.

If a Sent Reason 1 or Sent Reason 2 is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Sent Reason and Sent To IRN 1 or Sent Reason 2 and Sent To IRN 2. This change may also trigger a change in other elements such as the Percent of Time.

☼ *Sent To IRN 1 Element*

Record Field Number	FS210
Definition	The district to which a student is sent

☼ *Sent To IRN 2 Element*

Record Field Number	FS240
Definition	The district to which a student is sent if the student is simultaneously being sent to a second district

Valid Options

Six-digit code	Valid IRN
999999	Entity that is not part of an EMIS reporting entity and that has no IRN
******	Default

Reporting Instructions. If the reporting district is sending the student for instruction or services to another entity, a valid value should be entered in the Sent To IRN 1 Element.

If sent to and EMIS reporting entity that has a district level IRN, use the district IRN instead of the IRN of a specific building in the district. If the student is being sent to an entity that does not have a valid OEDS IRN, the reporting district should enter "999999".

Please note the difference between the use of "******" and "999999"; "******" should be used when the student is not being sent anywhere.

If the reporting district is sending the student for instruction or services to a second institution and has entered values in the Sent To IRN 1 Element for the first institution, a valid option should be entered the Sent To IRN 2 Element.

If a Sent To IRN 1 Element or Sent To IRN 2 Element is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Sent Reason 1 Element and Sent To IRN 1 Element or Sent Reason 2 Element and Sent To IRN 2 Element. This change may also trigger a change in other elements such as the Sent To Percent of Time.

☼ *Sent To Percent of Time 1 Element*

Record Field Number	FS220
Definition	The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity.

☼ *Sent To Percent of Time 2 Element*

Record Field Number	FS250
Definition	The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity.

Valid Options

01 - 100
000 Default

Reporting Instructions. The sum of the Student Percent of Time Element (FS120) and the Sent to Percent of Time Elements (both) for a student may not be greater than 100 unless the student is reported with a Sent Reason (FS200 or FS230) of "TC".

Sent to Percent of Time 1 Element must be used when the Sent To IRN 1 Element is a non-EMIS reporting entity and the time at that entity is not included in the regular Student Percent of Time Element (FS120).

If Sent Reason = "PS" or "NP" or "MR" or "TC", the record should include School Year Attendance, Excused, and Unexcused Absence Hours for the duration of time that the record was effective. If Sent Reason = "AU" or "JP", the School Year Hours should be zero.

This element, with a Sent Reason 2 Element and a Sent To IRN 2 Element, allows a reporting district to point to a second district to which they are sending a student. This element must be used when the Sent To IRN 2 Element is a non-EMIS reporting entity.

When a student attends both a JVSD and a post-secondary institution, one can be recorded using the Sent Reason 1 Element, Sent To IRN 1 Element, and Sent To Percent of Time 1 Element and the other can be recorded using the Sent Reason 2 Element, Sent To IRN 2 Element, and Sent To Percent of Time 2 Element. For the JVSD, the Sent To Percent of Time Element should be zero, since the JVSD is an EMIS-

reporting entity. For the post-secondary institution, the Sent To Percent of Time Element should reflect the amount of time the student is spending at that institution.

Do *not* include in the Sent To Percent of Time Element the amount of time the student spent in/was educated by the following entities.

- County Boards of Developmental Disabilities (BDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site
- Court Ordered Institutional Placements into a Facility as defined by ORC §2151.65 or §2152.41
- Parent placement into a home or facility in consultation with and upon recommendation of the OhioRISE Program

Example 11.

Student Attends Resident District, JVSD, and Post-Secondary Institution

	Student Percent of Time at Each Entity	Element and number	Sent Reason
Resident District	**10%**	Student Percent of Time: 10%	
Post-Secondary	**50%**	Sent To Percent of Time 1: 50%	Sent Reason 1: PS
JVSD	**40%**	Sent To Percent of Time 2: 0%, 40% is reported when the JVSD submits its data	Sent Reason 2: JV
Total Student % of Time	**100%**	Resident District Record: 60% JVSD Record 40%	

Example 12.

Student Attends both a JVSD and Post-Secondary Institution

	Student Percent of Time at Each Entity	Element and value	Sent Reason
Resident District	**0%**	0%	
Post-Secondary	**50%**	Sent To Percent of Time 1: 50%	Sent Reason 1: PS
JVSD	**50%**	Sent To Percent of Time 2: 0%--50% is reported by the JVSD	Sent Reason 2: JV
Total Student % of Time	**100%**	Resident District record 50%, JVS record 50%	

Example 13.

Student Attends Both a Contract Career-Technical and a Post-Secondary Institution

	Student Percent of Time at Each Entity	Element and number	Sent Reason
Resident District	0%		
Post-Secondary	70%	Sent To Percent of Time 1: 70%	Sent Reason 1: PS
Contract-Career Technical	30%	Sent To Percent of Time 2: 0%-30% is reported by the Contract Career Entity	Sent Reason 2: CT
Total Student % of Time	100%	Resident District record 70%, Contract Career record 30%	

If a student were to attend a post-secondary institution and another entity other than a JVSD or Contract Career-Technical, then follow the reporting instructions for the student who attends a JVSD/Contract Career-Technical and a Post-Secondary Institution for CCP, replacing the JVSD/Contract Career-Technical with the "other entity" and use the appropriate Sent Reason.

When a student attends a course at an Ohio Technical Center (OTC) via a contract under ORC §3313.901, Sent Reason "TC" and a Sent to Percent of Time are reported only if the student's entire enrollment across all entities is greater than full time. If the student is greater than full time, the Sent to Percent of Time is calculated by taking the number of enrollment hours the student is beyond full time and dividing it by the number of hours in the standard calendar for a full-time student at the district. A special calendar with those additional hours is not reported by the district.

The following examples describe reporting for the most common OTC enrollment scenarios and calculations.

Example 14.

Student attends JVSD or District and OTC
Student is full time or less

Scenario. Student is enrolled for 525 hours in JVSD programs at JVSD or other district (not both); JVSD/district assigned calendar has 1050 hours total. The student's OTC course hours total 420. Student is less than full time (945 of 1050 hours).

JVSD/district contribution to percent of time (FS120) = 50% (525 of 1050)
OTC contribution to percent of time (FS120) = 40%
Student's overall percent of time = 90%

JVSD/District Reporting		
Student Percent of Time (FS120)	**Sent Reason 1 (FS200)**	**Sent to Percent of Time 1 (FS220)**
090	NA	000

Example 15.

Student attends JVSD or District and OTC
OTC hours cause student to be more than full time

Scenario. Student is enrolled for 945 hours in JVSD programs at JVSD or other district (not both); JVSD/district assigned calendar has 1050 hours total. The student's OTC course hours total 420. Student is more than full time (1365 of 1050 hours) and eligible for up to 1.3 FTE.

JVSD/district contribution to percent of time (FS120) = 90% (945 of 1050 hours)
OTC contribution to percent of time (FS120) = 10% (105 of 1050 hours)
OTC additional contribution to percent of time (FS220) = 30% (additional 315 hours)
Student's overall percent of time = 130% (1365 of 1050 hours)

JVSD/District Reporting		
Student Percent of Time (FS120)	**Sent Reason 1 (FS200)**	**Sent to Percent of Time 1 (FS220)**
100	TC	030

Example 16.

Student attends JVSD, sending district, and OTC
OTC hours cause student to be more than full time

Scenario. Student is enrolled full time between JVSD and sending district. For time at the JVSD and sending district, both report as they would for any other shared student (for this example, both are reporting 50%). Student is taking an OTC course through a contract with the JVSD. OTC course is not reported by the sending district, though graduation related information may need to be reported by sending district based on OTC course completion. JVSD, as the entity contracting with the OTC, reports the student's time at the OTC.

JVSD assigned calendar has 1050 hours total. The student's OTC course hours total 420. The JVSD is eligible for up to 0.9 FTE, and the sending district funding would be unchanged at 0.5 FTE.

District contribution to full time percent of time = 50%
JVSD contribution to full time percent of time = 50%
OTC additional contribution to percent of time = 40% (additional 420 hours)
Student's overall percent of time = 140% (1470 of 1050 hours)

JVSD Reporting		
Student Percent of Time (FS120)	**Sent Reason 1 (FS200)**	**Sent to Percent of Time 1 (FS220)**
050	TC	040

Example 17.

Student attends District and OTC via JVSD
OTC hours cause student to be more than full time

Scenario. Student is enrolled for 1050 hours at resident district; district assigned calendar has 1050 hours total. The student attends OTC courses through JVSD though JVSD is not providing instruction. JVSD assigned calendar also has 1050 hours total. The student's OTC hours total 420. Student is more than full time (1470 of 1050 hours) and eligible for up to 1.4 FTE.

District contribution to percent of time (FS120) = 100% (1050 of 1050 hours)
OTC additional contribution to percent of time (FS220) = 40% (additional 420 hours)
Student's overall percent of time = 140% (1470 of 1050 hours)

Student Percent of Time (FS120)	Sent Reason 1 (FS200)	Sent to Percent of Time 1 (FS220)
District Reporting		
100	JV	000
JVSD Reporting		
000	TC	040

If any Percent of Time is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Percent of Time. The change of the Percent of Time may also trigger a change in other elements in this record, such as How Received or Sent Reason Elements.

☼ *State Student ID (SSID) Element*

Record Field Number	FS110
Definition	The state assigned unique identifier.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for all students.

If the SSID is changed, the current FS Record should be closed, and a new FS Record must be opened and must contain the new SSID.

☼ *Tuition Type Element*

Record Field Number	FS130
Definition	This element defines the manner in which the student is paying tuition to the reporting district.

Valid Options

D	Direct pay tuition student
N	Non-tuition student (default)
T	Tuition student
A	Non-tuition student paying tuition for all-day kindergarten
B	Direct pay tuition student also paying tuition for all-day kindergarten
C	Tuition student also paying tuition for all-day kindergarten

Reporting Instructions. This element is used whenever a student is enrolled in the reporting district by way of a tuition payment. The student may be a resident of another Ohio traditional public school district or attending from an out-of-state school district.

If a tuition payment is made for attendance in all-day kindergarten, then option A, B, or C must be selected.

When this element is used, if the reporting district is a traditional district, then a How Received value of "*" should be reported. If the reporting district is a community school, then a How Received value of "M" should be reported. No value should be entered for the How Received IRN. The Resident IRN will provide the connection to the district from which the student came.

If the Tuition Type is changed, the current student record should be closed. A new Student Standing (FS) Record must be opened and must contain the new Tuition Type.

☼ *Updated Exit Status*

Record Field Number	FS380
Definition	The updated reason for the student's exit from the district.

Valid Options

** No update

See FS100 Withdrawal Reason for additional Valid Option values

Reporting Instructions. This element is for reporting an update to the Withdrawal Reason reported for a student. If it is found that a student's situation has changed since being reported as withdrawn from a district, then this element may be reported with something other than option **. The reporting will depend on the timing of the student's actions. Note that the documentation requirements for reporting something other than "**" for this element are the same as the documentation requirements for reporting a Withdrawal Reason.

For example, if a district reports a student with Withdrawal Reason option 74–Moved (Not know to be continuing) and then learns that the student enrolled in another district *prior to* the withdrawal date reported, then the Withdrawal Reason would be updated to option 41–Transferred to Another Ohio School District and the Effective End Date would be updated to reflect the new documentation. In this case, Updated Exit Status option ** would be reported.

If, however, the district learns that the enrollment in the other district occurred *after* the withdrawal date reported, then the Withdrawal Reason and Effective End Date would *not* be updated. In this case, Updated Exit Status option 41 would be reported to reflect the new documentation.

In the case of data entry errors that result in an incorrect Withdrawal Reason being reported, correct the misreported data without creating a new FS Record.

☼ *Withdrawal Reason Element*

Record Field Number	FS100
Definition	The documented reason for the student's withdrawal from the school district that is associated with the Effective End Date reported.

Valid Options

** **Not Applicable, Default**

Student did not withdraw and was not truant.

35 **Withdrew from Educating Entity, Resident District No Longer Responsible**
Resident student withdrew from educating entity with a Reason Code that indicates the resident district no longer has a responsibility for the student.

36 **Withdrew from Preschool**
Student has withdrawn from the preschool program (for any reason).

37 **Withdrew from Kindergarten**
Deemed to be in best interest of student to wait one more year until starting kindergarten experience; may only be used for students with a grade level of KG.

38 **Promoted Beyond Max Grade/Entity Closing**
Student can no longer be reported under the entity's current IRN (Community School grade range does not include grade student promoted to; entity student has been attending is closing or merging with another) and student's next entity is unknown.

39 **Non-Enrolled Student No Longer Receiving Services from District**
Non-educating district no longer providing services.

40 **Transferred to Another School District Outside of Ohio**

41 **Transferred to Another Ohio School District**
Local, Exempted Village, or City.

42 **Transferred to a Private School**
Ed Choice students, for example.

43 **Transferred to Home Education**
Parent or guardian notice on file.

45 **Transferred by Court Order/Adjudication**
A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.

46 **Transferred out of the United States**

47 **Withdrew Pursuant to Yoder vs. Wisconsin**
Only use for students who have completed at least the 8th grade.

51 **Verified Medical Reasons**
Doctor's authorization on file.

52 **Death**

71 **Withdrew Due to Truancy/Nonattendance**

72 **Pursued Employment/Work Permit**
Superintendent Approval on file.

73 **Over 18 Years of Age**

74 **Moved**
Not known to be continuing.

75 **Student Completed Course Requirements**
Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.

76 **Non-Attendance According to the 72-Hour Rule**

77 **Withdrew due to ORC §3314.26 (non-tested)**

78 **Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools)**

79 **No Longer Eligible to be Enrolled in District**
Student eligibility changed, district does not know where education will be continued.

81 **Student Reported in Error**
Never should have been reported.

99 **Completed High School Graduation Requirements**
Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and took the appropriate statewide assessments required for high school graduation.

Reporting Instructions. If a student withdraws from a district, a new FS record should not be reported. The district should enter a Withdrawal Reason and Effective End Date on the existing open Student Standing (FS) Record. See "Changes of Values in New Records" for additional values that need to be reported on this record.

Students reported as withdrawn during an End of Year Student (S) Collection are not required to be reported in the student collections the following year.

However, if a student withdrew over the summer (and was not previously reported as withdrawn in an End of Year Student (S) Collection), then he/she should be reported in the following year's student collections as withdrawn prior to the first day of the following school year.

Reasons Not to Withdraw. In situations where the Legal District of Residence is not providing instruction, but another Ohio public school district (another Ohio public school district includes exempted village, city, local, JVSD, post-secondary institution, ESC, and DYS) is, the student is not withdrawn from the Legal District of Residence. Examples include, but are not limited to, Open Enrollment, Special Education Cooperative Agreement, Superintendent Agreement, etc.

Withdrew from Educating Entity, DOR no longer responsible, Withdrawal Code 35. Withdrawal Reason 35 may only be reported by the resident district and should only be reported when reporting the student with a District Relationship of "3". This code may not be used by the resident district when the educating district withdraws the student using withdrawal codes 43, 45, or 71 – 81. Additionally, this withdrawal code cannot be used when the resident district is reporting the student with any of the following Sent Reasons: AU, CE, CR, CT, FP, JP, JV, MR, OR, OS, PI, or PP.

Promoted Beyond Max Grade/Entity Closing, Withdrawal Code 38. This code is reported when a student is promoted to a grade that is beyond an educating entity's maximum grade level (i.e., a student attending a K–8 community school is promoted to grade 9) or an educating entity is closing, and it is not known where the student will be continuing. Entities should report another withdrawal code whenever possible. This code should only be reported when the entity is unable to determine where or how a student will be continuing their education.

Court-Placed Students in a Home. Students who are court-placed in a home (foster care, group home, or other residential facility; "home" does not include the Department of Youth Services) and are receiving instructional services from the district in which the home is located are not to be reported as withdrawn by the district of residence. The district in which the home is located enrolls the student. Once the student is released from the home, the district in which the home is located reports the student as withdrawn back to the resident district with the appropriate "40"-"52" option.

JVSDs and Career-Technical Centers. In situations where a student is attending a JVSD and/or contract career-technical center, both the resident/sending district and the career-technical district (JVSD or contract career-technical center) are required to report this element.

Graduating Students. Students who have completed course requirements for credit toward graduation and have passed the appropriate statewide assessments required for graduation are required to be reported with a withdrawal code of "99".

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent's agreement, grandparent's legislation), at the time of graduation the resident district withdraws this student using a withdrawal code of "41". In these cases, the resident district is not issuing a diploma to the student and therefore does not report the Diploma Date Element or Diploma Type Element. The Effective End Date Element is required to be reported by both districts and is reported with the date of the student's last day of school.

It is the responsibility of the district issuing the diploma to report the withdrawal code of "99" and to complete the Diploma Date Element, Diploma Type Element, and Withdrawal Date Element for these students.

When a student is attending a JVSD, ESC, or Post-Secondary Institution, because the resident district is issuing the diploma, the resident district is responsible for reporting the graduating student with the "99" Withdrawal Reason Element, the Diploma Date Element, Diploma Type Element, and Effective End Date Element. When a student attends a JVSD, the JVSD is responsible for reporting the Effective End Date and the Withdrawal Reason Elements.

Dropout Students. The 7x withdrawal codes are included in the dropout counts. When a 7x withdrawal code is reported in the Withdrawal Reason Element, the option "DR" is required to be reported in the Grade Level Next Year Element for that student.

When a student is a dropout, the district that would have issued the diploma is responsible to report the appropriate dropout code.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent's agreement, grandparent's legislation) at the time of a student dropout, the educating district reports the student with a 7x withdrawal code. In these cases, the resident district reports the "41" withdrawal code.

When a student is attending an ESC or post-secondary institution, because the resident district would have issued the diploma, the resident/educating district is responsible for reporting the dropout with the appropriate 7x withdrawal code and the Effective End Date Element.

In most cases, when a student drops out of a JVSD, both the JVSD and the resident district are responsible for reporting the dropout information.

72-Hour Rule, Withdrawal Code 76. This code can only be reported by community schools ~~and STEM districts~~. This code is reported for students who have 72 consecutive hours of unexcused absences.

~~As of November 2, 2018, this rule changed from 105 hours to 72 hours. On and before November 1, students must have 105 consecutive hours of unexcused absences to be withdrawn with this code. As of November 2, students must have only 72 consecutive hours of unexcused absences to be withdrawn with this code. For example, if a student has 75 consecutive hours of unexcused absences as of November 1, the student would not be withdrawn with a 76. However, as of November 2, that same student would be withdrawn with a 76.~~

This rule applies to students in brick-and-mortar, as well as digital, schools. This is the Withdrawal Reason to report whenever a student has not participated in learning activities for 72 consecutive hours. The number of days encompassed by this rule is determined by the hours per day that the district submits

on the Grade Schedule Record (DL), element DL100, Hours Per Day. For example, if the DL record for the building of the student who is being evaluated under this rule is 6 hours, the student will have missed 12 days before the 72-hour rule can be used as a withdrawal reason.

A forced withdrawal is dictated by the non-attendance provision in ORC §3314.03(A)(6)(b). A partial day of attendance may be used in meeting the 72-hour restriction.

Students who are withdrawn due to the 72-hour rule during the school year should have absences reported in the School Year Unexcused Absence Hours (FS340) Element. The number of non-attendance hours leading up to the forced withdrawal must be reported as unexcused absences. Additional hours a student previously accumulated prior to the forced withdrawal may not be used to reduce or negate the reporting of these non-attendance hours.

Non-Tested (ORC §3314.26), Withdrawal Code 77. Only e-schools—internet- or computer-based community schools—should use this withdrawal code.

If the student "for two consecutive school years, has failed to participate in the spring administration of any assessment" that he or she is required to take, the district must notify the Ohio Department of Education and Workforce. The district cannot be funded for this student.

"An internet- or computer-based community school may withdraw any student for whom the parent does not pay tuition as required by this division." (ORC §3314.26(B).)

If the parent pays tuition to keep the student enrolled in the district, the district should update relevant elements in the Student Standing (FS) Record, including the tuition type. If the parent does not pay tuition in an amount equal to the state funds the school otherwise would receive, the student must be withdrawn.

Non-attendance at Internet-Based Community Schools (ORC §3314.261(C)), Withdrawal Code 78. Only e-schools—internet- or computer-based community schools—that are not dropout prevention and recovery schools should report this code.

Students withdrawn with this code cannot enroll in an internet- or computer-based community school that is not a dropout prevention and recovery school for one school year from the student's withdrawal date.

Option 81, Student Reported in Error. Withdrawal Reason 81 is to be reported when a student has been reported in error in the current year.

If the student was not enrolled in the district in the prior year and—despite having completed enrollment paperwork—has not attended at all in the current year (so there is no Admission Date to report), then Withdrawal Reason 81 is reported in the current year to indicate that there was no enrollment for the student. Note that an 81 withdrawal record for this student is only required if the student has been reported to EMIS via an FS Record showing an enrollment. If an 81 withdrawal is reported and the student later enrolls and attends the district in the same school year, the 81 record should no longer be reported.

If a student was reported as enrolled in the district on the last day of school in the previous school year and was not reported as withdrawn, then Withdrawal Reason 81 cannot be reported in the current year.

If the student withdrew prior to the last day of the previous school year but was not reported as withdrawn, then a Student Withdrawal Override (FC) Record should be reported for the student in the current year.

If the student withdrew on or after the last day of the previous school year, then the student's summer withdrawal can be reported with either a Student Summer Withdrawal (FL) Record or a Student Attributes–Effective Date (FD) Record, a Student Standing (FS) Record, and a Student Demographic (GI) Record.

If the student was previously enrolled in the district in the current year and reported with any Withdrawal Reason other than 81, then the student cannot be reported with Withdrawal Reason 81 on any subsequent Student Standing (FS) Record in the current year.

Reporting a High School Equivalency Student. Ohio law does not recognize an Ohio Certificate of High School Equivalence as an Ohio graduation diploma. Therefore, a student who receives an Ohio Certificate of High School Equivalence instead of an Ohio graduation diploma is not considered a graduate and is not counted in the graduation rate. The Ohio Certificate of High School Equivalence is offered through the Adult Education system. The student must exit the K-12 education system in order to pursue an Ohio Certificate of High School Equivalence. When this happens, the district is required to withdraw the student. The student is exiting the district without receiving an Ohio diploma and is therefore considered a dropout. These students are to be reported with the appropriate 7x withdrawal code (for more information, see the table in EMIS Manual Section 2.1.1: Student Enrollment Overview).

Withdrawing a Kindergarten Student. If a kindergarten student is withdrawn from school by parental choice because the parent feels that the student is not developmentally ready for kindergarten, and the student is not withdrawn in order to attend another district, the district should use option "37" to withdraw the student. If the student is withdrawn for any other reason, report the withdrawal code that most closely matches the reason for withdrawal.

Educational Choice Scholarship Pilot Program. Non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using code "42".

Special education students with disabilities who are participating in this program are to be reported per the instructions for special education students attending a non-public school. Refer to section 2.1 for more specific information.

Students Attending a Community School or Non-district STEM School. A non-district STEM school is a STEM school that is not considered a building of a district. If a STEM school is a building of a district, then students from outside the STEM's district who attend the school do so through open enrollment and are not withdrawn.

Students who leave/dropout from a community school or non-district STEM school and do not return to the resident district for instruction should be reported with the appropriate 7x withdrawal code.

When a resident student transfers to a community school or non-district STEM school, the resident district should follow the normal withdrawal procedure; withdraw the student using the appropriate withdrawal date and a withdrawal code of "41".

If the student returns to the resident district, the resident district should use the same procedure and coding that they would use for any student returning to the district.

Department of Youth Services Reporting. Students who leave/dropout from DYS and do not return to the resident district for instruction are to be reported in the following manner.

- DYS reports the appropriate dropout code 7x
  AND
- The Legal District of Residence withdraws the student and reports a withdrawal code of "45".

Open Enrollment Reporting. Students who open enroll into another Ohio public school district, dropout during the year, and do not return to the resident district for instructional purposes should be reported in the following manner

- Resident school district reports the student with a withdrawal code of "41"
  AND
- The district in which the student was open enrolled reports the student with one of the 7x withdrawal codes as appropriate.

☼ *Withdrawn To IRN Element*

Record Field Number	FS360
Definition	The IRN of the city, local, exempted village school district, community school, ESC, STEM District, or nonpublic school into which the student will be enrolling.

Valid Options

******	Default
Six-digit code	Valid district or nonpublic school IRN
999999	Entity that does not have an IRN

Reporting Instructions. This element will be reported with a non-default value (a value other than "******") only when the Withdrawal Reason element is reported with a value of '41', '42', or '45' and the withdrawal date is after the last day of school for the prior school year. Report the IRN of the city, local, exempted village school district, community school, ESC, STEM District, or nonpublic school the student enrolled in when the student withdrew from your district. If the nonpublic school does not have a valid IRN, report 999999. ESCs and JVSDs should always report the default ('******') for this element.

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	FS050
Effective Start Date	FS060

2.4 Student Standing (FS) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FS010	9-10	Sort Type	PIC X(2)
		Always “FS”	
	11	Filler	PIC X
FS020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FS030	16	Data Set	PIC X
		S – Student	
FS040	17-22	District IRN	PIC X(6)
FS050	23-31	EMIS Student ID Number	PIC X(9)
FS060	32-39	Effective Start Date	PIC 9(8)
FS070	40-47	Admission Date CCYYMMDD	PIC 9(8)
FS080	48	Student Admission Reason	PIC X
FS090	49-56	Effective End Date	PIC 9(8)
FS100	57-58	Withdrawal Reason	PIC X(2)
FS110	59-67	State Student ID (SSID)	PIC X(9)
FS120	68-70	Student Percent of Time	PIC 9(3)
FS130	71	Tuition Type	PIC X
FS140	72	District Relationship	PIC X
FS150	73-78	Legal District of Residence	PIC X(6)
FS160	79-84	Attending Building IRN	PIC X(6)
FS170	85-90	Assigned Building Area IRN	PIC X(6)
FS180	91	How Received	PIC X
FS190	92-97	How Received IRN	PIC X(6)
FS200	98-99	Sent Reason 1	PIC X(2)
FS210	100-105	Sent To IRN 1	PIC X(6)
FS220	106-108	Sent To Percent of Time 1	PIC 9(3)
FS230	109-110	Sent Reason 2	PIC X(2)
FS240	111-116	Sent To IRN 2	PIC X(6)
FS250	117-119	Sent To Percent of Time 2	PIC 9(3)
	120-134	Filler	PIC X(15)
FS320	135-140	School Year Attendance Hours	PIC 9(4)V99
FS330	141-146	School Year Excused Absence Hours	PIC 9(4)V99
FS340	147-152	School Year Unexcused Absence Hours	PIC 9(4)V99
FS350	153-158	Admitted From IRN	PIC X(6)
FS360	159-164	Withdrawn To IRN	PIC X(6)
FS370	165-166	County of Residence Code	PIC X(2)
FS380	167-168	Updated Exit Status	PIC X(2)

EMIS MANUAL

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

Version 15.1
July 24, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
15.1	07-24-25	FY26	26-43	Updated disadvantagement element language.
15.0	07-01-25	FY26	26-21	Removed preschool poverty level element.
14.1	08-15-24	FY25	25-39	Updated EMIS Student ID Number Element.
14.0	07-18-24	FY25	25-74	Clarified reporting of Disadvantagement for PS.
14.0	07-18-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
13.2	8/9/23	FY23	24-87	Updated Immigrant Status reporting instructions.
13.2	8/9/23	FY24	24-81	Clarified preschool poverty level reporting.
13.1	7/14/23	FY24	24-6	Updated the name of FD190.
13.0	7/1/23	FY24	24-48	Updated reporting guidance for EL Status.
13.0	7/1/23	FY24	24-42	Removed EL trial mainstream option.
13.0	7/1/23	FY24	24-37	Updated required collections table for homeless and migrant.
13.0	7/1/23	FY24	24-11	Updated Jon Peterson reporting for PS students.
12.3	5/3/23	FY23	23-134	Updated age for Disability Condition option 16.
12.2	12/22/22	FY23	NA	Corrected element name in Required Collections table and in file layout.
12.1	7/28/22	FY23	23-63	Removes references to OGT.
12.0	7/1/22	FY23	23-34	DD disability condition only for students 3-5 in PS.
11.0	7/1/21	FY22	22-31	Replaced “LEP” with “EL” and updated related program codes and EL Status Element.
11.0	7/1/21	FY22	22-14	Updated the definition of Disability Condition Element.
10.1	9/22/20	FY21	21-55	Six-year old Preschool students can be reported with Disability Condition option 16 until December 1.
10.0	7/1/20	FY21	21-40(a)	IN option removed from State Equivalent Grade Level Element.
9.1	4/10/20	FY20	20-105(a)	Clarified reporting for direct enroll SPED students.
9.0	10/24/19	FY20	20-43	Updated definition and reporting instructions for Unaccompanied Youth.
8.1	5/17/19	FY19	68288	Added Preschool Poverty Level option J for reporting ECE students in court-ordered protective custody.
8.1	5/17/19	FY19		Removed E and X Collections; no longer being implemented.
8.0	7/6/18	FY19	NA	Posted for FY19.
7.1	6/27/18	FY18	56115	Updated definition and reporting instructions for Migrant Element.
7.1	6/27/18	FY18	51994	Updated Homeless Status option A.
7.0	4/20/18	FY18	NA	Posting for FY18.
6.0	6/13/17	FY17	46587	Updated Homeless Status (FD150).

Version	Date	Effective	Change #	Description
6.0	6/13/17	FY17	46132	Uncoupled Homeless Status (FD150) and Homeless Unaccompanied Youth (FD160).
6.0	6/13/17	FY17	43144	Updated definition of Academic Disadvantagement.
5.2	1/19/17	FY16	33815	Economic Disadvantagement reporting changes.
5.1	8/1/16	FY16	32752	LEP Status option Y updated.
5.0	7/12/16	FY16	33815	Added to Coming Changes section.
5.0	7/12/16	FY16	34165	"Cognitive disability" changed to "intellectual disability".
5.0	7/12/16	FY16	32752	New LEP option for second year of LEP "L" status.
5.0	7/12/16	FY16		Added Coming Changes section.
4.0	10/15/15	FY15S		Updated language to reflect shift from reporting periods to FY15 reporting.
3.0	10/16/13	FY14K	1010	Removed references to unit funding.
3.0	10/16/13	FY14K	975	Removed language regarding AYP and LEP students.
3.0	10/16/13	FY14K	908	Included information regarding the Jon Peterson Scholarship Program.
3.0	10/16/13	FY14K	911	Clarified attendance pattern for KG students.
3.0	10/16/13	FY14K	979	Included community eligibility option.
2.0	3/17/13	E-Transcript (E)	922	Added E-Trans (E) column to Required Reporting Periods table.
2.0	3/17/13	Student Record Exchange (X)	921	Added Student Record Exchange Reporting period to Required Reporting period section and file layout.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES III

TABLE OF CONTENTS IV

2.5 STUDENT ATTRIBUTES–EFFECTIVE DATE (FD) RECORD 3

Required Collections 3
General Guidelines 3
Student Attributes-Effective Date Data Elements 4
☼ Attendance Pattern Element 4
☼ Disability Condition Element 4
☼ Disadvantagement Element 6
☼ Effective End Date Element 8
☼ Effective Start Date Element 8
☼ EMIS Student ID Number Element 9
☼ Foreign Exchange Student Element 9
☼ Homeless Status Element 9
☼ Unaccompanied Youth Element 10
☼ Immigrant Status Element 11
☼ English Learner (EL) Status Element 11
☼ Migrant Element 12
☼ State Equivalent Grade Level Element 14
☼ Student being served by a 504 Plan Element 15
Defining a Unique Record 15

2.5 STUDENT ATTRIBUTES–EFFECTIVE DATE (FD) RECORD FILE LAYOUT 17

2.5 Student Attributes–Effective Date (FD) Record

Required Collections

The Student Attributes–Effective Date (FD) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	S Traditional			S CS/STEM	
		Initial	Midyear	Final	Initial	Final
FD100	Attendance Pattern	✓	✓	✓	✓	✓
FD130	Disability Condition	✓	✓	✓	✓	✓
FD110	Disadvantagement	✓	✓	✓	✓	✓
FD070	Effective End Date	✓	✓	✓	✓	✓
FD060	Effective Start Date	✓	✓	✓	✓	✓
FD190	Foreign Exchange Student		✓	✓		✓
FD150	Homeless Status	✓	✓	✓	✓	✓
FD160	Unaccompanied Youth		✓	✓		✓
FD200	Immigrant Status		✓	✓		✓
FD170	English Learner	✓	✓	✓	✓	✓
FD180	Migrant Status	✓	✓	✓	✓	✓
~~FD120~~	~~Preschool Poverty Level~~		~~✓~~	~~✓~~		~~✓~~
FD090	State Equivalent Grade Level	✓	✓	✓	✓	✓
FD140	Student being served by 504 Plan		✓	✓		✓

General Guidelines

Report at least one Student Attributes – Effective Date (FD) 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 data that comes to the Department 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 (FD) 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

**	Default value
XX	Any two number/character combination determined by the LEA

Reporting Instructions. This data element is LEA determined. Report the default "**" At-tendance Pattern when grade level does not need to be differentiated into two or more groups. There should be a matching Grade Schedule (DL) Record reported when the Attendance Pattern is reported with a value other than "**". See the District/Building Records manual sections for more information on Attendance Patterns.

☼ *Disability Condition Element*

Record Field Number	FD130
Definition	Describes the disability of a student between the ages of 3 and 21, inclusive, who has been officially identified with a disability by an ETR (Evaluation Team Report) 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	Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)
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, special weighted funding, and also for State Preschool funding for districts.

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

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 "**". 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 (GE) Record.

Non-public, homeschooled, Autism Scholarship, and Jon Peterson Scholarship students who enroll in a Joint Vocational School District (JVSD) should be reported by the JVSD with '**'.

Non-public and homeschooled students who are enrolled in a city, local, or exempted village school district for career-technical education (How Received = X) and are not Autism or Jon Peterson Scholarship students should be reported with '**'. Autism and Jon Peterson Scholarship students enrolled in the resident district for career-technical education should be reported with the appropriate disability condition.

Disability Condition "16 Developmental Delay" can be reported for any student who is 3-9 years old regardless of grade level. Once a student turns 10, a disability condition other than "16" must be reported.

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 student collections. For additional information about reporting students participating in the Autism Scholarship Program, please see the Autism Scholarship Program instructions in EMIS Manual Section 2.1 Student Records Overview, Special Reporting Situations.

Jon Peterson Scholarship Program. All students who participate in the Jon Peterson Scholarship Program are required to be reported with a disability condition during the student collections. For additional information about reporting students participating in the Jon Peterson Scholarship Program, please see the Jon Peterson Scholarship Program instructions in EMIS Manual 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)
4	Economic Disadvantagement in a CEP building or LEA where the student has not been determined to meet one of the 4 conditions listed in Economic Disadvantagement Reporting Instructions below.
5	Both Economic and Academic Disadvantagement in a CEP building or LEA where the student has not been determined to meet one of the 4 conditions listed in Economic Disadvantagement Reporting Instructions below.
6	Economic Disadvantagement in a CEP building or LEA where the student has been determined to meet one of the 4 conditions listed in Economic Disadvantagement Reporting Instructions below.
7	Both Economic and Academic Disadvantagement in a CEP building or LEA where the student has been determined to meet one of the 4 conditions listed in Economic Disadvantagement Reporting Instructions below.

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 a district's reporting for the Preschool Poverty Level Element indicates poverty for a student, then the Disadvantagement Element should be reported with an option other than "*".~~

Note. In general, districts/buildings that use Provision 2~~ or 3~~ or are participating in the Community Eligibility Provision~~Option~~ (CEP~~O~~) of the National School Lunch Program may code all students in the building/district as economically disadvantaged (options 4-7), even though the student may not be income eligible. However, if a district has made a good faith effort to identify specific students who are economically disadvantaged despite not being required to do so for the National School Lunch Program, then the district may report as economically disadvantaged only those students who have been specifically identified. For information about the CEP~~O~~, see http://education.ohio.gov/Topics/Other-Resources/Food-and-Nutrition/Resources-and-Tools-for-Food-and-Nutrition/Community-Eligibility-Option.

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 the Department 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 and Workforce, 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.

Family and Consumer Sciences, 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.

For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities.

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 (FS) 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	See GI050.

Valid Options

See GI050 for Valid Option values

Reporting Instructions. See GI050 on the Student Demographic (GI) Record (EMIS Manual Section 2.2) for reporting guidance.

☼ *Foreign Exchange Student Element*

Record Field Number	FD190
Definition	The foreign exchange status of a student.

Valid Options

*	Not applicable (Student is not a foreign exchange student)
Y	Student is a foreign exchange student

Reporting Instructions. The value of this element will be "*" for all district resident students. For students coming into the district from another country as a foreign exchange student, report "Y".

☼ *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 or Transitional Housing**
A student living in a shelter or transitional housing. 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.

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.

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.

☼ *Unaccompanied Youth Element*

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

Valid Options

N No
Y Yes

Reporting Instructions. Students meeting the definition of Unaccompanied Homeless 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.

Students meeting the definition of Unaccompanied Youth NOT homeless include, but are not limited to, youth living with a family friend or relative due to parent or guardian absence. This absence is not

related to a hardship, but rather is an event that has been planned. Support and care is in place so the student may stay to finish his or her education.

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.

☼ *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. Foreign exchange and international students who meet the definition of immigrant children and youth under the ESEA can be counted as immigrant youth for purposes of Title III.

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.

☼ *English Learner (EL) Status Element*

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

Valid Options

N **No**

The student is not classified as or is no longer classified as an English learner (a student with limited English proficiency).

Y **Yes**
The student is classified as an English learner who has been enrolled in U.S. schools where English is the main language of instruction for more than 360 school days (two school years).

L **EL – Enrolled in U.S. schools where English is the main language of instruction for 1st year**
A student identified as an English learner who has been enrolled in U.S. schools for **no** more than 180 school days (one school year).

S **EL – Enrolled in U.S. schools where English is the main language of instruction for 2nd year**
A recently arrived student identified as an English Learner who has been enrolled in U.S. schools for more than 180 school days and no more than 360 days.

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start (when identified) and End (when the district/school exits the student from the language program) 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 students are identified differently than school-aged students. Options N and Y are the only valid options for PS students.

For kindergarten students, option Y should only be reported if the student is in the third year of kindergarten and option S should only be reported if the student is in the second year of kindergarten.

☼ *Migrant Element*

Record Field Number	FD180
Definition	A child is a "migratory child" if the child is not older than 21—this includes children who are not yet school aged—and made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher. This qualifying move was due to economic necessity from one residence to another residence and from one school district to another school district.

Valid Options

N No
Y Yes

Reporting Instructions. The "Y" option should only be reported for a student if the district has obtained a Certificate of Eligibility on the student from the Ohio Migrant Education Center (OMEC; for more information, see the link on the EMIS homepage).

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+~~
~~J Court ordered protective custody~~
~~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.~~

~~This element is used for Early Childhood Education (ECE) Grant funded students. Family income only needs to be identified for this element if the preschool student is ECE funded, with the few exceptions defined in the ECE Grantee Manual. For information on determining family income, refer to the ECE Grantee Manual (search for "ECE Grantee Manual" on the Department's website). If the preschool student is *not* ECE funded, option P can be reported.~~

~~***Option J.*** Report this option if the student has a case plan or family service plan as defined in ORC §2151.412 or if the student is placed in Kinship Care as documented through Kinship Permanency Incentive Program payments.~~

~~***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 preschool student whose family is experiencing homelessness as defined by the McKinney-Vento Act and has that status reported on the Homeless Status Element (FD150).~~

☼ *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

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 Element 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 a 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 the Department. For the Student Attributes–Effective Date (FD) 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 (FD) Record 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., 2020 (CCYY)	PIC X(4)
FD030	16	Data Set	PIC X
		S – Student	
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~~
	55	Filler	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	Unaccompanied Youth	PIC X
FD170	61	English Learner (EL)	PIC X
FD180	62	Migrant Status	PIC X
FD190	63	Foreign Exchange Student	PIC X
FD200	64	Immigrant Status	PIC X

EMIS MANUAL

Section 2.6:
Student Attributes–No Date (FN) Record

Version 16.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
16.0	07-01-25	FY26	26-51	Clarified reporting guidance for Tier 2 dyslexia screener results.
16.0	07-01-25	FY26	26-15	Clarified majority of attendance IRN reporting.
16.0	07-01-25	FY26	26-14	Removed CORE graduation requirement exemption option 1.
15.1	08-15-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
15.0	07-18-24	FY25	25-58	Added reporting guidance for MOA IRN for expelled students.
15.0	07-18-24	FY25	25-51	Added "Space Force" to Military Student Identifier option A.
15.0	07-18-24	FY25	25-29	Updated guidance for CORE Fine Arts Requirement Met.
15.0	07-18-24	FY25	25-24	Added Retained/Promoted Status option P.
15.0	07-18-24	FY25	25-13	Clarified Previous Year District IRN reporting.
15.0	07-18-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
14.2	11/2/23	FY24	24-116	Added Count of Graduation Credits at Entry.
14.1	9/6/23	FY24	24-67	Deleted Reading Diagnostic Result.
14.1	9/6/23	FY24	24-13	Added Tier 2 Dyslexia Screener Results.
14.0	7/14/23	FY24	24-12	Clarified MOA IRN reporting for PK.
13.2	7/28/22	FY23	23-63	Removed references to OGT.
13.1	7/14/22	FY23	23-74	Updated reading diagnostic result reporting.
13.1	7/14/22	FY23	23-67	Updated Retained Status options.
13.1	7/14/22	FY23	23-4	Updated Retained Status Element name.
13.0	7/8/22	FY23	23-19	Updated program of concentration.
12.1	9/10/21	FY22	22-54	Updated MOA table.
12.0	7/1/21	FY22	22-37	Updated required collection requests table.
12.0	7/1/21	FY22	22-3	Removed M2 from Human Services CTE POC.
11.3	6/24/21	FY21	21-179	Updated Diploma Data definition.
11.2	5/20/21	FY21	21-173	Removed four unused, unreported elements.
11.1	10/13/20	FY21	21-84(a)	CTE Program of concentration can be reported during the fall.
11.0	7/1/20	FY21	21-20	Majority of Attendance end date now March 31 for all students.
10.4	6/30/20	FY20	20-195(a)	Updated Retained Status Element reporting instructions due to change to collection: now only for Grade 3.
10.3	6/18/20	FY20	20-214	Update to Retained Status Element reporting instructions. Option "N" was inadertantly omitted from the reporting instructions and has now been added.
10.2	6/8/20	FY20	20-208	Update to program of concentration reporting guidelines.
10.1	4/10/20	FY20	20-170	Perkins V concentrator definition change.
10.0	1/16/20	FY20	NA	Posted for FY20.
9.2	3/5/19	FY19	74135	Removed Writing and Math Diagnostic Results.
9.2	3/5/19	FY19	73550	New CTE program of concentration category, Job Training Coordinating.

Version	Date	Effective	Change #	Description
9.2	3/5/19	FY19	70365	Added new option for Retained Status Element, N.
9.2	3/5/19	FY19	68300	Added new option for Military Student Identifier Element, C.
9.2	3/5/19	FY19	62074	Updated Military Compact Graduation Alternative Count valid option range.
9.2	3/5/19	FY19	61263	New CTE program of concentration, N4.
9.1	12/13/18	FY19	NA	Removed inaccurate portion of Military Student Identifier reporting instructions.
9.1	12/13/18	FY19		Removed E and X Collections; no longer being implemented.
9.0	7/6/18	FY19	NA	Posted for FY19.
8.1	6/26/18	FY18	53272	Updated Required Collection Requests for Fiscal Year Started Ninth Grade.
8.1	6/26/18	FY18	52035	Deleted FN210-Limited English Proficient Reclassification.
8.1	6/26/18	FY18	43970	Added Military Student Identifier Element.
8.0	8/22/17	FY18	38851	New TGRG alternative assessment option (M) for Retained Status.
7.0	6/13/17	FY17	48883	Added Diploma Type options for Honors Diploma.
6.2	1/19/17	FY16	30351	Make updates to CTE Program of Concentration.
6.1	7/25/16	FY16	37704	Added fields and updated text based on no longer collecting Grad Only (GP) Record.
6.1	7/25/16	FY16	37226	Updated Majority of Attendance dates.
6.1	7/25/16	FY16	30351	Added to Coming Changes section.
6.1	7/25/16	FY16		Added Coming Changes section.
6.0	8/31/15	FY16	34322	Changes to Retained Status options.
5.2	8/31/15	FY15		CTE Program of Concentration option additions and name changes.
5.1	8/10/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
5.1	8/10/15	FY15		Added Previous Year District IRN.
5.1	8/10/15	FY15		Deleted Non-Attending Reason.
5.0	8/15/14	FY15S	1115	Added new Retained Status Element Options related to TGRG. Deleted Option C.
4.2	5/16/14	FY14N	1069	Added new Reading Diagnostic Result option.
4.1	11/27/13	FY14N	961	Updated file layout to include filler at position 95.
4.0	10/16/13	FY14K	998	Valid Options updated for the Retained Status Element to account for the Third Grade Reading Guarantee.
4.0	10/16/13	FY14K	999	Updated for fall collection of Third Grade Reading Guarantee diagnostics.
3.0	6/20/13	FY13N	961	Deleted FN280 Element and reporting instructions, deleted from Required Reporting Periods Table and File layout.
3.0	6/20/13	FY13N	941	Added new Elements FN360, 370 & 380 to Required Reporting Period table, added new elements and reporting instructions and added new elements to file layout.
3.0	6/20/13	FY13N	918	Added new element FN390 and reporting instructions, updated Required Reporting Periods table to include (N) and updated the file layout table.
3.0	6/20/13	FY13N	933	Added new IE21 option to FN270.

Version	Date	Effective	Change #	Description
2.0	3/7/13	E-Transcript (E)	922	Added 4 new elements: FN320, FN330, FN340, FN350 and reporting instructions, updated Required Reporting Periods table to include E-Trans (E) and updated the file layout table.
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange Reporting Period to Required Reporting Periods Table and SRE reporing period to File Layout.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES IV

TABLE OF CONTENTS V

2.6 STUDENT ATTRIBUTES–NO DATE (FN) RECORD 3

Required Collections 3
General Guidelines 3
Career-Technical Students Who Graduate 3
Student Attributes – No Date Data Elements 4
☼ Accountability IRN Element 4
☼ CORE Economics and Financial Literacy Requirement Met 4
☼ CORE Fine Arts Requirement Met 5
☼ CORE Graduation Requirement Exemption Code 5
☼ CTE Program of Concentration Element 5
☼ Count of Graduation Credits at Entry 8
☼ Courses Completed Date Element 8
☼ Courses Completed IRN Element 9
☼ Diploma Date Element 9
☼ Diploma Type Element 9
☼ Exempted from Physical Education Graduation Requirement 10
☼ Fiscal Year that Student Began Ninth Grade Element 10
☼ Grade Level, Next Year Element 11
☼ Majority of Attendance IRN Element 11
☼ Military Compact Graduation Alternative Count Element 13
☼ Military Student Identifier Element 13
☼ Next Year Attending Building IRN 14
☼ Previous Year District IRN 14
☼ Retained/Promoted Status Element 14
☼ Tier 2 Dyslexia Screener Results 16
☼ Updated October 31 IEP Outcome Element 16
☼ Yearend Reported State Student ID (SSID) Element 21
Defining a Unique Record 21

2.6 STUDENT ATTRIBUTES–NO DATE (FN) RECORD FILE LAYOUT 22

2.6 Student Attributes–No Date (FN) Record

Required Collections

The Student Attributes–No Date (FN) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	S All	S Traditional			S CS/STEM		
		Retention	Initial	Mid	Final	Initial	Final	G
FN140	*Accountability IRN*			✓	✓		✓	
FN240	*CORE Economics and Financial Literacy Requirement Met*		✓	✓	✓	✓	✓	✓
FN250	*CORE Fine Arts Requirement Met*		✓	✓	✓	✓	✓	✓
FN300	*CORE Graduation Requirement Exemption Code*		✓	✓	✓	✓	✓	✓
FN440	*Count of Graduation Credits at Entry*		✓	✓	✓	✓	✓	
FN410	*Courses Completed Date*							✓
FN420	*Courses Completed IRN*							✓
FN290	*CTE Program of Concentration*		✓	✓	✓	✓	✓	
FN090	*Diploma Date*							✓
FN100	*Diploma Type*							✓
FN260	*Exempted from Physical Education Graduation Requirement*		✓	✓	✓	✓	✓	✓
FN110	*Fiscal Year that Student Began Ninth Grade*		✓	✓	✓	✓	✓	✓
FN080	*Grade Level Next Year*				✓		✓	
FN220	*Majority of Attendance IRN*			✓	✓		✓	
FN310	*Military Compact Graduation Alternative Count*			✓	✓		✓	✓
FN430	*Military Student Identifier*				✓		✓	
FN390	*Next Year Attending Building IRN*				✓		✓	
FN400	*Previous Year District IRN*					✓	✓	
FN070	*Retained Student Status*	✓						
FN450	*Tier 2 Dyslexia Screener Results*			✓	✓		✓	
FN270	*Updated October 31 IEP Outcome*		✓	✓	✓	✓	✓	
FN230	*Yearend Reported State Student ID (SSID)*							✓

General Guidelines

Report one Student Attributes – No Date (FN) Record per collection for each student reported in EMIS. For the Graduation (G) Collection, report one Student Attributes – No Date (FN) Record for each student who graduated from your district any time between the first day of the just completed school year and the day before the first day of the next school year.

Career-Technical Students Who Graduate

JVSDs do not report the Diploma Date and Diploma Type Elements. JVSDs should continue to report the appropriate withdrawal code for graduating students.

Student Attributes – No Date Data Elements

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

☼ *Accountability IRN Element*

Record Field Number	FN140
Definition	The building IRN within the district that is responsible for the student's performance measures.

Valid Options

Six-digit code	Valid building IRN within the reporting district
******	Not Applicable

Reporting Instructions. In the *Accountability IRN Element*, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when both of the following criteria are true:

Student was enrolled in a building for a full academic year.

Student was simultaneously enrolled in two or more buildings in the district or participated in a special program in another building (other than the building that would be his/her "home" school based on attendance zones). An example of this would be an IEP program that specializes in educating certain students with disabilities that is housed in one school that all districts eligible students attend. If the district does not enter an IRN in the *Accountability IRN Element,* the student will be included in the results for the educating building; however, the district may enter the IRN of the building that the student would be attending if the student were not in that program (the "home" building IRN). The student would then count at the "home" building.

It is not necessary for districts to manually enter the *Accountability IRN Element* if the student was not enrolled in a building within the district for the full academic year. Only an IRN of a building within the district should be entered into the *Accountability IRN Element.*

☼ *CORE Economics and Financial Literacy Requirement Met*

Record Field Number	FN240
Definition	Indicates if a student has met the CORE Economics and Financial Literacy Requirement.

Valid Options

Y	District has determined that student has met this requirement
N	District has not determined that student has met this requirement

Reporting Instructions. Option 'N' may be used for students who have not met the requirement as well as for situations where the district has not yet determined if the student met the requirement or not.

Experiences completed by a student to meet this requirement may or may not be for graduation credit and may or may not be reported via the GC Student Graduation – Core Summary Record.

For additional information on this requirement, search from any Department webpage for "CORE Graduation Requirements."

☼ *CORE Fine Arts Requirement Met*

Record Field Number	FN250
Definition	Indicates if a student has met the CORE Fine Arts Requirement.

Valid Options

Y District has determined that student has met this requirement or that student is exempt from this requirement

N District has not determined that student has met this requirement

Reporting Instructions. Option 'N' may be used for students who have not met the requirement as well as for situations where the district has not yet determined if the student met the requirement or not.

Experiences completed by a student to meet this requirement may or may not be for graduation credit and may or may not be reported via the GC Student Graduation – Core Summary Record.

For additional information on this requirement, search from any Department webpage for "CORE Graduation Requirements."

☼ *CORE Graduation Requirement Exemption Code*

Record Field Number	FN300
Definition	The Ohio CORE exemption status of a student.

Valid Options

* Student has not opted out of Ohio CORE requirements (default)

~~1 Student opted out of the Ohio CORE requirement as described in 3313.603(D) (parent waiver)~~

2 Student is attending drop-out prevention and recovery program with an approved waiver from the Department and student has opted out of the Ohio CORE requirements as described in 3313.603(F) (dropout-prevention and recovery program)

3 Student's IEP requires substantial modifications to curriculum; student receiving diploma by meeting IEP goals instead of by meeting CORE requirements.

Reporting Instructions. Option "*" should be used for the students who have not opted out of Ohio CORE requirements and for students who began 9th grade prior to July 1, 2010. For more information about the opt-out options refer to Section 3313.603~~ (D)~~ and (F) of the Ohio Revised Code. These elements are to be reported in the Graduation (G) Collection and the student collections beginning in the school year that the student meets the exemption. Continue to report the exemption until the student withdraws or choses to forego the exemption and graduate under the Ohio CORE requirements.

☼ *CTE Program of Concentration Element*

Record Field Number	FN290
Definition	The primary CTE Workforce Development Program for which a student has met the requirements to be considered a concentrator.

Valid Options

**	Student is not a concentrator in any CTE program
	Agricultural and Environmental Systems
A0	Agribusiness and Production Systems
A1	Industrial Power Technology
A2	Animal Science and Management
A3	Agriculture, Food, and Natural Resources Bioscience
A5	Horticulture
A6	Natural Resource Management
	Arts and Communication
B0	Media Arts
B1	Performing Arts
B2	Visual Design and Imaging
	Business and Administrative Services
C0	Administrative and Professional Support
C1	Business Management
C2	Legal Management and Support
C3	Medical Management and Support
C4	Business and Administrative Services
C5	Logistics and Supply Chain Management
	Construction Technologies
DD	Structural Systems
DE	Mechanical, Electrical, and Plumbing
DF	Construction Design and Management
	Education and Training
E0	Early Childhood Education
E1	Teaching Professions
	Engineering and Science Technologies
F6	Engineering and Design
F7	Robotics
	Finance
G0	Accounting
G1	Financial Services
G2	Finance
	Government and Public Administration
H0	Government and Public Administration

Health Science

J0	Medical Bioscience
J6	Exercise Science and Sports Medicine
J7	Health Information Management
JM	Allied Health and Nursing
JN	Therapeutic Services

Hospitality and Tourism

L0	Culinary Arts
L1	Hospitality

Human Services

M0	Barbering
M1	Cosmetology

Information Technology

N0	Information Support and Services
N1	Interactive Media
N2	Network Systems
N3	Programming and Software Development
N4	Cybersecurity

Job Training Coordinating

M3	JTC

Law and Public Safety

P1	Criminal Justice
P6	Firefighting and Emergency Medical Services

Manufacturing Technologies

R7	Manufacturing Operations
R8	Metallurgy

Marketing

S0	Acquisition and Logistics
S1	Entrepreneurship
S2	High School of Business
S3	Marketing Communications
S4	Marketing Management
S5	Marketing

Transportation Systems

T6	Maritime Occupations
T9	Ground Transportation
TA	Air Transportation

Reporting Instructions. This element is to be reported in the following student collections: Beginning of Year, Midyear, and Final and SOES Beginning of Year and End of Year.

The *CTE Program of Concentration Element* designates the program area of concentration for a CTE concentrator. A "CTE Concentrator" is a secondary student who has completed at least two approved Workforce Development courses in a single career technical education program.

The Office of Career-Technical Education has developed additional documentation to clarify business rules, which can be found by searching for "Career-Technical Education Data and Accountability" on the Ohio Department of Education and Workforce's website.

The district that employs the workforce development teacher is responsible for identifying and reporting CTE concentrators and the CTE Program of Concentration. Only the code for one area of concentration may be reported for a student within a collection. The program of concentration element should be reported in the year a student achieves concentrator status and in any subsequent year in which the student is taking courses aligned to their program of concentration. Current grade level has no relationship to whether or not a student is identified as a concentrator; i.e., a student can be a freshman and be identified as a concentrator.

☼ *Count of Graduation Credits at Entry*

Record Field Number	FN440
Definition	The total count of credits a student has earned toward graduation.

Valid Options

00.00 – 99.99

Reporting Instructions. Report the total count of credits a student has earned towards graduation as of the start of the current school year. For continuing students, this includes all credits earned as of the end of the prior school year and any credits earned over the summer. For students new to a school or district in the current school year, the count includes all credits earned by the student at prior schools and districts. Report for all students. Students who have not earned any credit toward graduation are reported with the default of 0000. Students who have earned any credit toward graduation are reported with something other than 0000, regardless of grade level.

☼ *Courses Completed Date Element*

Record Field Number	FN410
Definition	The month and year in which the student completed the course requirements for a diploma.

Valid Options

YYYYMM	Year, Month
000000	Default

Reporting Instructions. This is required for students who were not educated in the current year by the district. Current year students may be reported with the actual value or the default.

☼ *Courses Completed IRN Element*

Record Field Number	FN420
Definition	The IRN of the district in which the student completed the course requirements for a diploma.

Valid Options

Six-digit IRN	Valid district IRN
000000	Default

Reporting Instructions. This is required for students who were not educated in the current year by the district. Current year students may be reported with the actual value or the default.

☼ *Diploma Date Element*

Record Field Number	FN090
Definition	The date that students completed graduation requirements and finished formal secondary education. In the vast majority of cases, the diploma date will be the last day of school for seniors in a given district. For students with disabilities, the diploma date is the date that students completed their IEP goals and received a Free Appropriate Public Education (FAPE).

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

Reporting Instructions. A diploma date of June 8, 2021, is to be reported as 20210608. Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer should be reported with a diploma date in the Graduation (G) Collection. The diploma date for summer graduates must be between the end of the school year and prior to the start of the next school year. A summer graduation date cannot be earlier than the date on which a student completed graduation requirements.

Career-Technical Students who Graduate. For the purposes of the state and federal accountability plan under the No Child Left Behind Act of 2001, contract career-technical students and JVSD students count in the resident district as graduates, therefore only the "resident" should report the Diploma Date Element.

For purposes of reporting CTE performance data to the U.S. Department of Education, the Office of Career-Technical Education is required to report the percentage of career-technical students who are graduates. This is a federal performance measure. The Department will use the resident district graduation information for the federal performance measure.

☼ *Diploma Type Element*

Record Field Number	FN100
Definition	The type of diploma received by the graduating student.

Valid Options

*	Not Applicable (not a graduating student)
1	Regular Diploma
2	Academic Diploma with Honors
3	Diploma received in another state via Military Compact
4	International Baccalaureate Honors Diploma
5	Career Tech Honors Diploma
6	STEM Honors Diploma
7	Arts Honors Diploma
8	Social Science and Civic Engagement Honors Diploma

Reporting Instructions. The appropriate option is reported for all students who graduate with an Ohio Diploma.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer are reported with the appropriate option for the *Diploma Type Element* in the Graduation (G) Collection.

Military Compact students and the graduation requirements for these students are defined in Section 3301.60 of the Ohio Revised Code. For additional information on this student population, search from any Department webpage for "Military Compact."

☼ *Exempted from Physical Education Graduation Requirement*

Record Field Number	FN260
Definition	Indicates if the district has adopted a policy to exempt certain students from the Physical Education graduation credit requirement and if the student has met the policy's requirements.

Valid Options

Y	District has adopted policy and the student has met policy's requirements
N	District has not adopted policy or policy adopted but student has not met all of the policy's requirements

Reporting Instructions. For additional information on this requirement, search from any Department webpage for "CORE Graduation Requirements."

☼ *Fiscal Year that Student Began Ninth Grade Element*

Record Field Number	FN110
Definition	The fiscal year in which the student first began ninth grade.

Valid Options

0000	Not Applicable
CCYY	Fiscal Year

Reporting Instructions. This element is required to be reported every year for each student enrolled in grades 9, 10, 11, 12, 13, and 23. Students who are not currently enrolled in one of these grades are to be reported with "0000".

Report the fiscal year the student would have begun or did begin ninth grade for the first time in any Ohio public or chartered nonpublic school.

A student who is promoted from 8th to 10th grade (skipping 9th grade) is to be reported with the fiscal year he/she would have begun 9th grade had he/she not skipped a grade level. In this case, since the student would have started 9th grade in the year he/she started 10th grade, the fiscal year the student started 10th grade is reported in the *Fiscal Year that Student Began Ninth Grade Element*.

When a student is enrolled in 8th grade and is taking some 9th grade classes, the *Fiscal Year that Student Began Ninth Grade Element* is not reported as the fiscal year he/she was enrolled in 8th grade and taking some 9th grade classes. It is reported as the fiscal year in which he/she was first enrolled or would have been enrolled as a 9th grade student.

☼ *Grade Level, Next Year Element*

Record Field Number	FN080
Definition	Indicates the grade level to which a student has been promoted, or the grade level in which a student will be retained the following school year.

Valid Options

**	Not Applicable
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 graduation test
23	Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.
GR	Student will complete graduation requirements
DR	Student has dropped out, is not enrolled in the district, and is not known to be enrolled anywhere

Reporting Instructions. This element is required for all students. Seniors who have been retained are to be reported with a "12" in this element. "DR" must be reported with a 7xx withdrawal reason.

For FY16, report third grade students who do not meet the required promotion score on the third grade state assessment with '03'. Exceptions to this rule are students who achieve a promotion score on an approved TGRG Alternative Assessment and those students identified as meeting one of the retention exemptions in law.

☼ *Majority of Attendance IRN Element*

Record Field Number	FN220
Definition	The IRN of the building or district where a student is continuously enrolled from the Friday of the first full week of October through the spring test administration date, as shown in the table located in the reporting instructions.

Valid Options

******	Not Applicable
Six-digit IRN	Valid Building/District IRN

Reporting Instructions. Do not report building IRNs that are not located in your district or a district IRN that is not your own.

Continuously enrolled means that the student did not withdraw from the district after the first full week of October and then re-enroll in the same district prior to the test date in the following table.

Grade	Test	MOA End Date	Participation Date
Students in grades K-8 and untested students			
Any	Untested	March 31	NA
	Alternate Assessment: ELA, Math	March 31	March 19
3-8	Ohio's State Tests Spring: all subjects	March 31	April 13
Students who were first time ninth graders *on or after* July 1, 2014			
9-12	Ohio's State Tests Fall: taking ELA or Math and not taking any spring assessments	March 31	December 15
	Ohio's State Tests Spring: all spring assessments	March 31	April 13

Note that if the school year ends prior to the relevant MOA date, then the MOA end date is the last day of the school year. If the school year starts after the Friday of the first full week of October, then the MOA start date is the first day of the school year.

A student that meets "MOA enrollment" in a single building is reported with the IRN of that building in the *Majority of Attendance IRN Element*. However, a student that meets "MOA enrollment" in the district, but was enrolled in multiple buildings within the district during that time frame, is reported with the IRN of the district.

A student who has not met "MOA enrollment" in the district is reported with "******" in the *Majority of Attendance IRN Element*.

When a student is attending another entity but the resident/sending district is still responsible for the student ~~Post-Secondary Institution, County Board of DD, Joint Vocational School District, or is a Contract Career-Technical student~~, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*. Examples of such situations include students attending post-secondary institutions, county boards of DD, nonpublics at district expense, and JVSDs and contract career technical students.

For a school-age student in programs/classes offered by the ESC, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

Expelled Students. For expelled students, MOA reporting depends on the student's enrollment dates, the student's expulsion dates, and whether the student received education or services during the time of the expulsion. Students who are enrolled from Friday of the first full week of October through March 31 and are expelled after March 31 have met FAY requirements. The district should report MOA IRNs for such students.

Students who are enrolled from Friday of the first full week of October through March 31, are expelled before March 31, and are receiving education or services during the expulsion have met FAY requirements. The district should report MOA IRNs for such students.

Students who are enrolled from Friday of the first full week of October through March 31, are expelled before March 31, and are not receiving education or services during the expulsion have not met FAY requirements. The district should report "******" for such students.

Preschool Students. ESCs reporting preschool students must report either "******" or the ESC IRN. All other entities reporting preschool students must report either "******" or their own IRN.

☼ *Military Compact Graduation Alternative Count Element*

Record Field Number	FN310
Definition	Identifies that the requirement to take one or more graduation tests was met using the military compact alternative criteria.

Valid Options

0 Student is not using the military compact alternative criteria to meet Ohio graduation requirements.

1-7 The number of Ohio graduation assessments that the student is not required to pass in Ohio to graduate.

Reporting Instructions. Students who are identified under the Military Compact, per Section 3301.60 of the Ohio Revised Code, may be exempt from Ohio's graduation assessment requirements if they can prove they met his/her former state's graduation assessment requirements. For additional information on this student population, search from any Department webpage for "Military Compact."

☼ *Military Student Identifier Element*

Record Field Number	FN430
Definition	Identifies student with a parent or legal guardian who is an active member of the Armed Forces or National Guard.

Valid Options

* Not Applicable. Not a Military Student (default).

A Active Duty. Student is a dependent of a member of the Active Duty Forces (Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard).

B National Guard. Student is a dependent of a member of the National Guard (Army National Guard or Air National Guard).

C Reserves.

Reporting Instructions. This element will be reported at year end only.

☼ *Next Year Attending Building IRN*

Record Field Number	FN390
Definition	The state assigned six-digit information retrieval number (IRN) of the building that the student would be attending the following school year.

Valid Options

Six-digit IRN	Valid building IRN within the hierarchy of the reporting district
******	Not applicable

Reporting Instructions. This element will be reported at year end only. A six-digit IRN is reported for a student with a *District Relationship* of "1" whose latest FS record is reported with a *Withdrawal Reason* of *"**"*.

A six-digit IRN is also valid when the student is reported with a *Sent Reason* of "CT- Contract Career-Technical Education Participant", "JV- Joint Vocational School District Program Participant", "MR – DD program participant", "OS – State School (Ohio Deaf and Blind Education Services) program participant", or "PI – Proprietary Institution Program Placement" and the student's latest FS record is reported with a *Withdrawal Reason* of *"**"*.

The Not applicable option, "******", may be reported in all other cases.

This element is only used for traditional districts all other entities may report an IRN or "******".

☼ *Previous Year District IRN*

Record Field Number	FN400
Definition	Indicates the IRN of the Ohio school district where the student resided on October 1 of the prior school year. This element is only to be completed by community schools/STEM schools for students who were not enrolled in an Ohio EMIS reporting entity on October 1 of the prior year.

Valid Options

******	Not applicable
Six-digit code	Valid district IRN

Reporting Instructions. City, local, and exempted village districts, JVSDs, ESCs, State Schools for the Deaf and Blind, and Department of Youth Services may report "******" for all students. Community and STEM schools will report "******" for students who were enrolled in an EMIS reporting entity on October 1 of the prior year. Community and STEM schools may report a non-default value for students who were not enrolled in an Ohio EMIS reporting entity on October 1 of the prior school year.

☼ *Retained/Promoted Status Element*

Record Field Number	FN070
Definition	Indicates if a student was retained or promoted at the end of a school year and whether he/she will advance to the next grade level.

Valid Options

*	Student was not retained at the end of the previous school year. This includes only 3rd grade students promoted to 4th grade due to receiving the required promotion score on any administration of the Ohio State Test for 3rd Grade English Language Arts before the start of the next school year.
1	Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained.
2	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced because of successful completion of summer school.
3	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced at parent request.
4	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced for a reason other than completion of summer school or parents' request.
5	Student demonstrated adequate performance on the TGRG Alternative Assessment for promotion to grade 4, but was retained for reasons other than the Third Grade Reading Guarantee.
A	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee and is still retained.
D	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained because student met the ELL exemption in law.
E	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained because student met the IEP exemption in law.
F	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).
G	Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.
H	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee, but is not enrolled this school year.
J	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – Iowa before the start of the next school year.
K	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – NWEA-MAP before the start of the next school year.
L	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – Terra Nova before the start of the next school year.
M	Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – STAR Reading before the start of the next school year.

N Student did not meet the reading requirement in the Third Grade Reading Guarantee, but was not retained due to adequate performance on the TGRG Alternative Assessment – iReady before the start of the next school year.

P Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee, but was not retained because of parent/guardian request as outlined in Ohio law.

Reporting Instructions. This element is only reported for students in Grade 3. Report the option that best describes the student's retention status as of the first day of the current school year. If a student is subject to retention in grade 3 based on Third Grade Reading Guarantee reading requirements and state assessment results, report the student's retained status with options "A" – "P" or option "5".

For any grade 3 student promoted due to adequate performance on a Third Grade Reading Guarantee Alternative Assessment, report the option that identifies the specific alternative assessment taken—options "J", "K", "L", "M", or "N". The full names of the Department-approved Third Grade Reading Guarantee Alternative Assessments can be found on the Department's website. For students demonstrating adequate performance on a Third Grade Reading Guarantee Alternative Assessment who are retained for other reasons, report option "5".

Report option "*" only for students who have met the reading requirements in the Third Grade Reading Guarantee by obtaining the required promotion score on any administration of the state 3rd grade reading assessment and have not been retained.

Students who do not meet the reading requirements but are exempt from retention due to a provision in Ohio law should be reported using the option that best identifies why the student is exempt: options "D", "E", "F", "G", or "P".

☼ *Tier 2 Dyslexia Screener Results*

Record Field Number	FN450
Definition	Result of student's Tier 2 dyslexia screening.

Valid Options

AR Assessed, at risk for dyslexia

NR Assessed, ~~no longer at risk~~not at risk for dyslexia

** Not assessed

Reporting instructions. Per Ohio law (ORC §3323.251), districts and community schools are required to complete Tier 2 dyslexia screening for certain students. For those students required to be screened, districts and community schools should report that the student was assessed and found to be at risk for dyslexia, assessed and found to be not ~~longer~~ at risk for dyslexia, or not assessed.

☼ *Updated October 31 IEP Outcome Element*

Record Field Number	FN270
Definition	Least Restrictive Environment (LRE) outcome as of October 31 for a student whose IEP currently on file with the Department does not reflect the current LRE for a student with a disability.

Valid Options

******** **No change from Latest IEP Reported to DEW**

IEDP **IEP Resulted in Due Process**

IENS **IEP Complete – Not Served**

IEPR **IEP Complete – Parental Refusal**

IE13 **Special Education outside the regular class less than 21% of the day.** Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:

- Regular classes with special education/special education services provided within the regular classes;
- Regular classes with special education/special education services provided outside regular classes;
- Regular classes with special education services provided in resource rooms.

IE14 **Special education outside the regular class at least 21% of the day and no more than 60% of the day.**

This may include placement in:

- Resource rooms with special education/special education services provided within the resource room;
- Resource rooms with part-time instruction in a regular class.

IE15 **Special education outside the regular class more than 60% of the day.**

Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:

- Self-contained special classrooms with part-time instruction in a regular class;
- Self-contained special classrooms with full-time special education instruction on a regular school campus;
- Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.

IE16 **Public Separate School**

Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

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

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

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

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

IE18 Public Residential Facility

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

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

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

IE19 Private Residential Facility

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

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

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

IE20 Homebound/Hospital

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

- Hospital programs;
- Homebound programs.

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

IE21 Correctional Facility

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

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

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

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

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

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

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

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

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

IE55 Regular Early Childhood Program 10 or More Hours per week and most services not in EC program

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

IE56 Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program

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

IE60 Pre-School – Special Education Program – Separate Class

A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE62 Pre-School – Special Education Program – Separate School
A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE64 Pre-School – Special Education Program – Residential Facility
A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.

IE70 Pre-School–Home
A program in which a child receives all of his/her special education and special education services in the principle residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.

IE72 Pre-School – Service Provider Location
A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

Reporting Instructions. This element is reported in Beginning of Year, Midyear, and End of Year Student Collections and SOES Beginning and End of Year Student (S) Collections for only those students with a change in their Least Restrictive Environment (LRE) since their most recent IEP as of October 31. In general, the LRE will not change without a new IEP being completed and reported, but there are some cases, especially with IEPs reported in the prior year that are still in effect on October 31, where the LRE could change. Examples include but are not limited to a student whose parent originally consented to services but pulled the student from services prior to October 31 and situations where an expelled student is given an alternative placement that will be in effect on October 31. In addition, for a preschool student (especially for those who are part time), a parental placement in a private preschool program could change the LRE for that student.

When completing the Federal Child Count, the Department will review the LRE on the latest reported IEP event effective as of October 31 (including IEPs reported in the prior End of Year Student (S) Collection and IEP events reported in the current Beginning of Year Student (S) Collection) and the value of this element. The value of this element will take precedence. For this element to be valid for the Federal Child Count, the student must already have an IEP reported to the Department that is valid on October 31 (e.g., October 31 is between the reported Outcome Beginning and End dates on an IEP that was reported to the Department in the prior End of Year or in the current Beginning of Year Student (S) Collection). If no reported IEP is valid on October 31, then the value in this element will be ignored.

☼ *Yearend Reported State Student ID (SSID) Element*

Record Field Number	FN230
Definition	The state assigned unique identifier for a graduate as of the close of yearend processing.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for all graduates during the Graduation (G) Collection.

The SSID reported in this field will enable the Department to connect data for a student between a prior year's student reporting and the Graduation (G) Collection. For school year graduates, report the same SSID that appears on the Student Standing (FS) Record listing the student's withdrawal reason (the final closed record).

For a summer graduate, report the same SSID that appears on the latest Student Standing (FS) Record from the prior year's student reporting. In most cases, this will be an open record, but it could be a closed record with a withdrawal reason if the student withdrew before graduating and later re-enrolled in summer school to complete graduation requirements.

For graduates not educated in the prior year, report the SSID from the latest Student Standing (FS) Record from the latest year's student reporting. Finally, for students who were never reported in the past, but are graduating, report the SSID with the best match from the SSID system or from the last educating district (if known).

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Attributes–No Date (FN) Record, the following field must be unique.

Required Fields	Number
EMIS Student ID	FN050

2.6 Student Attributes–No Date (FN) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FN010	9-10	Sort Type	PIC X(2)
		Always "FN"	
	11	Filler	PIC X
FN020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FN030	16	Data Sets	PIC X
		S – Student G – Graduation	
FN040	17-22	District IRN	PIC X(6)
FN050	23-31	EMIS Student ID Number	PIC X(9)
	32	Filler	PIC X
FN070	33	Retained/Promoted Status	PIC X
FN080	34-35	Grade Level, Next Year	PIC X(2)
FN090	36-43	Diploma Date	PIC 9(8)
FN100	44	Diploma Type	PIC X
FN110	45-48	Fiscal year student began 9th grade	PIC 9(4)
	49	Filler	PIC 9
	50-53	Filler	PIC 99V99
FN140	54-59	Accountability IRN	PIC X(6)
	60-66	Filler	PIC X(7)
	67-72	Filler	PIC X(6)
FN220	73-78	Majority of Attendance IRN	PIC X(6)
FN230	79-87	Yearend Reported State Student ID (SSID) Element	PIC X(9)
FN240	88	CORE Economics and Financial Literacy Requirement Met	PIC X
FN250	89	CORE Fine Arts Requirement Met	PIC X
FN260	90	Exempted from Physical Education Graduation Requirement	PIC X
FN270	91-94	Updated October 31 IEP Outcome	PIC X(4)
	95	Filler	PIC X
FN290	96-97	CTE Program of Concentration Element	PIC X(2)
FN300	98	CORE Graduation Requirement Exemption Code	PIC X
FN310	99	Military Compact Graduation Alternative Count	PIC 9
	100-107	Filler	PIC 9(8)
	108	Filler	PIC X
	109-116	Filler	PIC 9(8)
	117-124	Filler	PIC 9(8)
	125-126	Filler	PIC X(2)
	127-128	Filler	PIC X(2)
	129-130	Filler	PIC X(2)
FN390	131-136	Next Year Attending Building IRN	PIC X(6)
FN400	137-142	Previous Year District IRN	PIC X(6)
FN410	143-148	Courses Completed Date	PIC 9(6)
FN420	149-154	Courses Completed IRN	PIC X(6)
FN430	155	Military Student Identifier	PIC X
	156-157	Filler	PIC X(2)

Number	Position	Name	PIC/Size
FN450	158-159	Tier 2 Dyslexia Screener Results	PIC X(2)
FN440	160-163	Count of Graduation Credits at Entry	PIC 99v99

EMIS MANUAL

Section 2.7:
Student Acceleration (FB) Record

Version 8.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
8.0	07-01-25	FY26	NA	Posted for FY26.
7.0	08-15-24	FY25	25-128	Updated general guidelines for when to report.
7.0	08-15-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
6.0	7/1/23	FY24	24-41	Removed Accelerated Level Count; updated subject area.
5.1	7/28/22	FY23	23-91	Deletes Accelerated Assessment Flag; adds Accelerated Status Flag.
5.0	7/15/22	FY23	NA	Posted for FY23.
4.6	9/10/21	FY22	22-61	Updated reporting of acceleration for transfer students.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/30/20	FY20	NA	Posted for FY20.
4.2	7/6/18	FY19	NA	Posted for FY19.
4.1	4/24/18	FY18	NA	Posted for FY18.
4.0	6/27/17	FY17	NA	No FY17 changes.
3.0	6/13/16	FY16S	37971	Determine a clearer way to ID early entry and whole grade accelerated sstudents.
3.0	6/13/16	FY16		Added Coming Changes section.
2.0	10/20/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.7 STUDENT ACCELERATION (FB) RECORD 3

Required Collections 3
General Guidelines 3
Student Acceleration Elements 3
☼ Accelerated Status Flag 3
☼ Subject Area Code 4
Defining a Unique Record 4

2.7 STUDENT ACCELERATION (FB) RECORD FILE LAYOUT 5

2.7 Student Acceleration (FB) Record

Required Collections

The Student Acceleration (FB) Record is to be reported for the Midyear and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection. It is reported only for students who have a referral from the district's Acceleration Evaluation Committee and were placed on a Written Acceleration Plan (WAP). The record can be reported for students who are accelerated in any grade level, kindergarten through high school.

Acceleration stops being reported if the student is no longer subject or whole grade accelerated. If the student was subject accelerated in Math and Reading, but is no longer subject accelerated in Reading, the acceleration for Reading is no longer reported.

For a student accelerated (subject or whole grade) at one district who then transfers to a different district *after* the transition period, the new district should report acceleration records for the student. For students who transfer *during* the transition period, the new district should report acceleration records if the accelerated placement is honored and implementation of the WAP continues as intended.

General Guidelines

The Student Acceleration (FB) Record is reported for one or more of the following reasons:

- Student was accelerated in the current school year in one or more of the valid subjects for acceleration collected via this record, or
- Student took a state assessment at an accelerated grade level, regardless of if the acceleration first occurred this year or in a prior year or
- Student is no longer accelerated in one or more of the valid subjects (see the Accelerated Status Flag for reporting guidance).

"Accelerated in the current school year" means that the student received instruction at the accelerated grade level in the current year. If the decision to accelerate a student is made this year but will be implemented next year, then the Student Acceleration (FB) Record would be reported next year.

A separate record is required for each subject area in which the student is accelerated.

This record is not required for students who are not accelerated.

Student Acceleration Elements

The following portion of this section discusses each of the data elements within the Student Acceleration (FB) Record. The elements are organized alphabetically.

☼ *Accelerated Status Flag*

Record Field Number	FB100
Definition	Identifies whether a student is accelerated.

Valid Options

Y	The student is accelerated
N	The student is no longer accelerated

Reporting Instructions. If a student is no longer considered to be accelerated, report "N" in this element. A record with an "N" should be reported for each subject in which the student is no longer accelerated. "N" records only need to be reported the first year the student is no longer accelerated.

☼ *Subject Area Code*

Record Field Number	FB060
Definition	A four character code that identifies the area or subject in which the student was accelerated and/or of the assessment administered.

Valid Options

A	All subjects
C	Social Studies
M	Mathematics
R	Reading/Writing
S	Science

Reporting Instructions. This element indicates the assessment/subject area that is the context for all other elements reported on this record. Subject areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

Students who would previously have been reported with option W should now be reported with option R.

Students who have been whole grade accelerated can be reported in one of two ways. Districts can continue to report one record for each subject ***or*** districts can report a record with option A. If a record with option A is reported, also reporting records for specific subjects will not have an impact.

Early Entrance students should be reported with option A if they were evaluated per local policy and found to be eligible to begin kindergarten or first grade early.

Faster than Normal Grade Progression in High School. A student who is "ahead of schedule" in a high school that assigns grade levels by number of high school credits earned is not necessarily considered an accelerated student, even if the student spends less than four full years in high school earning a diploma. If the student took the normal sequence of courses, but was able to earn the required credits more quickly (e.g., doubled up on math courses, took summer courses), then this would not be considered acceleration. However, if a WAP is completed and the student skips a course in a normal sequence for a subject area, it would be considered acceleration in that subject area.

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	FB050
Subject Area Code	FB060

2.7 Student Acceleration (FB) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FB010	9-10	Sort Type	PIC X(2)
		Always “FB”	
	11	Filler	PIC X
FB020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FB030	16	Data Set S – Student	PIC X
FB040	17-22	District IRN	PIC X(6)
FB050	23-31	EMIS Student ID Number	PIC X(9)
FB060	32-35	Subject Area Code	PIC X(4)
	36	Filler	PIC X
	37-43	Filler	PIC X(7)
FB100	44	Accelerated Status Flag	PIC X

EMIS MANUAL

Section 2.8:
Student Assessment (FA) Record

Version 16.2
February 3, 2026

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
16.2	02-03-26	FY26	26-107	Added reporting for CLEP exams.
16.1	08-07-25	FY26	26-76	Updated RD/DS Assessment reporting.
16.0	07-01-25	FY26	26-62	Updated SNR options for Tier 1 Dyslexia Screener.
15.1	08-15-24	FY25	25-130	Removed policy guidance; deleted SAT reporting table.
15.1	08-15-24	FY25	25-110	Removed test date table (table can now be found in the Assessments Missing Reports, Level 1 report explanation.
15.1	08-15-24	FY25	25-105	Clarified Score Not Reported option 2.
15.1	08-15-24	FY25	25-91	Updated RD/DS Assessment reporting; added Score options ASR, BEG, EMG, IND, NOR, NOT, OTR, PRE, TRA.
15.1	08-15-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
15.0	07-24-24	FY25	25-101	Removed SNR option R as valid for COS.
15.0	07-24-24	FY25	25-93	Added reporting of Alt-OELPA modality scores.
15.0	07-24-24	FY25	25-69	Added industry credentials to FW reporting.
15.0	07-24-24	FY25	25-66	Updated Score Not Reported option B.
15.0	07-24-24	FY25	25-49	Updated the definition of Score option MED.
15.0	07-24-24	FY25	25-33	Early Learning moved to Department of Children and Youth.
15.0	07-24-24	FY25	25-26	Removed the Early Learning Assessment (ELA).
15.0	07-24-24	FY25	25-18	Updated Grade Level of Student at Time of Test for OELPA and Alt-OELPA.
15.0	07-24-24	FY25	25-8	Removed FY24 Alt-OELPA guidance.
15.0	07-24-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
14.4	9/6/23	FY24	24-122	Corrected Score options; deleted option BL.
14.3	9/6/23	FY24	24-67	Added Reading Diagnostic.
14.3	9/6/23	FY24	24-13	Added Tier 1 Dyslexia Screener.
14.3	9/6/23	FY24	24-5	Added Type of Accommodation options Y4, Y5, Y6, and Y7.
14.2	8/9/23	FY24	24-71	Updated SNR options to remove graduation points.
14.2	8/9/23	FY24	24-14	Updated to include ALT OELPA.
14.1	7/14/23	FY24	24-8	Updated guidance for SNR option L.
14.0	7/1/23	FY24	24-64	Updated KRA test dates in Table 6.
14.0	7/1/23	FY24	24-58	Updated guidance for ELA and COS.
14.0	7/1/23	FY24	24-38	Updated Required Collections table to include Initial FW.
13.2	8/26/22	FY23	23-94	Deletes references to March (D).
13.1	7/28/22	FY23	23-63	Deletes references to OGT.
13.0	7/1/22	FY23	23-69	Update test dates table.
13.0	7/1/22	FY23	23-49	Collect day for COS test date.
13.0	7/1/22	FY23	23-14	Update WorkKeys reporting guidance.
13.0	7/1/22	FY23	23-13	Update Score Not Reported options.
13.0	7/1/22	FY23	23-27	Add AP/IB assessment area codes.

Version	Date	Effective	Change #	Description
12.0	7/1/21	FY22	22-4	Removed GY assessments from March (D) reporting.
11.7	5/20/21	FY21	21-164(a)	Added guidelines for reporting FY21 EOC course grades as EOC test scores.
11.7	5/20/21	FY21	21-29	Replaced "LEP" (limited English proficiency) with "EL" (English learner).
11.6	3/31/21	FY21	21-151(a)	Updated references to NWEA's MAP test to reflect the change to Star assessment from Renaissance.
11.5	1/15/21	FY21	21-129	Removed reference to reporting a KG student as retained.
11.4	12/17/20	FY21	21-37(a)	Updated information about grades required to take high school alternate assessments.
11.3	12/8/20	FY21	21-109	Corrected description of "GX"
11.2	11/16/20	FY21	21-98	Updated Test Date range for Fall EOC Collection.
11.1	11/1/20	FY21	21-92(a)	Updated assessments reported in Graduate Collection.
11.1	11/1/20	FY21	21-56(b)	Added guidelines for reporting spring and summer FY20 EOC course grades as EOC test scores.
11.0	7/1/20	FY21	NA	Posted for FY21.
10.0	11/21/19	FY20	20-93	Removed Score Not Reported option Q.
10.0	11/21/19	FY20	20-25	Updated reporting instructions for date assessment taken for MAP tests.
10.0	11/21/19	FY20	20-14(a)	Added required test types IPD and INP.
9.3	3/22/19	FY19	75995	General updates to valid combination tables and reporting instructions. Removed R Collection; has been determined that assessments will not be part of R. Removed E and X Collections; no longer being implemented.
9.3	3/22/19	FY19	75994	Added reporting instructions for use of CCP grade in CTE course in place of GY assessment.
9.3	3/22/19	FY19	74363	Updated descriptions for Score Options N and P for GW assessment type.
9.3	3/22/19	FY19	74322	Removed information on who has to test.
9.3	3/22/19	FY19	73937	Updated Score Not Reported Options valid for GY assessments.
9.3	3/22/19	FY19	72390	Updated to allow DPR schools to report MAP all year; now also report Test Day of the Month.
9.3	3/22/19	FY19	71281	Updated table under Test Date reporting instructions.
9.3	3/22/19	FY19	70930	Updated description of Score Not Reported Option H to clarify use.
9.3	3/22/19	FY19	70736	Updated description of Score Not Reported Option T.
9.3	3/22/19	FY19	70170	Updated reporting for GW and GY assessments.
9.3	3/22/19	FY19	68104	New Score Not Reported Option 5: Student assessed, but results not available from assessment vendor by close of collection.
9.3	3/22/19	FY19	66708	Added instructions on dates to use when reporting proxy for an actual assessment.
9.3	3/22/19	FY19	66595	Added Assessment Types Included column to table of Assessment Collections.

Version	Date	Effective	Change #	Description
9.3	3/22/19	FY19	66592	Split Early Learning Assessment reporting into Fall and Spring collections.
9.3	3/22/19	FY19	66511	Clarified KRA reporting on retained kindergarten students.
9.3	3/22/19	FY19	62452	Test Day of the Month now reported for OGT.
9.3	3/22/19	FY19	56431	Clarified who should report Early Learning Assessment.
9.2	8/31/18	FY18	56278	Updated reporting instructions for Industry Credentials--score must be reported.
9.1	7/20/18	FY18	57205	The descriptions for the Score options that are valid for GY assessments were updated; reporting instructions for the Score element were updated.
9.1	7/20/18	FY18	70094	Added reporting instructions for the new generic AP Assessment Code.
9.0	7/6/18	FY19	NA	Posted for FY19.
See EMIS Manual Section 2.8: Student Assessment (FA) Record, versions 8.1 and earlier for additional Revision History.				

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES IV

TABLE OF CONTENTS V

2.8 STUDENT ASSESSMENT (FA) RECORD 3

Required Collections 3
General Guidelines 3
Students Testing Above Grade Level. 3
Who Has to Take Each Assessment? 4
Office of Assessment. 4
Office of Career-Technical Education. 4
Office of Community Schools. 4
Ohio Department of Children and Youth. 4
Office for Exceptional Children. 5
Unit of Literacy Achievement and Reading Success. 5
Who Reports Each Assessment? 5
End of Course Tests, the KRA, OELPA, and Ohio's Tests. 5
County Board of Developmental Disabilities (DD) Students. 5
Direct-Enrolled Career-Technical Education (CTE) Students. 5
Home-Schooled Students. 5
Preschool Students. 5
State-Supported Organizations. 5
Alternate Assessments 5
Grades 3-8 Alternate Assessments (3-8 Alt Assess; GA). 5
High School Alternate Assessment (High School Alt; GX). 5
Standard Assessments 6
Advanced Placement Assessments (Advanced Place; AP). 6
American College Testing Assessment (ACT; AC). 6
CTE Technical Assessment (CTE Tech Assess; GY). 6
Childhood Outcome Summary (COS; GM). 6
End of Course Tests (End of Course; GE). 7
Industry Credential (Industry Cred; GW). 7
International Baccalaureate Assessment (International Bac; IB). 7
Kindergarten Readiness Assessment (KRA; GO). 8
Ohio English Language Proficiency Assessment (OELPA; GF). 8
Ohio's State Tests (Ohio's Tests; GN). 8
Reading Diagnostic (RD). 9
Scholastic Aptitude Test (SAT; SA). 9
Star Assessments (Star; GD). 9
Tier 1 Dyslexia Screener (DS). 9
WorkKeys Assessment (WorkKeys; WK). 9
Student Assessment Record Data Elements 10
☼ Assessment Area Code 10
☼ Assessment Type Code 12
☼ Grade Level of Student at Time of Test 12
☼ Required Test Type 13
☼ Score 13
☼ Score Not Reported 17
☼ Test Date 20
☼ Test Day of the Month 21
☼ Test Grade Level 21
☼ Type of Accommodation 22

Defining a Unique Record.....23

2.8 STUDENT ASSESSMENT (FA) RECORD FILE LAYOUT.....**24**

2.8 Student Assessment (FA) Record

Required Collections

The Student Assessment (FA) Record and the relevant elements are to be reported as follows.

Assessment Name (Assessment Short Name) – Assessment Type Code	Assessment (A)	Grad (G)	Initial Exiting Follow Up (S)
Advanced Placement Assessment (Advanced Place) – AP	✓	✓	
American College Testing Assessment (ACT) – AC	✓	✓	
Childhood Outcome Summary (COS) – GM	✓		
College-Level Examination Program (CLEP) – CL	✓	✓	
CTE Technical Assessment (CTE Tech Assess) – GY	✓	✓	
End of Course Tests (End of Course/EOC) – GE	✓	✓	
Grades 3-8 Alternate Assessment (3-8 Alt Assess) – GA	✓		
High School Alternate Assessment (High School Alt) – GX	✓	✓	
Industry Credential (Industry Cred) – GW	✓	✓	✓
International Baccalaureate Assessment (International Bac) – IB	✓	✓	
Kindergarten Readiness Assessment (KRA) – GO	✓		
Ohio English Language Proficiency Assessment (OELPA) – GF	✓		
Ohio's State Tests (Ohio's Tests) – GN	✓		
Reading Diagnostic – RD	✓		
Scholastic Aptitude Test (SAT) – SA	✓	✓	
Star Assessment – GD	✓		
Tier 1 Dyslexia Screener – DS	✓		
WorkKeys Assessment (WorkKeys) – WK	✓	✓	

General Guidelines

Assessments are reported using a common format, the Student Assessment (FA) Record. Districts are required to report one record per student, per assessment type, per assessment area/subject, per assessment date for all tested grade levels. This means that if a given assessment has multiple areas/subjects, then multiple Student Assessment (FA) Records must be reported.

Statewide assessment results are generally required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. For more specific information and any exceptions, see the sections below about each assessment type. If a student who was enrolled during a required test administration was required to test but was not tested—or was tested but test scores were not available in time for EMIS reporting—then the district is required to submit the required test records with the applicable option in the Score Not Reported Element.

Assessment records are not reported for assessment collections for which a student was not enrolled in the particular assessment administration window.

Students Testing Above Grade Level. Any student receiving content in a subject(s) at a grade level above that reported for the State Equivalent Grade Level on the Student Attributes–Effective Date (FD)

Record should be assessed at that higher grade level. This higher grade level assessment is what should be reported for the student on the Student Assessment (FA) Record. Such situations impact the reporting of the End of Course Tests and Ohio's State Tests.

Note that reporting assessments above grade level is different from reporting student acceleration. Acceleration information is reported to the Department via the Student Acceleration (FB) Record. Whether or not a student is formally accelerated, any student taking a course and its related assessment at a grade level higher than the reported State Equivalent Grade Level should have that higher grade level assessment reported on the FA Record.

It can be more complicated when the students testing above grade level are third graders who have been retained due to the Third Grade Reading Guarantee. For guidance on testing in this situation, refer to the guidance provided on the Department's website (search for "Third Grade Reading Guarantee").

Who Has to Take Each Assessment?

The EMIS Manual is not intended to be a comprehensive resource for all issues related to state assessments. For additional information beyond the scope of EMIS reporting, please contact the appropriate Department business office listed below.

Office of Assessment. Please refer to the Office of Assessment's website for additional information on rules and legislation, test implementation dates, scoring standards, and up-to-date information on the American College Testing Assessment (ACT), Advanced Placement (AP) Exams, End of Course Tests, International Baccalaureate (IB) Assessments, the Ohio English Language Proficiency Assessment (OELPA), Ohio's State Tests (Ohio's Tests), and the Scholastic Aptitude Test (SAT).

For answers to questions regarding the scoring process or the test scoring company, contact the Department's Call Center at (877) 644-6338 and ask to be connected to the Office of Assessment.

Office of Career-Technical Education. Please refer to the Office of Career Technical Education (CTE) website for additional information on rules and legislation, test implementation dates, scoring standards, and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Pathways for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education and Workforce's website. Please refer to the Ohio's Graduation Requirements page of the Department's website for additional information on currently valid Industry Credentials and WorkKeys Assessments.

Office of Community Schools. Please contact the Office of Community Schools for questions and additional information regarding the Star Assessments given by Dropout Prevention and Recovery Schools (DPRs). Emailed questions can be directed to dropoutrecovery@education.ohio.gov.

Ohio Department of Children and Youth. Please contact the Ohio Department of Children and Youth for questions and additional information regarding the administration, legislation, test implementation dates, scoring standards, and up-to-date information regarding the Preschool Childhood Outcome Summary (COS) and the Kindergarten Readiness Assessment (KRA-R).

Office for Exceptional Children. Please contact the Office for Exceptional Children for questions and information regarding the Alternate Assessments. Emailed questions can be directed to exceptional-children@education.ohio.gov.

Unit of Literacy Achievement and Reading Success. Please refer to the Department's website for additional information regarding the Tier I Dyslexia Screeners (DS) and the Reading Diagnostics (RD).

Who Reports Each Assessment?

End of Course Tests, the KRA, OELPA, and Ohio's Tests. If multiple EMIS reporting entities are providing instructional services, providing special education services, or required to report the same student, then the entity required to report the assessment record is determined by the district relationship or the sent reasons being reported by the involved entities. See the sections below for each assessment type for additional information.

County Board of Developmental Disabilities (DD) Students. Resident districts report results from standard (STR) tests and alternate assessments (ALT) for students who attend DDs, unless noted otherwise in the assessment sections below.

Direct-Enrolled Career-Technical Education (CTE) Students. Joint Vocational School Districts (JVSDs) should only report required non-CTE state testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home-schooled students.

Home-Schooled Students. Home-schooled students who are taking a CORE curriculum course at a public school are required to take the corresponding statewide tests. The public district should report the assessment results for these students. These students will be included in the district's accountability calculations for those test areas based upon the Where Kids Count business rules and the rules for inclusion in the participation rate.

Preschool Students. Preschool students may be required to have the COS reported. Refer to the Childhood Outcome Summary information below to identify which students this applies to and who should report the results.

State-Supported Organizations. This includes the Department of Youth Services (DYS) and the Ohio Deaf and Blind Education Services. State organizations report results from standard (STR) tests and alternate assessments (ALT) for students who attend and are in their buildings.

Following are guidelines for reporting each assessment via the Student Assessment (FA) Record. After these guidelines are reporting rules for the specific elements on the Student Assessment (FA) Record.

Alternate Assessments

Grades 3-8 Alternate Assessments (3-8 Alt Assess; GA). All Grades 3-8 Alternate Assessments are reported using assessment type GA.

High School Alternate Assessment (High School Alt; GX). High school alternate assessments are reported using assessment type GX. All tests are required to be administered to 9th–11th grade students. Twelfth graders are required to continue to take tests for any of the subjects not yet passed or exempted

from consequences. The reporting district(s) must submit a separate Student Assessment (FA) Record per student, per test date, per test subject.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The Alternate Assessments are reported in the Spring Alternate Assessment (A) Collection.

Standard Assessments

Advanced Placement Assessments (Advanced Place; AP). There are many Advanced Placement (AP) examinations, each for a different subject area. As each examination is for a specific AP subject area, a separate record is required for each examination.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

AP Assessment results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

American College Testing Assessment (ACT; AC). The American College Testing Assessment (ACT) covers five subject areas: Reading, Mathematics, Writing, English, and Science. The Writing subject area is optional. A separate record is required for each subject area. Composite or total scores are not to be reported.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

ACT results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

CTE Technical Assessment (CTE Tech Assess; GY). CTE Technical Assessment results should be reported by the traditional district, STEM district, JVSD, community school, or state organization that employs the CTE Workforce Development instructor during the Career Tech Accountability Assessment (A) Collection in the year in which the assessment was taken. CTE Technical Assessment results may also be reported in the Graduation (G) Collection.

Childhood Outcome Summary (COS; GM). The COS is a record of progress on specific outcomes for preschool students as required by federal law.

This assessment can occur any time during the year; however, not all results are reported to the Department. Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when the child exited preschool special education. Every preschool special education student must have at least one COS assessment record reported per school year. For any child who enters and exits preschool special education services in the same school year with 6 months or more between entry and exit, two COS assessment records should be reported (once at entry and once at exit).

COS results for same-aged, typically developing peers enrolled in the same preschool special education program are not reported to EMIS.

The resident district is required to submit the COS assessment records for students enrolled in these programs.

COS results are reported in the Child Outcome Summary Assessment (A) Collection.

College-Level Examination Program (CLEP; CL). There are many College-Level Examination Program (CLEP) exams, each for a different subject area. As each examination is for a specific CLEP subject area, a separate record is required for each exam.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

CLEP exam results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

End of Course Tests (End of Course; GE). The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

Results from fall administrations of EOC tests are reported in the Fall End of Course Assessment (A) Collection. Results from spring administrations of EOC tests are reported in the Spring End of Course Assessment (A) Collection. EOC results are also reported in the Graduation (G) Collection.

Industry Credential (Industry Cred; GW). An industry credential is a credential, certification, or license developed and awarded by an industry association or state licensing agency. Students are not required to get an industry credential, but if a student does attempt one of the industry credentials listed in Section 2.8.1 of the EMIS Manual, the district should report the credential to EMIS. If a student attempts multiple Industry Credentials, then a separate FA Record should be reported for each credential.

If a student attempts an industry credential during the school year, the district in which the student is enrolled should report the attempt during the earliest appropriate assessment collection. If a graduating student attempts an industry credential after graduation and prior to the close of the Graduation (G) Collection, the graduating district should report the industry credential during G reporting.

Traditional districts, STEM districts, JVSDs, community schools, and state organizations are able to report Industry Credentials.

Industry credential results are reported in the Career Tech Accountability Assessment (A) Collection, the Other Accountability Assessments (A) Collection, the Graduation (G) Collection, and the Initial Exiting Student (S) Follow-Up Collection.

International Baccalaureate Assessment (International Bac; IB). The International Baccalaureate (IB) offers four high quality international education programs: IB Primary Years, IB Middle Years, IB Diploma Program, and IB Career Related Certificate program. Only IB Diploma Program Assessments are collected in EMIS. Composite or total scores are not reported.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

IB results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

Kindergarten Readiness Assessment (KRA; GO). If multiple districts are involved, the district with the latest enrollment should report the KRA results. To facilitate this reporting, if a kindergarten student has a partial assessment record reported for the KRA in one district and then moves to a different district, the first district is expected to share the results with the second district.

For students for whom a valid overall KRA score (202-298) was reported in a prior year, no district should report KRA results in the current year.

Additionally, if a kindergarten student receives most of or all of their instruction at the Educational Service Center (ESC) or the County Board of DD, then the district of residence is responsible for reporting the assessment record. KRA results should not be reported for John Peterson and Autism Scholarship students.Retained kindergarten students are not required to be administered the KRA. Therefore, school districts are not to submit a Student Assessment (FA) Record for students who are retained.

Traditional districts, STEM districts, community schools, and state organizations report KRA results.

The KRA is reported in the Kindergarten Readiness Assessment (A) Collection.

Ohio English Language Proficiency Assessment (OELPA; GF). Results from the Ohio English Language Proficiency Assessment (OELPA) administered during spring of the current school year are reported. Districts are required to submit a separate FA Record for each OELPA assessment area for each student.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The OELPA is reported in the OELPA Assessment (A) Collection.

Ohio's State Tests (Ohio's Tests; GN). Students in grade 3 take the Grade 3 English Language Arts Assessment. Grade 3 English Language Arts scores are collected in the Fall 3rd Grade Reading Assessment (A) Collection and the Spring State Assessment (A) Grades 3-8 Collection. The grade 3 English Lanuage Arts Assessment is reported as two FA Records, one for the overall English Language Arts score and one for the reading score. Grade 3 English Language Arts Assessments are the only time that two FA Records are reported when reporting English Language Arts Assessment results. For all other grades, only one FA Record is reported.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

Ohio's Tests are reported during the Spring State Assessment (A) Grades 3-8 Collection. The English Language Arts Assessment is also reported during the Fall 3rd Grade Reading Assessment (A) Collection.

Reading Diagnostic (RD). Districts/schools must report reading diagnostic assessments administered to students in grades K-3.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The RD is reported in the Reading Diagnostic (A) Collection. The particular test given to a student is reported via the appropriate Assessment Area Code.

Scholastic Aptitude Test (SAT; SA). A separate FA Record is required for each subject area. The English Language Arts score should be reported as the Reading score.

The traditional district, STEM district, JVSD, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The SAT is reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

Star Assessments (Star; GD). Dropout Prevention and Recovery (DPR) programs report student results from the Star Assessments, provided by Renaissance Learning. All results for the current school year should be reported.

Entities that give the Star Assessments for internal uses should not report the Star results to EMIS. Entities that give the Star Assessments for Third Grade Reading Guarantee purposes should report the results to EMIS via the Reading Diagnostic (RD) assessment type. Entities that give the Star Assessments as a dyslexia screener should report the results to EMIS via the Tier 1 Dyslexia Screener (DS) assessment type.

Dropout prevention and recovery community schools report Star results during the DPR Growth Assessment (A) Collection.

Tier 1 Dyslexia Screener (DS). Districts and schools must report universal (tier 1) screeners administered to students in grades K-6.

The traditional district, STEM district, community school, or state organization in which the student is enrolled when the test is taken is responsible for reporting the results.

The DS is reported in the Tier 1 Dyslexia Screener (A) Collection. The particular test given to a student is reported via the appropriate Assessment Area Code.

WorkKeys Assessment (WorkKeys; WK). This job skills assessment is a measure of workforce readiness and employability for the purpose of high school graduation. This assessment should be reported by the district in which the student is enrolled when they are assessed or any district awarding a diploma to a student who is graduating via a pathway that requires this assessment.

The scoring and Assessment Areas for the current version of WorkKeys differ from the previous version. When reporting WorkKeys for prior fiscal years, be sure to report these elements according to the version being reported. Traditional districts, STEM districts, JVSDs, community schools, and state organizations can report this Assessment Type.

WorkKeys results are reported in the Other Accountability Assessments (A) Collection and the Graduation (G) Collection.

Table 1. Assessment Types that can be reported in each Assessment Collection.

Assessment Collection	Assessment Types Included
Career Tech Accountability Assessment Collection	GW GY
Child Outcome Summary Assessment Collection	GM
DPR Growth Assessment Collection	GD
Fall 3rd Grade ELA and Reading Assessment Collection	GN (3rd only)
Kindergarten Readiness Assessment Collection	GO
Other Accountability Assessments Collection	AC AP CL GW IB SA WK
OELPA Assessment Collection	GF
Reading Diagnostic Collection	RD
Spring Alternate Assessment Collection	GA (ALT only) GX (ALT only)
Spring End of Course Assessment Collection	GE
Spring State Assessment Grades 3-8 Collection	GN
Summer and Fall End of Course Assessment Collection	GE
Tier 1 Dyslexia Screener Collection	DS

Student Assessment Record Data Elements

The following portion of this section discusses each of the data elements within the Student Assessment (FA) Record. The elements are organized alphabetically.

☼ *Assessment Area Code*

Record Field Number	FA205
Definition	A one to four character code that identifies the test or subject area of the assessment administered.

Valid Options

See EMIS Manual Section 2.8.1: Assessment Area Codes

Reporting Instructions. The Assessment Area value must be a valid Assessment Area Code for the reported Assessment Type Code (FA060). For the Reading Diagnostic and the Tier 1 Dyslexia Screener, the Assessment Area Code will be used to indicate which assessment the student took.

Assessment areas that do not require all 4 available characters may be reported with either leading or trailing spaces.

IB97, IB98, and IB99 are to be used for IB assessments under the following circumstances:

- the IB assessment counts towards earning an IB diploma,
- the IB assessment is scored from 1-7, and
- the IB assessment is not otherwise listed in EMIS Manual Section 2.8.1: Assessment Area Codes.

If a student takes more than three IB assessments that meet the above criteria, report the three assessments with the highest scores using these three codes. When using these generic IB codes, districts should be consistent in which assessment is reported with each code from one year to the next for an individual student. For example, if a student takes their first assessment without a specific code in their junior year and it is reported using IB99, but then during their senior year a specific code for that assessment is added, the district should continue to report the junior year assessment with IB99. This will ensure that when the Department combines data across years, it does not appear that the student has taken 2 different assessments.

AP97, AP98, and AP99 are to be used for AP assessments under the following circumstances:

- the AP assessment is scored from 1-5 and
- the AP assessment is not otherwise listed in EMIS Manual Section 2.8.1: Assessment Area Codes.

If a student takes more than three AP assessments that meet the above criteria, report the three assessments with the highest scores using these three codes. When using these generic AP codes, districts should be consistent in which assessment is reported with each code from one year to the next for an individual student. For example, if a student takes their first assessment without a specific code in their junior year and it is reported using AP99, but then during their senior year a specific code for that assessment is added, the district should continue to report the junior year assessment with AP99. This will ensure that when the Department combines data across years, it does not appear that the student has taken 2 different assessments.

EP97, EP98, and EP99 are to be used for CLEP exams under the following circumstances:

- the CLEP exam is scored from 20-80 and
- the CLEP exam is not otherwise listed in EMIS Manual Section 2.8.1: Assessment Area Codes.

If a student takes more than three CLEP exams that meet the above criteria, report the three assessments with the highest scores using these three codes. When using these generic CLEP codes, districts should be consistent in which assessment is reported with each code from one year to the next for an individual student. For example, if a student takes their first assessment without a specific code in their junior year and it is reported using EP99, but then during their senior year a specific code for that assessment is added, the district should continue to report the junior year assessment with EP99. This will ensure that when the Department combines data across years, it does not appear that the student has taken 2 different assessments.

☼ *Assessment Type Code*

Record Field Number	FA060
Definition	Identifies the type of assessment that is the source of the data on the record submitted to the Department.

Valid Options

AC	American College Testing Assessment
AP	Advanced Placement Assessment
CL	College-Level Examination Program
DS	Tier 1 Dyslexia Screener
GA	Grades 3-8 Alternate Assessment
GD	Star Assessment
GE	End of Course Tests
GF	Ohio English Language Proficiency Assessment
GM	Preschool Childhood Outcome Summary
GN	Ohio's State Tests
GO	Kindergarten Readiness Assessment
GW	Industry Credential
GX	High School Alternate Assessment
GY	CTE Technical Assessment
IB	International Baccalaureate
RD	Reading Diagnostic
SA	Scholastic Aptitude Test
WK	WorkKeys Assessment

☼ *Grade Level of Student at Time of Test*

Record Field Number	FA220
Definition	The grade level of the student at the time the reported assessment was administered.

Valid Options

PS, KG-12, 13, 23

**	Not Applicable

Reporting Instructions.

Table 2. Valid student grade level or grade-level range for each Assessment Type.

Assessment	Grade Level at Time of Test, Valid Options
ACT – AC	**
Advanced Place – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	03-08
High School Alt – GX	09-13
CLEP – CL	**
COS – GM	PS
CTE Tech Assess – GY	**

Assessment	Grade Level at Time of Test, Valid Options
End of Course – GE	03-13
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	KG
OELPA – GF	KG, 01-13, 23
Ohio's Tests – GN	01-08
Reading Diagnostic – RD	KG-03
SAT – SA	**
Star – GD	**
Tier 1 – DS	KG-06
WorkKeys – WK	**

☼ *Required Test Type*

Record Field Number	FA215
Definition	The type of test/form of the assessment reported on the record.

Valid Options

STR Standard (regular)

ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP (GA, GF, and GX Assessment Types only)

IPD Industry Credential (GW Assessment Type) administered 7/1/2019 or later where the assessment cost was paid by the LEA reporting this assessment record in EMIS

INP Industry Credential (GW Assessment Type) administered 7/1/2019 or later where the assessment cost was not paid by the LEA reporting this assessment record in EMIS

Reporting Instructions. If a test is given in only one format, report "STR". If an "ALT" is reported for a Special Education student, then all areas for that assessment on that date must be reported as ALT.

Beginning in FY20, if an LEA pays the assessment cost for an Industry Credential, the LEA can request reimbursement for that cost by reporting "IPD". If an LEA is reporting an Industry Credential for which the LEA did not pay the assessment cost, "INP" must be reported. All Industry Credentials administered prior to 7/1/2019 should continue to be reported with "STR".

☼ *Score*

Record Field Number	FA240
Definition	A three character field containing the score on the reported assessment.

Valid Options

000-999 Range of Numeric Scores

A Advanced – The student scored Advanced on the CTE Technical Assessment (GY Assessment Type); for reporting legacy summative codes for GY Assessments and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported option X)

F	First Assessment - Represents the first COS for this student, so progress is not relevant; applies only to Assessment Areas EPRG, KPRG, and TPRG
I	Student is participating in CTE Technical Assessments (GY Assessment Type), but has not completed enough modules for a valid score; for reporting legacy summative codes for GY Assessments
N	For the COS Assessment Areas EPRG, KPRG, or TPRG: No, the student has not shown any new skills or behaviors. For Industry Creds: Student scored Not Proficient. For reporting legacy summative codes for CTE Tech Assessment and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported Option X): Student scored Not Proficient.
P	For Industry Creds: Student scored Proficient. For reporting legacy summative codes for CTE Tech Assessment and Dual Credit course in lieu of CTE Tech Assessment (Score Not Reported Option X): Student scored Proficient.
Y	Yes - The student has shown new skills or behaviors related to the assessment area (GM Assessment - EPRG, KPRG, and TPRG Assessment Areas only)
APP	Approaching
ASR	At some risk
ATR	At risk
BEG	Beginning
BLW	Below/Below level
ECD	Exceeds
EMG	Emerging
FLG	Flagged
HGH	High risk
IND	Independent
LOW	Low risk
MED	Medium/Moderate risk
MTS	Meets
NAR	Not at risk
NBL	Not below level
NFL	Not flagged
NOR	No observed risk
NOT	Not on track
OTR	On track
PRE	Pre-Emerging
TRA	Transitioning
***	No Score to Report

Reporting Instructions. An assessment taken that results in a score of zero must be reported with a Score Not Reported value of "*". An assessment without a score to report (***) must be reported with a value other than "*" in the Score Not Reported element. Industry credentials should be reported with a score of either "N" or "P".

The score can be numeric or non-numeric as required based on the Assessment Type and Assessment Area codes (see the table below).

Non-numeric scores that do not require all 3 available characters may be reported with either leading or trailing spaces. A score of A, for example, could be reported as either " A" or "A ".

Numeric scores that do not require all 3 available characters may be reported with either leading zeros or leading spaces, but in both cases, the actual score must be right-justified within the element. A score of 53, for example, can be reported as either "053" or " 53".

ALT Assessments. Do not report the entry score provided by the testing provider. Instead, report the numeric scale score.

CTE Tech Assess. Whether GY Assessment scores are reported with a numeric or a non-numeric option depends on whether the Assessment Type Code being reported is a new code or a legacy code. New codes begin with three letters and are reported with numeric scores. Legacy codes end with two letters and are reported with the non-numeric score options of A, I, N, and P.

COS. The scores on Social-Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs assessment areas refer to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7. The scores for the related Progress assessment areas are F, N, and Y and are based on whether the child has shown any new skills or behaviors since the previous COS assessment.

Star. The Unified Scaled score provided by the assessment vendor ranges from 600 to 1,400. Since the score field is limited to three characters in length, the actual score from the vendor will not fit on the FA Record export. To enable this score to be reported, all vendor scaled scores should be lowered by 500 points on the FA Record export, giving a range of 100 to 900 in the flat file. In the Data Collector, the Department will add 500 points to each Star score so that the preview in the Data Collector and the score reported to the Department will reflect the actual 600 to 1,400 score earned by the student. For example, if a student scores 934, the score reported on the FA Record export should be 434.

Table 3. For each Assessment Type, the format and type of score reported.

Assessment Type	Alpha or Numeric	Type of Score
ACT – AC	Numeric	Scaled Score
Advanced Placement – AP	Numeric	Scaled Score
Alternate Assessments		
3-8 Alt Assess – GA	Numeric	Scaled Score
High School Alt – GX	Numeric	Scaled Score
CLEP – CL	Numeric	Scaled Score
COS – GM	Alpha or Numeric	Rating Score
CTE Tech Assess – GY	Alpha or Numeric	Scaled or Performance Standard Score
End of Course – GE	Numeric	Scaled Score or Graduation Points
Industry Cred – GW	Alpha	Pass/Not Pass
International Bac – IB	Numeric	Scaled Score
KRA – GO	Numeric	Scaled Score
OELPA – GF		

Assessment Type	Alpha or Numeric	Type of Score
ALT: domains and modalities	Numeric	Scaled Score
STR: domains	Numeric	Scaled Score
Ohio's Tests – GN	Numeric	Scaled Score; for 3rd Gr Reading, Sub-Score
Reading Diagnostic – RD	Alpha or Numeric	Varies by assessment (see table below)
SAT – SA	Numeric	Scaled Score
Star – GD	Numeric*	Unified Scaled Score
Tier 1 Screener – DS	Alpha or Numeric	Varies by assessment (see table below)
WorkKeys – WK	Numeric	Scaled or Performance Standard Score

**Due to limited space for reporting a score in the flat file layout, the flat file should contain the actual Unified Scaled score minus five hundred.*

Table 4. The format and type of score reported for each Reading Diagnostic (RD) and Tier 1 Screener (DS). Note that if one assessment is used for both purposes, then two records must be reported: one for Assessment Type RD and one for Assessment Type DS. If using the KRA for the Reading Diagnostic for kindergarten students, do not report an RD Assessment Record. The Department will take the results for these students from the GO Assessment Record.

Area Code	Name of Product	Reading Diagnostic (RD)		Tier 1 Screener (DS)	
		Alpha or Numeric	Type of Score	Alpha or Numeric	Type of Score
AEMC	mCLASS DIBELS 8th Edition	Numeric	Score	Alpha	At Risk/Not at Risk
ALRE	Acadience Reading K-6	Numeric	Score	Alpha	At Risk/Not at Risk
CADI	i-Ready® Diagnostic for Reading with Literacy Tasks	—	—	Alpha	No observed risk/At some risk/At risk
CARB	ReadBasix	—	—	Numeric	Score
CAIR	i-Ready® Diagnostic for Reading	Numeric	Overall Score	—	—
DERD	Ohio Reading Diagnostic	Numeric	Score	—	—
EDEP	Exact Path	Alpha	Performance Level	—Numeric	—Percentile
HMAD	Amira Dyslexia Screener	—	—	Numeric	Percentile
ILIM	Imagine + Early Literacy Dyslexia Screener	—	—	Alpha	Low, Moderate, or High
~~**ISER**~~	~~Istation's Indicators of Progress Early Reading (ISIP ER)~~	~~Numeric~~	~~National Percentile~~	~~Alpha~~	~~Low, Moderate, or High Risk~~
LVRE	Acadience Reading K-6 (formerly DIBELS Next)	Numeric	Score	Alpha	At Risk/Not at Risk
NWMG	MAP Growth	Numeric	RIT Score	—	—
NWMR	MAP Reading Fluency	Alpha	On track/Not on track	Alpha	Flagged/ Not Flagged
OTH1	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score
OTH2	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score

Area Code	Name of Product	Reading Diagnostic (RD)		Tier 1 Screener (DS)	
		Alpha or Numeric	Type of Score	Alpha or Numeric	Type of Score
OTH3	As communicated by an EMIS Newsflash. In most years this code will not be valid.	Alpha or Numeric	Score	Alpha or Numeric	Score
PCAI	aimswebPlus	Numeric	National Percentile	Alpha	At Risk/Not at Risk
RIIA	The Iowa Assessments™	Numeric	Score	—	—
RIIF	IowaFlex™	Alpha (grades KG-1) or Numeric (grades 2-3)	Pre-Emerging, Emerging, Beginning, Transitioning, Independent (grades KG-1) or Standard Score (grades 2-3)	—	—
RLCB	Star CBM	Numeric	Percentile	Numeric	National Percentile
RLEL	Star Early Literacy	Numeric	Percentile Rank	—	—
RLFB	FastBridge	Numeric	National Percentile	Numeric	National Percentile
RLRD	Star Reading	Numeric	Percentile Rank	—	—
SURO	Rapid Online Assessment of Reading (ROAR)	—	—	Numeric	Percentile

☼ *Score Not Reported*

Record Field Number	FA235
Definition	Identifies the reason why the student did not take the required assessment and/or does not have a score to report.

Valid Options

*	Option Not Applicable, Student took the test.
A	Medical Reason
B	Parent/Adult Student Refusal
C	Student Refusal
D	Suspension/Expulsion
E	Absent during test administration window
F	Other (reason not listed)
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years
H	SSID for this student appears on the assessment vendor file due to an error in the data provided to the assessment vendor; student with this SSID was not required to be assessed
I	Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education and Workforce or the school district
J	Student moved in or out of district before test administered
K	Not required in this district because student is part-time or home schooled or at a nonpublic school *and* is not enrolled in course for this assessment/subject area

L	Student has a disability condition for which no vendor accommodation exists
N	Student Taking Subject Above Grade Level, No Subject Test at Higher Grade
P	Due to Timing of Alternate Assessment Determination
R	Parents request results not be reported to the state
S	Non-Scorable Assessment
W	Assessment score not reported because student received graduation credit for assessment area due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 2019-2020 or due to the COVID-19 related flexibility for juniors and seniors in school year 2020-2021; number in score field represents number of graduation points earned
X	Assessment score not reported because student received graduation credit for assessment area due to completion of a dual credit course; for End of Course Tests (GE), number in score field represents the grade the student received in the course; for CTE Technical Assessments (GY), value in score field represents student's proficiency
Y	Student transferred in with course already completed out of state or while being homeschooled
2	Assessment score not reported because student received graduation credit for alternative Non-Public school EOC assessment prior to public district enrollment; Number in score field represents number of graduation points earned. Only used for students in the FY22 or earlier graduation cohorts or for students who attend DPRs.
3	Student achieved remediation free score on all parts of the ACT or SAT prior to spring of grade 11
4	English Learner – Less than 2 Years in US schools ***and*** no accommodations available
5	Student assessed, but results not available from assessment vendor by close of collection

Reporting Instructions. According to the Ohio Administrative Code (OAC §3301-13-04), waivers must be requested for all students required to take an assessment who did not take one or more of the tests (or alternate assessment if designated in the student's IEP).

Not all Score Not Reported values can be used with each Assessment Type. The following table lists which Score Not Reported values can be used with each Assessment Type.

Table 5. The valid Score Not Reported options for each Assessment Type.

Assessment Type	Valid Score Not Reported Options
ACT – AC	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4, 5
Advanced Placement – AP	*
Alternate Assessments	
3-8 Alt Assess – GA	*, A, B, C, D, E, F, H, I, J, K, S, 5
High School Alt – GX	*, A, B, C, D, E, F, H, I, J, K, S, W, 5
CLEP – CL	*
COS – GM	*, A, B, D, F, J

Assessment Type	Valid Score Not Reported Options
CTE Tech Assess – GY	*, B, C, D, E, F, H, J, X
End of Course – GE	*, A, B, C, D, E, F, G, H, I, J, P, W, X, Y, 2, 5
Industry Cred – GW	*
International Bac – IB	*
KRA – GO	*, A, B, C, D, E, F, H, J, K, R, S
OELPA – GF	*, A, B, C, D, E, F, H, I, J, L, 5
Ohio's Tests – GN	*, A, B, C, D, E, F, H, I, J, K, N, P, 5
Reading Diagnostic – RD	*, A, B, C, D, E, F, J, K, L
SAT – SA	*, A, B, C, D, E, F, H, I, J, K, L, 3, 4, 5
Star – GD	*, A, B, C, D, E, F, H, I, J, L, 5
Tier 1 Screener – DS	*, A, B, C, D, E, F, J, K, L
WorkKeys – WK	*, H, 5

Option F. Only report an FA Record with this Score Not Reported option if the student was required to test but did not. If unsure of whether a student should test, refer to the rules for the particular test in question. See the ***Who Has to Take Each Assessment*** section for contact information for each assessment. Note that if a student is not required to test but an FA Record is reported with this option, it may count against the district for accountability purposes.

Option G. This option is to be used when, statewide, an End of Course (GE) test is typically required for the reported subject code, but is not being given in the particular course section because the local curriculum does not align with the test. Typically this applies to all students in the course section, not just one or two students who are not testing for another reason. This option is also used for courses that span multiple years, i.e., an Algebra 1 course that spans two years. The first year, a Score Not Reported option of G would be reported. The second year, the assessment score would be reported.

Option J. This option may be used for students who are enrolled at the beginning of the test administration window, but move out of the district before the "subject" test is administered. It may also be used for students who move into the district at the very end of the administration window when there is not enough time to test the student in all required areas. Please refer to the assessment information on the Department's website for further information.

Option L. Use this code if a student's IEP requires an accommodation that is not available for the assessment being reported and the student therefore did not take the assessment. For the OELPA and Alt-OELPA, this option is used to report the exempted domain(s) of either test. Districts may exempt students from no more than three of the four domain tests on the OELPA and Alt-OELPA (listening, reading, writing, and speaking) if the student's disability is such that the student cannot participate in the stated domain test per the IEP or 504 plan with existing accommodations.

Option P. This option is only valid for a student whose IEP team determines—on or after the last day of the AASCD testing window and prior to the standard testing window—that the student should take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). This option would then be reported for the standard assessment (either End of Course tests or Ohio's Tests).

Option R. Report this option when a parent makes a request under ORC §3301.0714(B)(1)(n). This option only applies to the KRA-R; however, it does not apply to the language and literacy subject.

Option W. Eligible students fall into one of two groups.

The first group of students were scheduled to take or retake an end of course test in the spring or summer of 2020, but did not test due to cancellation of test administration due to the COVID-19 ordered school building closure. Students scheduled to take the course and exam for the first time in the spring or summer of 2020 must use the final course grade from the FY20 school year as the end of course test score. Students scheduled to retake a test may use their course grade from a previous school year as the end of course test score. For more information, see the Ohio Student Religious Liberties Act of 2019 (House Bill 164, Section 12, 133rd General Assembly) or search the Department's website for "Graduation Flexibility Course Grade Substitution 2019-2020."

The second group of students were in grade 11 or grade 12 in the 2020-2021 school year and either took or retook an end of course test ***or*** were unable to take or retake an end of course test for any reason. For more information, see House Bill 67 of the 134th General Assembly or search the Department's website for "Graduation Flexibility Course Grade Substitution 2020-2021."

Option X. To determine the number to report for End of Course test scores, see the crosswalk on the Department's webpage. For students who are using the completion of a CCP course in lieu of a CTE Technical Assessment (i.e., a WebXam), see the guidance on the Office of Career Technical Education's website under Career-Technical Education College Credit Plus Assessment for information reporting the appropriate proficiency level to report for the Score.

Option 3. This code is used for grade 11 students who are exempt from taking the ACT or SAT during the official state paid administration due to having achieved the remediation free score on all parts of the ACT or SAT on a prior administration.

Option 5. This code should only be used in cases where an assessment vendor who scores an assessment communicates to the district that the results for a specific student will not be available to report in EMIS by the end of the relevant EMIS collection, including any associated appeal window.

☼ *Test Date*

Record Field Number	FA210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

Reporting Instructions. A test taken on March 15, 2018, is reported in the following format: 201803. If a required test was not taken, report the date the test would have been administered.

The year (YYYY) value reported in this element is the year that corresponds to the month reported for current school year administrations. For example, an assessment given in FY18 would typically be reported with 2017 for June through December and 2018 for January through May. For some assessments,

the day the test was administered is also reported. See the reporting instructions for Test Day of the Month for a list of such assessments.

☼ *Test Day of the Month*

Record Field Number	FA212
Definition	The day of the month the test was administered.

Valid Options

DD Day of the Month (01-31)
00 Not required/not applicable

Reporting Instructions. Report the day of the month such that, when combined with FA210 Test Date, a complete calendar date is reported.

This element is only required to have a value other than 00 when reporting an assessment type where the Department may need to receive more than one set of results for assessments that occurred in the same month or when the specific date the assessment was given is needed for implementing a business rule. Currently, the only assessment types where this is allowed are AC (ACT), DS (Tier 1 Screener), GD (Star), GM (COS), RD (Reading Diagnostic), and SA (SAT). If this element is reported with a value that creates a valid date when combined with the test month and year, then the reported day of the month will be used for these assessment types. If this element does not create a valid date (e.g., reporting 30 when the test month is February), then the test date will default to the first of the month.

This element must be reported with a valid day of the month for the GD (Star) and GM (COS). If a valid option is not reported or if the element is left blank, the record will fatal.

For all other assessment types, this element will be ignored and the full test date will be set to the first of the month reported in FA210 Test Date.

☼ *Test Grade Level*

Record Field Number	FA200
Definition	The grade level of the assessment administered.

Valid Options

**, PS, KG, 01-12

Reporting Instructions. The following table summarizes the possible Test Grade Level values for each Assessment Type.

Table 6.

Assessment	Valid Test Grade Level Values
ACT – ACT	**
Advanced Placement – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	03-08
High School Alt – GX	10
CLEP – CL	**
COS – GM	PS

Assessment	Valid Test Grade Level Values
CTE Tech Assess – GY	**
End of Course – GE	**
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	KG
OELPA – GF	**
Ohio's Tests – GN	03-08
Reading Diagnostic – RD	**
SAT – SA	**
Star – GD	**
Tier 1 Screener – DS	**
WorkKeys – WK	**

If a student is accelerated in a subject that exists at the student's grade level on the Ohio's State Tests, as reported on the Student Attributes – Effective Date (FD) Record, but there is no such Ohio's State Tests subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th grader accelerated to 5th grade in writing: report 05 in the Test Grade Level Element and report option "N" in the Score Not Reported Element.

☼ *Type of Accommodation*

Record Field Number	FA225
Definition	Identifies if accommodations were provided to the student when taking the assessment.

Valid Options

- ** Not Applicable, student did not take the assessment being reported or accommodations not reported on assessment taken
- NO Student did not receive accommodations on the standard assessment (STR) or took an alternate assessment (ALT)
- Y1 Student took the standard (STR) format of the assessment with 504 plan accommodations
- Y2 Student took the standard (STR) format of the assessment with IEP accommodations
- Y3 Student took the standard (STR) format of the assessment with EL accommodations other than the use of a dictionary and/or extended time
- Y4 Student took the standard (STR) format of the assessment with both 504 plan accommodations and EL accommodations other than the use of a dictionary and/or extended time
- Y5 Student took the standard (STR) format of the assessment with both 504 plan accommodations and IEP accommodations
- Y6 Student took the standard (STR) format of the assessment with both IEP accommodations and EL accommodations other than the use of a dictionary and/or extended time

Y7 Student took the standard (STR) format of the assessment with 504 plan accommodations, IEP accommodations, and EL accommodations other than the use of a dictionary and/or extended time

Reporting Instructions. The following table summarizes the possible Type of Accommodation values for each Assessment Type.

Table 7. Type of Accommodation options valid for each Assessment Type.

Assessment	Valid Type of Accommodation
ACT – ACT	**
Advanced Placement – AP	**
Alternate Assessments	
3-8 Alt Assess – GA	NO
High School Alt – GX	NO
CLEP – CL	**
COS – GM	**
CTE Tech Assess – GY	**
End of Course – GE	Any
Industry Cred – GW	**
International Bac – IB	**
KRA – GO	**, NO, Y3
OELPA – GF	**, NO, Y1, Y2, Y5
Ohio's Tests – GN	Any
Reading Diagnostic – RD	**
SAT – SA	**
Star – GD	Any
Tier 1 Screener – DS	Any
WorkKeys – WK	**

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	FA050
Assessment Type Code	FA060
Test Grade Level	FA200
Assessment Area Code	FA205
Test Date	FA210
Test Day of the Month	FA212

2.8 Student Assessment (FA) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FA010	9-10	Sort Type	PIC X(2)
		Always "FA"	
	11	Filler	PIC X
FA020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FA030	16	Data Sets	PIC X
		A – Assessment G – Graduation S – Student	
FA040	17-22	District IRN	PIC X(6)
FA050	23-31	EMIS Student ID Number	PIC X(9)
FA060	32-33	Assessment Type Code	PIC X(2)
FA200	34-35	Test Grade Level	PIC X(2)
FA205	36-39	Assessment Area Code	PIC X(4)
FA210	40-45	Test Date (CCYYMM)	PIC X(6)
FA212	46-47	Test Day of the Month	PIC X(2)
FA215	48-50	Required Test Type	PIC X(3)
FA220	51-52	Grade Level of Student at time of test	PIC X(2)
FA225	53-54	Type of Accommodation	PIC X(2)
FA235	55	Score Not Reported	PIC X
FA240	56-58	Score	PIC X(3)

EMIS MANUAL

Section 2.8.1:
Assessment Area Codes

Version 9.3
February 3, 2026

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
9.3	02-03-26	FY26	26-107	Added codes for CLEP exams.
9.2	11-10-25	FY26	26-76	Corrected update to RD table to mark "ISER" as deleted.
9.1	08-07-25	FY26	26-76	Updated RD and DS tables.
9.1	08-07-25	FY26	26-41	Updated CTE industry credentials.
9.1	08-07-25	FY26	26-32	Updated CTE technical assessments.
9.0	07-01-25	FY26	26-19	Updated name of AP41 from history to studies.
8.1	08-15-24	FY25	25-120	Updated industry credentials.
8.1	08-15-24	FY25	25-91	Updated RD and DS tables.
8.0	07-25-24	FY25	25-93	Added modality scores for Alt-OELPA.
8.0	07-25-24	FY25	25-40	Updated industry credentials table for FY25.
8.0	07-25-24	FY25	25-38	Updated technical assessments.
8.0	07-25-24	FY25	25-26	Removed table for ELA.
8.0	07-25-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.2	9/6/23	FY24	24-67	Added Reading Diagnostic assessments codes.
7.2	9/6/23	FY24	24-13	Added Tier 1 Dyslexia Screener assessment codes.
7.1	7/14/23	FY24	24-54	Updated CTE industry credentials.
7.0	7/1/23	FY24	24-46	Added new AP assessment areas (AP40, AP41).
7.0	7/1/23	FY24	24-22	Removed technical assessments.
6.1	7/8/22	FY23	23-19	Updated CTE technical assessments (new codes).
6.0	7/1/22	FY23	23-41	FY23 industry credential changes.
6.0	7/1/22	FY23	23-39	Remove assessment area W for SAT.
6.0	7/1/22	FY23	23-27	Add AP/IB assessment area codes.
6.0	7/1/22	FY23	23-17	Remove technical assessments.
6.0	7/1/22	FY23	23-7	Remove subject area from End of Course Tests.
5.1	9/10/21	FY22	22-63	Added AP and IB Assessment Area Codes.
5.0	7/1/21	FY22	22-25	Updates to the Industry Credentials table.
5.0	7/1/21	FY22	22-3	Cosmetology and Family and Community Services removed from GY Assessments; Integrated Behavioral Health added.
4.6	6/24/21	FY21	21-182	Removed subject codes from GY assessment code table that do not have GY assessments.
4.5	5/20/21	FY21	21-171	Removed code "W" from options for High School Alternate (GX) Assessments.
4.4	4/26/21	FY21	21-165	CA02 incorrectly marked as not valid starting in FY20; this change corrects that.
4.3	3/31/21	FY21	21-151(a)	Updated Table 13 header from MAP to Star.
4.2	12/17/20	FY21	21-11,	Added columns to Industry Credentials table to indicate the years in which each credential could be earned; the

Version	Date	Effective	Change #	Description
			21-41, 21-108	names of several credentials have been updated; a credentials have been deleted/added.
4.1	11/1/20	FY21	21-13	Added Industry Credentials.
4.0	7/1/20	FY21	NA	Posted for FY21.
3.3	6/23/20	FY20	20-36	Five new courses were added in FY20; the corresponding assessment codes are added.
3.2	6/1/20	FY20	20-204	Added CH26 to list of Industry Credentials.
3.2	6/1/20	FY20	20-196	Added CJ35 to list of Industry Credentials.
3.1	1/16/20	FY20	20-157	Added new industry credentials (CP31 and CP32).
3.1	1/16/20	FY20	20-153	Name for CG58 was incorrectly changed; here it is corrected.
3.0	11/21/19	FY20	20-111	CJ07 added to industry credentials.
3.0	11/21/19	FY20	20-16	Added new industry credentials.
2.4	4/16/19	FY19	NA	In Version 2.3 of this section, many of the IB Assessment Area Codes and Area Code Descriptions were mismatched. That incorrect table has been marked as to be deleted. A new table with the codes and descriptions properly matched has been added.
2.3	3/12/19	FY19	73001	Updated name of Industry Credential CA81.
2.3	3/12/19	FY19	69486	Added the Assessment Area Codes for the new Industry Credentials.
2.2	12/19/18	FY19	74100	Removed Social Studies as valid assessment area for GA and GN.
2.2	12/19/18	FY19	73076	Updated name of Industry Credential CB45.
2.2	12/19/18	FY18	71106	Added two Industry Credential (GW) codes.
2.2	12/19/18	FY19	71020	Added three cybersecurity Technical Assessment codes.
2.2	12/19/18	FY19	69486	Added new Industry Credentials.
2.2	12/19/18	FY19	NA	Restructured section so that there is a table for each assessment type.
2.1	7/20/18	FY18	70094	Added Assessment Area Code AP99.
2.1	7/20/18	FY18	57205	Added Assessment Area Codes by subject code for GY Assessment.
2.0	7/6/18	FY19	NA	Posted for FY19.
1.0	6/28/18	FY18	61265	Added new Technical Assessment (GY).
1.0	6/28/18	FY18	58084	Added a number of Industry Credential (GW) codes.
1.0	6/28/18	FY18	NA	Section created.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES III

TABLE OF CONTENTS IV

2.8.1 ASSESSMENT AREA CODES 3

CURRENTLY VALID CODES 3
General Guidelines 3
Table 1. Advanced Placement (AP) Assessment Areas and Descriptions 3
Table 2. American College Testing (AC) Assessment Area Codes and Descriptions 4
Table 3. CTE Technical (GY) Assessment Subject Code/Assessment Area Code Crosswalk—New Codes 4
Table 4. CTE Technical (GY) Assessment Area Codes and Descriptions—Legacy Codes 17
Table 5. Childhood Outcome Summary (GM) Assessment Area Codes and Descriptions 19
Table 6. College-Level Examination Program (CLEP) Exam Assessment Areas and Descriptions 19
Table 7. End of Course Tests (GE) Assessment Area Codes and Descriptions 20
Table 8. Grades 3-8 Alternate (GA) Assessment Area Codes and Descriptions 21
Table 9. High School Alternate (GX) Assessment Area Codes and Descriptions 21
Table 10. Industry Credential (GW) Assessment Area Codes and Descriptions 21
Table 11. International Baccalaureate (IB) Assessment Areas and Descriptions 50
Table 12. Kindergarten Readiness (GO) Assessment Area Codes and Descriptions 53
Table 13. Star DPR Growth (GD) Assessment Area Codes and Descriptions 53
Table 14. Ohio English Language Proficiency (GF) Assessment Area Codes and Descriptions 54
Table 15. Ohio's State Tests (GN) Assessment Area Codes and Descriptions 54
Table 16. Reading Diagnostic 54
Table 17. Scholastic Aptitude Test (SA) Assessment Area Codes and Descriptions 55
Table 18. Special Collections (HA-RZ) Assessment Area Codes and Descriptions 55
Table 19. Tier 1 Dyslexia Screener 55
Table 20. WorkKeys (WK) Assessment Area Codes and Descriptions 56

2.8.1 Assessment Area Codes

Currently Valid Codes

General Guidelines

The codes included in this section are the currently valid options for the Assessment Area Code (FA205) on the Student Assessment (FA) Record. Assessment Area Code options are one to four character codes that identify the test or subject area of the assessment administered. For information about reporting these codes, see EMIS Manual Section 2.8.

Table 1. Advanced Placement (AP) Assessment Areas and Descriptions

Assessment Area Code	Area Code Description
AP01	Art History
AP02	Biology
AP03	Calculus AB
AP04	Calculus BC
AP05	Chemistry
AP06	Chinese Language & Culture
AP07	Comparative Government & Politics
AP08	Computer Science A
AP39	Computer Science Principles
AP09	English Language & Composition
AP10	English Literature & Composition
AP11	Environmental Science
AP12	European History
AP13	French Language & Culture
AP14	German Language & Culture
AP15	Human Geography
AP16	Italian Language & Culture
AP17	Japanese Language & Culture
AP18	Latin
AP19	Macro-economics
AP20	Micro-economics
AP21	Music Theory
AP35	Physics 1
AP36	Physics 2
AP22	Physics B
AP23	Physics C: Electricity & Magnetism
AP24	Physics C: Mechanics
AP25	Psychology
AP38	Research

Assessment Area Code	Area Code Description
AP37	Seminar
AP26	Spanish Language and Culture
AP27	Spanish Literature and Culture
AP28	Statistics
AP29	Studio Art: 2-D Design
AP30	Studio Art: 3-D Design
AP31	Studio Art: Drawing
AP32	U.S. Government & Politics
AP33	U.S. History
AP34	World History
AP40	Precalculus
AP41	African American Studies~~History~~
AP97	Other AP assessment not otherwise listed 3
AP98	Other AP assessment not otherwise listed 2
AP99	Other AP assessment not otherwise listed 1

Table 2. American College Testing (AC) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
ENG	English
M	Mathematics
R	Reading
S	Science
W	Writing

Table 3. CTE Technical (GY) Assessment Subject Code/Assessment Area Code Crosswalk—New Codes

Subject Code	Area Code Description	Assessment Area Code
010001	Environmental and Agricultural Science	AAA1
010105	Agriculture Food and Natural Resources	AAL5
010110	Communications and Leadership	AAM0
010115	Business Management for Agricultural and Environmental Systems	AAM5
010120	Mechanical Principles	AAN0
010125	Animal and Plant Science	AAN5
010130	Global Economics and Food Markets	AAP0
010150	Animal Bioscience	AAT0
010155	Plant Bioscience	AAT5
010201	Agricultural and Industrial Power Technology	AAY1
010210	Agricultural and Industrial Power	AAZ0

Subject Code	Area Code Description	Assessment Area Code
010215	Electronic and Electrical Systems	AAZ5
010220	Engines and Fuel Systems	ABA0
010225	Hydraulics and Pneumatics	ABA5
010230	Power Trains	ABB0
010235	Outdoor Power Technology	ABB5
010240	Power Sports	ABC0
010301	Agribusiness and Production Systems	ABJ1
010601	Horticulture	ACU1
010610	Greenhouse and Nursery Management	ACV0
010615	Landscape Systems Management	ACV5
010620	Agronomic Systems	ACW0
010625	Floral Design and Marketing	ACW5
010630	Landscape Design	ACX0
010635	Turf Science and Management	ACX5
010640	Landscape Hardscapes	ACY0
010701	Natural Resource Management	ADF1
010710	Natural Resources	ADG0
010715	Energy Systems Management	ADG5
010716	Bio Energy	ADG6
010717	Solar and Wind Energy	ADG7
010718	Oil and Gas Operations	ADG8
010720	Environmental Science for Agriculture and Natural Resources	ADH0
010725	Environmental Systems Management	ADH5
010730	Forestry and Woodland Ecosystems	ADJ0
010735	Park and Recreational Management	ADJ5
010740	Urban Forestry	ADK0
010745	Wildlife and Fisheries	ADK5
010901	Animal Science and Management	AEC1
010910	Animal Science and Technology	AED0
010915	Animal Health	AED5
010920	Livestock Selection, Nutrition, and Management	AEE0
010925	Companion Animal Selection, Nutrition, and Management	AEE5
010930	Veterinary Science	AEF0
010935	Equine Selection, Nutrition, and Management	AEF5
010940	Zoo and Aquarium	AEG0
010945	Animal Anatomy and Physiology	AEG5
011001	Food Science and Technology	AEN1
011010	Science and Technology of Food	AEP0
011015	Food Marketing and Research	AEP5

Subject Code	Area Code Description	Assessment Area Code
011020	Meat Science and Technology	AER0
011025	Microbial Food Science and Safety	AER5
011030	Applications of Food Science and Safety	AES0
012000	Biotechnology for Food/Plant/and Animal Sciences	AJX0
012010	Animal and Plant Biotechnology	AJY0
012015	Principles and Practices of Bioscience	AJY5
012020	Genetics of Plants and Animals	AJZ0
012025	Bioresearch	AJZ5
012030	Foundations of Sustainable and Innovative Agriculture	AKA0
012035	Precision Applications in Agriculture, Food and Natural Resources	AKA5
040115	Entertainment Marketing (Career Technical)	BYW5
040805	Introduction to Marketing	CBY5
040810	Marketing Management and Research (Career Technical)	CBZ0
040815	Marketing Communications	CBZ5
040820	E-Commerce Marketing (Career Technical)	CCA0
040830	Marketing Technology (Career Technical)	CCB0
040840	Sports Marketing	CCC0
041118	Hospitality and Tourism (Career Technical)	CDG8
041900	Acquisition and Logistics (Career Technical)	CGT0
042010	Leadership	CHE0
042015	Wealth Management	CHE5
042020	Principles of Business	CHF0
042025	Principles of Economics	CHF5
042030	Principles of Marketing	CHG0
042035	Principles of Finance	CHG5
042040	Principles of Management	CHH0
042045	Business Strategies	CHH5
044100	Introduction to Entrepreneurship	CTK0
044110	Entrepreneurship	CTL0
070001	Foundation for Health Careers	DWU1
070005	Health Science	DWU5
070101	Dental Assistant	DXE1
070103	Dental Laboratory Technology	DXE3
070203	Medical Laboratory Technology	DXR3
070204	Phlebotomy	DXR4
070302	Practical Nursing	DYB2
070303	Nurse Assisting	DYB3
070305	Surgical Technology	DYB5
070307	Home Health	DYB7

Subject Code	Area Code Description	Assessment Area Code
070410	Exercise Science/Sports & Recreation Healthcare	DYR0
070603	Optometric Occupations	DZL3
070904	Medical Assistant	EAU4
070906	Community Health Aide	EAU6
070912	Pharmacy Assisting	EAV2
070913	Health Unit Coordinator	EAV3
070994	Patient Care Technician	EBD4
070998	Diversified Health Occupations (DHO)	EBD8
071100	Clinical Health Care Services	EBR0
072000	Exercise and Athletic Training	EFN0
072001	Health Science and Technology	EFN1
072005	Bio-Statistics in Exercise Science and Sports Medicine	EFN5
072010	Exercise Physiology and Biochemistry	EFP0
072015	Nutrition and Wellness	EFP5
072020	Fitness Evaluation and Assessment	EFR0
072025	Athletic Injuries and Prevention	EFR5
072030	Sports Exercise Psychology	EFS0
072035	Principles of Allied Health	EFS5
072040	Human Anatomy and Physiology	EFT0
072045	Human Pathophysiology	EFT5
072050	Patient Centered Care	EFU0
072055	Patient Centered Care and Diagnostics	EFU5
072060	Lifespan Development and Medical Intervention	EFV0
072065	Mental Health	EFV5
072066	Integrated Behavioral Health	EFV6
072070	Surgical Support	EFW0
072075	Dental Technology	EFW5
072076	Dental Radiography	EFW6
072080	Oral Diagnosis and Treatment Planning	EFX0
072085	Pharmacology	EFX5
072090	Respiratory Technology	EFY0
072095	Opticianry and Vision Care	EFY5
072100	Clinical Laboratory Techniques	EFZ0
072110	Principles and Practices of Biomedical Technologies	EGA0
072115	Biomedical Engineering	EGA5
072120	Biochemistry of Health	EGB0
072125	Biotechnology for Health and Disease	EGB5
072130	Genetics of Disease	EGC0
072135	Health Information Technology	EGC5

Subject Code	Area Code Description	Assessment Area Code
072140	Health Information Management	EGD0
072145	Billing and Coding	EGD5
072150	Medical Terminology	EGE0
072155	Medical and Dental Office Technology	EGE5
072160	Data and Use	EGF0
072165	Transforming Data into Information	EGF5
072170	Transforming Information into Knowledge	EGG0
072175	Problems and Solutions	EGG5
074820	Diagnostic Pathway	EUV0
074830	Therapeutic Pathway	EUW0
074840	Health Support Pathway	EUX0
074850	Biotechnology	EUY0
074890	Health Information Management Services	EVC0
079960	Diversified Cooperative Health Occupations (DCHO)	FUT0
090050	Health Food – Middle School	FVE0
090191	Graduation, Reality Dual Role Skills (GRADS)	FVV1
090192	GRADS Minimum Intervention/Follow-up	FVV2
090193	GRADS Alternative Structure	FVV3
090194	GRADS-Class Structure	FVV4
090700	Consumer Literacy	FYA0
091025	Child Development	FZK5
091050	Financial Management I	FZN0
091051	Financial Management II	FZN1
091052	Personal Financial Management	FZN2
091053	Consumer Economics	FZN3
091077	Healthy and Safe Food	FZR7
091200	Healthy Living	GAE0
091201	Introduction to Family and Consumer Sciences	GAE1
091205	Principles of Food	GAE5
091210	Global Foods	GAF0
091215	Food Science	GAF5
091220	Culinary Fundamentals	GAG0
091225	Principles of Nutrition and Wellness	GAG5
091300	Managing Transitions	GAR0
091400	Career Search	GBD0
091401	Career Search II (with Mentoring)	GBD1
091402	Career and College Readiness	GBD2
091403	Leadership and Community Engagement	GBD3
091410	Transitions	GBE0

Subject Code	Area Code Description	Assessment Area Code
091500	Interior Design, Furnishings and Management	GBP0
091501	Textiles and Interior Design	GBP1
091505	Textile Design, Construction and Maintenance	GBP5
093005	Personal Wellness and Development	GJE5
093010	Personal Wellness	GJF0
093015	Human Growth and Development	GJF5
140025	Finance Career Field Course	HTC5
140050	Introduction to Business and Administrative Services	HTF0
140075	Interdisciplinary Career Field Business Concepts	HTH5
140100	Accounting (Career Technical)	HTL0
140110	Financial Services	HTM0
140200	Information Technology I (Career Technical)	HTX0
140210	Information Support and Services (Career Technical)	HTY0
140220	Network Systems (Career Technical)	HTZ0
140230	Programming and Software Development (Career Technical)	HUA0
140240	Interactive Media (Career Technical)	HUB0
140300	Administrative/Office Technology (Career Technical)	HUH0
140310	Legal Office Management and Support	HUJ0
140320	Medical Office Management and Support	HUK0
140800	Business Management (Career Technical)	HWM0
141000	Business Foundations	HXJ0
141025	Management Principles	HXL5
141030	Strategic Entrepreneurship	HXM0
142000	Fundamentals of Business and Administrative Services	JBV0
142005	Office Management	JBV5
142010	Legal Environment of Business	JBW0
142015	Medical Office Management	JBW5
142020	Operations Management	JBX0
142025	Supply Chain Management	JBX5
142030	Logistics Management	JBY0
142035	Human Resource Management	JBY5
143000	Finance Foundations	JGE0
143005	Financial Accounting	JGE5
143010	Corporate Finance	JGF0
143015	Managerial Accounting	JGF5
143020	Fundamentals of Financial Services	JGG0
143025	Financial Services Operations	JGG5
144000	Marketing Principles	JLN0
144005	Marketing Applications	JLN5

Subject Code	Area Code Description	Assessment Area Code
144010	Integrated Marketing Communications	JLP0
144015	Digital Marketing and Management	JLP5
144020	Marketing Research	JLR0
144025	Merchandising and Buying	JLR5
144030	Professional and Technical Sales	JLS0
145005	Introduction to Information Technology	JRX5
145010	Web Design	JRY0
145020	Computer and Mobile Applications	JRZ0
145025	Computer Hardware	JRZ5
145030	Computer Software	JSA0
145035	Networking	JSA5
145040	Network Operating Systems	JSB0
145045	Network Management	JSB5
145050	Network Security	JSC0
145055	Routing and Switching	JSC5
145060	Programming	JSD0
145065	Object Oriented Programming	JSD5
145070	Visual Programming	JSE0
145075	Systems Analysis and Design	JSE5
145080	Database Administration	JSF0
145085	Database Applications Development	JSF5
145090	Game Design	JSG0
145095	Design Techniques	JSG5
145100	Creating and Editing Digital Graphics	JSH0
145105	Multimedia and Image Management Techniques	JSH5
145110	Video and Sound	JSJ0
145115	Animation	JSJ5
145120	3-D Techniques	JSK0
145125	Interactive Application Development	JSK5
145130	Applications of Artificial Intelligence	JSL0
145135	Fundamentals of Operating Systems	JSL5
145140	Hard Surface Modeling	JSM0
145145	Introduction to GIS	JSM5
145150	Introduction to Programming Concepts	JSN0
145155	Organic Modeling	JSN5
145160	Personal Computers	JSP0
145165	User-Focused Design Principles	JSP5
146005	Cybersecurity	JWF5
146010	Cybersecurity Defense and Reinforcement	JWG0

Subject Code	Area Code Description	Assessment Area Code
146015	Cybersecurity Testing and Response	JWG5
170002	Manufacturing Foundations	KPY2
170003	Construction Foundations	KPY3
170004	Transportation Foundations	KPY4
170005	Construction Technologies	KPY5
170006	Manufacturing Technologies	KPY6
170007	Engineering Systems	KPY7
170050	Workforce Readiness Program	KRD0
170100	Environmental Control Technologies	KRJ0
170200	Appliance Repair	KRV0
170301	Auto Collision Repair	KSF1
170302	Auto Technology	KSF2
170303	Auto Specialization	KSF3
170342	Foundations of Firefighting and Emergency Medical Services	KSK2
170343	Firefighter I	KSK3
170344	Firefighter II	KSK4
170345	Emergency Medical Technician	KSK5
170370	Automation & Robotics	KSN0
170400	Aviation Occupations	KSS0
170401	Aircraft Maintenance	KSS1
170403	Ground Operations	KSS3
170700	Commercial Art Occupations	KTZ0
170900	Commercial Photography Occupations	KUX0
170911	The American Criminal Justice System	KUY1
170912	Security and Protective Services	KUY2
170913	Police Work and Practice in Public Safety	KUY3
170914	Investigations and Forensics in Criminal Investigations	KUY4
170915	The Correctional System and Services	KUY5
170916	Homeland Security: Protecting Americas Critical Infrastructure	KUY6
171001	Carpentry	KVH1
171002	Electrical Trades	KVH2
171003	Heavy Equipment (Construction)	KVH3
171004	Brick/ Block and Cement Masonry	KVH4
171005	Interior Design Applications	KVH5
171007	Plumbing and Pipefitting	KVH7
171011	Building and Property Maintenance	KVJ1
171012	Integrated Systems Technology	KVJ2
171017	Building Technology	KVJ7
171100	Custodial Services	KVU0

Subject Code	Area Code Description	Assessment Area Code
171200	Medium/Heavy Truck Technician	KWE0
171300	Manufacturing Design and Development	KWR0
171402	Power Transmission	KXB2
171503	Electronics	KXM3
171504	Telecommunications	KXM4
171600	Energy Science	KXY0
171805	Construction – Design-Build	KYX5
171806	Construction – Management	KYX6
171807	Engineering Technologies Design	KYX7
171808	Engineering Technologies Process	KYX8
171809	Engineering Technologies Product/Service	KYX9
171810	Engineering Technology	KYY0
171815	Engineering Science	KYY5
171816	Computer Integrated Manufacturing	KYY6
171817	Civil Engineering and Architecture	KYY7
171818	Fuel Cell Technologies	KYY8
171819	Materials Joining Technologies	KYY9
171820	Biotechnical Engineering	KYZ0
171821	Computational Science and Engineering	KYZ1
171822	Aerospace Engineering	KYZ2
171825	Engineering Design and Development	KYZ5
171900	Graphic Occupations	KZH0
172000	Chemical Laboratory Assisting	KZU0
172004	Industrial Lab Assisting	KZU4
172302	Precision Machining	LBC2
172306	Welding and Cutting	LBC6
172600	Human Services	LCL0
172801	Fire Fighter Training	LDH1
172802	Criminal Justice	LDH2
172808	Private Security	LDH8
172809	Fundamentals of Public Safety	LDH9
172810	Career Paths for the Law Profession	LDJ0
172811	Emergency Medical Technician – Secondary	LDJ1
172812	Public Safety – Core	LDJ2
172815	Criminal Science Technology	LDJ5
173100	Power Equipment Technology	LER0
173601	Wood Product Technologies	LGV1
174115	Microbiology and Infection Control	LKA5
174120	Trichology	LKB0

Subject Code	Area Code Description	Assessment Area Code
174125	Fundamentals of Hair Cutting and Styling	LKB5
174130	Advanced of Hair Cutting and Styling	LKC0
174135	Fundamentals of Chemical Services	LKC5
174140	Advanced Chemical Services	LKD0
174145	Hand & Foot Treatment Fundamentals and Enhancements	LKD5
174150	Skin Care Fundamentals and Enhancements	LKE0
174155	Salon Operations and Communications	LKE5
175000	Biomedical Science	LNX0
175001	Engineering Design	LNX1
175002	Engineering Principles	LNX2
175003	Manufacturing Operations	LNX3
175004	Robotics	LNX4
175005	Aerospace Engineering	LNX5
175006	Computer Integrated Manufacturing	LNX6
175007	Digital Electronics	LNX7
175008	Mechanisms and Drives	LNX8
175011	DC and AC Electronic Circuits	LNY1
175012	Analog Based Electronic Devices	LNY2
175015	Pre-Engineering (Middle Level)	LNY5
175017	Engineering Logic	LNY7
175100	AC Electronic Circuits	LPH0
175105	DC Electronic Circuits	LPH5
175155	Salon Operations and Communications	LPN5
176000	Gas Metal Arc Welding	LUG0
176001	Shielded Metal Arc Welding	LUG1
176002	Flux Core Arc Welding	LUG2
176003	Gas Tungsten Arc Welding	LUG3
176004	Machine Tools	LUG4
176005	Machining with Industrial Lathes	LUG5
176006	Machining with Industrial Milling Machines	LUG6
176007	Computer Numerical Control Technology with Industrial Mills and Lath	LUG7
176009	Welding Technologies	LUG9
176010	Principles of Manufacturing	LUH0
176015	Welding Fabrication	LUH5
176020	Industrial Maintenance	LUJ0
176025	Industrial Robotics	LUJ5
176030	Introduction to Semiconductors	LUK0
176035	Principles of Advanced Manufacturing	LUK5
176040	Vacuum Systems	LUL0

Subject Code	Area Code Description	Assessment Area Code
177000	Ground Transportation Maintenance	LYR0
177001	Ground Transportation Engine and Power Train	LYR1
177002	Ground Transportation Electrical/Electronics	LYR2
177003	Automotive Braking, Suspension, and Steering Systems	LYR3
177004	Ground Transportation HVAC	LYR4
177005	Truck Braking, Suspension, and Steering Systems	LYR5
177006	Automotive Engine Performance	LYR6
177007	Truck Diesel Engines	LYR7
177008	Sports/Recreational Power Systems	LYR8
177009	Collision Electrical and Mechanical Systems	LYR9
177010	Collision Structural Inspection and Repair	LYS0
177011	Collision Nonstructural Inspection and Repair	LYS1
177012	Collision Painting and Refinishing	LYS2
177013	Aviation	LYS3
177014	Aviation Maintenance General	LYS4
177015	Aviation Structure and Design	LYS5
177016	Aviation Airframe Systems and Components	LYS6
177017	Aviation Powerplant Theory and Maintenance	LYS7
177018	Aviation Powerplant Systems and Components	LYS8
177019	Aviation Meteorology	LYS9
177020	Aviation Airport Management	LYT0
177021	Aviation Pilot Training	LYT1
177022	Aviation Air Traffic Control	LYT2
177024	Unmanned Aircraft Systems	LYT4
177030	Automotive Braking Systems	LYU0
177031	Automotive Steering and Suspension Systems	LYU1
177032	Truck Braking Systems	LYU2
177033	Truck Steering and Suspension Systems	LYU3
178000	Technology Core and Sustainable Construction	MCZ0
178001	Carpentry and Masonry Technical Skills	MCZ1
178002	Mechanical, Electrical and Plumbing Systems	MCZ2
178003	Structural Systems	MCZ3
178004	Structural Coverings and Finishes	MCZ4
178005	Masonry-Brick and Block	MCZ5
178006	Concrete and Residential Masonry	MCZ6
178007	Construction Electrical Systems	MCZ7
178008	Residential Electrical Systems	MCZ8
178009	Commercial and Industrial Construction Electrical Systems	MCZ9
178010	Pipefitting and Plumbing Systems	MDA0

Subject Code	Area Code Description	Assessment Area Code
178011	Residential and Commercial Plumbing Systems	MDA1
178012	Heating and Cooling Systems	MDA2
178013	HVAC Refrigeration	MDA3
178014	Sheet Metal	MDA4
178015	Telecommunications/Low Voltage Systems	MDA5
178016	Alternative Power Generation Systems	MDA6
178017	Powerline/Hi-Voltage Power Transmission	MDA7
178018	Construction Safety and Crew Leadership	MDA8
178019	Plan Reading	MDA9
178020	Architecture Design – Structural and Mechanical/Electrical/Plumbing	MDB0
178021	Architecture Design – Site and Foundation Plans	MDB1
178022	Construction Management	MDB2
178023	Remodeling/Renovation	MDB3
178024	Facility and Building Maintenance	MDB4
178025	Custodial Services	MDB5
178026	Heavy Equipment Operations	MDB6
178027	Construction Site Preparation	MDB7
178028	Interior Design	MDB8
178030	Principles of Woods Construction	MDC0
178031	Principles of Metals Construction	MDC1
178040	Fundamentals of Architecture and Construction	MDD0
179960	Diversified Cooperative Training (DCT)	MMR0
330000	Hospitality Fundamentals	PKZ0
330005	Culinary Service Operations	PKZ5
330010	Lodging and Travel Services	PLA0
330015	Introduction to Hospitality	PLA5
330020	Travel	PLB0
330021	Event and Food Planning	PLB1
330025	Catering and Banquet Service Operations	PLB5
330030	Front Office Management and Operations	PLC0
330035	Hospitality Management	PLC5
330040	Travel and Adventure Planning	PLD0
330100	Fundamentals of Food Production	PLK0
330105	Contemporary Cuisine	PLK5
330110	Dining Room Service and Operations	PLL0
330120	Restaurant Management	PLM0
330125	Baking and Pastry Arts	PLM5
340001	Arts and Communication Primer	SJL1
340005	Visual Design and Imaging	SJL5

Subject Code	Area Code Description	Assessment Area Code
340006	Business of Arts and Communications	SJL6
340010	Principles of Art and Communication	SJM0
340015	Media Arts	SJM5
340020	Performing Arts	SJN0
340110	Introduction to Media Arts ~~Primer~~	SJZ0
340115	Media Arts Writing	SJZ5
340120	Digital Image Editing	SKA0
340125	Motion Graphics	SKA5
340130	Audio Broadcast	SKB0
340135	Musical Engineering	SKB5
340140	Video Broadcast	SKC0
340145	Video Production	SKC5
340150	Photographic Composition	SKD0
340155	Photography Production	SKD5
340160	Multi-Media Web Production	SKE0
340165	Digital Cinema	SKE5
340210	Introduction to Performing Arts ~~Primer~~	SKK0
340215	Dance	SKK5
340216	Fundamentals of Dance	SKK6
340217	Applied Techniques in Dance	SKK7
340220	Choreography	SKL0
340225	Acting and Script Analysis	SKL5
340230	Acting Performance	SKM0
340235	Musical Concept	SKM5
340240	Music Ensemble and Composition	SKN0
340245	Musical Theatre	SKN5
340246	Fundamentals of Musical Theatre	SKN6
340247	Musical Theatre Production	SKN7
340250	Stagecraft	SKP0
340252	Fundamentals of Technical Theatre	SKP2
340253	Skills and Application in Technical Theatre	SKP3
340254	Advanced Theatre Design and Technology	SKP4
340255	Stage Design and Construction	SKP5
340260	Costuming and Makeup	SKR0
340310	Introduction to Visual Design ~~Primer~~	SKW0
340315	Visual Creation	SKW5
340320	Digital Print Design	SKX0
340325	Digital Media Art	SKX5
340330	Visual Distribution	SKY0

Subject Code	Area Code Description	Assessment Area Code
340340	Advertising and Communication	SKZ0
340350	Social Media Communications	SLB0
350001	Introduction to Education and Training	UGR1
350002	Foundations of Education and Training	UGR2
350010	Education Principles	UGS0
350011	Teaching Professions	UGS1
350015	Educational Assessment	UGS5
350020	Curriculum and Instruction for Teaching Professions	UGT0
350030	Classroom Management	UGU0
350035	Child and Adolescent Development	UGU5
350201	Early Childhood Education	UHM1
350205	Early Childhood Education Principles	UHM5
350210	Infant and Toddler Education	UHN0
350215	Early Childhood Education Language and Literacy	UHN5
350220	Early Childhood Education Observation and Assessment	UHP0
350225	Communities, Schools and Stakeholders	UHP5
350230	Health, Safety and Nutrition	UHR0
350235	Curriculum and Instruction for Early Childhood Education	UHR5

Table 4. CTE Technical (GY) Assessment Area Codes and Descriptions—Legacy Codes

Assessment Area Code	Area Code Description
01MC	Accounting
02MC	Administrative Office Technology
46MD	AFNR Bioscience
03MC	Agribusiness and Production Systems
05MC	Agricultural and Industrial Power
09MC	Air Transportation
25MC	Allied Health and Nursing
08MC	Animal Science and Management
09EA	Auto Collision Technician
10DA	Auto Mechanics
47MC	Biomedical
12EA	Building and Property Maintenance
13MC	Business Administration and Management
02MD	Business and Administrative Services
94WB	Career Search I and II
15MA	Carpentry
97WB	Child Development
15MC	Construction Design and Management

Assessment Area Code	Area Code Description
21MC	Cosmetology
43FA	Criminal Justice
43MC	Criminal Justice
34MC	Culinary and Food Service Operations
34MD	Culinary and Food Service Operations
23MA	Dental Assistant
24EA	Diesel Mechanics
26MA	Drafting
16MC	Early Childhood Education
16MD	Early Childhood Education
27MB	Electrical Trades
28MA	Electronics
26MC	Engineering Design
23MC	Exercise Science
01MD	Finance
98WB	Financial Management
04MC	Financial Services
41MC	Fire-EMT
10MC	Ground Transportation
22MC	Health Information Management
95WB	Healthy and Safe Foods
07EA	Heating, Ventilation, Air-Conditioning and Refrigeration
53MC	Horticulture
42EA	Industrial Maintenance
81MC	Information Support and Services
81MD	Information Support Services
80MC	Information Technology Basic
37MC	Integrated Marketing Communications
84MC	Interactive Media
84MD	Interactive Media
14MC	Legal Management and Support
17MC	Legal Management and Support
40MC	Lodging and Travel Services
40MD	Lodging and Travel Services
93WB	Manage Transitions
28MC	Manufacturing Operations
36MD	Marketing
36MC	Marketing Management
45DA	Masonry
27MC	Mechanical, Electrical, Plumbing
19MC	Media Arts

Assessment Area Code	Area Code Description
19MD	Media Arts
47FA	Medical Assistant
11MC	Medical Management and Support
39MC	Natural Resources and Management
82MC	Network Systems
82MD	Network Systems
38MC	Performing Arts
38MD	Performing Arts
56DA	Power Equipment Technology
44EA	Precision Machine Technologies
83MC	Programming and Software Development
83MD	Programming and Software Development
46MC	Science and Technology of Food
45MC	Structural Systems
35MC	Supply Chain Management
14MD	Teaching Professions
14TP	Teaching Professions – State Development Portfolio
18MC	Visual Design and Imaging
18MD	Visual Design and Imaging
59EA	Welding

Table 5. Childhood Outcome Summary (GM) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
K	Acquiring and Using Knowledge and Skills
KPRG	Acquiring and Using Knowledge and Skills Progress
E	Social-Emotional Skills
EPRG	Social-Emotional Skills Progress
T	Taking Appropriate Action to Meet Needs
TPRG	Taking Appropriate Action to Meet Needs Progress

Table 6. College-Level Examination Program (CLEP) Exam Assessment Areas and Descriptions

Assessment Area Code	Area Code Description
EP01	American Government
EP02	American Literature
EP03	Analyzing and Interpreting Literature
EP04	Biology
EP05	Calculus
EP06	Chemistry

Assessment Area Code	Area Code Description
EP07	College Algebra
EP08	College Composition
EP09	College Composition Modular
EP10	College Mathematics
EP11	English Literature
EP12	Financial Accounting
EP13	French Language, Level 1 Proficiency
EP14	French Language, Level 2 Proficiency
EP15	German Language, Level 1 Proficiency
EP16	German Language, Level 2 Proficiency
EP17	History of the United States I: Early Colonization to 1877
EP18	History of the United States II: 1865 to the Present
EP19	Human Growth and Development
EP20	Humanities
EP21	Information Systems
EP22	Introduction to Educational Psychology
EP23	Introductory Business Law
EP24	Introductory Psychology
EP25	Introductory Sociology
EP26	Natural Sciences
EP27	Precalculus
EP28	Principles of Macroeconomics
EP29	Principles of Management
EP30	Principles of Marketing
EP31	Principles of Microeconomics
EP32	Social Sciences and History
EP33	Spanish Language, Level 1 Proficiency
EP34	Spanish Language, Level 2 Proficiency
EP35	Spanish with Writing, Level 1 Proficiency
EP36	Western Civilization I: Ancient Near East to 1648
EP37	Western Civilization II: 1648 to the Present
EP97	Other CLEP exam not otherwise listed 3
EP98	Other CLEP exam not otherwise listed 2
EP99	Other CLEP exam not otherwise listed 1

Table 7. End of Course Tests (GE) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
ALG1	Algebra I
GOVM	American/United States Government

Assessment Area Code	Area Code Description
HIST	American/United States History
BIOL	Biology
ELA1	English Language Arts I
ELA2	English Language Arts II
GEOM	Geometry
MTH1	Mathematics I
MTH2	Mathematics II

Table 8. Grades 3-8 Alternate (GA) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
M	Mathematics
R	Reading
S	Science

Table 9. High School Alternate (GX) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
M	Mathematics
R	Reading
S	Science
C	Social Studies

Table 10. Industry Credential (GW) Assessment Area Codes and Descriptions. The fiscal years represent the year(s) in which an Industry Credential is/was valid to be earned by students by graduation cohort. Each fiscal year, a new column will be added and the oldest column—representing students who are no longer school-aged and so are no longer being reported via EMIS—will be deleted. There will always be eight fiscal years included in this table. For additional information on Industry Credentials, please see the Department's Industry-Recognized Credentials webpage.

When credentials are removed from the column for the current fiscal year, they remain active (and are therefore reportable) for students who enter grade 9 for the first time prior to the credential being removed. For example, credentials marked as not valid in FY26 are still reportable for students who were first time grade 9 students in FY25 or earlier.

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CS96	100-140 Cisco Certified Support Technician (CCST) IT Support	—	—	—	—	—	—	—	✓
CP59	3M: Head, Eye and Face Protection	—	—	—	✓	✓	✓	✓	✓
CP60	3M: Hearing and Noise Protection	—	—	—	✓	✓	✓	✓	✓
CP61	3M: Respiratory Protection	—	—	—	✓	✓	✓	✓	✓
CP62	Accelerated Logix 5000 Maintainer Certificate Level 1	—	—	—	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CP63	Accelerated Logix 5000 Programmer Certificate Course Level 1	—	—	—	✓	✓	✓	✓	✓
CA02	Accreditation Council of Optometric Education/American Optometric Association (AOA) – Certified Paraoptometric Assistant (CPOA)	✓	—	—	—	—	—	—	—
CP02	ACE Certified Personal Trainer	—	✓	✓	✓	✓	✓	✓	✓
CS85	Acer Chromebook Repair Techspert	—	—	—	—	—	—	✓	✓
CA49	Adobe Acrobat X Pro	✓	—	—	—	—	—	—	—
CA50	Adobe Acrobat XI Pro	✓	—	—	—	—	—	—	—
CA52	Adobe After Effects CS5	✓	—	—	—	—	—	—	—
CA51	Adobe After Effects CS6	✓	—	—	—	—	—	—	—
CA53	Adobe Captivate 5.5	✓	—	—	—	—	—	—	—
CA03	Adobe Certified Associate (ADA) – Dreamweaver	✓	—	—	—	—	—	—	—
CA04	Adobe Certified Associate (ADA) – Flash	✓	—	—	—	—	—	—	—
CA05	Adobe Certified Associate (ADA) – Photoshop	✓	—	—	—	—	—	—	—
CA55	Adobe Certified Associate Interactive Media Using Adobe Flash Professional	✓	✓	—	—	—	—	—	—
CA57	Adobe Certified Associate Video Communication Using Adobe Premiere Pro	✓	✓	✓	✓	—	—	—	—
CA59	Adobe Certified Associate Web Authoring Using Adobe Dreamweaver	✓	✓	✓	✓	—	—	—	—
CA07	Adobe Certified Expert (ACE) – Acrobat X Pro	✓	—	—	—	—	—	—	—
CA06	Adobe Certified Expert (ACE) – Acrobat XI Pro	✓	—	—	—	—	—	—	—
CA08	Adobe Certified Expert (ACE) – After Effects CS5	✓	✓	—	—	—	—	—	—
CA09	Adobe Certified Expert (ACE) – After Effects CS6	✓	✓	—	—	—	—	—	—
CA10	Adobe Certified Expert (ACE) – Captivate 5.5	✓	✓	—	—	—	—	—	—
CA12	Adobe Certified Expert (ACE) – ColdFusion 8	✓	✓	—	—	—	—	—	—
CA11	Adobe Certified Expert (ACE) – ColdFusion 9	✓	✓	—	—	—	—	—	—
CA13	Adobe Certified Expert (ACE) – Dreamweaver CC	✓	✓	—	—	—	—	—	—
CL22	Adobe Certified Expert (ACE) – Dreamweaver CC 2015	✓	✓	✓	✓	—	—	—	—
CA14	Adobe Certified Expert (ACE) – Dreamweaver CS6	✓	✓	—	—	—	—	—	—
CA15	Adobe Certified Expert (ACE) – Flash CS5	✓	✓	—	—	—	—	—	—
CA16	Adobe Certified Expert (ACE) – Flash CS6	✓	✓	—	—	—	—	—	—
CA17	Adobe Certified Expert (ACE) – FrameMaker 10	✓	✓	—	—	—	—	—	—
CL23	Adobe Certified Expert (ACE) – Illustrator CC 2015	✓	✓	✓	✓	—	—	—	—
CA18	Adobe Certified Expert (ACE) – Illustrator CS5	✓	✓	—	—	—	—	—	—
CA19	Adobe Certified Expert (ACE) – Illustrator CS6	✓	✓	—	—	—	—	—	—
CL24	Adobe Certified Expert (ACE) – InDesign CC 2015	✓	✓	✓	✓	—	—	—	—
CA20	Adobe Certified Expert (ACE) – InDesign CS5	✓	✓	—	—	—	—	—	—
CA21	Adobe Certified Expert (ACE) – InDesign CS6	✓	✓	—	—	—	—	—	—
CA22	Adobe Certified Expert (ACE) – LiveCycle ES4 Designer	✓	✓	—	—	—	—	—	—
CL25	Adobe Certified Expert (ACE) – LiveCycle ES4 Designer	✓	✓	—	—	—	—	—	—
CA23	Adobe Certified Expert (ACE) – LiveCycle ES4 Server	✓	✓	—	—	—	—	—	—
CL26	Adobe Certified Expert (ACE) – LiveCycle ES4 Server	✓	✓	—	—	—	—	—	—
CA24	Adobe Certified Expert (ACE) – Photoshop CC	✓	✓	—	—	—	—	—	—

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CL27	Adobe Certified Expert (ACE) – Photoshop CC 2015	✓	✓	✓	✓	—	—	—	—
CA25	Adobe Certified Expert (ACE) – Photoshop CS6	✓	✓	—	—	—	—	—	—
CA26	Adobe Certified Expert (ACE) – Premier Pro CC	✓	✓	—	—	—	—	—	—
CA27	Adobe Certified Expert (ACE) – Premier Pro CS6	✓	✓	—	—	—	—	—	—
CL28	Adobe Certified Expert (ACE) – Premiere Pro CC 2015	✓	✓	✓	✓	—	—	—	—
CP64	Adobe Certified Professional – After Effects CC	—	—	—	✓	✓	✓	✓	✓
CP65	Adobe Certified Professional – Animate CC	—	—	—	✓	✓	✓	✓	✓
CP66	Adobe Certified Professional – Dreamweaver CC	—	—	—	✓	✓	✓	✓	✓
CA54	Adobe Certified Professional – Illustrator CC	✓	✓	✓	✓	✓	✓	✓	✓
CA56	Adobe Certified Professional – InDesign CC	✓	✓	✓	✓	✓	✓	✓	✓
CA58	Adobe Certified Professional – Photoshop CC	✓	✓	✓	✓	✓	✓	✓	✓
CP67	Adobe Certified Professional – Premiere Pro CC	—	—	—	✓	✓	✓	✓	✓
CA60	Adobe Dreamweaver CC	✓	—	—	—	—	—	—	—
CA61	Adobe Dreamweaver CS6	✓	—	—	—	—	—	—	—
CA62	Adobe Flash CS6	✓	—	—	—	—	—	—	—
CA63	Adobe Flash CS6	✓	—	—	—	—	—	—	—
CA64	Adobe FrameMaker 10	✓	—	—	—	—	—	—	—
CA65	Adobe Illustrator CS5	✓	—	—	—	—	—	—	—
CA66	Adobe Illustrator CS6	✓	—	—	—	—	—	—	—
CA67	Adobe InDesign CS5	✓	—	—	—	—	—	—	—
CA68	Adobe InDesign CS6	✓	—	—	—	—	—	—	—
CA69	Adobe LiveCycle Designer	✓	—	—	—	—	—	—	—
CA70	Adobe LiveCycle Server	✓	—	—	—	—	—	—	—
CA71	Adobe Photoshop CC	✓	—	—	—	—	—	—	—
CA72	Adobe Photoshop CS6	✓	—	—	—	—	—	—	—
CA73	Adobe Premiere Pro CC	✓	—	—	—	—	—	—	—
CA74	Adobe Premiere Pro CS6	✓	—	—	—	—	—	—	—
CP03	Aerial Work Platform (AWP) Operator Training Program	—	✓	✓	✓	✓	✓	✓	✓
CA28	Air Conditioning Contractors of America (ACCA) – HVAC Universal	✓	✓	✓	✓	✓	✓	✓	✓
CG66	Aircraft Electronics Technician	✓	✓	✓	✓	✓	✓	✓	✓
CS97	Amateur Radio License	—	—	—	—	—	—	—	✓
CP68	Amazon Web Services Certified Cloud Practitioner	—	—	—	✓	✓	✓	✓	✓
CR70	American Allied Health - Registered Medical Assistant, RMA	—	—	—	—	—	✓	✓	✓
CS98	American Allied Health, Inc. - Certified EKG Technician, CET	—	—	—	—	—	—	—	✓
CS99	American Allied Health, Inc. - Certified Phlebotomy Technician, CPT	—	—	—	—	—	—	—	✓
CT01	American Association of Medical Assistants (AAMA) - Certified Medical Assistant (CMA)	—	—	—	—	—	—	—	✓
CJ54	American College of Sports Medicine (ACSM) – Certified Personal Trainer	✓	✓	✓	✓	✓	✓	✓	✓
CJ55	American Council of Exercise (ACE) – Group Fitness Instructor	✓	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CA33	American Culinary Federation – Certified Culinarian (CC)	✓	✓	✓	✓	✓	✓	✓	✓
CA34	American Health Information Management Association (AHIMA) – Certified Coding Specialist (CCS)	✓	✓	✓	✓	✓	✓	✓	✓
CA35	American Health Information Management Association (AHIMA) – Certified Coding Specialist – Physician (CCS-P)	✓	✓	✓	✓	✓	✓	✓	✓
CS59	American Kennel Club~~World Pet Association~~ - Professional Grooming Credential	—	—	—	—	—	✓	✓	✓
CS61	American Meat Science Association (AMSA)–Culinary Meat Selection	—	—	—	—	—	—	✓	✓
CR14	American Meat Science Association (AMSA)–Food Safety & Science Certification	—	—	—	—	✓	✓	✓	✓
CR15	American Meat Science Association (AMSA)–Meat Evaluation Certification	—	—	—	—	✓	✓	✓	✓
CJ57	American Medical Certification Association (AMCA) – Clinical Medical Assistant Certification	✓	✓	✓	✓	✓	✓	✓	✓
CR71	American Medical Certification Association (AMCA) – Dental Support Technician Certification	—	—	—	—	—	✓	✓	✓
CR72	American Medical Certification Association (AMCA) – EKG Technician Certification	—	—	—	—	—	✓	✓	✓
CJ58	American Medical Certification Association (AMCA) – Electronic Health Records Certification	✓	✓	✓	✓	✓	✓	✓	✓
CR73	American Medical Certification Association (AMCA) – Medical Administrative Assistant Certification (MAAC)	—	—	—	—	—	✓	✓	✓
CR74	American Medical Certification Association (AMCA) – Medical Assistant Certification (MAC)	—	—	—	—	—	✓	✓	✓
CJ56	American Medical Certification Association (AMCA) – Medical Coder and Biller Certification (MCBC)	✓	✓	✓	✓	✓	✓	✓	✓
CR75	American Medical Certification Association (AMCA) – Mental Health Technician	—	—	—	—	—	✓	✓	✓
CR76	American Medical Certification Association (AMCA) – Nursing Assistant Certification	—	—	—	—	—	✓	✓	✓
CJ59	American Medical Certification Association (AMCA) – Patient Care Technician Certification	✓	✓	✓	✓	✓	✓	✓	✓
CJ60	American Medical Certification Association (AMCA) – Phlebotomy Technician Certification	✓	✓	✓	✓	✓	✓	✓	✓
CJ61	American Medical Certification Association (AMCA)– Physical Therapy Technician Certification (PTTC)	✓	✓	✓	✓	✓	✓	✓	✓
CA40	American Medical Technologists (AMT)–Certified Medical Laboratory Technician (CMLT)	✓	✓	✓	✓	✓	✓	✓	✓
CA39	American Medical Technologists (AMT)–Medical Assistant (MA)	✓	✓	✓	✓	✓	✓	✓	✓
CS82	American Medical Technologists (AMT)–Patient Care Technician (PCT)	—	—	—	—	—	—	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CA37	American Medical Technologists (AMT)–Registered Dental Assistant (RDA)	✓	✓	✓	✓	✓	✓	✓	✓
CA75	American Medical Technologists (AMT)–Registered Dental Assistant (RDA) AND Ohio State Dental Board – Dental Assistant Radiographer's Certificate	✓	✓	—	—	—	—	—	—
CA38	American Medical Technologists (AMT)–Registered Phlebotomy Technician (RPT)	✓	✓	✓	✓	✓	✓	✓	✓
CA41	American Optometric Association (AOA) – Certified Paraoptometric (CPO)	✓	✓	✓	✓	✓	✓	✓	✓
CR77	American Red Cross Lifeguarding Certification	—	—	—	—	—	✓	✓	✓
CA45	American Society for Clinical Pathology (ASCP) – Phlebotomy Technician (PBT)	✓	✓	✓	✓	✓	✓	✓	✓
CA76	American Society for Quality (ASQ) Certified Quality Inspector	✓	✓	✓	✓	✓	✓	✓	✓
CA46	American Society of Phlebotomy Technicians (ASPT) – Certified Phlebotomy Technician (CPT)	✓	✓	✓	✓	✓	✓	✓	✓
CS69	American Society of Professional Estimators–Basic Estimating Math	—	—	—	—	—	—	✓	✓
CS70	American Society of Professional Estimators–Certificate in Construction Estimating	—	—	—	—	—	—	✓	✓
CS71	American Society of Professional Estimators–Construction Materials and Processes I	—	—	—	—	—	—	✓	✓
CS72	American Society of Professional Estimators–Estimating and Bidding	—	—	—	—	—	—	✓	✓
CS73	American Society of Professional Estimators–Introduction to Construction Estimating I	—	—	—	—	—	—	✓	✓
CS74	American Society of Professional Estimators–Introduction to Construction Estimating II	—	—	—	—	—	—	✓	✓
CS75	American Society of Professional Estimators–Plan Reading for Estimating	—	—	—	—	—	—	✓	✓
CP04	American Welding Society (AWS) Welder Qualification	—	✓	✓	—	—	—	—	—
CA47	American Welding Society (AWS)–Certified Welder	✓	✓	✓	—	—	—	—	—
CP69	American Welding Society (AWS)–Certified Welder (FCAW)	—	—	—	✓	✓	✓	✓	✓
CP70	American Welding Society (AWS)–Certified Welder (GMAW)	—	—	—	✓	✓	✓	✓	✓
CP71	American Welding Society (AWS)–Certified Welder (GTAW)	—	—	—	✓	✓	✓	✓	✓
CP72	American Welding Society (AWS)–Certified Welder (SMAW)	—	—	—	✓	✓	✓	✓	✓
CA77	American Welding Society (AWS)–Certified Welding Inspector	✓	✓	✓	✓	✓	✓	✓	✓
CP73	American Welding Society (AWS)–Welding Qualification (FCAW)	—	—	—	✓	✓	✓	✓	✓
CP74	American Welding Society (AWS)–Welding Qualification (GMAW)	—	—	—	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CP75	American Welding Society (AWS)–Welding Qualification (GTAW)	—	—	—	✓	✓	✓	✓	✓
CP76	American Welding Society (AWS)–Welding Qualification (SMAW)	—	—	—	✓	✓	✓	✓	✓
CA78	APICS Certified in Production and Inventory Management (CPIM)	✓	✓	✓	✓	✓	✓	✓	✓
CP33	App Development with Swift Certified User	—	—	✓	✓	✓	✓	✓	✓
CR16	Apple App Development with Swift Associate	—	—	—	—	✓	✓	✓	✓
CA79	ASP Baton Certification	✓	✓	✓	✓	✓	✓	✓	✓
CA48	Association of Nutrition & Foodservice Professionals (ANFP) –Certified Dietary Manager (CDM)	✓	✓	✓	✓	✓	✓	✓	✓
CJ47	Association of Public-Safety Communications Officials (APCO) Emergency Medical Dispatch	✓	✓	✓	✓	✓	✓	✓	✓
CJ49	Association of Public-Safety Communications Officials (APCO) Fire Service Communications	✓	✓	✓	✓	✓	✓	✓	✓
CJ48	Association of Public-Safety Communications Officials (APCO) Law Enforcement Communications	✓	✓	✓	✓	✓	✓	✓	✓
CA81	Association of Public-Safety Communications Officials (APCO) Telecommunicator	✓	✓	✓	✓	✓	✓	✓	✓
CH99	AutoCAD Professional	✓	✓	✓	✓	✓	✓	✓	✓
CH98	AutoCAD User	✓	✓	✓	✓	✓	✓	✓	✓
CP77	Autodesk 3DS Max Certified Professional	—	—	—	✓	✓	✓	✓	✓
CP78	Autodesk 3DS Max Certified User	—	—	—	✓	✓	✓	✓	✓
CR78	Autodesk Certified Associate in CAD for Mechanical Design	—	—	—	—	—	✓	✓	✓
CR79	Autodesk Certified Associate in CAM for 2.5 Axis Milling	—	—	—	—	—	✓	✓	✓
CR80	Autodesk Certified Associate in CAM for Turning	—	—	—	—	—	✓	✓	✓
CR81	Autodesk Certified Expert in CAM for Multi-Axis Milling	—	—	—	—	—	✓	✓	✓
CR82	Autodesk Certified Expert in Generative Design for Manufacturing	—	—	—	—	—	✓	✓	✓
CR83	Autodesk Certified Professional in CAM for 3 Axis Milling	—	—	—	—	—	✓	✓	✓
CR84	Autodesk Certified Professional in Design for Manufacturing	—	—	—	—	—	✓	✓	✓
CR85	Autodesk Certified Professional in Simulation for Static Stress Analysis	—	—	—	—	—	✓	✓	✓
CP79	Autodesk Certified Professional Revit MEP: Electrical	—	—	—	✓	✓	✓	✓	✓
CP80	Autodesk Certified Professional Revit MEP: Mechanical	—	—	—	✓	✓	✓	✓	✓
CP81	Autodesk Certified Professional Revit Structure	—	—	—	✓	✓	✓	✓	✓
CP82	Autodesk Certified User Revit Architecture	—	—	—	✓	✓	✓	✓	✓
CP83	Autodesk Civil 3D Certified Professional	—	—	—	✓	✓	✓	✓	✓
CP84	Autodesk Fusion 360 Certified User	—	—	—	✓	✓	✓	✓	✓
CP85	Autodesk Inventor Certified Professional	—	—	—	✓	✓	✓	✓	✓
CJ62	Autodesk Inventor Certified User Certification	✓	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CP86	Autodesk Maya Certified Professional	—	—	—	✓	✓	✓	✓	✓
CP87	Autodesk Maya Certified User	—	—	—	✓	✓	✓	✓	✓
CP88	Autodesk Revit Architecture Certified User	—	—	—	✓	—	—	—	—
CP89	Autodesk Revit Structure Certified Professional	—	—	—	✓	✓	—	—	—
CR86	Avid Certified Associate: Media Composer | First	—	—	—	—	—	✓	✓	✓
CR87	Avid Certified Associate: Pro Tools	—	—	—	—	—	✓	✓	✓
CM05	Avid Certified Expert: Pro Tools – Music	✓	✓	✓	✓	✓	✓	✓	✓
CM06	Avid Certified Expert: Pro Tools – Post	✓	✓	✓	✓	✓	✓	✓	✓
CM07	Avid Certified Mixer: ICON Mixer	✓	✓	✓	✓	✓	✓	✓	✓
CM11	Avid Certified Operator: Avid VENUE	✓	✓	✓	✓	✓	✓	✓	✓
CM08	Avid Certified Operator: Pro Tools – Music	✓	✓	✓	✓	✓	✓	✓	✓
CM09	Avid Certified Operator: Pro Tools – Post	✓	✓	✓	✓	✓	✓	✓	✓
CM12	Avid Certified Operator: Pro Tools – Worksurface	✓	✓	✓	✓	✓	✓	✓	✓
CR88	Avid Certified User: Media Composer	—	—	—	—	—	✓	✓	✓
CM10	Avid Certified User: Pro Tools	✓	✓	✓	✓	✓	✓	✓	✓
CS94	AVIXA, Inc. - Certified Technology Specialist (CTS)	—	—	—	—	—	—	✓	✓
CR17	AWS Certified Solutions Architect Associate	—	—	—	—	✓	✓	✓	✓
CP90	BASF Plant Science	—	—	—	✓	✓	✓	✓	✓
CS62	Benz School of Floral Design–Principles of Floral Design Certification	—	—	—	—	—	—	✓	✓
CR18	Biotechnician Assistant Credentialing Exam (BACE)	—	—	—	—	✓	✓	✓	✓
CP05	Bleeding Control Basic 1.0 Course	—	✓	✓	✓	✓	✓	✓	✓
CJ63	Briggs & Stratton Master Service Technician	✓	✓	✓	✓	✓	✓	✓	✓
CJ64	Career Connection Certificates – Level 1	✓	✓	✓	✓	✓	✓	✓	✓
CJ65	Career Connection Certificates – Level 2	✓	✓	✓	✓	✓	✓	✓	✓
CJ66	Career Connection Certificates – Level 3	✓	✓	✓	✓	✓	✓	✓	✓
CT02	Career Connections Introduction to Millwrighting	—	—	—	—	—	—	—	✓
CT03	Career Connections Oxyfuel Cutting and Shielded Metal Arc Welding	—	—	—	—	—	—	—	✓
CJ67	Center for Innovative Food Technology (CIFT) – Approved Food Industry Associate	✓	✓	✓	✓	✓	✓	✓	✓
CJ68	Center for Innovative Food Technology (CIFT) – Approved Food Industry Specialist	✓	✓	✓	✓	✓	✓	✓	✓
CA83	Certificate of Advanced Proficiency (CAP)	✓	✓	✓	✓	✓	✓	✓	✓
CA82	Certificate of Initial Proficiency (CIP)	✓	✓	✓	✓	✓	✓	✓	✓
CR19	Certified Additive Manufacturing – Technician (CAM-T)	—	—	—	—	✓	✓	✓	✓
CP06	Certified Additive Manufacturing Fundamentals (CAM-F) Certified Drafter Mechanical	—	✓	✓	✓	✓	✓	✓	✓
CR20	Certified Associate in Project Management (CAPM)	—	—	—	—	✓	✓	✓	✓
CG67	Certified Associate, Java SE 8 Programmer	✓	✓	✓	✓	✓	✓	✓	✓
CP35	Certified Ethical Hacker (CEH)	—	—	✓	✓	✓	✓	✓	✓
CR89	Certified Fiber Optic Installer	—	—	—	—	—	✓	✓	✓
CT04	Certified Home Health Aide	—	—	—	—	—	—	—	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CB55	Certified Information Systems Security Professional (CISSP)	✓	✓	✓	✓	✓	✓	✓	✓
CB06	Certified Internet Webmaster (CIW) Web Development Professional	✓	✓	✓	✓	✓	✓	✓	✓
CB02	Certified Internet Webmaster (CIW) Web Foundation Associate	✓	✓	✓	✓	✓	✓	✓	✓
CB12	Certified Internet Webmaster (CIW) Web Security Associate	✓	✓	✓	✓	✓	✓	✓	✓
CB10	Certified Internet Webmaster (CIW) Web Security Professional	✓	✓	✓	✓	✓	✓	✓	✓
CB11	Certified Internet Webmaster (CIW) Web Security Specialist	✓	✓	✓	✓	✓	✓	✓	✓
CR21	Certified Manufacturing Associate (CmfgA) Certification	—	—	—	—	✓	✓	✓	✓
CP92	Certified Medical Administrative Specialist (CMAS)	—	—	—	✓	✓	✓	✓	✓
CT05	Certified Metalforming Technician	—	—	—	—	—	—	—	✓
CP36	Certified Network Defender (CND)	—	—	✓	✓	✓	✓	✓	✓
CP07	Certified Pharmacy Technician (CPhT)	—	✓	✓	✓	✓	✓	✓	✓
CR90	Certified Premises Cabling Technician	—	—	—	—	—	✓	✓	✓
CP08	Certified Protection Officer (CPO)	—	✓	✓	✓	✓	✓	✓	✓
CP37	Certified Secure Computer User (CSCU)	—	—	✓	✓	✓	✓	✓	✓
CL08	Certified Solid Works Associate (CSWA)	✓	✓	✓	✓	✓	✓	✓	✓
CL09	Certified Solid Works Professional (CSWP)	✓	✓	✓	✓	✓	✓	✓	✓
CR91	Certiport Communication Skills for Business: Professional Communication	—	—	—	—	—	✓	✓	✓
CR22	Certiport Information Technology Specialist: Artificial Intelligence	—	—	—	—	✓	✓	✓	✓
CR23	Certiport Information Technology Specialist: Cloud Computing	—	—	—	—	✓	✓	✓	✓
CR24	Certiport Information Technology Specialist: Computational Thinking	—	—	—	—	✓	✓	✓	✓
CR25	Certiport Information Technology Specialist: Cybersecurity	—	—	—	—	✓	✓	✓	✓
CR92	Certiport Information Technology Specialist: Data Analytics	—	—	—	—	—	✓	✓	✓
CR26	Certiport Information Technology Specialist: Databases	—	—	—	—	✓	✓	✓	✓
CR27	Certiport Information Technology Specialist: Device Configuration and Management	—	—	—	—	✓	✓	✓	✓
CR28	Certiport Information Technology Specialist: HTML and CSS	—	—	—	—	✓	✓	✓	✓
CR29	Certiport Information Technology Specialist: HTML5 Application Development	—	—	—	—	✓	✓	✓	✓
CR30	Certiport Information Technology Specialist: Java	—	—	—	—	✓	✓	✓	✓
CR31	Certiport Information Technology Specialist: JavaScript	—	—	—	—	✓	✓	✓	✓
CR32	Certiport Information Technology Specialist: Network Security	—	—	—	—	✓	✓	✓	✓
CR33	Certiport Information Technology Specialist: Networking	—	—	—	—	✓	✓	✓	✓
CR34	Certiport Information Technology Specialist: Python	—	—	—	—	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CR35	Certiport Information Technology Specialist: Software Development	—	—	—	—	✓	✓	✓	✓
CR93	Certiport Intuit Design for Delight	—	—	—	—	—	✓	✓	✓
CR36	Certiport Unity Certified User: Artist	—	—	—	—	✓	✓	✓	✓
CR37	Certiport Unity Certified User: VR Developer	—	—	—	—	✓	✓	✓	✓
CP09	Chemical Dependency Counselor Assistant (Phase I)	—	✓	✓	✓	✓	✓	✓	✓
CB36	Cisco Certified Design Associate (CCDA)	✓	✓	—	—	—	—	—	—
CS86	Cisco Certified DevNet Associate	—	—	—	—	—	—	✓	✓
CB17	Cisco Certified Entry Networking Technician (CCENT)	✓	✓	—	✓	—	—	—	—
CB15	Cisco Certified Network Associate (CCNA)	✓	✓	✓	✓	✓	✓	✓	✓
CB63	Cisco Certified Network Associate (CCNA) – Cloud	✓	✓	—	—	—	—	—	—
CB56	Cisco Certified Network Associate (CCNA) – Collaboration	✓	✓	—	—	—	—	—	—
CB21	Cisco Certified Network Associate (CCNA) – Data Center	✓	✓	—	—	—	—	—	—
CB64	Cisco Certified Network Associate (CCNA) – Industrial	✓	✓	—	—	—	—	—	—
CB22	Cisco Certified Network Associate (CCNA) – Routing and Switching	✓	✓	—	—	—	—	—	—
CB23	Cisco Certified Network Associate (CCNA) – Security	✓	✓	—	—	—	—	—	—
CB24	Cisco Certified Network Associate (CCNA) – Service Provider	✓	✓	—	—	—	—	—	—
CB25	Cisco Certified Network Associate (CCNA) – Service Provider Operations	✓	—	—	—	—	—	—	—
CB26	Cisco Certified Network Associate (CCNA) – Video	✓	✓	—	—	—	—	—	—
CB27	Cisco Certified Network Associate (CCNA) – Voice	✓	✓	—	—	—	—	—	—
CB28	Cisco Certified Network Associate (CCNA) – Wireless	✓	✓	—	—	—	—	—	—
CB16	Cisco Certified Network Professional (CCNP)	✓	✓	✓	✓	✓	✓	✓	✓
CB65	Cisco Certified Network Professional (CCNP) – Cloud	✓	✓	—	—	—	—	—	—
CB57	Cisco Certified Network Professional (CCNP) – Collaboration	✓	✓	✓	✓	✓	✓	✓	✓
CB29	Cisco Certified Network Professional (CCNP) – Data Center	✓	✓	✓	✓	✓	✓	✓	✓
CB37	Cisco Certified Network Professional (CCNP) – Enterprise	✓	✓	✓	✓	✓	✓	✓	✓
CB30	Cisco Certified Network Professional (CCNP) – Routing and Switching	✓	✓	—	—	—	—	—	—
CB31	Cisco Certified Network Professional (CCNP) – Security	✓	✓	✓	✓	✓	✓	✓	✓
CB32	Cisco Certified Network Professional (CCNP) – Service Provider	✓	✓	✓	✓	✓	✓	✓	✓
CB33	Cisco Certified Network Professional (CCNP) – Service Provider Operations	✓	—	—	—	—	—	—	—
CB34	Cisco Certified Network Professional (CCNP) – Voice	✓	✓	—	—	—	—	—	—
CB35	Cisco Certified Network Professional (CCNP) – Wireless	✓	✓	—	—	—	—	—	—
CS87	Cisco Certified Support Technician (CCST) Cybersecurity	—	—	—	—	—	—	✓	✓
CS88	Cisco Certified Support Technician (CCST) Networking	—	—	—	—	—	—	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CB18	Cisco Certified Technician (CCT) Data Center	✓	✓	✓	✓	✓	✓	✓	✓
CB20	Cisco Certified Technician (CCT) Routing and Switching	✓	✓	✓	✓	✓	✓	✓	✓
CB19	Cisco Certified Technician (CCT) Telepresence	✓	✓	—	✓	—	—	—	—
CR94	CIW Advanced HTML5 & CSS3 Specialist	—	—	—	—	—	✓	✓	✓
CB04	CIW Site Development Associate	—	—	—	✓	✓	✓	✓	✓
CP93	CIW User Interface Designer	—	—	—	✓	✓	✓	✓	✓
CB58	CIW Web and Mobile Design Professional	✓	✓	✓	✓	✓	✓	✓	✓
CB59	CIW Web Design Professional	✓	✓	✓	✓	✓	✓	✓	✓
CB38	Commission on Ohio Dental Assistants Certification (CODA) – Ohio Certified Dental Assistant	✓	✓	✓	✓	✓	✓	✓	✓
CB60	Commission on Ohio Dental Assistants Certification (CODA) – Ohio Certified Dental Assistant AND Ohio State Dental Board – Dental Assistant Radiographer's Certificate	✓	✓	—	—	—	—	—	—
CR95	Compliance Training - Blood Borne Pathogens	—	—	—	—	—	✓	✓	✓
CB40	CompTIA A+	✓	✓	✓	✓	✓	✓	✓	✓
CB46	CompTIA CDIA +	✓	✓	—	—	—	—	—	—
CB47	CompTIA Cloud +	✓	✓	✓	✓	✓	✓	✓	✓
CB54	CompTIA Cloud Essentials	✓	✓	✓	✓	✓	✓	✓	✓
CB48	CompTIA CTT +	✓	✓	✓	✓	✓	✓	✓	✓
CP38	CompTIA CYSA+	—	—	✓	✓	✓	✓	✓	✓
CB41	CompTIA Healthcare IT Technician	✓	✓	—	—	—	—	—	—
CB61	CompTIA Home Technology Integrator (HTI+)	✓	✓	—	—	—	—	—	—
CB49	CompTIA Linux +	✓	✓	✓	✓	✓	✓	✓	✓
CB50	CompTIA Mobile App Security +	✓	✓	—	—	—	—	—	—
CB51	CompTIA Mobility +	✓	✓	—	—	—	—	—	—
CB42	CompTIA Network +	✓	✓	✓	✓	✓	✓	✓	✓
CB52	CompTIA Project +	✓	✓	✓	✓	✓	✓	✓	✓
CB44	CompTIA Security +	✓	✓	✓	✓	✓	✓	✓	✓
CB39	CompTIA Server +	✓	✓	✓	✓	✓	✓	✓	✓
CB53	CompTIA Storage +	✓	✓	—	—	—	—	—	—
CB45	CompTIA Tech+~~Strata IT Fundamentals~~	✓	✓	✓	✓	✓	✓	✓	✓
CP94	Concrete Paver Installer (CPI)	—	—	—	✓	✓	✓	✓	✓
CP10	Construction Craft Laborer Learn Program	—	✓	✓	✓	✓	✓	✓	✓
CT06	Content Creation & Marketing Using Adobe Express	—	—	—	—	—	—	—	✓
CB14	Council for Professional Recognition – Child Development Associate Credential (CDA)	✓	✓	✓	✓	✓	✓	✓	✓
CB62	CPR First Aid	✓	✓	✓	✓	✓	✓	✓	✓
CS76	C-Tech Associates, INC.–Broadband Technician	—	—	—	—	—	—	✓	✓
CP95	CyberOps Associate	—	—	—	✓	✓	✓	✓	✓
CT07	Daniel Manufacturing Precision Electrical Termination	—	—	—	—	—	—	—	✓
CP91	Dental Assisting National Board – Certified Dental Assistant	—	—	—	✓	✓	✓	✓	✓
CT09	Document Creation & Management Using Adobe Acrobat Pro	—	—	—	—	—	—	—	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CP96	Ducks Unlimited Ecology Conservation & Management Certification	—	—	—	✓	✓	✓	✓	✓
CP42	EC – Council Ethical Hacking Core Skills (EHCS)	—	—	✓	✓	✓	✓	✓	✓
CP39	EC-Council Certified Encryption Specialist (ECES)	—	—	✓	✓	✓	✓	✓	✓
CP97	EC-Council Cyber Forensics Associate	—	—	—	✓	✓	✓	✓	✓
CR96	EC-Council Digital Forensics Essentials (DFE)	—	—	—	—	—	✓	✓	✓
CP98	EC-Council Ethical Hacking Associate	—	—	—	✓	✓	✓	✓	✓
CR97	EC-Council Ethical Hacking Essentials (EHE)	—	—	—	—	—	✓	✓	✓
CR98	EC-Council Network Defense Essentials (NDE)	—	—	—	—	—	✓	✓	✓
CP40	Elanco Fundamentals of Animal Science Certification	—	—	✓	✓	✓	✓	✓	✓
CP41	Elanco Veterinary Medical Applications Certification	—	—	✓	✓	✓	✓	✓	✓
CP12	Elder Care Certificate	—	✓	✓	✓	✓	✓	✓	✓
CJ71	Electrical Training Alliance (ETA) – Interim Credential	✓	✓	✓	✓	✓	✓	✓	✓
CS63	Electrical Workplace Safety Training Program–Low Voltage Qualified based on NFPA 70E	—	—	—	—	—	—	✓	✓
CG57	Entrepreneurship and Small Business Certification v.2	✓	✓	✓	✓	✓	✓	✓	✓
CC02	Environmental Protection Agency (EPA) – Refrigerant Recovery Core + Level 1 (Small Appliances)	✓	✓	✓	✓	✓	✓	✓	✓
CC03	Environmental Protection Agency (EPA) – Refrigerant Recovery Core + Level 2 (High Pressure)	✓	✓	✓	✓	✓	✓	✓	✓
CC04	Environmental Protection Agency (EPA) – Refrigerant Recovery Core + Level 3 (Low Pressure)	✓	✓	✓	✓	✓	✓	✓	✓
CC05	Environmental Protection Agency (EPA) – Refrigerant Recovery Universal	✓	✓	✓	✓	✓	✓	✓	✓
CC06	Environmental Protection Agency (EPA) – Refrigeration Service Engineer-Type II	✓	✓	—	—	—	—	—	—
CJ53	EPA Painters, Repair, and Renovation Certificate	✓	✓	✓	✓	✓	✓	✓	✓
CT10	EPA Section 609 Certification	—	—	—	—	—	—	—	✓
CJ73	Equipment & Engine Training Council (EETC) – Compact Diesel Engine Certification Test	✓	✓	✓	✓	✓	✓	✓	✓
CJ75	Equipment & Engine Training Council (EETC) – Components Plus Certification Test	✓	✓	✓	✓	✓	✓	✓	✓
CJ77	Equipment & Engine Training Council (EETC) – Driveline-Hydraulics Certification Test	✓	✓	✓	✓	✓	✓	✓	✓
CJ74	Equipment & Engine Training Council (EETC) – Electrical Certification Test	✓	✓	✓	✓	✓	✓	✓	✓
CL30	Equipment & Engine Training Council (EETC) – Four Stroke Gasoline Engines and Electrical Test	✓	✓	✓	✓	✓	✓	✓	✓
CJ79	Equipment & Engine Training Council (EETC) – Generator Certification Test	✓	✓	✓	✓	✓	✓	✓	✓
CR99	Equipment & Engine Training Council (EETC) – Principles of Small Engine Test	—	—	—	—	—	✓	✓	✓
CJ72	Equipment & Engine Training Council (EETC) – Reel Technology Certification Test	✓	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CL29	Equipment & Engine Training Council (EETC) – Two Stroke Gasoline Engines and Electrical Test	✓	✓	✓	✓	✓	✓	✓	✓
CS01	Esri GIS Fundamentals Foundation 2201	—	—	—	—	—	✓	✓	✓
CP43	Exam 98-383: Microsoft MTA Introduction to Programming Using HTML and CSS	—	—	✓	✓	—	—	—	—
CL15	Exam MD-100: Exam Windows 10	✓	✓	✓	✓	✓	✓	✓	✓
CP99	Fanuc – ArcTool Planning and Operation	—	—	—	✓	✓	✓	✓	✓
CQ01	Fanuc – Certified Robot Operator 1 Certification	—	—	—	✓	✓	✓	✓	✓
CQ02	Fanuc – Dual Check Safety V7.50 & Newer	—	—	—	✓	✓	✓	✓	✓
CQ03	Fanuc – Electrical Maintenance with R-30iB Controller	—	—	—	✓	✓	✓	✓	✓
CM13	Fanuc – Handling Tool Operation & Programming J2P0310 IACT Approved	✓	✓	✓	✓	✓	✓	✓	✓
CQ04	Fanuc – iRVision Operation and Programming – 2D	—	—	—	✓	✓	✓	✓	✓
CQ05	Fanuc – R-2000i Mechanical Disassembly/Reassembly	—	—	—	✓	✓	✓	✓	✓
CP13	FANUC Certified CNC Machining Center Programming/ Setup and Operation	—	✓	✓	✓	✓	✓	✓	✓
CP14	FANUC Certified CNC Turning Center Programming/ Setup and Operation	—	✓	✓	✓	✓	✓	✓	✓
CS89	FASTech Mastercam Certified for 3D Milling CNC	—	—	—	—	—	—	✓	✓
CS90	FASTech Mastercam Certified for Lathe Turning CNC	—	—	—	—	—	—	✓	✓
CS91	FASTech Mastercam Certified for Multiaxis Milling CNC	—	—	—	—	—	—	✓	✓
CS92	FASTechMastercam Certified for 2.5 Axis Milling CNC	—	—	—	—	—	—	✓	✓
CS02	Fear Free Certified Professional	—	—	—	—	—	✓	✓	✓
CD01	Federal Aviation Administration (FAA)–Airframe Mechanic	✓	✓	✓	✓	✓	✓	✓	✓
CD02	Federal Aviation Administration (FAA)–Power Plant Mechanic	✓	✓	✓	✓	✓	✓	✓	✓
CS66	Final Cut Pro–Post-ProductionPro Certification	—	—	—	—	—	—	✓	✓
CS67	Final Cut Pro–SocialPro Certification	—	—	—	—	—	—	✓	✓
CS68	Final Cut Pro–VideoPro Certification	—	—	—	—	—	—	✓	✓
CJ93	Forklift Operation	✓	✓	✓	✓	✓	✓	✓	✓
CS03	Fortinet – Network Security Professional (NSE 4)	—	—	—	—	—	✓	✓	✓
CS64	Foundations of Hydroponics (Skill Certificate)	—	—	—	—	—	—	✓	✓
CR38	Franklin Covey: Leader In Me	—	—	—	—	✓	—	—	—
CS04	Franklin Covey: Leader In Me - Career Readiness	—	—	—	—	—	✓	✓	✓
CS05	Franklin Covey: Leader In Me - College Readiness	—	—	—	—	—	✓	✓	✓
CS06	Franklin Covey: Leader In Me - Leading Others	—	—	—	—	—	✓	✓	✓
CS07	Franklin Covey: Leader In Me - The 7 Habits of Highly Effective Teens	—	—	—	—	—	✓	✓	✓
CJ80	Google Ads	✓	✓	✓	✓	✓	✓	✓	✓
CJ81	Google Analytics Certification	✓	✓	✓	✓	✓	✓	✓	✓
CS79	Google Certified Educator Level 1	—	—	—	—	—	—	✓	✓
CS80	Google Certified Educator Level 2	—	—	—	—	—	—	✓	✓
CR39	Google Cloud Certified Associate Cloud Engineer	—	—	—	—	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CP44	Google IT Support Professional Certificate	—	—	✓	✓	✓	✓	✓	✓
CT11	Google Project Management Professional Certificate	—	—	—	—	—	—	—	✓
CT12	Google UX Design Professional Certificate	—	—	—	—	—	—	—	✓
CT13	Guest Service Gold: Golden Opportunities	—	—	—	—	—	—	—	✓
CR40	Haas CNC Lathe Operator	—	—	—	—	✓	✓	✓	✓
CR41	Haas CNC Mill Operator	—	—	—	—	✓	✓	✓	✓
CJ51	HAZWOPER 24-Hour Training (Operational Level)	✓	✓	✓	✓	✓	✓	✓	✓
CJ52	HAZWOPER 40-Hour Training (Technician Level)	✓	✓	✓	✓	✓	✓	✓	✓
CJ50	HAZWOPER 8-Hour Training (Awareness Level)	✓	✓	✓	✓	✓	✓	✓	✓
CQ06	HBI Pre-Apprenticeship Certificate Training (PACT)	—	—	—	✓	✓	✓	✓	✓
CR42	Hospitality and Tourism Management	—	—	—	—	✓	✓	✓	✓
CT14	IBM Applied Data Science with Python	—	—	—	—	—	—	—	✓
CT15	IBM Cloud Computing Fundamentals	—	—	—	—	—	—	—	✓
CT16	IBM Cybersecurity Analyst Professional Certificate	—	—	—	—	—	—	—	✓
CT17	IBM Cybersecurity Fundamentals	—	—	—	—	—	—	—	✓
CT18	IBM Explore Emerging Tech	—	—	—	—	—	—	—	✓
CT19	IBM Information Technology Fundamentals	—	—	—	—	—	—	—	✓
CT20	IBM Overview of Data Tools and Languages	—	—	—	—	—	—	—	✓
CT21	IBM Web Development Fundamentals	—	—	—	—	—	—	—	✓
CE12	IC3 Digital Literacy GS6	✓	✓	✓	✓	✓	✓	✓	✓
CE13	ICAR Collision Repair	✓	✓	✓	✓	✓	✓	✓	~~✓~~ —
CR43	I-CAR Pro Level Non-Structural Technician	—	—	—	—	✓	✓	✓	✓
CE16	ICAR ProLevel 1 Refinishing Technician Certification	✓	✓	✓	✓	✓	✓	✓	✓
CT22	I-CAR: Aluminum & Steel Small Dent Removal	—	—	—	—	—	—	—	✓
CT23	I-CAR: Collision Repair Fundamentals	—	—	—	—	—	—	—	✓
CT24	I-CAR: Disassembly and Reassembly	—	—	—	—	—	—	—	✓
CT25	I-CAR: Plastic Repair	—	—	—	—	—	—	—	✓
CT26	I-CAR: Preparation for Refinish	—	—	—	—	—	—	—	✓
CS08	Indiana Kentucky Ohio Regional Council of Carpenters – Infection Control Risk Assessment (ICRA) Awareness	—	—	—	—	—	✓	✓	✓
CE14	Information Technology Infrastructure Library (ItiL)	✓	✓	✓	✓	✓	✓	✓	✓
CS09	Insulated Concrete Form Installer	—	—	—	—	—	✓	✓	✓
CJ83	International Association of Drilling Contractors (IADC) – Rig Pass	✓	✓	✓	✓	✓	✓	✓	✓
CJ84	International Association of Drilling Contractors (IADC) – Well Sharp Certification	✓	✓	✓	✓	✓	✓	✓	✓
CJ85	International Association of Healthcare Central Service Material Management (IAHCSMM) – Certified Registered Central Service Technician	✓	✓	✓	✓	✓	✓	✓	✓
CE15	International Society of Certified Electronics Technicians (ISCET) Certified Electronics Technician	✓	✓	✓	✓	✓	✓	✓	✓
CR44	Intuit Certified Bookkeeping Professional	—	—	—	—	✓	✓	✓	✓
CP15	Intuit QuickBooks Certified User (QBCU)	—	✓	✓	✓	✓	✓	✓	✓
CP16	IPC J-STD-001 Certification	—	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CS10	ISC2 Certified in Cybersecurity	—	—	—	—	—	✓	✓	✓
CT27	JA Design Thinking, Creative Entrepreneurship, and Innovation Ohio	—	—	—	—	—	—	—	✓
CF02	Journeyman certification in any trade	✓	✓	✓	✓	✓	✓	✓	✓
CJ86	KUKA KORE Robot Programming and Operation Certification	✓	✓	✓	✓	✓	✓	✓	✓
CS11	Lapsen National Law Enforcement Certification SPSS	—	—	—	—	—	✓	✓	✓
CQ07	Lead4Change Student Leadership Program	—	—	—	✓	✓	✓	✓	✓
CP32	Leadership Excellence – Student	—	✓	✓	✓	✓	✓	✓	✓
CP45	Lean Six Sigma Black Belt	—	—	✓	✓	✓	✓	✓	✓
CJ82	Lean Six Sigma Greenbelt Certificate	✓	✓	✓	✓	✓	✓	✓	✓
CG62	LEED Green Associate	✓	✓	✓	✓	✓	✓	✓	✓
CJ94	Manlift Operation	✓	✓	✓	✓	✓	✓	✓	✓
CJ87	Manufacturing Skill Standards Council (MSSC) – Certified Logistics Technician	✓	✓	✓	✓	✓	✓	✓	✓
CJ88	Manufacturing Skill Standards Council (MSSC) – Certified Production Technician	✓	✓	✓	—	—	—	—	—
CQ08	Manufacturing Skill Standards Council (MSSC) – Certified Production Technician (Maintenance Awareness)	—	—	—	✓	✓	✓	✓	✓
CQ09	Manufacturing Skill Standards Council (MSSC) – Certified Production Technician (Manufacturing Processes & Production)	—	—	—	✓	✓	✓	✓	✓
CQ10	Manufacturing Skill Standards Council (MSSC) – Certified Production Technician (Quality Practices & Measurement)	—	—	—	✓	✓	✓	✓	✓
CQ11	Manufacturing Skill Standards Council (MSSC) – Certified Production Technician (Safety)	—	—	—	✓	✓	✓	✓	✓
CS12	MedCA - Medical Assistant (MA1)	—	—	—	—	—	✓	✓	✓
CQ12	MedCA Phlebotomy Technician	—	—	—	✓	✓	✓	✓	✓
CP17	Mental Health Technician Certification	—	✓	✓	✓	✓	✓	✓	✓
CT28	Meta Certified Digital Marketing Associate	—	—	—	—	—	—	—	✓
CQ13	Microsoft 365 Fundamentals	—	—	—	✓	✓	✓	✓	✓
CS13	Microsoft Administering Windows Server Hybrid Core Infrastructure	—	—	—	—	—	✓	✓	✓
CQ14	Microsoft Azure AI Fundamentals	—	—	—	✓	✓	✓	✓	✓
CQ15	Microsoft Azure Data Fundamentals	—	—	—	✓	✓	✓	✓	✓
CQ16	Microsoft Azure Fundamentals	—	—	—	✓	✓	✓	✓	✓
CQ17	Microsoft Certified Azure Administrator Associate	—	—	—	✓	✓	✓	✓	✓
CQ18	Microsoft Certified Azure AI Engineer Associate	—	—	—	✓	✓	✓	✓	✓
CQ19	Microsoft Certified Azure Data Engineer	—	—	—	✓	✓	✓	✓	✓
CQ20	Microsoft Certified Azure Data Scientist Associate	—	—	—	✓	✓	✓	✓	✓
CQ21	Microsoft Certified Azure Database Administrator Associate	—	—	—	✓	✓	✓	✓	✓
CQ22	Microsoft Certified Azure Developer Associate	—	—	—	✓	✓	✓	✓	✓
CQ23	Microsoft Certified Azure Fundamentals	—	—	—	✓	✓	✓	✓	✓
CQ24	Microsoft Certified Azure Security Engineer Associate	—	—	—	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CQ25	Microsoft Certified Azure Solutions Architect Expert	—	—	—	✓	✓	✓	✓	✓
CQ26	Microsoft Certified Data Analyst Associate	—	—	—	✓	✓	✓	✓	✓
CQ27	Microsoft Certified DevOps Engineer Expert	—	—	—	✓	✓	✓	✓	✓
CG37	Microsoft Certified Information Technology Professional (MCITP) – Office 365 Administrator	✓	—	—	—	—	—	—	—
CG39	Microsoft Certified Solutions Associate	✓	✓	✓	✓	—	—	—	—
CG08	Microsoft Certified Solutions Associate (MCSA)–Windows 7	✓	✓	—	—	—	—	—	—
CG09	Microsoft Certified Solutions Associate (MCSA)–Windows 8	✓	✓	—	—	—	—	—	—
CG07	Microsoft Certified Solutions Associate (MCSA)–Windows Server 2008	✓	✓	—	—	—	—	—	—
CG06	Microsoft Certified Solutions Associate (MCSA)–Windows Server 2012	✓	✓	✓	✓	—	—	—	—
CL14	Microsoft Certified Solutions Associate–SQL Server 2012/14	✓	✓	✓	✓	—	—	—	—
CL16	Microsoft Certified Solutions Associate–Windows Server 2016	✓	✓	✓	✓	—	—	—	—
CG40	Microsoft Certified Solutions Developer	✓	✓	✓	✓	—	—	—	—
CG41	Microsoft Certified Solutions Developer–Application Lifecycle	✓	✓	—	—	—	—	—	—
CG42	Microsoft Certified Solutions Developer–SharePoint Applications	✓	✓	—	—	—	—	—	—
CG43	Microsoft Certified Solutions Developer–Web Applications	✓	✓	—	—	—	—	—	—
CG44	Microsoft Certified Solutions Developer–Windows Store Apps	✓	✓	—	—	—	—	—	—
CG45	Microsoft Certified Solutions Expert	✓	✓	✓	✓	—	—	—	—
CG46	Microsoft Certified Solutions Expert Business Intelligence	—	—	—	—	—	—	—	—
CG47	Microsoft Certified Solutions Expert Communication	—	—	—	—	—	—	—	—
CG48	Microsoft Certified Solutions Expert Data Platform	—	—	—	—	—	—	—	—
CG49	Microsoft Certified Solutions Expert Desktop Infrastructure	—	—	—	—	—	—	—	—
CG50	Microsoft Certified Solutions Expert Messaging	—	—	—	—	—	—	—	—
CG51	Microsoft Certified Solutions Expert Private Cloud	—	—	—	—	—	—	—	—
CG52	Microsoft Certified Solutions Expert Server Infrastructure	—	—	—	—	—	—	—	—
CG53	Microsoft Certified Solutions Expert SharePoint	—	—	—	—	—	—	—	—
CG18	Microsoft Certified Systems Engineer (MCSE)–Business Intelligence	✓	—	—	—	—	—	—	—
CG15	Microsoft Certified Systems Engineer (MCSE)–Communication	✓	—	—	—	—	—	—	—
CG17	Microsoft Certified Systems Engineer (MCSE)–Data Platform	✓	—	—	—	—	—	—	—
CG12	Microsoft Certified Systems Engineer (MCSE)–Desktop Infrastructure	✓	—	—	—	—	—	—	—

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CG14	Microsoft Certified Systems Engineer (MCSE)–Messaging	✓	—	—	—	—	—	—	—
CG13	Microsoft Certified Systems Engineer (MCSE)–Private Cloud	✓	—	—	—	—	—	—	—
CG11	Microsoft Certified Systems Engineer (MCSE)–Server Infrastructure	✓	—	—	—	—	—	—	—
CG16	Microsoft Certified Systems Engineer (MCSE)–SharePoint	✓	—	—	—	—	—	—	—
CQ28	Microsoft Dynamics 365 Fundamentals	—	—	—	✓	✓	✓	✓	✓
CR45	Microsoft Dynamics 365 Fundamentals Customer Engagement Apps	—	—	—	—	✓	✓	✓	✓
CR46	Microsoft Dynamics 365 Fundamentals Finance and Operations Apps	—	—	—	—	✓	✓	✓	✓
CG29	Microsoft Office Specialist (MOS) – Access 2010	✓	✓	—	—	—	—	—	—
CG22	Microsoft Office Specialist (MOS) – Access 2013	✓	✓	✓	✓	—	—	—	—
CL17	Microsoft Office Specialist (MOS) – Access 2016	✓	✓	✓	✓	—	—	—	—
CP46	Microsoft Office Specialist (MOS) – Access Expert (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CG27	Microsoft Office Specialist (MOS) – Excel 2010	✓	✓	—	—	—	—	—	—
CG36	Microsoft Office Specialist (MOS) – Excel 2010 Expert	✓	✓	—	—	—	—	—	—
CG20	Microsoft Office Specialist (MOS) – Excel 2013	✓	✓	✓	✓	—	—	—	—
CG34	Microsoft Office Specialist (MOS) – Excel 2013 Expert	✓	✓	✓	✓	—	—	—	—
CL18	Microsoft Office Specialist (MOS) – Excel 2016	✓	✓	✓	✓	—	—	—	—
CG55	Microsoft Office Specialist (MOS) – Excel 2016 Expert	✓	✓	✓	✓	—	—	—	—
CP47	Microsoft Office Specialist (MOS) – Excel Associate (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CP48	Microsoft Office Specialist (MOS) – Excel Expert (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CG32	Microsoft Office Specialist (MOS) – Office 365	✓	✓	✓	✓	✓	✓	✓	✓
CG25	Microsoft Office Specialist (MOS) – OneNote 2013	✓	✓	✓	✓	—	—	—	—
CG30	Microsoft Office Specialist (MOS) – Outlook 2010	✓	✓	—	—	—	—	—	—
CG23	Microsoft Office Specialist (MOS) – Outlook 2013	✓	✓	✓	✓	—	—	—	—
CL19	Microsoft Office Specialist (MOS) – Outlook 2016	✓	✓	✓	✓	—	—	—	—
CP49	Microsoft Office Specialist (MOS) – Outlook Associate (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CG28	Microsoft Office Specialist (MOS) – PowerPoint 2010	✓	✓	—	—	—	—	—	—
CG21	Microsoft Office Specialist (MOS) – PowerPoint 2013	✓	✓	✓	✓	—	—	—	—
CL20	Microsoft Office Specialist (MOS) – PowerPoint 2016	✓	✓	✓	✓	—	—	—	—
CP50	Microsoft Office Specialist (MOS) – PowerPoint Associate (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CG31	Microsoft Office Specialist (MOS) – SharePoint 2010	✓	✓	—	—	—	—	—	—
CG24	Microsoft Office Specialist (MOS) – SharePoint 2013	✓	✓	—	—	—	—	—	—
CG26	Microsoft Office Specialist (MOS) – Word 2010	✓	✓	—	—	—	—	—	—
CG35	Microsoft Office Specialist (MOS) – Word 2010 Expert	✓	✓	—	—	—	—	—	—
CG19	Microsoft Office Specialist (MOS) – Word 2013	✓	✓	✓	✓	—	—	—	—

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CG33	Microsoft Office Specialist (MOS) – Word 2013 Expert	✓	✓	✓	✓	—	—	—	—
CL21	Microsoft Office Specialist (MOS) – Word 2016	✓	✓	✓	✓	—	—	—	—
CG56	Microsoft Office Specialist (MOS) – Word 2016 Expert	✓	✓	✓	✓	—	—	—	—
CP51	Microsoft Office Specialist (MOS) – Word Associate (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CP52	Microsoft Office Specialist (MOS) – Word Expert (2019 or later)	—	—	✓	✓	✓	✓	✓	✓
CQ29	Microsoft Power Platform Fundamentals	—	—	—	✓	✓	✓	✓	✓
CR47	Microsoft Security, Compliance, and Identity Fundamentals	—	—	—	—	✓	✓	✓	✓
CG03	Microsoft Technology Associate (MTA) – Database	✓	✓	✓	✓	—	—	—	—
CG04	Microsoft Technology Associate (MTA) – Developer	✓	✓	✓	✓	—	—	—	—
CG05	Microsoft Technology Associate (MTA) – IT Infrastructure	✓	✓	✓	✓	—	—	—	—
CP18	Mining Asphalt Concrete & Construction Technology (MACC Tech)	—	✓	✓	✓	✓	✓	✓	✓
CS14	Motoman DX100 Basic Programming	—	—	—	—	—	✓	✓	✓
CG54	Motoman DX100 Basic Programming w/Material Handling	✓	✓	✓	✓	✓	✓	✓	✓
CS15	Motoman DX100 Basic Programming with Arc Welding	—	—	—	—	—	✓	✓	✓
CS16	Motoman DX100 Maintenance with Programming Overview	—	—	—	—	—	✓	✓	✓
CS17	Motoman DX100 Operator's Training	—	—	—	—	—	✓	✓	✓
CS20	Motoman DX200 Basic Programming	—	—	—	—	—	✓	✓	✓
CS18	Motoman DX200 Basic Programming with Arc Welding	—	—	—	—	—	✓	✓	✓
CS19	Motoman DX200 Basic Programming with Material Handling	—	—	—	—	—	✓	✓	✓
CS21	Motoman DX200 Maintenance with Programming Overview	—	—	—	—	—	✓	✓	✓
CS22	Motoman DX200 Operator's Training	—	—	—	—	—	✓	✓	✓
CS23	Motoman FS100 Basic Programming with Material Handling	—	—	—	—	—	✓	✓	✓
CS24	Motoman FS100 Operator's Training	—	—	—	—	—	✓	✓	✓
CS25	Motoman MotoSim EG/VRC Off-Line Programming	—	—	—	—	—	✓	✓	✓
CS26	Motoman NX100 Basic Programming	—	—	—	—	—	✓	✓	✓
CS27	Motoman NX100 Basic Programming with Material Handling	—	—	—	—	—	✓	✓	✓
CS28	Motoman NX100 Maintenance with Programming Overview	—	—	—	—	—	✓	✓	✓
CS29	Motoman NX100 Operator's Training	—	—	—	—	—	✓	✓	✓
CS32	Motoman YRC1000 Basic Programming	—	—	—	—	—	✓	✓	✓
CS30	Motoman YRC1000 Basic Programming with Arc Welding	—	—	—	—	—	✓	✓	✓
CS31	Motoman YRC1000 Basic Programming with Material Handling	—	—	—	—	—	✓	✓	✓
CS33	Motoman YRC1000 Maintenance with Programming Overview	—	—	—	—	—	✓	✓	✓
CS34	Motoman YRC1000 Operator's Training	—	—	—	—	—	✓	✓	✓
CQ30	MSSC CPT Plus Skill Boss	—	—	—	✓	✓	✓	✓	✓
CQ31	Multi-Craft Core Curriculum (MC3)	—	—	—	✓	✓	✓	✓	✓
CP53	NASM Certified Personal Trainer	—	—	✓	✓	✓	✓	✓	✓
CJ89	National Association of Interpretation (NAI) – Certified Interpretive Guide	✓	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CH83	National Association of Stationary Operating Engineers Third Class Power Engineer License	✓	✓	✓	✓	✓	✓	✓	✓
CJ90	National Association of Veterinary Technicians in America (NAVTA) – Approved Veterinary Assistant	✓	✓	✓	✓	✓	✓	✓	✓
CS35	National Career Certification Board Certified Mental Health Technician	—	—	—	—	—	✓	✓	✓
CS36	National Center for Competency Testing - National Certified ECG Technician (NCET)	—	—	—	—	—	✓	✓	✓
CH08	National Center for Competency Testing (NCCT) – National Certified Phlebotomy Technician (NCPT)	—	—	—	✓	✓	✓	✓	✓
CH10	National Center for Competency Testing (NCCT) – National Certified Medical Office Assistant (NCMOA)	—	—	—	✓	✓	✓	✓	✓
CQ32	National Center for Competency Testing (NCCT) – National Certified Insurance & Coding Specialist (NCICS)	—	—	—	✓	✓	✓	✓	✓
CQ33	National Center for Competency Testing (NCCT) – National Certified Medical Assistant (NCMA)	—	—	—	✓	✓	✓	✓	✓
CQ34	National Center for Competency Testing (NCCT) – National Certified Patient Care Technician (NCPCT)	—	—	—	✓	✓	✓	✓	✓
CH12	National Center for Construction Education & Research (NCCER) – Core Construction	✓	—	—	—	—	—	—	—
CH15	National Center for Construction Education & Research (NCCER) – Electronic Systems Technician	✓	—	—	—	—	—	—	—
CH17	National Center for Construction Education & Research (NCCER) – Highway/Heavy Construction	✓	—	—	—	—	—	—	—
CH23	National Center for Construction Education & Research (NCCER) – Sheet Metal	✓	—	—	—	—	—	—	—
CR48	National Emergency Communications Institute 9-1-1 Basic Certification	—	—	—	—	✓	✓	✓	✓
CQ35	National Entry Level Dental Assistant	—	—	—	✓	✓	✓	✓	✓
CH28	National Healthcareer Association (NHA) – Certified Billing & Coding Specialist (CBCS)	✓	✓	✓	✓	✓	✓	✓	✓
CJ91	National Healthcareer Association (NHA) – Certified Clinical Medical Assistant	✓	✓	✓	✓	✓	✓	✓	✓
CH27	National Healthcareer Association (NHA) – Certified Electronic Health Records Specialist (CEHRS)	✓	✓	✓	✓	✓	✓	✓	✓
CH26	National Healthcareer Association (NHA) – Certified Patient Care Technician (CPCT)	—	—	✓	✓	✓	✓	✓	✓
CH30	National Healthcareer Association (NHA) – Certified Phlebotomy Technician (CPT)	✓	✓	✓	✓	✓	✓	✓	✓
CH31	National Healthcareer Association (NHA) – Certified Professional Coder (CPC)	✓	✓	—	—	—	—	—	—
CP19	National Healthcareer Association Certified EKG Technician (CET)	—	✓	✓	✓	✓	✓	✓	✓
CR49	National Horse Judging Team Coaches' Association (NHJTCA) Equine Management & Evaluation Certification	—	—	—	—	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CH84	National Incident Management System 100	✓	✓	✓	✓	✓	✓	✓	✓
CH94	National Incident Management System 200	✓	✓	✓	✓	✓	✓	✓	✓
CH85	National Incident Management System 700	✓	✓	✓	✓	✓	✓	✓	✓
CH93	National Incident Management System 800	✓	✓	✓	✓	✓	✓	✓	✓
CH33	National Institute for Automotive Service Excellence (ASE) – A1 Engine Repair	✓	✓	✓	✓	✓	✓	✓	✓
CH34	National Institute for Automotive Service Excellence (ASE) – A2 Automatic Transmission/Transaxle	✓	✓	✓	✓	✓	✓	✓	✓
CH35	National Institute for Automotive Service Excellence (ASE) – A3 Manual Drive Train & Axles	✓	✓	✓	✓	✓	✓	✓	✓
CH36	National Institute for Automotive Service Excellence (ASE) – A4 ASE Suspension & Steering	✓	✓	✓	✓	✓	✓	✓	✓
CH37	National Institute for Automotive Service Excellence (ASE) – A5 Brakes	✓	✓	✓	✓	✓	✓	✓	✓
CH38	National Institute for Automotive Service Excellence (ASE) – A6 Electrical/Electronic Systems	✓	✓	✓	✓	✓	✓	✓	✓
CH39	National Institute for Automotive Service Excellence (ASE) – A7 Heating & Air Conditioning	✓	✓	✓	✓	✓	✓	✓	✓
CH40	National Institute for Automotive Service Excellence (ASE) – A8 Engine Performance	✓	✓	✓	✓	✓	✓	✓	✓
CH41	National Institute for Automotive Service Excellence (ASE) – A9 Light Vehicle Diesel Engines	✓	✓	✓	✓	✓	✓	✓	✓
CH42	National Institute for Automotive Service Excellence (ASE) – B2 Painting & Refinishing	✓	✓	✓	✓	✓	✓	✓	✓
CH43	National Institute for Automotive Service Excellence (ASE) – B3 Non-Structural Analysis & Damage Repair	✓	✓	✓	✓	✓	✓	✓	✓
CH44	National Institute for Automotive Service Excellence (ASE) – B4 Structural Analysis & Damage Repair	✓	✓	✓	✓	✓	✓	✓	✓
CH45	National Institute for Automotive Service Excellence (ASE) – B5 Mechanical and Electrical Components	✓	✓	✓	✓	✓	✓	✓	✓
CJ92	National Institute for Automotive Service Excellence (ASE) – E3 Auxiliary Power Systems Installation and Repair	✓	✓	✓	✓	✓	✓	✓	✓
CH97	National Institute for Automotive Service Excellence (ASE) – Maintenance & Light Repair (MLR) (G1)	✓	✓	✓	✓	✓	✓	✓	✓
CH86	National Institute for Automotive Service Excellence (ASE) – P1 Medium-Heavy Truck Parts Specialist	✓	✓	✓	✓	✓	✓	✓	✓
CH87	National Institute for Automotive Service Excellence (ASE) – P2 Automobile Parts Specialist	✓	✓	✓	✓	✓	✓	✓	✓
CH64	National Institute for Automotive Service Excellence (ASE) – T1 Gasoline Engines (Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH65	National Institute for Automotive Service Excellence (ASE) – T2 Diesel Engines (Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH66	National Institute for Automotive Service Excellence (ASE) – T3 Drive Train (Truck)	✓	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CH67	National Institute for Automotive Service Excellence (ASE) – T4 Brakes	✓	✓	✓	✓	✓	✓	✓	✓
CH68	National Institute for Automotive Service Excellence (ASE) – T5 Suspension & Steering (Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH69	National Institute for Automotive Service Excellence (ASE) – T6 Electrical/Electronic Systems (Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH70	National Institute for Automotive Service Excellence (ASE) – T7 Heating, Ventilation & A/C (Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH71	National Institute for Automotive Service Excellence (ASE) – T8 Preventative Maintenance Inspection (Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH48	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Automatic Transmission/Transaxle (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH49	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Brakes (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH50	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Electrical/Electronic Systems (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH51	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Engine Performance (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH52	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Engine Repair (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH53	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Heating and Air Conditioning (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH54	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Maintenance and Light Repair (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH55	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification –Manual Drive Train and Axles (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH56	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Mechanical and Electrical (Collision)	✓	✓	✓	✓	✓	✓	✓	✓
CH57	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Non-Structural Analysis and Damage Repair (Collision)	✓	✓	✓	✓	✓	✓	✓	✓
CH58	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Painting and Refinishing (Collision)	✓	✓	✓	✓	✓	✓	✓	✓
CH59	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Structural Analysis and Damage Repair (Collision)	✓	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CH60	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Brakes (Medium/Heavy Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH61	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Diesel Engines (Medium/Heavy Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH62	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Electrical/Electronic Systems (Medium/Heavy Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH63	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Steering and Suspension (Medium/Heavy Truck)	✓	✓	✓	✓	✓	✓	✓	✓
CH95	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Suspension and Steering (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CH96	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Automobile Service Technology (Automobile)	✓	✓	✓	✓	✓	✓	✓	✓
CP34	National Institute for Automotive Service Excellence (ASE) Entry-Level Certification – Inspection, Maintenance, and Minor Repair (Medium/Heavy Truck)	—	—	✓	✓	✓	✓	✓	✓
CH88	National Institute for Certification in Engineering Technologies (NICET) Level II Certification or Higher	✓	✓	✓	✓	✓	✓	✓	✓
CS93	National Institute for Metalworking Skills (NIMS) – 4.0 Smart Production Specialist	—	—	—	—	—	—	✓	✓
CP21	National Institute for Metalworking Skills (NIMS) – Basic Hydraulic Systems – Basic Mechanical Systems Basic Pneumatic Systems	—	✓	✓	✓	✓	✓	✓	✓
CR52	National Institute for Metalworking Skills (NIMS) – CNC Lathe Operations	—	—	—	—	✓	✓	✓	✓
CR53	National Institute for Metalworking Skills (NIMS) – CNC Lathe Programming Setup & Operations	—	—	—	—	✓	✓	✓	✓
CR54	National Institute for Metalworking Skills (NIMS) – CNC Mill Operations	—	—	—	—	✓	✓	✓	✓
CR55	National Institute for Metalworking Skills (NIMS) – CNC Mill Programming Setup & Operations	—	—	—	—	✓	✓	✓	✓
CR56	National Institute for Metalworking Skills (NIMS) – Drill Press I	—	—	—	—	✓	✓	✓	✓
CP22	National Institute for Metalworking Skills (NIMS) – Electrical Systems – Electronic Control Systems and Process Control Systems	—	✓	✓	✓	✓	✓	✓	✓
CR57	National Institute for Metalworking Skills (NIMS) – Grinding I	—	—	—	—	✓	✓	✓	✓
CR58	National Institute for Metalworking Skills (NIMS) – Job Planning, Benchwork & Layout	—	—	—	—	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CH72	National Institute for Metalworking Skills (NIMS) – Machining Level I	✓	✓	✓	✓	—	—	—	—
CH73	National Institute for Metalworking Skills (NIMS) – Machining Level II	✓	✓	✓	✓	✓	✓	✓	✓
CH74	National Institute for Metalworking Skills (NIMS) – Machining Level III	✓	✓	✓	✓	✓	—	—	—
CP23	National Institute for Metalworking Skills (NIMS) – Maintenance Operations, Maintenance Piping, Maintenance Welding	—	✓	✓	✓	✓	✓	✓	✓
CR59	National Institute for Metalworking Skills (NIMS) – Measurement, Materials & Safety	—	—	—	—	✓	✓	✓	✓
CR60	National Institute for Metalworking Skills (NIMS) – Milling I	—	—	—	—	✓	✓	✓	✓
CR61	National Institute for Metalworking Skills (NIMS) – Turning I (Between Centers)	—	—	—	—	✓	✓	✓	✓
CR62	National Institute for Metalworking Skills (NIMS) – Turning I (Chucking Skills)	—	—	—	—	✓	✓	✓	✓
CH75	National Restaurant Association – ServSafe	✓	✓	✓	—	—	—	—	—
CS37	NC3 / Lincoln Electric–Thermal Cutting: Air Carbon Arc Cutting (CAC-A)	—	—	—	—	—	✓	✓	✓
CQ36	NC3 Building Automation Systems (BAS)	—	—	—	✓	✓	✓	✓	✓
CQ37	NC3 Residential HVAC Airflow	—	—	—	✓	✓	✓	✓	✓
CQ38	NC3 Residential HVAC Air-to-Air Heat Pumps	—	—	—	✓	✓	✓	✓	✓
CQ39	NC3 Residential HVAC Refrigeration Diagnostics	—	—	—	✓	✓	✓	✓	✓
CQ40	NC3 Residential HVAC Variable Speed Motors	—	—	—	✓	✓	✓	✓	✓
CQ41	NC3/Festo – Certified Industry 4.0 Associate – Fundamental	—	—	—	✓	✓	✓	✓	✓
CR50	NC3/Festo – Fundamentals of Electricity-AC	—	—	—	—	✓	✓	✓	✓
CQ42	NC3/Festo – Fundamentals of Electricity-AC/DC	—	—	—	✓	—	—	—	—
CR51	NC3/Festo – Fundamentals of Electricity-DC	—	—	—	—	✓	✓	✓	✓
CQ43	NC3/Festo – Fundamentals of Fluid Power-Hydraulics	—	—	—	✓	✓	✓	✓	✓
CQ44	NC3/Festo – Fundamentals of Fluid Power-Pneumatics	—	—	—	✓	✓	✓	✓	✓
CQ45	NC3/Festo – Fundamentals of Industry 4.0	—	—	—	✓	✓	✓	✓	✓
CQ46	NC3/Festo – Fundamentals of Mechanical Systems	—	—	—	✓	✓	✓	✓	✓
CQ47	NC3/Festo – Fundamentals of PLC	—	—	—	✓	✓	✓	✓	✓
CQ48	NC3/Festo – Fundamentals of Robotics	—	—	—	✓	✓	✓	✓	✓
CQ49	NC3/Festo – Fundamentals of Sensor Technology	—	—	—	✓	✓	✓	✓	✓
CQ50	NC3/Festo – Introduction to Mechatronics	—	—	—	✓	✓	✓	✓	✓
CQ51	NC3/Greenlee Professional Tools – 3-Phase Sequencing and Motor Rotation	—	—	—	✓	✓	✓	✓	✓
CQ52	NC3/Greenlee Professional Tools – Advanced Conduit Bending	—	—	—	✓	✓	✓	✓	✓
CQ53	NC3/Greenlee Professional Tools – Basic Conduit Bending	—	—	—	✓	✓	✓	✓	✓
CQ54	NC3/Greenlee Professional Tools – Cable Pulling	—	—	—	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CQ55	NC3/Greenlee Professional Tools – Electrical Branch/Series Level Wire Termination	—	—	—	✓	✓	✓	✓	✓
CQ56	NC3/Greenlee Professional Tools – Electrical Service Level Wire Termination	—	—	—	✓	✓	✓	✓	✓
CQ57	NC3/Greenlee Professional Tools – Fishing Conduits and Raceways	—	—	—	✓	✓	✓	✓	✓
CQ58	NC3/Greenlee Professional Tools – Hand Bending	—	—	—	✓	✓	✓	✓	✓
CQ59	NC3/Greenlee Professional Tools – Insulation and Ground Rod Resistance Testing	—	—	—	✓	✓	✓	✓	✓
CQ60	NC3/Greenlee Professional Tools – Wire Pathways: Knockout	—	—	—	✓	✓	✓	✓	✓
CQ61	NC3/Greenlee Professional Tools – Wire Pathways: Rotary	—	—	—	✓	✓	✓	✓	✓
CQ62	NC3/Lincoln Electric – Introduction to Flux Cored Arc Welding (FCAW)	—	—	—	✓	✓	✓	✓	✓
CQ63	NC3/Lincoln Electric – Introduction to Gas Metal Arc Welding (GMAW)	—	—	—	✓	✓	✓	✓	✓
CQ64	NC3/Lincoln Electric – Introduction to Gas Tungsten Arc Welding (GTAW)	—	—	—	✓	✓	✓	✓	✓
CQ65	NC3/Lincoln Electric – Introduction to Shielded Metal Arc Welding (SMAW)	—	—	—	✓	✓	✓	✓	✓
CQ66	NC3/Lincoln Electric – Welding Safety	—	—	—	✓	✓	✓	✓	✓
CQ67	NC3/Lincoln Electric Principles of Welding	—	—	—	✓	✓	✓	✓	✓
CS38	NC3/Lincoln Electric–Thermal Cutting: Oxyfuel Cutting (OFC)	—	—	—	—	—	✓	✓	✓
CS39	NC3/Lincoln Electric–Thermal Cutting: Plasma Arc Cutting (PAC)	—	—	—	—	—	✓	✓	✓
CH91	NCCER Core	✓	✓	✓	✓	✓	✓	✓	✓
CH89	NCCER Core and L1 Certification	✓	—	—	—	—	—	—	—
CH92	NCCER Level 1	✓	✓	✓	—	—	—	—	—
CQ68	NCCER Level 1 – Carpentry	—	—	—	✓	✓	✓	✓	✓
CQ69	NCCER Level 1 – Concrete Finishing	—	—	—	✓	✓	✓	✓	✓
CH11	NCCER Level 1 – Construction Technology	✓	—	—	✓	✓	✓	✓	✓
CH13	NCCER Level 1 – Drywall	✓	—	—	✓	✓	✓	✓	✓
CH14	NCCER Level 1 – Electrical	✓	—	—	✓	✓	✓	✓	✓
CH16	NCCER Level 1 – Heavy Equipment Operations	✓	—	—	✓	✓	✓	✓	✓
CH18	NCCER Level 1 – HVAC	✓	—	—	✓	✓	✓	✓	✓
CH19	NCCER Level 1 – Industrial Maintenance Mechanic	✓	—	—	✓	✓	✓	✓	✓
CH20	NCCER Level 1 – Masonry	✓	—	—	✓	✓	✓	✓	✓
CQ70	NCCER Level 1 – Pipefitting	—	—	—	✓	✓	✓	✓	✓
CH21	NCCER Level 1 – Plumbing	✓	—	—	✓	✓	✓	✓	✓
CH22	NCCER Level 1 – Power Generation Maintenance Mechanic	✓	—	—	✓	✓	✓	✓	✓
CS40	NCCER Level 1 - Project Management	—	—	—	—	—	✓	✓	✓
CP54	NCCER Level 2	—	—	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CT29	NCLCA Principles of Livestock Selection; Evaluation Certification	—	—	—	—	—	—	—	✓
CP55	NECC Level 1 Telecommunicator	—	—	✓	✓	✓	✓	✓	✓
CS41	New Collar Network - 3D Printed Technician	—	—	—	—	—	✓	✓	✓
CS95	NFHS Coach Level 1, 2, & 3	—	—	—	—	—	—	✓	✓
CP20	NHA Certified Medical Administrative Assistant (CMAA)	—	✓	✓	✓	✓	✓	✓	✓
CS42	NIS Excavator Operator	—	—	—	—	—	✓	✓	✓
CS43	NIS Skid Steer Operator	—	—	—	—	—	✓	✓	✓
CP56	North American Technician Excellence HVAC Support Technician	—	—	✓	✓	✓	✓	✓	✓
CH90	North American Technician Excellence HVARC Certification (Installation, Service, or Senior Levels)	✓	✓	✓	✓	✓	✓	✓	✓
CT30	NRCS Fundamentals of Conservation & Sustainability in Agriculture Certification	—	—	—	—	—	—	—	✓
CJ36	OC/Pepper Spray	✓	✓	✓	✓	✓	✓	✓	✓
CJ02	Occupational Safety and Health Administration (OSHA) – 10-Hour Training	✓	✓	✓	✓	✓	✓	✓	✓
CJ01	Occupational Safety and Health Administration (OSHA) – 30-Hour Training	✓	✓	✓	✓	✓	✓	✓	✓
CJ95	Ohio Agribusiness Association (OABA) – Agribusiness and Production Systems Certification	✓	✓	✓	✓	✓	✓	✓	✓
CS83	Ohio Board of Pharmacy–Pharmacy Technician Trainee	—	—	—	—	—	—	✓	✓
CJ39	Ohio Certified Nursery Technician – Garden Center	✓	✓	✓	✓	✓	✓	✓	✓
CJ37	Ohio Certified Nursery Technician – Grower	✓	✓	✓	✓	✓	✓	✓	✓
CJ38	Ohio Certified Nursery Technician – Landscape	✓	✓	✓	✓	✓	✓	✓	✓
CJ40	Ohio Certified Nursery Technician – Master Technician	✓	✓	✓	✓	✓	✓	✓	✓
CQ71	Ohio Certified Prevention Specialist Assistant	—	—	—	✓	✓	✓	✓	✓
CJ69	Ohio Children's Trust Fund (OCTF) – Child Abuse Awareness and Prevention	✓	✓	✓	✓	✓	✓	✓	✓
CJ41	Ohio Commercial Drivers License	✓	✓	✓	✓	✓	✓	✓	✓
CS77	Ohio Concrete–ACI Concrete Field Testing Technician-Grade I	—	—	—	—	—	—	✓	✓
CJ97	Ohio Department of Agriculture (ODA) – Agricultural Commodity Tester	✓	✓	✓	✓	✓	✓	✓	✓
CJ96	Ohio Department of Agriculture (ODA) – Commercial Pesticide Applicator License	✓	✓	✓	✓	✓	✓	✓	✓
CJ07	Ohio Department of Agriculture (ODA) – Private Pesticide Applicator License	—	✓	✓	✓	✓	✓	✓	✓
CJ16	Ohio Department of Health – Certified~~State Tested~~ Nursing~~e~~ Assistant (~~ST~~CNA)	✓	✓	✓	✓	✓	✓	✓	✓
CS84	Ohio Department of Health – Dining Assistant Program	—	—	—	—	—	—	✓	✓
CJ14	Ohio Department of Health – Radiographer	✓	✓	✓	✓	✓	✓	✓	✓
CJ15	Ohio Department of Health – State Tested Nurse Aide	✓	—	—	—	—	—	—	—

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CT31	Ohio Department of Insurance Property and Casualty Insurance License	—	—	—	—	—	—	—	✓
CJ70	Ohio Department of Job and Family Services (ODJFS) – Communicable Disease Prevention for Childcare Personnel	✓	✓	✓	✓	✓	✓	✓	✓
CS44	Ohio Department of Natural Resources - Ohio Watercraft License	—	—	—	—	—	✓	✓	✓
CJ19	Ohio Department of Public Safety, Division of EMS – EMT – Basic	✓	✓	✓	✓	✓	✓	✓	✓
CJ21	Ohio Department of Public Safety, Division of EMS – EMT – Intermediate	✓	✓	✓	✓	✓	✓	✓	✓
CJ20	Ohio Department of Public Safety, Division of EMS – EMT – Paramedic	✓	✓	✓	✓	✓	✓	✓	✓
CJ22	Ohio Department of Public Safety, Division of EMS – Ohio Firefighter I	✓	✓	✓	✓	✓	✓	✓	✓
CJ23	Ohio Department of Public Safety, Division of EMS – Ohio Firefighter II	✓	✓	✓	✓	✓	✓	✓	✓
CR63	Ohio Driver's License	—	—	—	—	✓	✓	✓	✓
CJ24	Ohio Environmental Protection Agency (OEPA) – Operator Certification (Water & Wastewater)	✓	—	—	—	—	—	—	—
CP24	Ohio EPA Professional Class A Wastewater Operator OIT (Operator in Training)	—	✓	✓	✓	✓	✓	✓	✓
CP25	Ohio EPA Professional Class A Water Operator OIT (Operator in Training)	—	✓	✓	✓	✓	✓	✓	✓
CP26	Ohio EPA Professional Class I Wastewater Operator OIT (Operator in Training)	—	✓	✓	✓	✓	✓	✓	✓
CP27	Ohio EPA Professional Class I Water Operator OIT (Operator in Training)	—	✓	✓	✓	✓	✓	✓	✓
CJ98	Ohio Forestry Association (OFA) – Chainsaw Safety Awareness Levels 1 & 2, Best Management Practices (BMPs) for Logging	✓	✓	✓	✓	✓	✓	✓	✓
CS45	Ohio High School Athletic Association - Officiating License	—	—	—	—	—	✓	✓	✓
CT32	Ohio Medication Aide-Certified	—	—	—	—	—	—	—	✓
CJ25	Ohio Nursery and Landscape Association (ONLA) – Ohio Certified Nursery Technician (OCNT) – Garden Center	✓	—	—	—	—	—	—	—
CJ26	Ohio Nursery and Landscape Association (ONLA) – Ohio Certified Nursery Technician (OCNT) – Landscape	✓	—	—	—	—	—	—	—
CJ27	Ohio Nursery and Landscape Association (ONLA) – Ohio Certified Nursery Technician (OCNT) – Master Technician	✓	—	—	—	—	—	—	—
CJ42	Ohio Peace Officer Training Academy Private Security Certification	✓	✓	✓	✓	✓	✓	✓	✓
CT33	Ohio Promise Professional Early Childhood Inclusion Credential Level 1	—	—	—	—	—	—	—	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CJ99	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion	✓	✓	✓	✓	✓	✓	✓	~~✓~~ —
CT34	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Agriculture and Environmental Systems	—	—	—	—	—	—	—	✓
CT35	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Arts and Communication	—	—	—	—	—	—	—	✓
CT36	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Business, Marketing, and Finance	—	—	—	—	—	—	—	✓
CT37	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Construction	—	—	—	—	—	—	—	✓
CT38	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Education and Training	—	—	—	—	—	—	—	✓
CT39	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Engineering	—	—	—	—	—	—	—	✓
CT40	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Health	—	—	—	—	—	—	—	✓
CT41	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Hospitality and Tourism	—	—	—	—	—	—	—	✓
CT42	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Human Services	—	—	—	—	—	—	—	✓
CT43	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Information Technology	—	—	—	—	—	—	—	✓
CT44	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Law and Public Safety	—	—	—	—	—	—	—	✓
CT45	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Manufacturing	—	—	—	—	—	—	—	✓
CT46	Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion - Transportation	—	—	—	—	—	—	—	✓
CS46	Ohio State Board of Cosmetology - Boutique Services: Braiding	—	—	—	—	—	✓	✓	✓
CS47	Ohio State Board of Cosmetology - Boutique Services: Make-Up Artistry	—	—	—	—	—	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CS48	Ohio State Board of Cosmetology - Boutique Services: Shampooing	—	—	—	—	—	✓	✓	✓
CS49	Ohio State Board of Cosmetology - Boutique Services: Threading	—	—	—	—	—	✓	✓	✓
CJ28	Ohio State Board of Cosmetology – Esthetician	✓	✓	✓	✓	✓	✓	✓	✓
CJ29	Ohio State Board of Cosmetology – License of Cosmetology	✓	✓	✓	✓	✓	✓	✓	✓
CJ30	Ohio State Board of Cosmetology – Managing Cosmetologist	✓	✓	✓	✓	✓	✓	✓	✓
CJ31	Ohio State Board of Cosmetology – Manicurist	✓	✓	✓	✓	✓	✓	✓	✓
CJ32	Ohio State Board of Nursing – Certified Community Health Worker	—	—	—	✓	✓	✓	✓	✓
CJ33	Ohio State Board of Nursing – Licensed Practical Nurse (LPN)	✓	✓	✓	✓	✓	✓	✓	✓
CJ34	Ohio State Board of Pharmacy – Certified Pharmacy Technician (CPhT)(ExCPT)	✓	✓	✓	✓	✓	✓	✓	✓
CJ35	Ohio State Dental Board – Dental Assistant Radiographer's Certificate	✓	✓	✓	✓	✓	✓	✓	✓
CJ43	Ohio State Occupational Therapy, Physical Therapy, and Athletic Trainers Board – Physical Therapy Assistant (PTA) License	✓	✓	✓	✓	✓	✓	✓	✓
CT47	Ohio State University Extension's Ohio Person in Charge: Know and Show	—	—	—	—	—	—	—	✓
CS65	Ohio Veterinary Medical Association–Vet Assistant Level 1	—	—	—	—	—	—	✓	✓
CT48	OPOTA Corrections Basic Training	—	—	—	—	—	—	—	✓
CQ72	Oracle Certified Foundations Associate, Database	—	—	—	✓	✓	✓	✓	✓
CJ44	Oracle Certified Foundations Associate, Java	✓	✓	✓	✓	✓	✓	✓	✓
CJ45	Oracle Certified Master – Java	✓	✓	✓	✓	✓	✓	✓	✓
CJ46	Oracle Certified Professional – Java	✓	✓	✓	✓	✓	✓	✓	✓
CP28	ORDC Correctional Officer- Provisional	—	✓	✓	✓	✓	✓	✓	✓
CQ73	ParaPro	—	—	—	✓	✓	✓	✓	✓
CQ74	Parker Industrial Hydraulics	—	—	—	✓	✓	✓	✓	✓
CG65	Part 107 Remote Pilot Certification	✓	✓	✓	✓	✓	✓	✓	✓
CT49	PCEP™ – Certified Entry-Level Python Programmer	—	—	—	—	—	—	—	✓
CR64	Photovoltaic Installer – Level 1 (PVI1)	—	—	—	—	✓	✓	✓	✓
CQ75	PMI Project Management Ready	—	—	—	✓	✓	✓	✓	✓
CM02	PrintEd	✓	✓	✓	✓	✓	✓	✓	✓
CQ76	Private Pilot Knowledge Exam	—	—	—	✓	✓	✓	✓	✓
CL10	Programmable Logic Controllers Certification – Allen Bradley	✓	✓	✓	✓	✓	✓	✓	✓
CL11	Programmable Logic Controllers Certification – Siemens	✓	✓	✓	✓	✓	✓	✓	✓
CM03	ProStart Certificate of Achievement	✓	✓	✓	✓	✓	✓	✓	✓
CT50	Qualified Behavioral Health Specialist	—	—	—	—	—	—	—	✓
CT51	Registered Behavior Technician - RBT	—	—	—	—	—	—	—	✓
CG63	Revit Certified Professional	✓	✓	✓	—	—	—	—	—

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CG58	RISE Up Advanced Customer Service and Sales	✓	✓	—	—	—	—	—	—
CG59	RISE Up Customer Service and Sales	✓	✓	✓	✓	✓	✓	✓	✓
CG60	RISE Up Retail Industry Fundamentals	✓	✓	✓	✓	✓	✓	✓	✓
CR65	RISE UP Supply Chain~~Warehouse~~, Inventory, and Logistics	—	—	—	—	✓	✓	✓	✓
CS50	Robotics Education & Competition Foundation–Pre-Engineering	—	—	—	—	—	✓	✓	✓
CS51	Robotics Education & Competition Foundation–Robotics	—	—	—	—	—	✓	✓	✓
CL07	Safeland	✓	✓	✓	✓	✓	✓	✓	✓
CR66	Salesforce Certified Administrator	—	—	—	—	✓	✓	✓	✓
CT52	Science of Reading	—	—	—	—	—	—	—	✓
CL03	ServSafe	✓	—	—	—	—	—	—	—
CQ77	ServSafe – Allergens	—	—	—	✓	✓	✓	✓	✓
CQ78	ServSafe – Food Handler	—	—	—	✓	✓	✓	✓	✓
CQ79	ServSafe – Manager	—	—	—	✓	✓	✓	✓	✓
CQ80	ServSafe – Person In Charge	—	—	—	✓	✓	✓	✓	✓
CQ81	ServSafe – Workplace	—	—	—	✓	✓	✓	✓	✓
CP29	Six Sigma Yellow Belt	—	✓	✓	✓	✓	✓	✓	✓
CR67	Small Unmanned Safety Institute Certification Level 1	—	—	—	—	✓	✓	✓	✓
CQ82	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Automation Systems Specialist I – Electrical Systems I	—	—	—	✓	✓	✓	✓	✓
CQ83	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Associate I – Basic Operations	—	—	—	✓	✓	✓	✓	✓
CQ84	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Associate II – Advanced Operations	—	—	—	✓	✓	✓	✓	✓
CQ85	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Associate III – Robot System Operations	—	—	—	✓	✓	✓	✓	✓
CQ86	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Associate IV – IioT, Networking and Data Analytics	—	—	—	✓	✓	✓	✓	✓
CQ87	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Automation Systems Specialist I – Electric Motor Control Systems I	—	—	—	✓	✓	✓	✓	✓
CQ88	Smart Automation Certification Alliance (SACA) – Certified Industry 4.0 Automation Systems Specialist I – Variable Frequency Drive Systems I	—	—	—	✓	✓	✓	✓	✓
CQ89	Smart Automation Certification Alliance (SACA) – Electrical System Installation I	—	—	—	✓	✓	✓	✓	✓
CQ90	Smart Automation Certification Alliance (SACA) – Ethernet Communications I	—	—	—	✓	✓	✓	✓	✓
CQ91	Smart Automation Certification Alliance (SACA) – Industry 4.0 Total Production Maintenance Management	—	—	—	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CQ92	Smart Automation Certification Alliance (SACA) – Mechanical Power Systems I	—	—	—	✓	✓	✓	✓	✓
CQ93	Smart Automation Certification Alliance (SACA) – Motor Control Troubleshooting I	—	—	—	✓	✓	✓	✓	✓
CQ94	Smart Automation Certification Alliance (SACA) – Pneumatic Systems I	—	—	—	✓	✓	✓	✓	✓
CQ95	Smart Automation Certification Alliance (SACA) – Programmable Controller Systems I	—	—	—	✓	✓	✓	✓	✓
CQ96	Smart Automation Certification Alliance (SACA) – Programmable Controller Troubleshooting I	—	—	—	✓	✓	✓	✓	✓
CQ97	Smart Automation Certification Alliance (SACA) – Robotic System Operations I	—	—	—	✓	✓	✓	✓	✓
CQ98	Smart Automation Certification Alliance (SACA) – Robotic Systems Integration I	—	—	—	✓	✓	✓	✓	✓
CQ99	Smart Automation Certification Alliance (SACA) – Sensor Logic Systems I	—	—	—	✓	✓	✓	✓	✓
CR01	Smart Automation Certification Alliance (SACA) – Smart Factory Systems I	—	—	—	✓	✓	✓	✓	✓
CR02	Smart Automation Certification Alliance (SACA) – Smart Sensor & Identification Systems I	—	—	—	✓	✓	✓	✓	✓
CT53	SMC Automation and Manufacturing Skills (AIMS) Certification Pathway: Automation Technician Level 3	—	—	—	—	—	—	—	✓
CT54	SMC Automation and Manufacturing Skills (AIMS) Certification Pathway: Fluid Power Technician Level 3	—	—	—	—	—	—	—	✓
CT55	SMC Automation and Manufacturing Skills (AIMS) Certification Pathway: Industry 4.0 Technician Level 3	—	—	—	—	—	—	—	✓
CT56	SMC Automation and Manufacturing Skills (AIMS) Certification Pathway: Mechanical Technician Level 3	—	—	—	—	—	—	—	✓
CT57	SMC Automation and Manufacturing Skills (AIMS) Certification Pathway: Robotics Technician Level 3	—	—	—	—	—	—	—	✓
CS81	SME Electric Vehicle Fundamentals (EVF)	—	—	—	—	—	—	✓	✓
CT58	Snap-on Air Conditioning Service Certification	—	—	—	—	—	—	—	✓
CT59	Snap-on Automotive Scanner Diagnostics Certification	—	—	—	—	—	—	—	✓
CR03	Snap-on Battery, Starting, and Charging Certification	—	—	—	✓	✓	✓	✓	✓
CT60	Snap-on Electricity Introduction, Measurement, and Circuits	—	—	—	—	—	—	—	✓
CS52	Snap-on Hand Tool Identification, Usage and Safety	—	—	—	—	—	✓	✓	✓
CR04	Snap-on Master Rotor Matching (ProCut) Certification	—	—	—	✓	✓	✓	✓	✓
CR05	Snap-on Multimeter Certification	—	—	—	✓	✓	✓	✓	✓
CR06	Snap-on Tire Pressure Monitoring Systems (TPMS) Certification	—	—	—	✓	✓	✓	✓	✓
CR07	Snap-on Torque Certification	—	—	—	✓	✓	✓	✓	✓
CT61	Snap-on Wheel Service and Alignment Certification	—	—	—	—	—	—	—	✓
CR08	Soft Skills Pro	—	—	—	✓	✓	✓	✓	✓
CP30	Solid Edge Certified Associate Level I	—	✓	✓	✓	✓	✓	✓	✓

Code	Area Code Description	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26
CL12	Standards of Training, Certification and Watchkeeping (STCW) – Basic Training	✓	✓	✓	✓	✓	✓	✓	✓
CR09	Starrett/Snap-on Precision Measuring Instruments Certification	—	—	—	✓	✓	—	—	—
CS53	Starrett/Snap-on Precision Measuring: Gauge and Dial Gauge Measurement	—	—	—	—	—	✓	✓	✓
CS54	Starrett/Snap-on Precision Measuring: Slide Caliper and Micrometer Measurement	—	—	—	—	—	✓	✓	✓
CS55	Starrett/Snap-on Precision Measuring: Tape & Rule and Angle Measurement	—	—	—	—	—	✓	✓	✓
CL04	State of Ohio High Pressure Boiler Operator License	✓	✓	✓	✓	✓	✓	✓	✓
CL05	State of Ohio Low Pressure Boiler Operator License	✓	✓	✓	✓	✓	✓	✓	✓
CL06	State of Ohio Steam Engineer License	✓	✓	✓	✓	✓	✓	✓	✓
CG64	Sterile Processing Certification	✓	✓	✓	✓	✓	✓	✓	✓
CR10	Studio 5000 Logix Designer Level 1: ControlLogix Fundamentals and Troubleshooting	—	—	—	✓	✓	✓	✓	✓
CR11	Studio 5000 Logix Designer Level 2: Basic Ladder Logic Programming	—	—	—	✓	✓	✓	✓	✓
CS56	Stukent Social Media Marketing Certification	—	—	—	—	—	✓	✓	✓
CP57	Tableau Desktop Certified Associate	—	—	✓	✓	✓	✓	✓	✓
CP01	Taser Certification	✓	✓	✓	✓	✓	✓	✓	✓
CR12	Tech in Surgery-Certified TS-C (NCCT)	—	—	—	✓	✓	✓	✓	✓
CS57	Telecommunications Tower Technician 1	—	—	—	—	—	✓	✓	✓
CG61	Telephone Doctor	✓	✓	✓	✓	✓	✓	✓	✓
CP31	The Business of Retail: Operations and Profit	—	✓	✓	✓	✓	✓	✓	✓
CS78	Tooling-U SME Robotics in Manufacturing Fundamentals	—	—	—	—	—	—	✓	✓
CL13	United Equipment Dealers Association (UEDA) – Certified Technician	✓	✓	✓	✓	✓	✓	✓	~~✓~~ —
CP58	Unity Certified User: Programmer	—	—	✓	✓	✓	✓	✓	✓
CR13	Universal Robotics Core Training	—	—	—	✓	✓	✓	✓	✓
CR68	USI Visual Line of Sight Systems Operations – Flight Training	—	—	—	—	✓	✓	✓	✓
CR69	USI Visual Line of Sight Systems Operations – Ground School	—	—	—	—	✓	✓	✓	✓
CS58	Wireless Infrastructure Association - 5G Readiness	—	—	—	—	—	✓	✓	✓
CT62	Work Ready Credential	—	—	—	—	—	—	—	✓
CS60	Yamaha Marine University–Maintenance Certificate Program	—	—	—	—	—	✓	✓	✓

Table 11. International Baccalaureate (IB) Assessment Areas and Descriptions

Assessment Area Code	Area Code Description
IB10	Biology – Higher Level

Assessment Area Code	Area Code Description
IB50	Biology – Standard Level
IB11	Business and Management – Higher Level
IB51	Business and management – Standard Level
IB12	Chemistry – Higher Level
IB52	Chemistry – Standard Level
IB89	Chinese A Language & Literature Higher Level
IB90	Chinese A Language & Literature Standard Level
IB87	Chinese A Literature Higher Level
IB88	Chinese A Literature Standard Level
IB13	Classical Greek – Higher Level
IB53	Classical Greek – Standard Level
IB14	Computer Science – Higher Level
IB54	Computer science – Standard Level
IB15	Dance – Higher Level
IB55	Dance – Standard Level
IB16	Design Technology – Higher Level
IB56	Design technology – Standard Level
IB17	Economics – Higher Level
IB57	Economics – Standard Level
IB18	English: Language and Literature – Higher Level
IB58	Environmental Systems and Societies – Standard Level
IB19	Film – Higher Level
IB59	Film – Standard Level
IB20	Geography – Higher Level
IB60	Geography – Standard Level
IB91	Global Politics – Higher Level
IB92	Global Politics – Standard Level
IB01	Group A Language A – Special Request
IB21	History – Higher Level
IB22	History – Standard Level
IB23	History 2: Africa – Higher Level
IB26	History 2: Americas – Higher Level
IB24	History 2: Asia/Oceania – Higher Level
IB25	History 2: Europe/Middle East – Higher Level
IB27	Information Technology in a Global Society – Higher Level
IB61	Information Technology in a Global Society – Standard Level
IB28	Language A English Language and Literature – Higher Level
IB29	Language A Literature English – Higher Level
IB84	Language A Literature English – Standard Level

Assessment Area Code	Area Code Description
IB02	Language B French – Ab Initio
IB30	Language B French – Higher Level
IB62	Language B French – Standard Level
IB03	Language B German – Ab Initio
IB31	Language B German – Higher Level
IB63	Language B German – Standard Level
IB04	Language B Hebrew – Ab Initio
IB32	Language B Hebrew – Higher Level
IB64	Language B Hebrew – Standard Level
IB05	Language B Italian – Ab Initio
IB33	Language B Italian – Higher Level
IB65	Language B Italian – Standard Level
IB06	Language B Japanese – Ab Initio
IB34	Language B Japanese – Higher Level
IB66	Language B Japanese – Standard Level
IB07	Language B Polish – Ab Initio
IB35	Language B Polish – Higher Level
IB67	Language B Polish – Standard Level
IB68	Language B Russian – Standard Level
IB08	Language B Spanish – Ab Initio
IB36	Language B Spanish – Higher Level
IB69	Language B Spanish – Standard Level
IB09	Language B Swahili – Ab Initio
IB37	Language B Swahili – Higher Level
IB70	Language B Swahili – Standard Level
IB38	Latin – Higher Level
IB71	Latin – Standard Level
IB72	Math Studies – Standard Level
IB39	Mathematics – Higher Level
IB73	Mathematics – Standard Level
IB40	Mathematics: Discrete Mathematics – Higher Level
IB41	Mathematics: Sets, Relations and Groups – Higher Level
IB42	Mathematics: Statistics and Probability – Higher Level
IB43	Music – Higher Level
IB74	Music, Creating – Standard Level
IB75	Music, Group Performing – Standard Level
IB76	Music, Solo Performing – Standard Level
IB85	Philosophy – Higher Level

Assessment Area Code	Area Code Description
IB86	Philosophy – Standard Level
IB49	Physics – Higher Level
IB77	Physics – Standard Level
IB44	Psychology – Higher Level
IB78	Psychology – Standard Level
IB45	Social and Cultural Anthropology – Higher Level
IB79	Social and Cultural Anthropology – Standard Level
IB93	Sports, Exercise and Health Science – Higher Level
IB94	Sports, Exercise and Health Science – Standard Level
IB46	Theatre – Higher Level
IB80	Theatre – Standard Level
IB47	Visual Arts Option A – Higher Level
IB81	Visual Arts Option A – Standard Level
IB48	Visual Arts Option B – Higher Level
IB82	Visual Arts Option B – Standard Level
IB83	World Religions – Standard Level
IB97	Other IB assessment not otherwise listed 3
IB98	Other IB assessment not otherwise listed 2
IB99	Other IB assessment not otherwise listed 1

Table 12. Kindergarten Readiness (GO) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
LL	Language-Literacy
M	Mathematics
OISR	Overall Individual Student Report
PD	Physical Development
SF	Social Foundations

Table 13. Star DPR Growth (GD) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
M	Mathematics
R	Reading

Table 14. Ohio English Language Proficiency (GF) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
Domain	
LIST	Listening
R	Reading
SPKG	Speaking
W	Writing
Modality	
PROD	Productive
RECE	Receptive

Table 15. Ohio's State Tests (GN) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
ELA	English Language Arts
M	Mathematics
R	Reading
S	Science

Table 16. Reading Diagnostic

Assessment Area Code	Vendor	Name of Product
AEMC	Amplify Education, Inc.	mCLASS DIBELS 8th Edition
ALRE	Acadience Learning Inc. (dba Dynamic Measurement Group)	Acadience Reading K-6
CAIR	Curriculum Associates, LLC	i-Ready® Diagnostic for Reading
DERD	Ohio Department of Education and Workforce	Ohio Reading Diagnostic
EDEP	Edmentum, Inc.	Exact Path
~~**ISER**~~	~~Istation~~	~~Istation's Indicators of Progress Early Reading (ISIP ER)~~
LVRE	Lexia Voyager Sopris, Inc.	Acadience Reading K-6 (formerly DIBELS Next)
NWMG	NWEA	MAP Growth
NWMR	NWEA	MAP Reading Fluency
OTH1	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
OTH2	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.

Assessment Area Code	Vendor	Name of Product
OTH3	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
PCAI	Pearson Clinical Assessment	aimswebPlus
RIIA	Riverside Insights	The Iowa Assessments™
RIIF	Riverside Insights	IowaFlex™
RLCB	Renaissance Learning, Inc.	Star CBM
RLEL	Renaissance Learning, Inc.	Star Early Literacy
RLFB	Renaissance Learning, Inc.	FastBridge
RLRD	Renaissance Learning, Inc.	Star Reading

Table 17. Scholastic Aptitude Test (SA) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
M	Mathematics
R	Reading

Table 18. Special Collections (HA-RZ) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description
GOVM	American/United States Government
ECON	Economics
ELA	English Language Arts
FSIQ	Full Scale Intelligence Quotient
LA	Language Arts
MUSC	Music
NVIO	Non-Verbal Intelligence Quotient
HIST	United States History
VIQ	Verbal Intelligence Quotient
VOCB	Vocabulary

Table 19. Tier 1 Dyslexia Screener

Assessment Area Code	Vendor	Name of Product
AEMC	Amplify Education, Inc.	mCLASS DIBELS 8th Edition
ALRE	Acadience Learning Inc. (dba Dynamic Measurement Group)	Acadience Reading K-6
CADI	Curriculum Associates, LLC	i-Ready® Diagnostic for Reading with Literacy Tasks
CARB	Capti Assess	ReadBasix

Assessment Area Code	Vendor	Name of Product
EDEP	Edmentum, Inc.	Exact Path
HMAD	Houghton Mifflin Harcourt Publishing Co.	Amira Dyslexia Screener
ILIM	Imagine Learning LLC	Imagine + Early Literacy Dyslexia Screener
~~ISER~~	~~Istation~~	~~Istation's Indicators of Progress Early Reading (ISIP ER)~~
LVRE	Lexia Voyager Sopris, Inc.	Acadience Reading K-6 (formerly DIBELS Next)
NWMR	NWEA	MAP Reading Fluency
OTH1	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
OTH2	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
OTH3	Assessment approved after EMIS Manual finalized for school year	As communicated by an EMIS Newsflash. In most years this code will not be valid.
PCAI	Pearson Clinical Assessment	aimswebPlus
RLCB	Renaissance Learning, Inc.	Star CBM
RLFB	Renaissance Learning, Inc.	FastBridge
SURO	Stanford University	Rapid Online Assessment of Reading (ROAR)

Table 20. WorkKeys (WK) Assessment Area Codes and Descriptions

Assessment Area Code	Area Code Description	Version
AMTH	Applied Math	v2.0
GLIT	Graphic Literacy	v2.0
LCIF	Locating Information	v1.0
M	Mathematics	v1.0
R	Reading	v1.0
WDOC	Workplace Documents	v2.0

EMIS MANUAL

Section 2.9:
Student Program (GQ) Record

Version 16.1
January 23, 2026

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
16.1	01-23-26	FY26	26-103	Adds code for financial literacy exemption (520215)
16.0	07-01-25	FY26	26-64	Updated descriptions for RIMP codes.
16.0	07-01-25	FY26	26-61	Added a high-dosage tutoring code (152817).
16.0	07-01-25	FY26	26-57	Removed innovative services codes (205090, 206090).
16.0	07-01-25	FY26	26-11	Removed delivery model and connectivity reporting.
16.0	07-01-25	FY26	26-3	Expanded grade range for RIMP codes to K-6.
16.0	07-01-25	FY26	26-1	Removed program code 120010 Early College High School.
15.1	08-19-24	FY25	25-86	Updated description for 410010.
15.1	08-19-24	FY25	25-70	Added High-Dosage Tutoring codes.
15.1	08-19-24	FY25	25-53	Added 410015 ProStart CTSO.
15.0	07-31-24	FY25	25-72	Expanded grade range for RIMP codes to K-5.
15.0	07-31-24	FY25	25-41	Updated PK experience codes to add DCY.
15.0	07-31-24	FY25	25-34	Updated descriptions for 520205 and 520210.
15.0	07-31-24	FY25	25-30	Corrected definition for 151510.
15.0	07-31-24	FY25	25-28	Corrected/removed language referring to “course type”.
15.0	07-31-24	FY25	25-25	Removed staff ID reporting from WBL codes.
15.0	07-31-24	FY25	25-23	Clarified GQ Record reporting for PS students.
15.0	07-31-24	FY25	25-1	Removed outdated codes: 520021 and 520022.
15.0	07-31-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
14.4	11/2/23	FY24	24-104	Expanded grade range for RIMP codes to K-4.
14.4	11/2/23	FY24	24-99	Removed two RIMP codes: 152755, 152760.
14.3	9/6/23	FY24	24-13	Added code for Tier 1 dyslexia screener (151510).
14.2	8/9/23	FY24	24-75	Added codes for non-public student competency.
14.2	8/9/23	FY24	24-34	Added related services program codes.
14.1	7/14/23	FY24	24-60	Added program codes for entering kindergartners.
14.0	7/1/23	FY24	24-61	Updated description for 221005 (CEIS).
14.0	7/1/23	FY24	24-43	Added name variations to seal of biliteracy codes.
14.0	7/1/23	FY24	24-2	Deleted 520001 and 520002.
13.3	8/26/22	FY23	23-60	Added program code 220300.
13.2	7/28/22	FY23	23-65	Updated Coordinated Early Intervening Services code.
13.2	7/28/22	FY23	23-63	Deleted references to OGT.
13.2	7/28/22	FY23	23-58	Added program codes for extended school year services.
13.2	7/28/22	FY23	23-51	Updated itinerant services program codes and reporting.
13.1	7/14/22	FY23	23-87	Deleted program code 305003 Career Assessment.
13.1	7/14/22	FY23	23-56	Updated work-based learning code reporting guidance.
13.1	7/14/22	FY23	23-45	New apprenticeship student program codes.
13.0	7/1/22	FY23	23-46	Updated descriptions for certain CTE program codes.
13.0	7/1/22	FY23	23-31	Collect prior year enrollment type for certain seniors.

Version	Date	Effective	Change #	Description
13.0	7/1/22	FY23	23-20	Military enlistment program code updated.
12.2	9/13/21	FY22	22-35	Updated reporting instructions for Hardware and Connectivity codes.
12.2	9/13/21	FY22	22-34	Grad Alt Competency codes reported at start of year.
12.1	9/10/21	FY22	22-66	Added 520101 and 520102.
12.1	9/10/21	FY22	22-65	Added reporting instructions for graduation-related seals.
12.1	9/10/21	FY22	22-50	Deleted 305008 and updated 410007.
12.1	9/10/21	FY22	22-30	Updated RIMP codes.
12.0	7/1/21	FY22	22-37	Work-based learning program codes now reportable in Initial Student Collections.
12.0	7/1/21	FY22	22-31	Updated LEP to EL; also updated related program codes and language.
12.0	7/1/21	FY22	22-9	Grad seals now also reportable in Initial Student Collections.
11.6	6/24/21	FY21	21-178	Updated Program Code Schedule table to separate plans to earn grad seals from earned grad seals.
11.5	2/9/21	FY21	21-90	Updated descriptions for 305012 and 305014; added 305099; updated 310040.
11.4	1/15/21	FY21	21-135	Updated Education Learning Model to Education Delivery Model.
11.3	1/4/21	FY21	21-122	Added program codes for student access to internet.
11.3	1/4/21	FY21	21-121	Added program codes for student access to hardware.
11.3	1/4/21	FY21	21-120	Added program codes for student-level exceptions to district/building learning model.
11.2	11/1/20	FY21	21-85	Added program codes for grad seal progress and alternative competency measures.
11.1	9/22/20	FY20	20-138	New graduation seals added.
11.0	7/1/20	FY21	21-4	Deleted marked RIMP codes (see 20-106(a) below).
10.5	6/8/20	FY20	20-211	Updated language about reporting LEP codes.
10.4	3/13/20	FY20	20-181	Added work-based learning codes to list of codes that require an employee staff ID.
10.3	1/16/20	FY20	20-154	Work-based learned codes, CTSO Leadership and Participation codes all marked as reportable in G.
10.3	1/16/20	FY20	20-130	Updated text regarding work-based learning. Added work-based learning codes to reporting table.
10.2	12/20/19	FY20	20-88	Added program code 410010. Added definition for program code 410099.
10.1	12/6/19	FY20	20-113	Included definitions for 305012 and 305014.
10.1	12/6/19	FY20	20-106(a)	Marked the following program codes as to be deleted prior to FY21: 152520, 152525, 152555, 152560, 152580, 152590. Updated definition of 152535.
10.0	10/24/19	FY20	20-110	Updates to EL program codes. Deleted 235012 and 235013; added 235023 and 235025.
9.2	5/20/19	FY19	72698	Corrected description of Work-Based Learning Programs.
9.1	4/26/19	FY19	75317	Updated 520001 and 520002 to include the class of 2019; added 520021 and 520022 for the class of 2020.

Version	Date	Effective	Change #	Description
9.1	4/26/19	FY19	73907	Added Career Tech program codes for leadership, internship, and apprenticeship.
9.1	4/26/19	FY19	73329	Removed the Previous Dropout program codes.
9.1	4/26/19	FY19	73260	Added three new EL program codes.
9.1	4/26/19	FY19	72698	Added Work-Based Learning program codes.
9.1	4/26/19	FY19	68105	Graduation related program codes added to the S collections.
9.1	4/26/19	FY19		Removed X Collection; no longer being implemented.
9.0	7/6/18	FY18	17515	Deleted 206045 (should have been deleted in FY18).
9.0	7/6/18	FY19	NA	Posting for FY19.
8.1	6/26/18	FY18	62069	Added program code 510001. Added Graduate (G) Collection to Required Collection Requests table.
8.1	6/26/18	FY18	60226	Added new graduation pathways codes.
8.1	6/26/18	FY18	52377	Added Seal of Biliteracy codes.
8.1	6/26/18	FY18	20928	Added Coordinated Early Intervening Services.
8.1	6/26/18	FY18	17515	Added program codes 205090, 206090, 205067. 205095. Deleted several gifted program codes. Modified descriptions for gifted program codes.
8.0	4/24/18	FY18	NA	Posted for FY18.
7.0	6/16/17	FY17	50774	Added clarifying language around RIMP reporting.
6.0	6/13/16	FY16S	35175	Updated PSEO to CCP.
6.0	6/13/16	FY16		Adding Coming Changes section.
5.0	10/22/15	FY15		Updated withdrawal reason element options to match the updates made in FS.
5.0	10/22/15	FY15		Removed Program Codes for Seniors to Sophomores, Closing the Achievement Gap, and the Metro School.
4.1	5/23/14	FY14N	1086	Clarified reporting instructions for RIMP intervention codes.
4.0	10/8/13	FY14K	1010	Removed references to unit funding.
3.0	5/29/13	2013N	922	Deleted language from program code 211011.
3.0	6/7/13	2013N	941	Added program codes 151500, 152500-152699 to Program Code Schedule Table, deleted “Academic” from Academic Intervention Programs title in Program Codes Section, and added new table for program codes 151500, 152500-152699 and descriptions.
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange to the Required Reporting Periods section and SRE reporting period to File Layout.
2.0	3/7/13	Student Record Exchange (X)	921	Added reporting instructions in the last paragraph under the Guidelines for Assigning Academic Intervention Codes.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES V

TABLE OF CONTENTS VI

2.9 STUDENT PROGRAM (GQ) RECORD 3

Required Collections 3
General Guidelines 3
Major Program Code Groupings 3
205xxx Codes for Gifted Intervention Services not provided by Gifted Intervention Specialists. 3
Academic Extracurricular Programs. 4
Academic Intervention Programs. 4
Athletics and Related Programs. 4
Career-Technical Academic Intracurricular Programs. 5
Education Option Program Codes. 6
English Learner Programs. 6
Extracurricular/Intracurricular Programs. 6
Gifted Education Services Provided by Gifted Intervention Specialists. 6
Graduation-Related Seals. 6
Hardware. 8
Immigrant Education Program. 8
Interscholastic Athletics. 8
Pre-Kindergarten Experiences. 8
Preschool. 8
Reading Improvement and Monitoring Plan Intervention Programs. 9
School-Related Services. 9
Special Education Related Services. 9
Title 1. 9
Title I – Summer School Subject Areas. 10
Title I – Supporting Areas. 10
Work-Based Learning Programs. 10
Work Experience and Career Exploration Program (WECEP). 11
Program Code Schedule 11
Student Program Data Elements 12
☼ Employee ID Element 13
☼ Program Code Element 13
☼ Program Enrollment End Date Element 13
☼ Program Enrollment Start Date Element 14
☼ Program Provider IRN Element 14

PROGRAM CODES 16

SPECIAL EDUCATION SERVICES 20
PRESCHOOL 22
KINDERGARTNERS 22
COORDINATED EARLY INTERVENING SERVICES 23
TITLE I 23
ENGLISH LEARNER 26
CAREER-TECHNICAL EDUCATION 27
WORK-BASED LEARNING 29
EXTRACURRICULAR/INTRACURRICULAR PROGRAMS 30

GRADUATION-RELATED SEALS 32
GRADUATION PATHWAYS 34
INTERVENTION PROGRAMS 35
Defining a Unique Record *40*

2.9 STUDENT PROGRAM (GQ) RECORD FILE LAYOUT 41

2.9 Student Program (GQ) Record

Required Collections

The Student Program (GQ) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	Student (S) Trad			Student (S) CS/STEM		Grad (G)
		Initial	Midyear	Final	Initial	Final	
GQ060	Program Code	✓	✓	✓	✓	✓	✓
GQ070	Employee ID	✓	✓	✓	✓	✓	
GQ090	Program Provider IRN	✓	✓	✓	✓	✓	
GQ100	Program Enrollment Start Date CCYYMMDD	✓	✓	✓	✓	✓	
GQ110	Program Enrollment End Date CCYYMMDD	✓	✓	✓	✓	✓	

General Guidelines

A Student Program (GQ) Record is to be reported for all programs/services the student is participating in and/or receiving. The number of programs in which a student can participate is unlimited. Student program codes are reported during the designated collection requests by the appropriate entities. If the student is in the program and then withdraws from the district during the year, the program code for the student is still reported.

ESCs Not Required to Submit Student Data. With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not required to report a Student Program (GQ) Record for school-age students receiving and/or participating in programs/services from an ESC employee(s). This includes those ESC services for which a school district contracts. It is the sending/resident district's responsibility to report the appropriate Student Program (GQ) Records for those students receiving services from an ESC employee.

Summer School Program Codes. Only the resident district reports the required summer data. If a student attends summer school programs in another district or entity, the resident district should request the information from the provider and report the summer program data for that student.

Only the Academic Intervention and Title I summer program codes are reported for summer program activity.

Major Program Code Groupings

205xxx Codes for Gifted Intervention Services not provided by Gifted Intervention Specialists. The 205XXX program codes include settings in which gifted programs and services are provided to gifted students by staff other than the Gifted Intervention Specialist (GIS). Gifted services/programs provided within these settings must be differentiated according to each student's needs and contained in the student's Written Education Plan (WEP). These services are reported on the Student Program (GQ) Record. The 205XXX program codes do not need to be linked to a staff member, therefore an employee ID is *not* required to be reported. Courses taught by a GIS who is considered the teacher of record are to be reported

with the appropriate gifted option in the Student Population Element and the appropriate subject code in the Subject Code Element on the Course Master (CN) Record.

Academic Extracurricular Programs. A combination of subject matter and experiences, usually not provided in the regular class, designed for pupils who wish to pursue satisfying individual/group interests and study in specific aspects of the subject matter provided in a regular class. Frequently emphasized are opportunities for pupils that will enrich their regular classroom experiences and personal lives.

Academic Intervention Programs. For purposes of EMIS reporting, the Ohio Department of Education and Workforce has defined academic intervention services (formerly called student intervention services) as supplemental instructional services that are based on reliable educational research and systematically offered to all students who are struggling with grade-level academic content. Supplemental instruction includes, but is not limited to, services such as tutoring, extended day instruction, additional classroom teachers/aides, summer school, etc. It does not refer to the additional help that is regularly provided on an ad hoc basis in the normal course of teaching. Clarification for Academic Intervention Program Codes is provided below in the Guidelines for Assigning Academic Intervention Codes.

Guidelines for Assigning Academic Intervention Codes.

A. First, for a student to be coded as receiving "Academic Intervention" both of the following conditions must be met:
    1. The student receiving the intervention is at risk of not scoring at least proficient on one or more of Ohio's Achievement Tests, or has already scored at less than proficient on one or more of these tests.
       OR
       The student in an underachieving accelerated learner.
    2. The interventions received by the student are designed to reduce the non-academic or academic barriers to that student's academic achievement. (For example, reducing non-academic barriers might include strategies that target a specific student's problems with discipline, truancy, or mobility.)
B. If both of the above are true, then two of the following three conditions also need to be true:
    1. The intervention is in addition to the regular classroom activities conducted during the course of the school day or school year. (Summer school activities would meet this condition if at least one of the two conditions below is also true.)
    2. The intervention extends beyond the school's normal course offerings and is unlikely to occur in the course of routine teaching and learning pedagogy (including those learning activities called for in IEPs).
    3. The student does not receive grades or credit accrual for the learning activities taking place within the intervention.

Athletics and Related Programs. Athletics and sports are activities offered to students on a voluntary basis that provide opportunities for developing physical and mental fitness in competitive situations.

Students are offered opportunities to improve their knowledge, attitudes, and judgments useful to enjoyment, citizenship, health, and safety. These activities are usually planned for enriching the regular classes and lives of the students.

Career-Technical Academic Intracurricular Programs. A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest in various career areas.

~~***Connectivity.*** These program codes indicate whether a student has internet connectivity at their primary residence. For each student, report the level of internet connectivity for doing schoolwork within the student's primary residence.~~

~~The level of internet connectivity for a student may change over time; however, these program codes should be reported based on the district's assessment of a student's status at some point during the month of March. This assessment in March can be one-time only; once a district has assessed a student's status, the district does not need to update the status if it changes later in the month. If the district assesses a student's status in a month other than March, the district may use that information to report these codes instead of doing an additional assessment in March. The district only needs to report one applicable code.~~

~~***Delivery Model.*** Some students may not be following the general delivery model in their district or building. Typically, this is a student who enrolls in a completely remote option offered by the district. Usually students who elect this option commit to that delivery model for a specific period of time. This period of time often follows the terms within the school—a semester, a trimester, or a quarter. Some districts may require students to make a full-year commitment to an online option.~~

~~Based on the time commitment made by a student, one or more program codes may need to be reported. Any combination of codes that covers the time a student was in remote learning may be reported. For example, if the student initially makes a first semester commitment and that code is reported, and then later makes a commitment for the second semester, the district can report both the first and second semester codes instead of having to remove the first semester code and add the full-year code.~~

~~Do not report these codes if the education model for the student's building is already remote and that is the only reason the student is remote; report only if the delivery model for the student is an exception to the building model. Do not report these codes for students who engage in ad hoc remote learning for short periods of time, such as during an illness or quarantine related to COVID-19.~~

~~In addition, some students are receiving additional in-person instruction or services beyond the model reported for their building. These students will have a single program code (700150) reported, even if the services were provided for only part of the year.~~

~~Services are often but not always connected to an IEP, English learner, or other specific learning need. Such services would be regularly scheduled and would take place in a school facility at a time that student would not otherwise be expected to be in person at the school. Do not report this code if the only activities where the student attends extra in-person are for assessment, co-curricular, or extracurricular activities.~~

~~***Early College High School Program Codes.*** These program codes are to be used for students who are participating in Ohio Department of Education and Workforce (DEW) approved Early College High School Programs. The program code should be reported by the district that will issue the student diploma.~~

Education Option Program Codes. Experiences or activities that may be provided in accordance with board policy to supplement the regular school program are considered Educational Options. These options may be used as additional curricular tools to expand, enrich, and improve students' experiences and perspectives. If the educational option is a course that will provide credit toward graduation, report via the Course Master (CN) Record instead of a program code.

English Learner Programs. These programs include preschool, elementary and secondary school programs that meet the language development needs of English learners (20 U.S. Code 7801). The programs provide structured English language instruction,

Note. For every English learner, at least one English learner program code must be reported. More than one code can and should be reported as appropriate.

Extracurricular/Intracurricular Programs. Report for Grade Levels 7-12. Student activities under the guidance or supervision of qualified adults that are designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups at school events, public events, or a combination of these for purposes such as motivation, enjoyment, and skill improvement. In practice, participation usually is not required and credit usually is not given. When participation is required, or credit given, the activity generally is considered to be a curricular course. Also included here are civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to citizen involvement and school service.

Gifted Education Services Provided by Gifted Intervention Specialists. Settings in which gifted programs and services are provided to gifted students by the GIS. The GIS is not considered the "teacher of record" and does not assign grades. Gifted Services/ programs provided within these settings must be differentiated according to each student's needs and contained in the student's WEP. These services are required to be linked to the GIS and should be reported on the Student Program (GQ) Record with the employee ID of the GIS. Courses taught by GIS's who are considered the teacher of record should continue to be reported with the appropriate gifted options in the Student Population Element and the appropriate gifted subject codes in the Subject Code Element on the Course Master (CN) Record.

Graduation-Related Seals. Graduation seals are part of the graduation requirements for students starting with the class of 2023. Students in earlier classes may also use the class of 2023 pathway, including seals, to graduate. We recommend that graduation seals be reported in EMIS as they are earned and each year thereafter until graduation. This helps ensure that if the student transfers to another school, that school will know that the student has earned (or is planning to earn) a particular seal.

Each of the seals has a program code that is reported if a student is planning to use that seal to meet graduation requirements. As part of their work with students, each school is to complete a graduation plan with the student. Part of this plan should include reviewing the available seals and planning for the experiences and courses needed to earn that seal. If a student's graduation plan includes a particular seal, then the "Student Plans To Earn" code for that seal should be reported each year in EMIS unless the student changes

their plans to earn a different seal. Note that once a student earns a seal, the planning program code will be ignored and does not have to be removed from the student's reported data. In addition, if a student earns a seal that the school has never reported to the Department through a planning program code, the "Student Plans To Earn" program code does not have to be reported in EMIS.

Graduation seals, from the perspective of data reporting, fall into 3 general categories based on what is reported to the Department about the seal for each student through program codes, and what the Department can determine about the seal for the student based on other reported EMIS data. The 3 categories are:

- Only the plan to earn the seal is reported by program code; earning the seal is determined by the Department from other EMIS data,
- Both the plan to earn the seal, and actually earning the seal are reported by program codes, and
- Both the plan to earn and earning the seal are reported by program codes, and the seal has multiple parts and options, so additional program codes can also be reported.

For the first group, only the plan to earn the seal is reported. Once the Department sees that a student has earned a seal based on other reported EMIS data, the seal will be considered earned by the student in all Department calculations and will appear as earned where appropriate on EMIS reports. Graduation seals in this group include the following, with the primary data used to determine earning the seal in parentheses:

- Industry-Recognized Credential Graduation Seal (Industry Credential assessment records)
- College-Ready Graduation Seal (ACT/SAT assessment records)
- Honors Diploma Graduation Seal (diploma type reported in graduation reporting)

For the second group, both the plan and the completion of the seal are reported with program codes. Although data for some of the criteria for these seals is reported in EMIS, there are also options for the seal that are not reflected in EMIS data. This requires the following seals to be reported by program code when earned:

- Ohio Means Jobs Graduation Seal
- Military Enlistment Graduation Seal
- Technology Graduation Seal
- Citizenship Graduation Seal
- Science Graduation Seal
- Community Service Graduation Seal
- Student Engagement Graduation Seal
- Fine and Performing Arts Graduation Seal

For the final group, in addition to reporting a code for planning and earning, additional codes may be reported to document that one or more criteria for the seal have been completed. The only seal in this group is the Seal of Biliteracy Graduation Seal. Since this seal has multiple parts, program codes are available to document that a student has met the English language proficiency or proficiency in a world language parts. Neither of these interim program codes are required to be reported but provide a way to document progress towards the seal. When a student earns the seal, only the Seal of Biliteracy Code (608xxx) representing the proficient world language must be reported.

Hardware. This~~ese~~ program code~~s~~ indicates that a student's school provides a computer for the student to use to complete schoolwork at their primary residence. ~~whether a student has hardware access for schoolwork at their primary residence. For each student, report the level of access to computing hardware for doing schoolwork within the student's primary residence.~~

If the district provides devices to all students in one or more grade levels, reporting the grade levels where devices are provided on the Organization–General Information (DN) Record will eliminate the need to report hardware program codes for individual students.

~~The level of hardware access for a student may change over time; however, these program codes should be reported based on the district's assessment of a student's status at some point during the month of March. This assessment in March can be one-time only; once a district has assessed a student's status, the district does not need to update the status if it changes later in the month. If the district assesses a student's status in a month other than March, the district may use that information to report these codes instead of doing an additional assessment in March. The district only needs to report one applicable code.~~

Immigrant Education Program. Supplementary educational services for immigrant children enrolled in elementary and secondary public and nonprofit private schools. "Immigrant children" refers to children who were not born in the United States and who have been attending schools in one or more states for less than three complete academic years.

Interscholastic Athletics. School-sponsored activities, under the guidance and supervision of the local school district staff, that provide opportunities for students to pursue various aspects of physical education. Athletics normally involve competition between schools.

Pre-Kindergarten Experiences. This set of program codes (8000xx) should be reported for every kindergarten student upon entering kindergarten for the first time. This information likely will come from what the parent and/or guardian shares with the school when the child enrolls in kindergarten. These codes are not required to be reported for students who have already completed one or more years of kindergarten. The purpose of these codes is to report the student's attendance at a preschool program in the 2 years prior to starting kindergarten.

The time that students attended a preschool that reports preschool students to EMIS does not need to be included. These are preschools operated by public districts, community schools, Educational Service Centers, JVSDs, and the Ohio Deaf and Blind Education Services and licensed by the Ohio Department of Children and Youth or the Ohio Department of Education and Workforce.

Multiple program codes can be reported; for example, if a child attended a Head Start when they were 3 years old and a private preschool when they were 4 years old, report both program codes.

Preschool. For preschool students with disability conditions, itinerant services are those provided by intervention specialists or related services personnel that occur in the setting where the child is located. All preschool students who are receiving itinerant services—regardless of whether they are receiving center-based services—should have one of the following program codes reported to indicate where the student is receiving services, how the services are being provided, and who is providing the services: 220205,

220210, or 220215. For example, if itinerant services are being provided by a speech language pathologist in the child's home, then 220215 would be reported.

In the case of preschool special education itinerant services, the entity that is providing the itinerant education is responsible for reporting the itinerant services program code on the Student Program (GQ) Record.

Reading Improvement and Monitoring Plan Intervention Programs. Reading Improvement and Monitoring Plans (RIMPs) are required for K-6~~5~~ students identified by the reading diagnostic assessment as not reading at grade level. Districts and community schools are required to report reading improvement interventions/programs provided during the school year in EMIS during the Midyear and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection. Report one or more interventions for any K-6~~5~~ student identified as not on track for reading. Only those students on a RIMP implemented within 60 days of the diagnostic results can be reported with the RIMP Intervention Program codes. Students with improvement plans implemented more than 60 days after diagnostic result availability must be reported with other Academic Intervention codes.

Summer interventions associated with a Reading Improvement and Monitoring Plan are reported during the Midyear and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection the following school year.

The following table gives general guidance regarding the collection requests in which Student Program (GQ) Records are to be reported to the Department. Any valid program codes for the current school year may be reported in this record, with the exception of Reading Improvement and Monitoring Plan Intervention Program Codes, which may only be reported for students participating in a Reading Improvement and Monitoring Plan.

School-Related Services. Included here are civic and social-oriented school-related activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service.

Special Education Related Services. Report the appropriate related service code(s) as indicated on the child's IEP. Multiple related service program codes may be reported for a child with a disability condition. The EMIS reporting entity (e.g., the resident district or the ESC) providing related services to a preschool child with a disability is required to report the appropriate special education related service program codes. For kindergarten through grade 12 students reported with Disability Condition option 05–Speech and Language Impairments, program code 215013–Speech and Language Services is *not* reported.

Title 1. Title 1 program codes are to be reported by the sending/resident district for students where Title 1 services/programs are applicable.

A nonpublic student who receives 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 School-wide Programs.

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 School-wide Program, since eligibility criteria is not required to be applied to individual students. However, Title I funded buildings with schoolwide programs are required to report Student Program (GQ) Records for students where the following apply:

- Students court-placed in institutions for neglected and delinquent youth ("234001" or "234002")
- Students served in Title I Supplemental Kindergarten ("233200")
- Nonpublic Students served with Title I funds

Title I funds can only be used to supplement intervention services mandated by state law or assumed as a local responsibility. 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 Department-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. Students may be reported with both an academic intervention program code (formerly student intervention code) and a Title I program code. However, academic intervention services (formerly called student intervention) are not the same as the services provided by Title I. Academic intervention is required by law (Senate Bill 1) and therefore must be funded by non-Title I funds. Title I funds can only be used for services that are supplemental to, or in addition to, these intervention services.

Title I – Summer School Subject Areas. Title I funds can only be used to supplement intervention requirements mandated by state law, such as HB 3. Title I Supporting Area codes (232xxx) can only be reported for those students who have also been reported with a Title I Summer School Subject Area code (231xxx).

Title I – Supporting Areas. Report areas in which Title I funded support services were provided either by Title I funded personnel or through Title I funded services. Please note that Title I Supporting Area codes "232XXX" can only be reported for those students who also have also been reported with a Title I Summer School Subject Area Code "231XXX".

Work-Based Learning Programs. Federal law defines work-based learning as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

For students who are not enrolled in CTE coursework, work-based learning experiences must be approved by the district's Business Advisory Council. For students who are enrolled in CTE coursework, work-based learning experiences must be aligned to the CTE pathway approved by the department in which the student is enrolled. Students should accumulate 250 hours of work-based learning experience. Students may accumulate hours across multiple types of work-based learning experiences beginning when students are identified as ninth graders.

Experiences may include one or more of the following:

1. Off-Site Placement and Internship
2. Apprenticeship & Pre-Apprenticeship
3. Remote/Virtual Placement
4. Entrepreneurship
5. School-Based Enterprise
6. Simulated Work Environment

Please refer to the Work-Based Learning Document on the Department website for more detailed information.

Work Experience and Career Exploration Program (WECEP). The WECEP program code "305007" is required to be reported for a student if the answer to all of the following questions is "Yes". If the answer to any of the following questions is "No", do not report the WECEP program code.

- Is/was the student enrolled in a Career-Based Intervention program (subject code = 252525)?
- Is/was the student working?
- Is/was the student paid for working?
- Is/was the student 14 or 15 years of age?

The program provides for a course of study and actual job experience for students ages 14 and 15. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related employability skill development with individualized or remedial instruction where needed.

Program Code Schedule

Student Program Code(s) Categories	Program Series	Student (S) Trad			Student (S) CS/STEM		Grad (G)
		Initial	Midyear	Final	Initial	Final	
Academic Intervention – Regular School Year	152330		✓	✓		✓	
Intervention Programs	151490-152765~~0~~		✓	✓		✓	
Academic Intracurricular Descriptions	410xxx		✓	✓		✓	
Academic/Extracurricular programs and services	405Xxx		✓	✓		✓	
Athletics and Related Programs/Interscholastic Athletics	420xxx		✓	✓		✓	
Career Technical Programs	305xxx	✓	✓	✓	✓	✓	✓
Chartered Non-public or Private School	160110		✓	✓		✓	
Coordinated Early Intervening Services	221005			✓		✓	
CTE Single Parent Subgroup	305010		✓	✓		✓	
CTSO Leadership	410099		✓	✓		✓	✓
CTSO State Competition Participation	410010		✓	✓		✓	✓
~~Delivery Model~~	~~7001xx~~		~~✓~~	~~✓~~		~~✓~~	

Student Program Code(s) Categories	Program Series	Student (S) Trad			Student (S) CS/STEM		Grad (G)
		Initial	Midyear	Final	Initial	Final	
~~Early College High School~~	~~120010~~		~~✓~~	~~✓~~		~~✓~~	
Educational Options	115xxx		✓	✓		✓	
Gifted Education Programs	205xxx 206xxx		✓	✓		✓	
Graduation Alternative Competency	5201xx, 5202xx	✓	✓	✓	✓	✓	✓
Graduation Seals, Earned	510xxx	✓	✓	✓	✓	✓	✓
Graduation Seals, Plan to Earn	510xxx	✓	✓	✓	✓	✓	
Hardware ~~and Connectivity~~	700201~~xx,7004xx~~		✓	✓		✓	
Immigrant Education Program	240xxx		✓	✓		✓	
Limited English Proficiency (ESL)	235xxx		✓	✓		✓	
Pre-Kindergartner Experiences	8000xx	✓	✓	✓	✓	✓	
Preschool	220xxx	✓	✓	✓	✓	✓	
Reading Improvement and Monitoring Plan Intervention – Regular School Year	152700–152760		✓	✓		✓	
Reading Improvement and Monitoring Plan Intervention – Summer	151505		✓	✓		✓	
Related Services	215xxx	✓	✓	✓	✓	✓	
School-Related Service	415xxx		✓	✓		✓	
Seal of Biliteracy	60xxxx	✓	✓	✓	✓	✓	✓
Special Education Services	211xxx		✓	✓		✓	
Title 1 Subject Areas	231001–231010		✓	✓		✓	
Title I Services	233xxx		✓	✓		✓	
Title I Students Attending Neglected or Delinquent – Summer School	2341xx		✓	✓		✓	
Title I Students Attending Neglected or Delinquent School	2340xx		✓	✓		✓	
Title I Subject Areas – Summer School	231101–231110		✓	✓		✓	
Title I Supporting Areas	232001–232007		✓	✓		✓	
Title I Supporting Areas – Summer School	2321xx		✓	✓		✓	
Work-Based Learning	31xxxx, 305xxx	✓	✓	✓	✓	✓	✓

Student Program Data Elements

The following portion of this section discusses each of the data elements within the Student Program (GQ) Record. The elements are organized alphabetically.

☼ *Employee ID Element*

Record Field Number	GQ070
Definition	Unique code assigned to the staff member.

Valid Options

A valid nine-character code.

Reporting Instructions. If the resident/educating district is contracting with an ESC or another EMIS reporting entity for a staff member to provide this program, then the educating/resident district is required to report the Credential ID or the state assigned Z ID of the staff member (employed by ESC/EMIS reporting entity) providing the program. The Employee ID Element for non-contracted staff will be the local number assigned to the employee by the district and reported on the Staff Demographic (CI) Record.

What to Report. This element is required to be reported with the 206xxx Gifted program codes.

If not reporting a gifted program code, do not report the Employee ID Element.

☼ *Program Code Element*

Record Field Number	GQ060
Definition	The program in which a student participates and/or receives services.

Valid Options

Six-digit code As defined at the end of this section

***Reporting Instructions*.** Report the appropriate program code for all programs and services in which a student participates. Valid program code options can be found at the end of this document.

If the programs listed do not exactly match the service being provided, select the one which best describes the program.

***Community Schools*.** Community schools, not the resident school district, are responsible for reporting the appropriate program records for students who are enrolled in a community school; this includes both start-up and conversion community schools.

***JVSDs*.** The district employing the staff member who operates the program must report Student Program (GQ) Records for students participating in Career-Technical Programs.

***DYS and Ohio State Schools for the Blind and Deaf*.** These entities are responsible for reporting the appropriate program records for students who are enrolled and receiving such services/programs.

☼ *Program Enrollment End Date Element*

Record Field Number	GQ110
Definition	Last day a student is enrolled in a program.

Valid Options

00000000	Enrollment date not required or the program enrollment is still on-going (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. The Program Enrollment End Date is not required reporting for any student program codes. This date is not used by the Department.

☼ *Program Enrollment Start Date Element*

Record Field Number	GQ100
Definition	First day a student is enrolled in a program.

Valid Options

00000000	Reporting student's enrollment date not required (default)
CCYYMMDD	Year, Month, Day

Reporting Instructions. The Program Enrollment Start Date is not required reporting for any student program codes. This date is not used by the Department.

☼ *Program Provider IRN Element*

Record Field Number	GQ090
Definition	The district IRN of the entity in contract with the reporting school district.

Valid Options

Six-digit code	Valid IRN of program provider
******	Not Applicable

***Reporting Instructions*.** In most circumstances, the sending/resident district is responsible for reporting Student Program (GQ) Record(s), with the appropriate program data, for all programs/services the student is participating in and/or receiving. Preschool is an exception to this rule.

The Program Provider IRN Element is required to be reported if the school district has an agreement with an ESC or another EMIS entity to provide the service.

The Program Provider IRN Element will be used to connect the Contractor Staff Record reported by the contractor.

For additional reporting instructions with regards to reporting contracted staff, please see Staff Records, Section 3.5 Contractor Staff Employment (CJ) Record and Section 3.6 Contract Only Staff (CC) Record and general guidelines for reporting staff members in Section 3.1 Staff Records Overview.

If the school district is not contracting with any EMIS reporting entity for the programs and/or services in which the student is participating, then this field should be filled with "******".

Reporting Career-Technical Programs. The district employing the staff member that operates the program must report Student Program (GQ) Records for students participating in Career-Technical Programs.

PROGRAM CODES

Educational Options

Program Code	Description
115002	**Educational Travel** An educational activity involving travel in accordance with board policy under the direction of a person approved by the board and parent.
115004	**Mentor Program** An educational activity including advanced or in-depth work by an individual pupil in accordance with board policy under the direction of a non-certificated individual. Mentors shall be individuals selected in accordance with board criteria and subject to parental approval.
115005	**Tutorial Program** An educational activity involving work by an individual pupil under the direction of a certificated teacher in accordance with board policy.

~~**Early College High School**~~

~~Program Code~~	~~Description~~
~~120010~~	~~**Early College High School**~~ ~~The student is enrolled in an DEW approved Early College High School.~~

Placement in a Chartered Nonpublic or Private School

Program Code	Description
160110	Student placement by the district in a chartered nonpublic or private school.

Gifted Education Services NOT Provided by a Gifted Intervention Specialist

Program Code	Description
205050	**Regular Classroom with Grade Acceleration** A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third grade during the year, and on to fourth grade after the summer) during the current year.
205052	**Regular Classroom with Subject Acceleration** A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. Report this code for a student in the year one or more courses in the specific subject sequence are skipped. This code can be reported for the same student in multiple years if the student skips courses in different subjects or has multiple skips in the same subject.
205055	**Regular Classroom with Early Entrance to Kindergarten or First Grade** Students are admitted to kindergarten or first grade before they have reached the district's usual cut-off age and date for kindergarten or first grade (e.g., a student with an October

Program Code	Description
	birthday would be eligible for early entrance even if the district's cut-off date was September 30).
205062	**Regular Classroom with Cluster Grouping** Several gifted students are deliberately placed in one class and services are provided by the regular classroom teacher, who is receiving professional development per Ohio Administrative Code §3301-51-15. All regular classrooms do not meet the criteria for gifted services.
205065	**Advanced Placement (AP) Course(s)** College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Not all AP courses meet the criteria for gifted services.
205067	**International Baccalaureate Course** Services through an International Baccalaureate course. Not all IB courses meet the criteria for gifted services.
205070	**College Credit Plus Course(s)** Students may enroll in college-level courses and receive college credit and credit toward graduation from high school at the same time. Note that all CCP courses do not meet the criteria for gifted services.
205075	**Honors Class(es)** Specific subject area classes which are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. Note that all honors classes courses do not meet the criteria for gifted services.
205080	**Educational Option(s)** Defined in OAC 3301-35-01 and 06, Educational Options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning (see OAC for complete list).
205085	**Other Service** Given that the above codes represent nearly all of the possible options for services allowed under OAC, use of this code should be rare, and is likely to generate a request for additional information from the district to document the nature of the "other service."
~~205090~~	~~**Innovative Services**~~ ~~Use this code only if your district has a Deparment-approved Innovative Service model. Innovative Services require an application to the Department for review and possible approval per Ohio Administrative Code §3301-51-15.~~
205095	**Services Through a Trained Arts Instructor** Services through a trained arts instructor. Not all courses from a trained arts instructor meet the criteria for gifted services.

Gifted Education Services Provided by a Gifted Intervention Specialist

Program Code	Description
206060	**Regular Classroom with Cluster Grouping and GIS works directly with students in the cluster** Several gifted students are deliberately placed in one class with a teacher who is receiving professional development per Ohio Administrative Code §3301-51-15 and agreed to provide differentiated curriculum and instruction for these clustered students within the regular classroom. A gifted intervention specialist co-teaches with the regular classroom teacher and is actively involved in helping the regular classroom teacher differentiate and deliver content to gifted students. The GIS is not the teacher of record.
206070	**Resource/Pull-Out Room for Gifted Students led by GIS** Students are regularly assigned (but less than 100% of time) to a resource room for gifted students instead of their regular classroom. The instruction is differentiated and delivered by a GIS who is not the teacher of record.
206080	**Educational Option(s) with a GIS directly involved with student** Defined in OAC 3301-35-01 and 06, educational options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning. The GIS is overseeing the student's work for the educational option.
206085	**Other Service directly involving GIS** Given that the above codes represent nearly all of the possible options for services allowed under the OAC, use of this code should be rare and is likely to generate a request for additional information from the district to document the nature of the "other service" provided by the GIS.
~~206090~~	~~**Innovative Services**~~ ~~Use this code only if your district has a Department-approved Innovative Service model. Innovative Services require an application to the Department for review and possible approval per Ohio Administrative Code §3301-51-15.~~

~~**Delivery Model**~~

~~Program Code~~	~~Description~~
~~700100~~	~~**Full-Year Remote Learning**~~ ~~Student has made a **full-year** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700110~~	~~**First Semester Remote Learning**~~ ~~Student has made a **first semester** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700115~~	~~**Second Semester Remote Learning**~~ ~~Student has made a **second semester** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700120~~	~~**First Trimester Remote Learning**~~ ~~Student has made a **first trimester** commitment to online learning for this school year, regardless of district or building delivery model.~~

~~Program Code~~	~~Description~~
~~700123~~	~~**Second Trimester Remote Learning**~~ ~~Student has made a **second trimester** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700126~~	~~**Third Trimester Remote Learning**~~ ~~Student has made a **third trimester** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700130~~	~~**First Quarter Remote Learning**~~ ~~Student has made a **first quarter** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700133~~	~~**Second Quarter Remote Learning**~~ ~~Student has made a **second quarter** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700135~~	~~**Third Quarter Remote Learning**~~ ~~Student has made a **third quarter** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700138~~	~~**Fourth Quarter Remote Learning**~~ ~~Student has made a **fourth quarter** commitment to online learning for this school year, regardless of district or building delivery model.~~
~~700150~~	~~**Additional In-Person Services**~~ ~~Student is receiving scheduled in-person services at a school facility for at least part of the school year, at times when the student would otherwise be expected to be in a remote learning mode and not at the school facility.~~

Hardware ~~and Connectivity~~

Program Code	Description
700201	**District Provided Computer** The student's school or **district provides a desktop, laptop, or tablet** for the student to use to complete schoolwork at their primary residence.
~~700212~~	~~**Student Access to Computer**~~ ~~The student has regular access to a **desktop, laptop, or tablet**, not provided by the student's school, for the student to use to complete schoolwork at their primary residence.~~
~~700234~~	~~**Student Access to Smartphone**~~ ~~The student has regular access to a **smartphone** for the student to use to complete schoolwork at their primary residence.~~
~~700245~~	~~**No Regular Access to Hardware**~~ ~~The student **does not have regular access** to a desktop, laptop, tablet, or smartphone for the student to use to complete schoolwork at their primary residence.~~
~~700299~~	~~**Unknown Access to Hardware**~~ ~~The student's access to a desktop, laptop, tablet, or smartphone for the student to use to complete schoolwork at their primary residence is **unknown.**~~
~~700401~~	~~**District Provided Broadband**~~ ~~The student's school or **district provides** internet connectivity primarily **through cable, DSL**, or some other non-cellular access method for the student to use to complete schoolwork at their primary residence.~~

Program Code	Description
~~700412~~	~~**Internet Via Broadband**~~ ~~The student has internet connectivity primarily **through cable, DSL**, or some other non-cellular access method for the student to use to complete schoolwork at their primary residence.~~
~~700423~~	~~**District Provided Hotspot**~~ ~~The student's school or **district provides** internet connectivity primarily **through cellular hotspot or cell phone** for the student to use to complete schoolwork at their primary residence.~~
~~700434~~	~~**Internet Via Hotspot**~~ ~~The student has internet connectivity primarily **through cellular hotspot or cell phone** for the student to use to complete schoolwork at their primary residence.~~
~~700445~~	~~**No Regular Access to Internet**~~ ~~The student **does not have regular internet connectivity** for the student to use to complete schoolwork at their primary residence.~~
~~700499~~	~~**Unknown Access to Internet**~~ ~~The student's internet connectivity for completing schoolwork at their primary residence is **unknown.**~~

SPECIAL EDUCATION SERVICES

Alternative Placement

Program Code	Description
211001	**Alternative Placement** Alternative Placement for Special Education Students who are Expelled: An educational setting where a special education student may be temporarily placed for up to 45 days and for the same amount of time as children and youth without disabilities would be subject to discipline. This setting, where the student will continue to receive instruction, is different from the student's current placement setting.
211010	**Extended School Year Services Provided** The student qualified for ESY services; services will be provided.
211015	**Extended School Year Services *Not* Provided, Parent Refusal** The student qualified for ESY services; services will *not* be provided due to parent refusal.
211020	**Extended School Year Services *Not* Provided, Other than Parent Refusal** The student qualified for ESY services; services will *not* be provided due to a reason other than parent refusal.

Related Services

Program Code	Description
215002	**Aide Services** Support services provided by a qualified aide directly assigned to a child with a disability.
215003	**Attendant Services** Services include assisting children with disabilities with personal health care needs.
215004	**Audiological Services** Services provided by a qualified audiologist.

Program Code	Description
215006	**Interpreter Services** Services provided by a qualified interpreter to children who are deaf or hard of hearing.
215008	**Occupational Therapy Services** Services provided by a qualified occupational therapist.
215009	**Orientation and Mobility Services** Services provided to blind or visually impaired child by a qualified orientation and mobility specialist.
215010	**Physical Therapy Services** Services provided by a qualified physical therapist.
215012	**Psychological Services** Services provided by a qualified school psychologist.
215013	**Speech and Language Services** Services provided by a qualified speech pathologist.
215015	**Transition Services** Services include those provided by qualified personnel regarding post-secondary transition services (e.g., career development, employment preparation, achieving independence, and integration in the workplace and community).
215018	**Counseling Services** Services provided by qualified social workers, psychologists, school counselors, or other qualified personnel in accordance with an IEP.
215021	**Transportation** Transportation established solely for the purpose of transporting students with disabilities attending a regular public school or nonpublic school; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
215022	**Social Work Services** Services provided by a qualified social worker.
215026	**School Health Services** Services provided by a qualified person other than a school nurse.
215027	**School Nurse Services** Services provided only by a qualified school nurse.
215030	**Board Certified Behavior Analyst Services** Services provided by a Board Certified Behavior Analyst (BCBA).
215099	**Other** Services not specifically listed above that are required for students with disabilities to benefit from special education and that are included in the student's IEP. Report this code for services that are needed for a child to access the general curriculum that do not have a specific code.

PRESCHOOL

Preschool

Program Code	Description
220205	**Preschool Special Education Itinerant Services** Preschool student with disabilities receives special education itinerant services from a preschool special education teacher, speech language pathologist, occupational therapist, physical therapist, or another service provider listed in their IEP.
220210	**Preschool Special Education Itinerant Services Received at a Nonpublic School** Preschool student with disabilities receives special education itinerant services from a preschool special education teacher, speech language pathologist, occupational therapist, physical therapist, or another service provider listed in their IEP at the nonpublic entity where the student is enrolled.
220215	**Preschool Special Education Itinerant Services Received in Another Setting** Preschool student with disabilities receives special education itinerant services from any provider in a setting other than a center-based setting that is not a nonpublic entity (e.g., a special school, hospital, or home).
220300	**Special Education Preschool Student Paying Tuition** Preschool student with a disability condition is paying tuition or fees to attend a preschool program beyond the programming required to access general education curriculum and special education services listed in the IEP. Do not report if only payment is of incidental fees (such as materials fees) that are normally charged to nondisabled students or their parents as a part of the regular education program or any fees that are waived by the IEP team.

KINDERGARTNERS

Pre-Kindergartner Experiences Program Codes

Program Code	Description
800010	**Head Start Preschool, 0-11 months** Student attended a Head Start preschool for less than 1 year (0-11 months) any time in the 2 years prior to starting kindergarten.
800015	**Head Start Preschool, 12 months or more** Student attended a Head Start preschool for 1 year (12 months) or more any time in the 2 years prior to starting kindergarten.
800020	**Preschool (Other than Head Start), 0-11 months** Student attended preschool (other than Head Start) for less than 1 year (0-11 months) any time in the 2 years prior to starting kindergarten. This includes childcare programs licensed by the Ohio Department of Job & Family Services or the Ohio Department of Children and Youth and preschool programs licensed by the Ohio Department of Education and Workforce or the Ohio Department of Children and Youth that do not report preschool students to EMIS. Examples include centers, preschool classrooms in private childcare programs, family homes, private schools, nonpublic districts, nonpublic schools, and developmental disabilities organizations.

Program Code	Description
800025	**Preschool (Other than Head Start), 12 months or more** Student attended preschool (other than Head Start) for 1 year (12 months) or more any time in the 2 years prior to starting kindergarten. This includes childcare programs licensed by the Ohio Department of Job & Family Services or the Ohio Department of Children and Youth and preschool programs licensed by the Ohio Department of Education and Workforce or the Ohio Department of Children and Youth that do not report preschool students to EMIS. Examples include centers, preschool classrooms in private childcare programs, family homes, private schools nonpublic districts, nonpublic schools, and developmental disabilities organizations.
800030	**Not Identified/Other, 0-11 months** Student attended preschool for less than 1 year (0-11 months) any time in the 2 years prior to starting kindergarten; however, the type of preschool program is unknown or does not fit any other program code option. This includes unlicensed provider preschool experiences.
800035	**Not Identified/Other, 12 months or more** Student attended preschool for 1 year (12 months) or more any time in the 2 years prior to starting kindergarten; however, the type of preschool program is unknown or does not fit any other program code options. This includes unlicensed provider preschool experiences.
800040	**None** Student did not attend any preschool program prior to enrolling in kindergarten.

Coordinated Early Intervening Services

Coordinated Early Intervening Services

Program Code	Description
221005	**Participation in Coordinated Early Intervening Services** Student was counted among the district's targeted population to receive early intervening services during the current school year. The early intervening services were either mandated under IDEA Part B regulations due to district disproportionality or voluntary. If the early intervening services were mandated, comprehensive, coordinated early intervening services can be provided to assist both children with disabilities and children without disabilities ages three through twenty-one (preschool through grade 12). If the early intervening services are voluntary, coordinated early intervening services can be provided to children who are not currently identified as a student with a disability age five through twenty-one (kindergarten through grade 12). The early intervening was solely funded through IDEA Part B special education funding.

Title I

Title I Subject Areas

Program Code	Description
231001	**Title I Reading** A course in which Title I funded supplemental instruction in reading was provided for Title I served students.

Program Code	Description
231002	**Title I Writing** A course in which Title I funded supplemental instruction in writing was provided for Title I served students.
231003	**Title I Language Arts** A course in which Title I funded supplemental instruction in language arts was provided for Title I served students.
231004	**Title I English** A course in which Title I funded supplemental instruction in English was provided for Title I served students.
231005	**Title I Mathematics** A course in which Title I funded supplemental instruction in mathematics was provided for Title I served students.
231006	**Title I Science** A course in which Title I funded supplemental instruction in science was provided for Title I served students.
231007	**Title I Civics/Government** A course in which Title I funded supplemental instruction in civics/government was provided for Title I served students.
231008	**Title I History** A course in which Title I funded supplemental instruction in history was provided for Title I served students.
231009	**Title I Geography** A course in which Title I funded supplemental instruction in geography was provided for Title I served students.
231010	**Title I Other** A course not in the sequence of 231001 through 231009 in which Title I funded supplemental instruction was provided for Title I served students.

Title I Summer School Subject Areas

Program Code	Description
231101	**Title I Reading (Summer School)**
231102	**Title I Writing (Summer School)**
231103	**Title I Language Arts (Summer School)**
231104	**Title I English (Summer School)**
231105	**Title I Mathematics (Summer School)**
231106	**Title I Science (Summer School)**
231107	**Title I Civics/Government (Summer School)**
231108	**Title I History (Summer School)**
231109	**Title I Geography (Summer School)**
231110	**Title I Other (Summer School)**

Title I Supporting Areas

Program Code	Description
232001	**Guidance/Counseling/Social Work** Title I funded guidance/counseling/social work service provided for Title I served children and/or guidance/counseling/social work service provided by Title I funded personnel for Title I served children.
232002	**Health/Dental** Title I funded health/dental service provided for Title I served children and/or health/dental work service provided by Title I funded personnel for Title I served children.
232003	**Nutrition** Title I funded nutrition service provided for Title I served children and/or nutrition service provided by Title I funded personnel for Title I served children.
232004	**Transportation** Title I funded transportation service provided for Title I served children and/or transportation service provided by Title I funded personnel for Title I served children.
232005	**Preparation for Jobs** Title I funded preparation for jobs service provided for Title I served children and/or preparation for jobs service provided by Title I funded personnel for Title I served children.
232006	**Earned General Educational Development (GED)** Title I funded high school equivalency/GED service provided for Title I served children and/or high school equivalency/GED service provided by Title I funded personnel for Title I served children.
232007	**Other** Title I service(s) not in the sequence of the 232001 – 232006 program codes which was (were) provided for Title I served students.
	The following codes are for summer school services
232101	**Guidance/Counseling/Social Work (Summer School)**
232102	**Health/Dental (Summer School)**
232103	**Nutrition (Summer School)**
232104	**Transportation (Summer School)**
232105	**Preparation for Jobs (Summer School)**
232106	**Earned GED (Summer School)**
232107	**Other Title I Services not in the sequence "232101-232106" (Summer School)**

Title I Services

Program Code	Description
233200	**Title I Supplemental Kindergarten Program** Refers to kindergarten instruction funded by Title I that is provided to supplement the regular kindergarten program offered by the district.

Title I Students Attending Neglected or Delinquent Institutions

Program Code	Description
234001	Court placement in a local/county-operated institution for neglected youth.
234002	Court placement in a local/county-operated institution for delinquent youth.

Program Code	Description
234101	Court placement in a local/county-operated institution for neglected youth (Summer School).
234102	Court placement in a local/county-operated institution for delinquent youth (Summer School).

ENGLISH LEARNER

English Learner Program Codes

Program Code	Description
235014	**English Language Instructional Program Not Provided Due to Parental Refusal** The English learner does not participate in a language instruction educational program designed to meet his or her English language needs. School districts are required to take affirmative steps to meet the special language needs of English learners by providing effective language instruction educational programs. This code is to be used for English learners whose parents or guardians request (in writing) that their English learner not participate in the district's specially-designed program for English learners as described in the required parent notification letter of English learner identification.
235015	**Language Instructional Program Not Provided by District** District may be in violation of Title VI and Elementary and Secondary Education Act (ESEA).
235017	**Dual Language Program** In this program, also known as two-way immersion, English learners receive instruction in English and languages other than English. Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
235019	**Content Classes with Integrated ESL Support** This approach also is referred to as Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or, simply, sheltered instruction. These approaches make use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
235021	**Newcomer Programs** Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of students who are new to U.S. schools. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).
235023	**English as a Second Language (ESL) Program** Also referred to as English Language Development (ELD), ESL is a program of techniques, methodology, and special curriculum designed to teach English learner students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Program Code	Description
235025	**Transitional Bilingual Education (TBE) Program** This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.
235099	**Other Programs** Other English learner programs not covered by the other English learner program codes.

Immigrant Education Program

Program Code	Description
240001	The student is an immigrant and participates in the program.
240002	The student is an immigrant and does not participate in the program.

CAREER-TECHNICAL EDUCATION

Career-Technical Program Codes

Program Code	Description
305007	**Work Experience and Career Exploration Program (WECEP)** The U.S. Department of Labor (USDOL) state approved program provides an opportunity for students 14 and 15 years of age to participate in a paid work experience program during school hours. The program provides for a course of study and actual job experience. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related and employability skill development with individualized or remedial instruction where needed. The WECEP designation applies only to students ages 14 and 15 in paid work experience within Career Based Intervention programs (subject code 252525). Additional information can be found at the office of career technical website.
305010	**CTE Single Parent Subgroup** Student participates in a Career Technical program and should be included in the Federal Single Parent subgroup due to being a single parent, including single pregnant students.

Career-Technical Academic Intracurricular Program Codes

Program Code	Description
410001	**Business Professionals of America (BPA)** A co-curricular career-technical student organization which serves as an integral part of the business education program and is designed to develop and enhance leadership, citizenship, academic, and technological skills and competency in business and office occupations.

Program Code	Description
410002	**DECA (formerly Distributive Education Clubs of America)** A co-curricular career-technical student organization which serves as an integral component of marketing education, providing educational and leadership development activities to be integrated into the classroom marketing instructional program. It is DECA's mission to enhance the education of students with an interest in marketing, management, and entrepreneurship.
410003	**FFA** (**formerly Future Farmers of America**) A co-curricular career-technical student organization which serves as an integral component of agricultural education programs. This program helps students sharpen their leadership, citizenship, and cooperation skills through participation in various local, state, and national activities.
410004	**Family, Career, and Community Leaders of America (FCCLA)** A co-curricular career-technical student organization which serves as an integral component of family and consumer science education, hospitality, tourism, and early childhood education programs. The organization helps youth assume active roles in society through personal growth, family life, career preparation and community involvement through participation in various local, state, and national activities.
410005	**Technology Student Association (TSA) (formerly American Industrial Arts Student Association)** Promotes leadership and citizenship development, knowledge, and understanding of our technological society and the making of informed and meaningful occupational choices through participation in a variety of local, state, and national organizational co-educational extracurricular and/or co-curricular learning activities. Local Level I and Level II TSA Chapter membership is open to all currently and previously enrolled students of technology education courses. Level I Chapters serve students in grades 7-9, while Level II serves students in grades 10-12.
410006	**SKILLSUSA-VICA** A co-curricular career-technical student organization which serves as an integral component of industrial and engineering systems and health sciences career programs. Emphasis on leadership, dignity of work, good workmanship, citizenship, teamwork, and respect and concern for others is integrated into the classroom activities.
410007	**Educators Rising** Educators Rising is an organization for middle and high school students that provides opportunities to explore teaching as a career option. Educators Rising helps students gain a realistic understanding of the nature of education and the role of the teacher and offers schools and communities a chance to shape their own future by shaping the future of the education profession. Educators Rising provides the following for students: • Helps develop leadership qualities • Offers service learning opportunities • Sponsors competitive events and state and national conventions • Can be a catalyst for financial aid
410008	**Health Occupations Students of America (HOSA)** A national career-technical student organization for students enrolled in health occupations programs. A goal of HOSA is to promote career opportunities in the health care industry through leadership development programs and student recognition activities.

Program Code	Description
410099	**Career Technical Student Organization (CTSO) Leadership** The student is a current due paying state and national career technical student organization member who participates as a regional or state officer.
410010	**Career Technical Student Organization (CTSO) State Competition Participation** The student is a current dues paying state and national career technical student organization member who participated in a competitive event above the chapter level.
410015	**ProStart Career-Technical Student Organization (CTSO)** A co-curricular Career-Technical student organization which serves as an integral component of hospitality and tourism education providing education and leadership development activities to be integrated into the classroom instructional program. It is ProStart's mission to enhance the skills of students in the restaurant, hospitality, and culinary arts industry.

WORK-BASED LEARNING

Work-Based Learning Program Codes

Program Code	Description
305012	**Internship Completion** Qualifying internships are experiences in which the student is a paid employee or non-paid intern for a business or community partner. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from an instructor or educational supervisor. In an off-site internship experience, work occurs at the physical location of the employer and can take place during school hours or when school is not in session. In a virtual or remote placement experience, the student is a paid employee or non-paid intern for a business or community partner, but work-based learning most often takes place outside of the physical location of the employer.
305014	**Apprenticeship/Pre-apprenticeship** Qualifying Apprenticeship & Pre-Apprenticeship experiences offer students an opportunity to participate in work-based learning experiences in designated occupations or industry sectors in preparation or formal registered apprenticeship training programs. Pre-apprenticeships follow recognition procedures as outlined by ApprenticeOhio, Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeOhio to teach a skilled occupation pursuant to a registered apprenticeship agreement. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law.
305016	**Apprenticeship Acceptance** Providing evidence of acceptance into an apprenticeship program registered with the Ohio State Apprenticeship Council after high school that is restricted to participants eighteen years of age or older.
305018	**Apprenticeship Completion** Completing an apprenticeship registered with the Ohio State Apprenticeship Council in the student's chosen career field.

Program Code	Description
305099	**Other Work-Based Learning** This element will include the other three types of work-based learning as defined by the Office of Career Technical Education. Other work-based learning types include entrepreneurship, school-based enterprises and simulated work environments. Internship (both Off-Site and Virtual/Remote Placement) and Apprenticeship experiences should not be reported using this element. Please refer to the Work-Based Learning Document on the Department website for more detailed information.
310040	**Work-Based Learning >0 and <40 hrs**
310099	**Work-Based Learning 40-99 hrs**
310249	**Work-Based Learning 100-249 hrs**
310499	**Work-Based Learning 250-499 hrs**
310500	**Work-Based Learning 500+ hrs**

EXTRACURRICULAR/INTRACURRICULAR PROGRAMS

Academic Extracurricular Programs Codes

Program Code	Description
405001	**National Honor Society** Student activity program with the purpose of recognizing pupils for achievements in academic excellence.
405002	**Debate Team/Speech Club** Provide activities for those students who are interested in different forms of public address which could include competitions.
405003	**Drama Club/Thespians** Provide activities for those students who are interested in participating in theatrical productions including musical theatre. Through Thespian organizations, students may have opportunities to compete in theatre activities and receive recognition.
405004	**Foreign Language Clubs** A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest and study in specific aspects of various languages.
405005	**Yearbook Staff** Provides opportunities for students who are interested in various aspects of yearbook publication, including copywriting and editing, photography, layout, etc.
405006	**School Newspaper Staff** Provides opportunities for students who are interested in journalism and newspaper publication, including reporting, copywriting and editing, photography, layout, etc.
405007	**Music Activities** (Not associated with a course for which credit is earned) Subject matter and/or activities not included in the graded course of study and designed for pupils who wish to pursue various aspects of music.
405008	**Computer Clubs**

Program Code	Description
405009	**Science Club** Noncompulsory opportunities for science study for which no science credit is earned. Example opportunities include but are not limited to activities and strategies that emphasize access to scientists and other career role models in science, mathematics, engineering, and technology; and/or access to authentic field studies, problem-based learning, non-formal, and/or special programs.
405010	**Future Career Clubs**
405012	**National Vocational Technical Honor Society** A student activity program in which membership consists of career-technical students who have demonstrated scholastic achievement, skill development, leadership, honesty, responsibility, and good character. Student invitation to membership is extended only by National Vocational Technical Honor Society (NVTHS) chartered schools.
405013	**Visual Arts Club** Subject matter and/or activities not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of the visual arts.
405014	**Dance Club** Subject matter and/or activities not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of dance.
405015	**Mathematics Club** Subject matter and experiences not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interest and study in specific aspects of mathematics.
405011	**Other Academic Extracurricular Activities**

School Related Service Program Codes

Program Code	Description
415002	**Drug Prevention Programs** (e.g., Youth to Youth, SADD) Programs designed to solve problems in the area of alcohol and drug abuse prevention with applicability to other behavioral problems such as truancy, vandalism, and disruptive behavior.
415003	**Other School-Related Service** Civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service that are not listed in the previous category.
415004	**Student Council**

Athletics and Related Program Codes

Program Code	Description
420001	Pep Clubs
420015	Other - Athletics and Related Programs (not Interscholastic Athletics)

Interscholastic Athletic Program Codes

Program Code	Description
420002	Football
420003	Basketball
420004	Baseball
420005	Track and Field
420006	Wrestling
420007	Softball
420008	Golf
420009	Tennis
420010	Soccer
420011	Swimming and Diving
420012	Volleyball
420013	Other Interscholastic Athletics
420014	Intramural Athletics
420020	Cheerleading
490000	Other – participation in extracurricular programs and activities not identified in one of the above categories

GRADUATION-RELATED SEALS

Graduation Seal Codes

Program Code	Description
510000	Student Plans To Earn Ohio Means Jobs Graduation Seal
510001	**Ohio Means Jobs Program Code** Student has earned the Ohio Means Jobs readiness seal.
510131	Student Plans To Earn Military Enlistment Graduation Seal
510140	Military Enlistment Graduation Seal Earned
510171	Student Plans To Earn Technology Graduation Seal
510180	Technology Graduation Seal Earned
510211	Student Plans To Earn Industry-Recognized Credential Graduation Seal
510251	Student Plans To Earn Citizenship Graduation Seal
510260	Citizenship Graduation Seal Earned
510331	Student Plans To Earn Seal of Biliteracy Graduation Seal
510333	English Language Proficiency For The Seal of Biliteracy Graduation Seal Established
510336	World Language Proficiency For The Seal of Biliteracy Graduation Seal Established
510371	Student Plans To Earn College-Ready Graduation Seal
510411	Student Plans To Earn Science Graduation Seal
510420	Science Graduation Seal Earned
510451	Student Plans To Earn Honors Diploma Graduation Seal
510491	Student Plans To Earn Community Service Graduation Seal
510500	Community Service Graduation Seal Earned
510531	Student Plans To Earn Student Engagement Graduation Seal
510540	Student Engagement Graduation Seal Earned
510571	Student Plans To Earn Fine and Performing Arts Graduation Seal

Program Code	Description
510580	Fine and Performing Arts Graduation Seal Earned

Seal of Biliteracy Codes

Program Code	Description
608014	**Akan**
608001	**Albanian**
601050	**American Sign Language (ASL)**
608002	**Amharic**
600101	**Arabic**
608015	**Aremenian**
608016	**Bambara**
608017	**Bengali**
608018	**Bosnian**
608019	**Bulgarian**
608020	**Burmese**
608003	**Cambodian**
608004	**Cantonese**
608021	**Central Khmer**
600102	**Chinese**
608022	**Croatian**
608023	**Danish**
608024	**Dinka**
608025	**Ewe**
608026	**Filipino**
600230	**French**
608027	**Fulah**
600235	**German**
600103	**Greek**
608028	**Gujarati**
600104	**Hebrew**
608029	**Hindi**
608005	**Hmong**
608030	**Hungarian**
608031	**Igbo**
608032	**Indonesian**
600245	**Italian**
600250	**Japanese**
608033	**Karen**
608034	**Kinyarwanda**
608006	**Korean**
608035	**Krio**
608036	**Kurdish**
608007	**Laotian**

Program Code	Description
600107	**Latin**
608037	**Louisiana Creole French**
608038	**Macedonian**
608039	**Malayalam**
608040	**Mandingo**
608041	**Marathi**
608042	**Mongolian**
608008	**Navajo**
608043	**Oromo**
609999	**Other language without a specific code**
608044	**Panjabi; Punjabi**
608045	**Persian**
600255	**Polish**
608046	**Portuguese**
608047	**Pushto; Pashto**
608048	**Romanian**
600218	**Russian**
608049	**Serbian**
608050	**Sinhala**
608009	**Somali**
600265	**Spanish**
608051	**Swahili**
608052	**Swedish**
608010	**Tagalog**
608053	**Tamil**
608054	**Telugu**
608055	**Thai**
608056	**Tigrinya**
608011	**Trigriyan**
608057	**Turkish**
608058	**Twi**
608012	**Ukrainian**
608059	**Urdu**
608060	**Uzbek**
608013	**Vietnamese**
608061	**Wolof**
608062	**Yoruba**

GRADUATION PATHWAYS

Graduation Pathway Program Codes

Program Code	Description
520100	Alternative Competency College Credit Plus Requirement Met–Math and English CCP course

Program Code	Description
520101	Alternative Competency College Credit Plus Requirement Met–English CCP course only
520102	Alternative Competency College Credit Plus Requirement Met–Math CCP course only
520105	Alternative Competency Career Experience and Technical Skill Requirement Met
520110	**Military–Intent to Enlist** Student has documented intent to enlist in the military by sharing a completed Contract DD Form 4 with the district.
520200	Student enrolled in an Ohio public school for senior year after enrollment the prior year in a non-tax, non-public school, homeschooling, or an out-of-state school.
520205	Student has established English Language Arts competency using the Alternative High School Assessment: Chartered Nonpublic Schools; or student is eligible for the Military Interstate Children's Compact Commission (MIC3) provisions and has achieved a required score on the sending state's exam for the course.
520210	Student has established Math competency using the Alternative High School Assessment: Chartered Nonpublic Schools; or student is eligible for the Military Interstate Children's Compact Commission (MIC3) provisions and has achieved a required score on the sending state's exam for the course.
520215	Student is exempt from the ½ unit of financial literacy instruction required for graduation in accordance with board policy that excuses from the requirement any student who participates during high school in a financial literacy program offered by a bank or by a student branch of a credit union.

INTERVENTION PROGRAMS

Academic Intervention Program Codes

Program Code	Description
151490	Student received intervention services during the summer.
151510	Student received up to 6 weeks of progress monitoring based on being identified as at risk for dyslexia on the Tier 1 dyslexia screener.
152330	Student received intervention services during the regular school year.

Reading Improvement and Monitoring Plan Intervention Program Codes

RIMP codes are only reported for students participating in a Reading Improvement and Monitoring Plan implemented within 60 days of reading diagnostic result availability

Program Code	Description
151505	**Summer Structured Literacy Programs** A structured literacy program that continues to track and monitor the progress of the student once the school year ends. The program should be targeted toward the identified needs of the student. *This option is only to be used in addition to interventions offered during the school year. Replaces code 151500 Summer Reading Programs.

Program Code	Description
152700	**Explicit Intervention in Writing – Focus on ~~Foundation Skills /~~ Transcription** Explicit instruction in handwriting (manuscript, cursive)~~,~~ and/or keyboarding as instructional supports for writing assignments. May include~~, and~~ spelling instruction~~, following a scope and sequence of skills~~ that aligns to the explicit decoding (basic and advanced word study)~~phonics~~ instruction. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 31 in Ohio's Plan to Raise Literacy Achievement (Transcription).~~
152705	**Explicit Intervention in Writing – Focus on Composition Skills** Explicit instruction in sentence structure - grammar, syntax, vocabulary usage, sentence types, organizing ideas for writing (including graphic organizers and oral rehearsal). This should focus on the function of words and connect to content area knowledge. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 31 in Ohio's Plan to Raise Literacy Achievement (Self Regulation and Text Generation)~~
152710	**Explicit Intervention in Phonemic Awareness** Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This falls under the umbrella term of phonological awareness. This understanding improves students' word reading and helps them learn to spell. Intervention focus for phonemic awareness uses an informal phonological awareness assessment to determine student current skill attainment and provides instruction and practice with feedback to build more advanced skills following a sequence (such as Ohio's Learning Standards Foundational Skills, p. 28), moving from more basic skills such as segmenting and blending syllables in a word to more advanced skills such as substituting medial vowel sounds. For older students, explicit intervention in phonemic awareness should be a component of a multi-component intervention or phonics intervention, using letters to reinforce letter-sound correspondence. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 27 in Ohio's Plan to Raise Literacy Achievement.~~
152715	**Explicit Intervention in Sight Word Recognition** Intervention designed to increase students' ability to recognize and read individual words using phoneme grapheme mapping of regular parts and explicit call out of irregular parts. They store the connected sounds and letters of words (along with their meaning) as instantly recognizable sight words. Sight word recognition instruction should focus on phoneme-grapheme mapping and not rely on practices such as the use of flash cards.

Program Code	Description
	See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 27 in Ohio's Plan to Raise Literacy Achievement.~~
152720	**Explicit Intervention in Decoding** Early, explicit, and systematic instruction in phonics can help strengthen students' decoding skills. Phonics instruction should follow a phonics scope and sequence. Intervention focus for phonics uses data from an informal phonics decoding survey to determine the highest level of decoding skills mastered and teach the next skills in the progression. Use of connected text (decodable readers) is critical to ~~developing~~consolidating and applying phonics skills within increasingly complex texts. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 27 in Ohio's Plan to Raise Literacy Achievement.~~
152725	**Explicit Intervention in Comprehension** Before focusing intervention efforts on comprehension, it is critical to ascertain if students need additional instruction in phonics, fluency, vocabulary, sentence structure and text structure. Some students may benefit from multicomponent interventions that address comprehension alongside these instructional priorities. Intervention should focus on a select set of high-impact strategies that enhance comprehension across content areas. These strategies involve intentional cognitive actions that help students engage with, understand, and retain information from complex disciplinary texts. Teach students to ask and answer questions, determine the gist of short sections of text, and monitor their comprehension.~~Intervention focus should be on a limited number of strategies that are intentional mental actions during reading that improve reading comprehension. They are deliberate efforts by a reader to better understand or remember what is being read and build knowledge. Teach students to question, visualize, monitor/clarify, infer, and summarize.~~ Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension. Effective instruction should integrate these elements to support students in navigating and analyzing diverse disciplinary texts. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 28 in Ohio's Plan to Raise Literacy Achievement.~~
152730	**Explicit Intervention in Fluency** A fluency intervention is appropriate for students who are accurate in their reading of grade level texts, but lack automaticity. The three components of fluency – appropriate speed, accuracy, prosody – can be addressed through instructional strategies such as repeated readings, partner reading, choral reading, technology-assisted reading, timed reading, phrased reading, and echo reading.

Program Code	Description
	See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 28 in Ohio's Plan to Raise Literacy Achievement.~~
152735	**Explicit Intervention in Vocabulary** Teach high utility words and academic language, including instruction in morphology (the meanings of roots and combining forms, prefixes, and suffixes) using explicit instructional routines. Words should be taught in meaningful clusters, connecting them to texts and disciplinary contexts to improve comprehension and content knowledge~~and connected to texts~~. In addition, there should be judicious review with multiple exposures of previously taught words. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 28 in Ohio's Plan to Raise Literacy Achievement.~~
152740	**Small Group Scaffolding of Complex Text** It is important for all students, including those that are reading below grade level, to access complex texts daily. In order to do this, teachers can provide scaffolded instruction for students, which can include, but is not limited to: pre-teaching vocabulary, focusing on the ~~language~~ structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding ~~of~~ multisyllabic words. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 33 in Ohio's Plan To Raise Literacy Achievement.~~
152745	**Explicit Intervention in Communication/Language** Identify yes/no responses using multi-modal communication skills and diverse access features, including assistive technology, as needed, based on a learner profile. Teach the use of tools for accessing communication containing individualized features based on learner profile data. Teach the use of core vocabulary paired with fringe vocabulary to communicate across settings. Teach sound-symbol correspondences to develop spelling skills. Teach the use to symbols (icon sequences), and spelling (especially onsets) to find and access words for communication. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.~~See page 24 in the flash card titled "Oral Language" in Ohio's Plan To Raise Literacy Achievement.~~
152750	**Multi-Modal Approach to Structured Literacy** A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing~~; which~~ is used to target~~s~~: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. ~~Teaching steps are the following~~The approach involves: synthetic and analytic presentation, opportunity for practice and teaching to mastery along~~of~~ a structured scope and sequence.

Program Code	Description
	This intervention strategy is not outlined in Ohio's Plan To Raise Literacy Achievement. Replaces code 152535 Orton-Gillingham.
152765	**Explicit Intervention in Advanced Word Study** Explicit, systematic instruction in advanced decoding skills is focused on reading complex, multisyllabic words. Intervention focuses on teaching the skills needed to break apart and accurately sound out multisyllabic words, spelling practice to solidify students' understanding of the vowel and consonant letter-sounds and combinations that make words, and frequent opportunities to practice reading multisyllabic words in connected texts, including discipline-specific text, to build increasingly automatic word recognition skills. See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.

High-Dosage Tutoring Codes for students with RIMPs

A high-dosage tutoring code should be reported for every student being reported with a RIMP code

Program Code	Description
152800	**Tutoring by approved vendor during the school day** The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks during the school day from providers on the Department's High-Quality Tutoring Provider Vendor Directory.
152805	**Tutoring by approved vendor outside of the school day** The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks outside of the school day from a provider on the Department's High-Quality Tutoring Provider Vendor Directory.
152810	**Tutoring locally approved during the school day** The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks during the school day from a locally approved provider.
152815	**Tutoring locally approved outside of the school day** The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks outside of the school day from a locally approved provider.
152817	**Student received less than three days a week or 50 hours over 36 weeks of high-dosage tutoring**
152820	**Student did not receive high-dosage tutoring**

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	GQ050
Program Code	GQ060

2.9 Student Program (GQ) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GQ010	9-10	Sort Type	PIC x(2)
		Always “GQ”	
	11	Filler	PIC x
GQ020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC x(4)
GQ030	16	Data Set	PIC x
		S – Student	
GQ040	17-22	Building IRN	PIC x(6)
GQ050	23-31	EMIS Student ID Number	PIC x(9)
GQ060	32-37	Program Code	PIC x(6)
GQ070	38-46	Employee ID	PIC x(9)
	47-52	Filler	PIC x(6)
GQ090	53-58	Program Provider IRN	PIC x(6)
GQ100	59-66	Program Enrollment Start Date CCYYMMDD	PIC 9(8)
GQ110	67-74	Program Enrollment End Date CCYYMMDD	PIC 9(8)

EMIS MANUAL

Section 2.10:
Student Gifted Education (GG) Record

Version 9.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
9.0	07-01-25	FY26	NA	Posted for FY26.
8.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.0	7/1/23	FY24	NA	Posted for FY24.
6.0	7/1/22	FY23	23-48	Gifted reporting for community schools.
5.6	11/8/21	FY22	22-74	Record is now required reporting in Beginning of Year Student (S) Collections.
5.5	7/1/21	FY22	NA	Posted for FY22.
5.4	7/1/20	FY21	NA	Posted for FY21.
5.3	6/30/20	FY20	NA	Posted for FY20.
5.3	6/30/20	FY19		Removed X Collection; no longer being implemented.
5.2	7/6/18	FY19	NA	Posted for FY19.
5.1	2/9/18	FY18	NA	No FY18 changes.
5.0	6/27/17	FY17	NA	No FY17 changes.
4.0	1/18/16	FY16		Added Upcoming Changes section.
3.0	10/7/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
3.0	10/7/15	FY15	987	Removed Gifted Identification Date option "*".
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange to Required Reporting Periods section and File Layout.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.10 STUDENT GIFTED EDUCATION (GG) RECORD 3

Required Collections 3
General Guidelines 3
Exceptions to Reporting the Student Gifted Education (GG) Record 3
Annual Versus Cumulative Data in the Student Gifted Education (GG) Record 3
Student Gifted Data Elements 3
☼ Gifted Screening Elements 4
☼ Gifted Assessment Elements 6
☼ Gifted Identification Elements 7
☼ Gifted Identification Date Element 9
☼ Gifted Served Elements 10
Defining a Unique Record 11

2.10 STUDENT GIFTED EDUCATION (GG) RECORD FILE LAYOUT 12

2.10 Student Gifted Education (GG) Record

Required Collections

The Student Gifted Education (GG) Record is to be reported for the Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection. This data may also be reported in the SOES Beginning of Year Student (S) Collection.

General Guidelines

The data reported on the Student Gifted Education (GG) Record are used to report the number of students screened, assessed, identified, and served in gifted areas. For additional information about gifted students and services, please refer to Ohio Revised Code §§3324.01 – 3324.07, Ohio Administrative Code §3301-51-15, and the Department's Gifted Education webpage.

The resident/educating school district and/or community school reports the Student Gifted Education (GG) Record for each student enrolled in grades kindergarten through twelve. Though community schools are not required to screen, assess, identify, and/or serve students who are gifted, they are required to report a Student Gifted Education (GG) Record for each student.

When a student transfers from one school district to another during the course of the school year, gifted identification carries from one district to another. Both districts are required to report the student as identified. Once a student is identified as gifted, he/she should continue to be reported as identified in EMIS, even if he/she transfers to another district during the school year. Screening, assessment, and service are activities undertaken by a district. Therefore, the reporting district is only required to report screened, assessed, and/or served if this happened while the student was enrolled in their district.

Exceptions to Reporting the Student Gifted Education (GG) Record

The Student Gifted Education (GG) Record does not need to be reported for students in the following situations:

- Students who are attending/placed at another entity 100% of the time (e.g., court-placement, open-enrollment, direct pay tuition, etc.). That entity would report the Student Gifted Education (GG) Record for those students.
- JVSDs do not report the Student Gifted Education (GG) Record.

Annual Versus Cumulative Data in the Student Gifted Education (GG) Record

Only the identification data is cumulative; all other data elements reflect only those activities that took place during the current school year. State policy is that once a student is identified in an area of giftedness, he/she is 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 Education (GG) 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.

Student Gifted Data Elements

The elements on the Student Gifted Education (GG) Record refer to whether or not a student has been screened, assessed, and/or identified using one of the assessments on the Department-approved list of

Gifted Screening/Assessment instruments. In addition, the "served" element 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 (CCYYMM)
- Served (Y/N)

The following portion of this section discusses each of the data elements within the Student Gifted Education (GG) Record. The elements are not organized alphabetically, but rather follow the gifted determination process.

☼ *Gifted Screening Elements*

Creative Thinking Ability

Record Field Number	GG110
Definition	Indicates if the student was screened for giftedness in the area of creative thinking, according to the criteria used to screen students for giftedness.

Mathematics

Record Field Number	GG070
Definition	Indicates if the student was screened for giftedness in the area of mathematics, according to the criteria used to screen students for giftedness.

Reading/Writing

Record Field Number	GG090
Definition	Indicates if the student was screened for giftedness in the area of reading/writing, according to the criteria used to screen students for giftedness.

Science

Record Field Number	GG080
Definition	Indicates if the student was screened for giftedness in the area of science, according to the criteria used to screen students for giftedness.

Social Studies

Record Field Number	GG100
Definition	Indicates if the student was screened for giftedness in the area of social studies, according to the criteria used to screen students for giftedness.

Superior Cognitive Ability

Record Field Number	GG060
Definition	Indicates if the student was screened for giftedness in the area of superior cognitive ability, according to the criteria used to screen students for giftedness.

Visual/Performing Arts

Record Field Number	GG120
Definition	Indicates if the student was screened for giftedness in the area of visual/performing arts, according to the criteria used to screen students for giftedness.

Valid Options

N No, the student was not screened in this specific area of giftedness during the current school year

Y Yes, the student was screened in this specific area of giftedness during the current school year

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

1. 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), or
2. 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), or
3. The student was given an approved assessment within the prior 24 months by a qualified professional outside the local school system (i.e., 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 on the gifted education section of the Department's 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.

☼ *Gifted Assessment Elements*

Creative Thinking Ability

Record Field Number	GG180
Definition	Indicates if a student has completed the assessment stage in the area of creative thinking ability of the gifted identification process.

Mathematics

Record Field Number	GG140
Definition	Indicates if a student has completed the assessment stage in the area of mathematics of the gifted identification process.

Reading/Writing

Record Field Number	GG160
Definition	Indicates if a student has completed the assessment stage in the area of reading/writing of the gifted identification process.

Science

Record Field Number	GG150
Definition	Indicates if a student has completed the assessment stage in the area of science of the gifted identification process.

Social Studies

Record Field Number	GG170
Definition	Indicates if a student has completed the assessment stage in the area of social studies of the gifted identification process.

Superior Cognitive Ability

Record Field Number	GG130
Definition	Indicates if a student has completed the assessment stage in the area of superior cognitive ability of the gifted identification process.

Visual/Performing Arts

Record Field Number	GG190
Definition	Indicates if a student has completed the assessment stage in the area of visual/performing arts of the gifted identification process.

Valid Options

N No the student was not assessed in the specific area of giftedness during the current school year

Y Yes, the student was assessed in the specific area of giftedness during the current school year

Reporting Instructions. 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 stage, the student is given a second test to determine giftedness.

There are specific criteria that dictate when the assessment stage will occur. The 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 than 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 year and there was no time to complete the second stage in the same school year, a student may appear in EMIS as screened in one year and assessed 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 5th 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 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 considered 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 two 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 the Department 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.

☼ *Gifted Identification Elements*

Creative Thinking Ability

Record Field Number	GG250
Definition	Indicates if the student was identified as gifted in the area of creative thinking ability.

Mathematics

Record Field Number	GG210
Definition	Indicates if the student was identified as gifted in the area of mathematics.

Reading/Writing

Record Field Number	GG230
Definition	Indicates if the student was identified as gifted in the area of reading/writing.

Science

Record Field Number	GG220
Definition	Indicates if the student was identified as gifted in the area of science.

Social Studies

Record Field Number	GG240
Definition	Indicates if the student was identified as gifted in the area of social studies.

Superior Cognitive Ability

Record Field Number	GG200
Definition	Indicates if the student was identified as gifted in the area of superior cognitive ability.

Visual/Performing Arts

Record Field Number	GG260
Definition	Indicates if the student was identified as gifted in the area of visual/performing arts.

Valid Options

N No, 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.

Reporting Instructions. A student is identified as gifted if he/she 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. Once a student is identified as gifted in a specific area of giftedness in Ohio, whether by his/her current district or another district in the state, he/she will always be considered gifted in that area and must be reported in EMIS identified as gifted. Even if a student is later re-tested and scores below the required threshold, he/she is still considered identified as gifted in that area.

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 he/she is 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, then the Ohio district must consider those scores as screening scores and either identify or re-test the student as appropriate.

☼ *Gifted Identification Date Element*

Creative Thinking Ability

Record Field Number	GG480
Definition	The date the student was identified as gifted in the area of creative thinking ability.

Mathematics

Record Field Number	GG440
Definition	The date the student was identified as gifted in the area of mathematics.

Reading/Writing

Record Field Number	GG460
Definition	The date the student was identified as gifted in the area of reading/writing.

Science

Record Field Number	GG450
Definition	The date the student was identified as gifted in the area of science.

Social Studies

Record Field Number	GG470
Definition	The date the student was identified as gifted in the area of social studies.

Superior Cognitive Ability

Record Field Number	GG430
Definition	The date the student was identified as gifted in the area of superior cognitive ability.

Visual/Performing Arts

Record Field Number	GG490
Definition	The date the student was identified as gifted in the area of visual/performing arts.

Valid Options

CCYYMM	Year, Month
000000	Not identified

Reporting Instructions. For this element, report the date 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. 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 reported as "000000".

☼ *Gifted Served Elements*

Creative Thinking Ability

Record Field Number	GG560
Definition	Identifies if the student received gifted services in the area of creative thinking ability.

Mathematics

Record Field Number	GG520
Definition	Identifies if the student received gifted services in the area of mathematics.

Reading/Writing

Record Field Number	GG540
Definition	Identifies if the student received gifted services in the area of reading/writing.

Science

Record Field Number	GG530
Definition	Identifies if the student received gifted services in the area of science.

Social Studies

Record Field Number	GG550
Definition	Identifies if the student received gifted services in the area of social studies.

Superior Cognitive Ability

Record Field Number	GG510
Definition	Identifies if the student received gifted services in the area of superior cognitive ability.

Visual/Performing Arts

Record Field Number	GG570
Definition	Identifies if the student received gifted services in the area of visual/performing arts.

Valid Options

N No, the student did not receive services in the specific area of giftedness during the current school year.

Y Yes, the student did receive services in the specific area of giftedness during the current school year.

Reporting Instructions. If option "Y" was reported for a student, then the student must also have either a Student Program (GQ) Record submitted with a valid gifted program code reported (205xxx or 206xxx) or a Course Record submitted with a local classroom code reported indicating he/she is being taught in a course designated for a Gx Student Population.

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

If a service a district is offering meets the Ohio Administrative Code criteria, then identified gifted students participating in the service can be considered served during the current school year. These criteria include multiple requirements beyond enrollment in a specific course or program, therefore, the determination of whether a specific student is being served must be made by district staff knowledgeable of Ohio's gifted education requirements.

Districts should note that the same course or program may be considered a gifted service for some students but not others. For example, an advanced mathematics program may be considered a form of gifted service for a student who is identified as gifted in the specific academic area of mathematics. However, the advanced mathematics program would not be considered a form of gifted service for a student who is identified as gifted only in the visual and performing arts.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Gifted Education (GG) Record, the following field must be unique.

Required Fields	Number
EMIS Student ID	GG050

2.10 Student Gifted Education (GG) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GG010	9-10	Sort Type	PIC X(2)
		Always "GG"	
	11	Filler	PIC X
GG020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GG030	16	Data Set	PIC X
		S – Student	
GG040	17-22	Building IRN	PIC X(6)
GG050	23-31	EMIS Student ID Number	PIC X(9)
GG055	32	Filler	PIC X
GG060	33	Gifted Screening – Superior Cognitive Ability	PIC X
GG070	34	Gifted Screening – Specific Academic Ability (SAA) – Mathematics	PIC X
GG080	35	Gifted Screening – SAA – Science	PIC X
GG090	36	Gifted Screening – SAA – Reading/ Writing	PIC X
GG100	37	Gifted Screening – SAA – Social Studies	PIC X
GG110	38	Gifted Screening – Creative Thinking Ability	PIC X
GG120	39	Gifted Screening – Visual/Performing Arts	PIC X
GG130	40	Gifted Assessment – Superior Cognitive Ability	PIC X
GG140	41	Gifted Assessment – SAA – Mathematics	PIC X
GG150	42	Gifted Assessment – SAA – Science	PIC X
GG160	43	Gifted Assessment – SAA – Reading, Writing	PIC X
GG170	44	Gifted Assessment – SAA – Social Studies	PIC X
GG180	45	Gifted Assessment – Creative Thinking Ability	PIC X
GG190	46	Gifted Assessment – Visual/Performing Arts	PIC X
GG200	47	Gifted Identification – Superior Cognitive Ability	PIC X
GG210	48	Gifted Identification – SAA – Mathematics	PIC X
GG220	49	Gifted Identification – SAA – Science	PIC X
GG230	50	Gifted Identification – SAA – Reading/Writing	PIC X
GG240	51	Gifted Identification – SAA – Social Studies	PIC X
GG250	52	Gifted Identification – Creative Thinking Ability	PIC X
GG260	53	Gifted Identification – Visual/Performing Arts	PIC X
GG430	54-59	Gifted Identification Date – Superior Cognitive Ability (CCYYMM)	PIC X(6)
GG440	60-65	Gifted Identification Date – SAA – Mathematics (CCYYMM)	PIC X(6)
GG450	66-71	Gifted Identification Date – SAA – Science (CCYYMM)	PIC X(6)
GG460	72-77	Gifted Identification Date – SAA – Reading/Writing (CCYYMM)	PIC X(6)
GG470	78-83	Gifted Identification Date – SAA – Social Studies (CCYYMM)	PIC X(6)
GG480	84-89	Gifted Identification Date – Creative Thinking Ability (CCYYMM)	PIC X(6)
GG490	90-95	Gifted Identification Date – Visual/Performing Arts (CCYYMM)	PIC X(6)
GG510	96	Gifted Served – Superior Cognitive Ability	PIC X
GG520	97	Gifted Served – SAA – Mathematics	PIC X
GG530	98	Gifted Served – SAA – Science	PIC X
GG540	99	Gifted Served – SAA – Reading, Writing	PIC X
GG550	100	Gifted Served – SAA – Social Studies	PIC X

Number	Position	Name	PIC/Size
GG560	101	Gifted Served – Creative Thinking Ability	PIC X
GG570	102	Gifted Served – Visual/Performing Arts	PIC X

EMIS MANUAL

Section 2.11:
Student Discipline (GD) Record

Version 11.1
January 16, 2026

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
11.1	01-16-26	FY26	26-115	Added Type of Discipline option 9.
11.0	07-01-25	FY26	NA	Posted for FY26.
10.1	06-11-25	FY25	25-166	Added type of discipline option 8.
10.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
9.0	7/1/23	FY24	NA	Posted for FY24.
8.2	7/28/22	FY23	23-59	Clarifies reporting of Total Discipline Days.
8.1	7/15/22	FY23	NA	Posted for FY23.
8.0	7/1/21	FY22	NA	Posted for FY22.
7.1	9/22/20	FY21	21-72	Discipline data to be reported all year.
7.0	7/1/20	FY21	21-28	Added clarification that ESCs are to report discipline data for PS students they educate.
6.0	6/30/20	FY20	NA	Posted for FY20.
5.1	3/1/19	FY19	76034	Added GD140-Additional PS-3 Discipline Reason Detail.
5.1	3/1/19	FY19	62950	Corrected valid option range for Total Discipline Days to “000.01” (lower value appeared as “000.00”).
5.1	3/1/19	FY19	57995	Added GD130-Victim of Student Violence.
5.0	7/6/18	FY19	NA	Posted for FY19.
4.2	6/28/18	FY18	61717	Updated reporting instructions for Discipline Reason.
4.1	5/25/18	FY18	NA	Posted for FY18.
4.0	6/29/17	FY17	NA	No FY17 changes.
3.0	1/18/16	FY16		Added Coming Changes section.
2.0	10/19/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.11 STUDENT DISCIPLINE (GD) RECORD 3

Required Reporting Periods 3
General Guidelines 3
Student Discipline Data Elements 3
☼ Additional PS-3 Discipline Reason Detail 3
☼ Building IRN Element 4
☼ Building IRN of Where Discipline Incident Took Place Element 4
☼ Date of Discipline Element 5
☼ Discipline Reason Element 6
☼ Discipline Modified Element 8
☼ Discipline Sequence Number Element 9
☼ Referred for Alternate Educational Services Element 9
☼ Total Discipline Days Element 10
☼ Type of Discipline Element 10
☼ Victim of Student Violence 12
Defining a Unique Record 13

2.11 STUDENT DISCIPLINE (GD) RECORD FILE LAYOUT 14

2.11 Student Discipline (GD) Record

Required Collections

The Student Discipline (GD) Record is reported for the Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES Beginning of Year and End of Year Student (S) Collections.

General Guidelines

The data requested on this record is required to meet the reporting requirements of federal and state legislation. The last building in a district where the student was enrolled, and ***where the discipline action was administered***, is responsible for reporting the Student Discipline (GD) Record. This may not be the last district where the student was enrolled at the end of the reporting period. A record is reported for each student, including those with disabilities, who receives a discipline action (i.e., expulsion, suspension, etc.) from the district where the discipline action was administered.

A Student Discipline (GD) Record is only to be reported for incidents in which a student receives a discipline action. If a student is administered a discipline action in District A, and later that year withdraws to District B where no discipline action is administered, then the building where the student was last enrolled in District A is responsible for reporting a Student Discipline Record for this student. The discipline was administered within District A; therefore, District B is not responsible for reporting a Student Discipline (GD) Record for this student since no discipline action was administered to the student by District B.

Definition of "school grounds/property": School grounds/property includes the school building and immediate grounds, school transportation (i.e., buses), designated school bus stops, school sponsored activities such as field trips and sporting events, stadiums/gymnasiums, other facilities, and any setting under the control and supervision of the school district. District Boards of Education may, at their discretion, use a different, more expansive definition.

Student Discipline Data Elements

The following portion of this section discusses each of the data elements within the Student Discipline (GS) Record. The elements are organized alphabetically.

☼ *Additional PS-3 Discipline Reason Detail*

Record Field Number	GD140
Definition	Indicates, for students from preschool to grade 3, additional details on why a Type of Discipline of Expulsion or Out-of-school Suspension was assigned for a discipline incident.

Valid Options

***** **Not Applicable**
Student was not in grades PS-3 at the time of the incident, or a type of discipline other than Expulsion or Out-of-school Suspension was assigned.

A **ORC §3313.66(B)(2)-(5) Exemption**
Student was in grades PS-3 at the time of the incident, and Expulsion or Out-of-school Suspension is authorized and was assigned due to student behaviors described in Ohio Revised Code section 3313.66(B)(2)–(5).

B **Immediate Health and Safety Exemption**
Student was in grades PS-3 at the time of the incident, and Expulsion or Out-of-school Suspension was assigned to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees [ORC 3313.668 (B)(1)(b)].

N **Neither Exemption Applies**
Student was in grades PS-3 at the time of the incident, and Expulsion or Out-of-school Suspension was assigned for neither an ORC §3313.66(B)(2)-(5) nor an Immediate Health and Safety Exemption.

☼ *Building IRN Element*

Record Field Number	GD040
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

Valid Options

Six-digit IRN	Valid building IRN within the reporting district

Reporting Instructions. Below are general guidelines regarding the reporting of the building IRN, as related to the Student Discipline (GD) Record.

1. The building where the student is enrolled last, within the reporting district, is responsible for reporting a Student Discipline (GD) Record for each type of discipline administered.
2. The incident (misbehavior/infraction) may or may not have taken place at the reporting building. Thus, the Building IRN Element and the Building IRN Where the Incident Took Place Element may contain two different building IRNs within the reporting district.

ESCs are required to report discipline data for preschool students they are educating. See EMIS Manual Section 2.1 Student Records Overview, Building IRN Element (**040), for general reporting instructions about reporting the Building IRN Element.

☼ *Building IRN of Where Discipline Incident Took Place Element*

Record Field Number	GD120
Definition	The IRN of the building where the incident (misbehavior) took place.

Valid Options

Six-digit code	Valid building IRN where the discipline incident took place
999999	Non-EMIS Reporting Entity

Reporting Instructions. Only those incidents that required a discipline action, described as Type of Discipline Element, are to be reported to EMIS.

Report the Building IRN of the building in which the discipline incident took place. The IRN in this element could possibly reflect another building within the reporting district, a building outside the reporting district, or the IRN of another EMIS reporting entity (i.e., ESCs, JVSDs).

If a JVSD administers the discipline action to the student, then the JVSD is responsible for reporting the Student Discipline (GD) Record and reports the IRN of the building where the incident occurred in the Building IRN of Where Discipline Incident Took Place Element. In this case, if the resident district did not administer any discipline to the student, then the resident district does not report this record for this student.

Example 1.

Reporting when the incident did not occur in the reporting building

Situation
A student enrolled during November in building A, commits a discipline incident in that building in December. The student receives a discipline action for the incident that is required to be reported to EMIS.

Later that year this student moves to building B, within the same district. He/she remains in building B until the end of the school year.

EMIS Reporting
The Student Discipline (GD) Record for this student is reported to EMIS by building B because this is where the student was enrolled last during the reporting period. The Building IRN Where Discipline Incident Took Place Element is to be the building IRN of building A, since this is where the discipline incident took place.

Example 2.

Reporting Incident IRN for students attending the ESC

Situation
A student enrolled in building C commits a discipline incident while receiving services at the ESC. The student received a discipline action for the incident. The student remains enrolled in building C for the remainder of the school year.

EMIS Reporting
Building C reports the Student Discipline (GD) Record, because building C is where the student was enrolled last during the reporting period. The Building IRN of Where the Discipline Incident Took Place Element is to be reported with the IRN of the ESC, since this is where the incident took place.

☼ *Date of Discipline Element*

Record Field Number	GD060
Definition	The date on which the student began the discipline.

Valid Option

YYYYMMDD Year, Month, Day

Reporting Instructions. Report the date in which the student begins the discipline administered. If the type of discipline being administered is longer than one day, then report the first day in which the discipline was administered. This is the day the student began the discipline type.

A date of April 5, 2015, is to be reported as 20150405.

☼ *Discipline Reason Element*

First Reason

Record Field Number	GD080
Definition	The primary reason for which a student was disciplined.

Second Reason

Record Field Number	GD080
Definition	The second reason for which a student was disciplined.

Third Reason

Record Field Number	GD080
Definition	The third reason for which a student was disciplined.

Fourth Reason

Record Field Number	GD080
Definition	The fourth reason for which a student was disciplined.

Fifth Reason

Record Field Number	GD080
Definition	The fifth reason for which a student was disciplined.

Valid Options

****** **Not Applicable**

01 **Truancy**
Truancy is unexcused absence from school.

03 **Fighting/Violence**
Fighting/Violence is mutual participation in an incident involving physical violence.

04 **Vandalism/ Damage to School or Personal Property**
Vandalism is the willful destruction or defacement of school or personal property.

05 **Theft/Stealing Personal or School Property**
Theft is the unlawful taking of property belonging to another person.

06 **Use, Possession, Sale or Distribution of a Firearm**
A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. This includes zip guns, starter guns, and flare guns. Firearm look-a-likes should not be reported with this option.

07 **Use, Possession, Sale or Distribution of a Dangerous Weapon Other Than a Firearm or Explosive, Incendiary or Poison Gas**
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, Sale or Distribution of Any Explosive, Incendiary or Poison Gas**

Any destructive device, which includes a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce and a mine or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.

09 **Use, Possession, Sale or Distribution of Tobacco Products**

This includes smokeless tobacco.

10 **Use, Possession, Sale or Distribution of Intoxicating Alcoholic Beverages**

11 **Use, Possession, Sale or Distribution of Drugs Other Than Tobacco or Alcohol**

Use, possession, sale or distribution of any controlled drug other than prescription medication that has been administered in accordance with the district's policies.

14 **False Alarms/Bomb Threat**

Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.

18 **Disobedient/Disruptive Behavior**

Unwillingness to submit to authority, refusal to respond to a reasonable request, or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violations, inappropriate language, cursing, inappropriate gestures).

19 **Harassment/Intimidation**

Repeatedly annoying or attacking using physical, verbal, written, or electronic action that creates fear of harm, an intimidating or hostile education or work environment, without displaying a weapon and without subjecting the victim to actual physical attack (i.e., bullying, hazing, threat of harm).

20 **Firearm Look-a-Likes**

Any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded devise or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, bb guns, pellet guns).

21 **Unwelcome Sexual Conduct**

Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment (i.e., pinching, grabbing, suggestive comments, gestures or jokes or pressure to engage in sexual activity).

22 **Serious Bodily Injury**

An incident that results in serious bodily injury to oneself or others. Serious Bodily Injury is defined as "A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. § 1365(3)(h)).

Reporting Instructions. Districts may report up to five (5) discipline reasons for each discipline incident, with the primary reason for the discipline reported in the First Reason Element. For example, if the district reported a "2 – Out-of-School Suspension" in the Type of Discipline Element, then the district may report multiple reasons for the discipline action—reporting the primary reason first—in the Discipline Reason Element for the out-of-school suspension such as:

"03 – Fighting/Violence"
"18 – Disobedient/Disruptive Behavior"

Do not report the same discipline reason more than once for a single incident. For example, do not report option "03 – Fighting/Violence" in the Discipline Reason Elements one and two for the same incident.

Discipline Reason "** Not Applicable" can only be used for Discipline Reasons 2 through 5. Districts must choose one of the existing options "01" to "22" for the first/primary reason for a reported discipline incident. If the reason the student was disciplined does not match any of the listed discipline reasons, the district should use the most appropriate option.

☼ *Discipline Modified Element*

Record Field Number	GD100
Definition	Indicates if the Chief Administrating Officer modified, on a case-by-case basis, in writing, the one-year expulsion requirement for possession of a firearm at school.

Valid Options

*	Not Applicable
Y	Yes
N	No

Reporting Instructions. Expulsion (Type of Discipline = 1) must still be reported even if the Chief Administering Officer modifies the expulsion for a student.

If, after due process has been accorded, a student is found to have brought a firearm to school or possessed a firearm at school, the Gun-Free Schools Act requires an expulsion for a period of not less than one year. The law allows the Chief Administrating Officer of the school district to modify the one-year expulsion requirement on a case-by-case basis, but only if the modification is in writing.

Option "* Not Applicable" is to be reported when the Type of Discipline is anything other than 1, or if the Type of Discipline is 1 and the Discipline Reason is anything other than 06 and/or 08.

Option "Y" or "N" are only to be reported when there is a combination of:

Type of Discipline is 1 Expulsion;

AND

Discipline Reason is 06 Use, possession, sale, or distribution of a firearm;

AND/OR

08 Use, possession, sale, or distribution of any explosive, incendiary, or poison gas

☼ *Discipline Sequence Number Element*

Record Field Number	GD085
Definition	The order in which the discipline incident occurred, if the incidents occurred on the same day and the same Type of Discipline was administered for both.

Valid Options

1 – 9

Reporting Instructions. Report the order in which the discipline incident occurred, if two or more separate incidents occurred on the same day and the same discipline action was administered to the student for both incidents.

Example 3.

Discipline Sequence
Two different suspensions were administered to a student for two separate discipline incidents that occurred on the same day. The first incident resulting in the first suspension is reported as "1" in the Discipline Sequence Number Element and the second incident resulting in the second suspension is reported as "2".

If the district administers one Type of Discipline for several different incidents occurring on the same day, report "1" in this element. Only one Student Discipline (GD) Record is reported per discipline action.

Note. Most Student Discipline (GD) Records reported will have "1" reported in this field.

☼ *Referred for Alternate Educational Services Element*

Record Field Number	GD110
Definition	Indicates if a student, for whom a Chief Operating Officer modifies as part of a case-by-case basis the one-year expulsion requirement for procession of a firearm, was recommended for alternate educational services.

Valid Options

* Not Applicable
Y Yes
N No

Reporting Instructions. Type of Discipline must still be reported as a 1, Expulsion for this student even if alternative educational services are provided.

Options Y and N are to be reported only when the Discipline Modified Element (on a case-by-case basis) was reported with a Y.

Report * in the following circumstances:

If the Discipline Modified Element was reported with an N or an *

Type of Discipline is 1

When Discipline Reasons are NOT 06 or 08

OR

Type of Discipline is 2 -7 with any Discipline Reason

If the Chief Administering Officer of the school district modifies the student's expulsion for Discipline Reasons 06 or 08, then the district may recommend that the student receive alternative educational services.

If alternative educational services are provided, report "Y" in this element.

Do not report the option "4 in school alternative discipline class/program/ building" in the Type of Discipline Element if the Chief Administering Officer modifies the student's expulsion for possession of firearm, and then chooses to refer the student for alternate education.

☼ *Total Discipline Days Element*

Record Field Number	GD090
Definition	Refers to the length of discipline, in Full Time Equivalency (FTE), served by the student for each discipline occurrence.

Valid Options

000.01 – 999.99

Reporting Instructions. Report the total number of days, in FTE, that the student served his/her discipline. If the student served half a day suspension as discipline, then report .50 in this element. If the student served 5 days of suspension and 5 days of expulsion for the same incident, report 10 in this element. If the student did not serve any discipline time for the incident, then no Student Discipline (GD) Record should be reported.

☼ *Type of Discipline Element*

Record Field Number	GD070
Definition	The type of discipline administered to the student.

Valid Options

1 Expulsion

Expulsion is the involuntary removal of a student from school by the superintendent. In most cases, the expulsion should not exceed 80 days, or the number of days remaining in a school semester. In situations where a student brought or possessed a firearm to school or property owned by the school, the superintendent shall expel a pupil from school for a period of one year (ORC §3313.66 (B)(1) and (2)). In these cases, the Gun-Free School Act requires the expulsion of the student.

2 Out-of-School Suspension

An out-of-school suspension is the denial of attendance at school for no more than 10 days (ORC §3313.66 (A)). This includes the suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons.

3 In-School Suspension

In-school suspension is 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 Alternate Discipline Class/Program/Building

This is 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 student to continue to progress in the general curriculum; to continue to receive services and modifications, including those described in the student'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 can be found in 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 practical 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 students with disabilities from their current educational placement to an appropriate alternate 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 student's current placement is substantially likely to result in injury to the student or others.

8 Expulsion Under Board Policy to Extend

See Ohio Revised Code §3313.66.

9 Prior Expulsion Extended Under Board Policy to Extend

See Ohio Revised Code §3313.66.

Reporting Instructions. Multiple Types of Discipline are not to be reported for the same discipline incident.

Only report the most severe type of discipline for the specific incident. For example, if the student is suspended pending an expulsion for the same incident, only the expulsion is reported. The following table ranks the options in the Types of Discipline Element from most severe to least severe.

Table 1. Type of Discipline – Order of Severity

Severity Order	Type of Discipline Option
1	6–Emergency Removal by District Personnel
2	9–Prior Expulsion Extended Under Board Policy to Extend
3~~2~~	8–Expulsion Under Board Policy to Extend
4~~3~~	1–Expulsion
5~~4~~	7–Removal by a Hearing Officer
6~~5~~	2–Out-of-School Suspension
7~~6~~	4–In-School Alternate Discipline Class/Program/Building
8~~7~~	3–In-School Suspension

In the circumstances where a student is expelled for possession of or bringing a firearm to school, the expulsion is still to be reported even if the chief administering officer chooses to modify the expulsion and/or refer the student for alternative educational services.

☼ *Victim of Student Violence*

Record Field Number	GD130
Definition	Indicates the classification of the person or persons at whom a student's violent behavior was directed.

Valid Options

**	The behavior that resulted in the discipline was not violent and/or not directed at another person
ST	Directed at student(s) only
TC	Directed at teacher(s) only
NT	Directed at non-teaching employee(s) only
OT	Directed at other person(s) not considered a student, teacher, or non-teaching employee only
AA	Student(s) and teacher(s)
BB	Student(s) and non-teaching employee(s)
CC	Student(s) and other person(s) not considered a student, teacher, or non-teaching employee
DD	Teacher(s) and non-teaching employee(s)
EE	Teacher(s) and other person(s) not considered a student, teacher, or non-teaching employee
FF	Non-teaching employee(s) and other person(s) not considered a student, teacher, or non- teaching employee
GG	All groups except student(s) group
HH	All groups except teacher(s) group
JJ	All groups except non-teaching employee(s) group
KK	All groups except other person(s) group

LL All groups represented (student(s), teacher(s), non-teaching employee(s), and other person(s) not considered a student, teacher, or non-teaching employee)

Defining a Unique Record

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

Required Fields	Number
Date of Discipline	GD060
Type of Discipline	GD070
Sequence Number	GD085

2.11 Student Discipline (GD) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GD010	9-10	Sort Type	PIC X(2)
		Always “GD”	
	11	Filler	PIC X
GD020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GD030	16	Data Set	PIC X
		S – Student	
GD040	17-22	Building IRN	PIC X(6)
GD050	23-31	EMIS Student ID Number	PIC X(9)
GD060	32-39	Date of Discipline (CCYYMMDD)	PIC X(8)
GD070	40	Type of Discipline	PIC X
GD080	41-42	Discipline Reason (First Reason)	PIC X(2)
	43-44	Discipline Reason (Second Reason)	PIC X(2)
	45-46	Discipline Reason (Third Reason)	PIC X(2)
	47-48	Discipline Reason (Fourth Reason)	PIC X(2)
	49-50	Discipline Reason (Fifth Reason)	PIC X(2)
GD085	51	Discipline Sequence Number	PIC 9
GD090	52-56	Total Discipline Days	PIC 9(3)V99
GD100	57	Discipline Modified	PIC X
GD110	58	Referred for Alternate Educational Services	PIC X
GD120	59-64	Building IRN where Discipline Incident Took Place	PIC X(6)
GD130	65-66	Victim of Student Violence	PIC X(2)
GD140	67	Additional PS-3 Discipline Reason Detail	PIC X

EMIS MANUAL

Section 2.13:
Student Special Education (GE) Record

Version 12.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
12.0	07-01-25	FY26	26-8	Clarified Date Type Element option guidance.
12.0	07-01-25	FY26	NA	Corrected Department's phone number.
11.1	08-19-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
11.0	07-31-24	FY25	25-78	Updated description for RFRL.
11.0	07-31-24	FY25	25-77	Updated file layout to remove unrelated data set.
11.0	07-31-24	FY25	25-35	Updated guidance for reporting amended IEP.
11.0	07-31-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
10.0	7/13/23	FY24	24-69	Clarified reporting of RFRL (Referral for Evaluation Date).
9.1	7/28/22	FY23	23-63	Deleted references to OGT.
9.1	7/28/22	FY23	23-58	Added Extended School Year Services element.
9.0	7/15/22	FY23	NA	Posted for FY23.
8.1	2/14/22	FY22	22-111	Updates "June 1" to "July 1" on page 4.
8.0	7/1/21	FY22	NA	Posted for FY22.
7.1	7/2/20	FY21	21-52	Clarified reporting for PSTC date.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.3	6/30/20	FY20	NA	Posted for FY20.
6.3	6/30/20	FY19		Removed X Collection; no longer being implemented.
6.3	6/30/20	FY19	NA	Corrected RISP description in Table 1
6.2	7/6/18	FY19	NA	Posted for FY19.
6.1	4/25/18	FY18	NA	Posted for FY18.
6.0	7/5/17	FY17	NA	No FY17 changes.
5.0	7/29/16	FY16	40841	Removed old option from Table 1.
5.0	7/29/16	FY16	34165	Changed terminology from "cognitive disability" to "intellectual disability."
5.0	7/29/16	FY16		Added Coming Changes section.
4.0	10/15/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
4.0	10/15/15	FY15S	1078	Removed Date Type option FIEP.
4.0	10/15/15	FY15S		Added Date Type options NIEP and SEMD.
3.3	10/27/14	FY14N	1026	Removed PSPD and PSNR Outcome ID options as they were added in error.
3.2	5/14/14	FY14N	1026	Added outcome options to Outcome ID Element. (PSPD and PSNR)
3.1	11/16/13	FY13N	933	Added new IE21 option to the Outcome ID Element. (Note that this change is from FY13N.)
3.0	6/7/13	FY13K	938	Added AIEP option and reporting instructions to GE100, added AIEP to Date Ranges are inclusive Table and the Date Type and Outcome Combinations table.

Version	Date	Effective	Change #	Description
3.0	6/7/13	FY13K	920	Added language to General Guidelines for IISP/RISP, added GE100 Date Type Options IISP and RISP, added ISP to Date Ranges are inclusive table, added reporting instructions to GE120, GE130, and GE170, added RISP and IISP to Date Type and Outcome Combinations table.
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange to Required Reporting period table and File Layout.
2.0	3/7/13	Student Record Exchange (X)	921	Modified language in the General Guidelines

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES III

TABLE OF CONTENTS IV

2.13 STUDENT SPECIAL EDUCATION (GE) RECORD 3

Required Collections 3
General Guidelines 3
Student Special Education (GE) Record Data Elements 6
☼ Date Element 6
☼ Date Type Element 6
☼ Extended School Year (ESY) Services 9
☼ IEP Test Type Element 9
☼ Non-Compliance ID Element 10
☼ Outcome Beginning Date Element 11
☼ Outcome End Date Element 11
☼ Outcome ID Element 12
☼ Secondary Planning Element 16
Defining a Unique Record 17

2.13 STUDENT SPECIAL EDUCATION (GE) RECORD FILE LAYOUT 18

2.13 Student Special Education (GE) Record

Required Collections

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

General Guidelines

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

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

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

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

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

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

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

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

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

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

Dates are reported for the following events:

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

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

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

For information concerning Federal and State special education requirements, please consult with your local Special Education staff or contact the Department's Call Center at (877) 644-6338~~772-7771~~ and ask to be connected to the Office for Exceptional Children.

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

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

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

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

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

Table 1. Date Type and Outcome Combinations

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

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

Student Special Education (GE) Record Data Elements

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

☼ *Date Element*

Record Field Number	GE110
Definition	Date an event occurred.

Valid Options

YYYYMMDD Year, Month, Day.

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

☼ *Date Type Element*

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

Valid Options

PSTC Preschool Transition Conference Date

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

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

RFRL Referral for Evaluation Date
The date the public school district or community school receives a parent's, school district's, or other educational agency's request for an initial evaluation. This date should be reported for all students referred for evaluation since the last reporting cycle.

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

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

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

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

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

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

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

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

AIEP **Amended IEP**
The meeting date when an existing IEP was amended that resulted in changes to data that must be reported to EMIS. From page 1, PR07-Individualized Education Program meeting date. No Non-compliance ID is required. The "begin date" reported must be on or after the date of the amendment; the end date must be the same as or earlier than the most recent previous IEP.

IISP **ISP Completion Date-Initial**
The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of "IE39".

RISP **ISP Completion Date-Periodic Review**
The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of "IE39".

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

NIEP **Special Education Services being Provided without an IEP in Place**
~~Student must have a disability code reported on the FD Record when an NIEP is reported.~~ Reported when services are being provided to a student even though there is not a current IEP in place.

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

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

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

If the district does accept the in-state ETR, the next ETR done by the district must be an RETR. If ~~you do~~the district does not accept the ETR from out of state, the district must begin the eligibility process from the start resulting in an IETR. The district must continue to provide services to both in-state and out-of-state transfer students until it is determined that the student is no longer eligible for special education.

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

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

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

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

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

Amended IEP. AIEPs may be reported when there is a change to a current IEP that resulted in changes to data that must be reported to EMIS. Examples of such changes include changes to an existing Outcome ID Element (GE120), a change in IEP Test Type Element (GE160), a change to the Secondary Planning Element (GE170), or a change to the Extended School Year Services (GE180).

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

☼ *Extended School Year (ESY) Services*

Record Field Number	GE180
Definition	Student qualifies for extended school year services per IEP.

Valid Options

*	Not applicable
Y	Yes
N	No

Reporting Instructions. Report based on the student's IEP.

☼ *IEP Test Type Element*

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

Valid Options

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

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

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

☼ *Non-Compliance ID Element*

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

Valid Options

**	Not Applicable
01	No Identified Reason
02	Staff Not Available-Summer Months
03	Staff Not Available-School Year
04	Scheduling conflicts with family
05	Parental Choice
06	Parent Refused Consent
07	Child's Health
08	Student's Incarceration
09	District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior collection
10	Student newly transferred in; IEP adoption determination not complete; services being provided based on prior IEP
11	IEP expired; new IEP not in place; services being provided based on prior IEP
12	IEP current, but not reported to EMIS in prior collection; services provided based on current IEP

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

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

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

The "09" option allows the district to indicate that the preceding event was either reported incorrectly or not reported via EMIS at all. In order to check for event compliance, the Department looks at the

current record being reported *and* the prior event reported to determine if the required federal timelines were met.

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

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

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

☼ *Outcome Beginning Date Element*

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

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

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

☼ *Outcome End Date Element*

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

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

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

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

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

☼ *Outcome ID Element*

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

Valid Options

******** **Not Applicable**
CNDP **Consent Moved to Due Process**
CNGI **Consent Granted for Initial Evaluation (IETR)**
CNGO **Consent Granted for Other Special Education Activity (Neither IETR nor RETR)**
CNGR **Consent Granted for a Reviewed Evaluation (RETR)**
CNNR **Consent Not Returned**
CNRF **Consent Refused**
ETDP **ETR Resulted in Due Process**
ETEX **Exiting Special Education**
ETNE **Not Eligible for Services**
ET01 **Multiple Disabilities (other than Deaf-Blind)**
ET02 **Deaf-Blindness**
ET03 **Deafness (Hearing Impairment)**
ET04 **Visual Impairments**
ET05 **Speech and Language Impairments**
ET06 **Orthopedic Impairments**
ET08 **Emotional Disturbance (SBH)**
ET09 **Intellectual Disabilities (Formerly Mental Retardation, Developmentally Handicapped, or Cognitive Disabilities)**
ET10 **Specific Learning Disabilities**
ET12 **Autism**
ET13 **Traumatic Brain Injury (TBI)**
ET14 **Other Health Impaired (Major)**
ET15 **Other Health Impaired (Minor)**
ET16 **Developmental Delay**
IEDP **IEP Resulted in Due Process**
IENS **IEP Complete – Not Served**
IEPR **IEP Complete – Parental Refusal**
IE13 **Special Education outside the regular class less than 21% of the day.**
Student with a disability receiving special education and special education services outside the regular classroom for less than 21% of the school day. This may include placement in:

- Regular classes with special education/special education services provided within the regular classes;
- Regular classes with special education/special education services provided outside regular classes;
- Regular classes with special education services provided in resource rooms.

IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.

This may include placement in:

- Resource rooms with special education/special education services provided within the resource room;
- Resource rooms with part-time instruction in a regular class.

IE15 Special education outside the regular class more than 60% of the day.

Student with a disability receiving special education and special education services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:

- Self-contained special classrooms with part-time instruction in a regular class;
- Self-contained special classrooms with full-time special education instruction on a regular school campus;
- Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.

IE16 Public Separate School

Student with a disability receiving special education and special education services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

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

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

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

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

IE18 Public Residential Facility

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

of the school day in public residential facilities. This may include children placed in:

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

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

IE19 Private Residential Facility

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

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

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

IE20 Homebound/Hospital

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

- Hospital programs;
- Homebound programs.

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

IE21 Correctional Facility

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

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

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

IE39 **A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and special education services at public expense from an LEA under a Services Plan.**
Include children whose parents chose to home school them but who receive special education and special education services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.

IE51 **Regular Early Childhood Program 10 or More Hours per week and most services in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.

IE53 **Regular Early Childhood Program Less Than 10 Hours per week and most services in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in the regular early childhood program.

IE55 **Regular Early Childhood Program 10 or More Hours per week and most services not in EC program**
Children attending a regular early childhood program at least 10 hrs per week and receiving the majority of special education and special education services in some other location.

IE56 **Regular Early Childhood Program Less Than 10 Hours per week and most services not in EC program**
Children attending a regular early childhood program less than 10 hrs per week and receiving the majority of special education and special education services in some other location.

IE60 **Pre-School – Special Education Program – Separate Class**
A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE62 **Pre-School – Special Education Program – Separate School**
A special education program in which a student receives all of his/her special education and special education services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE64 **Pre-School – Special Education Program – Residential Facility**
A special education program in which a student receives all of his/her special education and special education services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.

IE70 Pre-School–Home
A program in which a child receives all of his/her special education and special education services in the principle residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.

IE72 Pre-School – Service Provider Location
A program in which a student receives all of his/her special education and special education services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

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

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

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

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

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

☼ *Secondary Planning Element*

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

Valid Options

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

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

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

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

Defining a Unique Record

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

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

2.13 Student Special Education (GE) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GE010	9-10	Sort Type	PIC X(2)
		Always “GE”	
	11	Filler	PIC X
GE020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GE030	16	Data Sets	PIC X
		S – Student	
GE040	17-22	Building IRN	PIC X(6)
GE050	23-31	EMIS Student ID	PIC X(9)
GE100	32-35	Date Type	PIC X(4)
GE110	36-43	Date (format CCYYMMDD)	PIC X(8)
GE120	44-47	Outcome ID	PIC X(4)
GE130	48-49	Non-compliance ID	PIC X (2)
GE140	50-57	Outcome Beginning Date Element CCYYMMDD	PIC 9(8)
GE150	58-65	Outcome End Date Element CCYYMMDD	PIC 9(8)
GE160	66-68	IEP Test Type Element	PIC X(3)
GE170	69-72	Secondary Planning Element	PIC X(4)
GE180	73	Extended School Year (ESY) Services	PIC X

EMIS MANUAL

Section 2.14:
Student Special Education Graduation Requirement (FE) Record

Version 10.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
10.1	07-01-25	FY26	NA	Posted for FY26.
10.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
9.0	7/1/23	FY24	NA	Posted for FY24.
8.0	7/1/22	FY23	23-7	Remove Assessment Area option PHYS.
7.2	9/10/21	FY22	22-62	Updated to remove OGT and Assessment Area W.
7.1	7/1/21	FY22	NA	Posted for FY22.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.3	6/30/20	FY20	NA	Posted for FY20.
6.3	6/30/20	FY19		Removed E and X Collections; no longer being implemented.
6.2	7/5/18	FY19	NA	Posted for FY19.
6.1	2/9/18	FY18	NA	No FY18 changes.
6.0	7/5/17	FY17	NA	No FY17 changes.
5.0	8/3/16	FY16	37225	Updated valid options for Assessment Area Code and Assessment Type Code.
5.0	8/3/16	FY16		Added Coming Changes section.
4.0	10/16/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
4.0	10/16/15	FY15	1078	Removed reference to IEP Date Type Code FIEP.
3.0	6/7/13	FY13K	938	Added AIEP Option to FE060.
2.0	3/7/13	E-Transcript (E)	922	Added E-Transcript special collections to Required Reporting Period section.
2.0	3/7/13	Student Record Exchange (X)	921	Added Student Record Exchange special collections to Required Reporting Period section and SRE (X) to File Layout. Added language to the General Guidelines.
1.1	2/1/13	FY12G	755	Added Graduation (G) to required reporting period section and File Layout. Added language to the General Guidelines.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.14 STUDENT SPECIAL EDUCATION GRADUATION REQUIREMENT (FE) RECORD 3

Required Collections 3
General Guidelines 3
Student Special Education Graduation Requirement (FE) Record Data Elements 3
☼ Assessment Area Code 3
☼ Assessment Type Code 4
☼ Exemption Flag 4
☼ IEP Date 4
☼ IEP Date Type Code 5
Defining a Unique Record 5

2.14 STUDENT SPECIAL EDUCATION GRADUATION REQUIREMENT (FE) RECORD FILE LAYOUT 6

2.14 Student Special Education Graduation Requirement (FE) Record

Required Collections

The Student Special Education Graduation Requirement (FE) Record is to be reported for the Beginning of Year, Midyear, and End of Year Student (S) Collections, the SOES Beginning of Year and End of Year Student (S) Collections, and the Graduation (G) Collection.

General Guidelines

This record is reported whenever an IEP determination is made to add, confirm, or cancel an exemption from the consequences of any graduation assessment and/or individual graduation assessment areas.

If the record is being used to report a granting of an exemption in a particular Assessment Type/Area combination, it is reported in the first school year of the IEP determination and every year thereafter, thereby confirming that the IEP team has continued the exemption on the IEP. This is true even if there is no change in the granted exemptions from one IEP to the next.

If the record is being used to report removing or canceling an exemption in a particular Assessment Type/Area combination, removal of the exemption is reported in the initial year of the IEP change and optionally thereafter.

If a student is never exempted from a particular Assessment Type/Area combination, then it is not necessary to report a Student Special Education Graduation Requirement (FE) Record for that combination.

Separate records are submitted per graduation assessment type/area.

When this record is reported, a matching Student Special Education (GE) Record (matching on Date and Date Type) must be reported for the IEP that reflects the determination of the exemption(s). The exception would be when reporting for the Graduation (G) Collection. The Student Special Education (GE) Record would not be reported for the Graduation (G) Collection.

Student Special Education Graduation Requirement (FE) Record Data Elements

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

☼ *Assessment Area Code*

Record Field Number	FE090
Definition	A code of up to four characters that identifies the assessment area (subject) for which the student has been granted a graduation exemption or is no longer exempt.

Valid Options

R	Reading
M	Math
C	Social Studies

S	Science
HIST	American/United States History
ELA1	English Language Arts 1
ELA2	English Language Arts 2
ALG1	Algebra 1
GEOM	Geometry
MTH1	Mathematics 1
MTH2	Mathematics 2
BIOL	Biology
GOVM	Government

Reporting Instructions. Report the Assessment area in which the student has been granted an exemption for graduation as determined by the student's IEP team and recorded on the corresponding IEP. Assessment areas that do not require all four available characters may be reported with either leading or trailing spaces.

☼ *Assessment Type Code*

Record Field Number	FE080
Definition	The code used to indicate the type of graduation assessment for which the student has been granted a graduation exemption or is no longer exempt.

Valid Options

GX	High School Alternate Assessment (High School Alt)
GE	End of Course (EOC)

☼ *Exemption Flag*

Record Field Number	FE100
Definition	Indicates the status of the graduation exemption for the reported Assessment Type/Area as determined by the student's IEP team.

Valid Options

Y	Exempt- the student's IEP team has determined that the student does not need to achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate
N	Not exempt- the student's IEP team has determined that the student must achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate

Reporting Instructions. Report this value whenever the student's IEP has determined that the student is granted an exemption or is no longer granted an exemption from the consequences of a Graduation test.

☼ *IEP Date*

Record Field Number	FE070
Definition	Date of the IEP, as reported on the Special Education (GE) Record, on

	which the graduation assessment requirement was determined.

Valid Options

YYYYMMDD Year, Month, Day.

Reporting Instructions. Report the same date as reported in the Date Element (GE100) for the IEP being reported in the Special Education Record.

☼ *IEP Date Type Code*

Record Field Number	FE060
Definition	Date type of the IEP, as reported on the Special Education (GE) Record, on which the graduation assessment requirement was determined.

Valid Options

AIEP IEP Completion Date-Amended
IIEP IEP Completion Date-Initial
RIEP IEP Completion Date-Periodic Review
TIEP Transfer Student IEP Adoption Date

Reporting Instructions. Report the same option as reported in the *Date Type Element (GE110)* for the IEP being reported in the Special Education Record.

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	FE050
IEP Date Type	FE060
IEP Date	FE070
Assessment Type Code	FE080
Assessment Area Code	FE090

2.14 Student Special Education Graduation Requirement (FE) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FE010	9-10	Sort Type	PIC X(2)
		Always “FE”	
	11	Filler	PIC X
FE020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FE030	16	Data Sets	PIC X
		G – Graduation S – Student	
FE040	17-22	District IRN	PIC X(6)
FE050	23-31	EMIS Student ID Number	PIC X(9)
FE060	32-35	IEP Date Type	PIC X(4)
FE070	36-43	IEP Date	PIC 9(8)
FE080	44-45	Assessment Type Code	PIC X(2)
FE090	46-49	Assessment Area Code	PIC X(4)
FE100	50	Exemption Flag	PIC X

EMIS MANUAL

Section 2.15:
Student Graduation–Core Summary (GC) Record

Version 12.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
12.0	07-01-25	FY26	26-34	Clarified reporting of CTAGs.
11.0	07-31-24	FY25	25-61	Added CORE Area Codes for electives.
11.0	07-31-24	FY25	25-32	Added CORE Area Code: DRI.
11.0	07-31-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
10.0	7/1/23	FY24	NA	Posted for FY24.
9.1	7/14/22	FY23	23-80	Updates reporting guidance for dual enrollment credit earned.
9.0	7/1/22	FY23	23-24	New grad requirement for financial literacy.
8.1	9/10/21	FY22	22-64	Updates to Core Area Codes.
8.0	7/1/21	FY22	NA	Posted for FY22.
7.3	3/31/21	FY21	21-141	Clarified that record is also reported during student collections.
7.2	11/1/20	FY21	21-103	Removed GC80, -90, and -100.
7.1	10/13/20	FY21	21-44(a)	Resume collection of Grad Core data for non-grads. Added options to CORE Area Code.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.3	6/30/20	FY20	NA	Posted for FY20.
6.3	6/30/20	FY19		Removed E Collection; no longer being implemented.
6.2	7/5/18	FY19	NA	Posted for FY19.
6.1	2/9/18	FY18	NA	No FY18 changes.
6.0	7/5/17	FY17	NA	No FY17 changes.
5.0	6/13/16	FY16		Added Coming Changes section.
4.0	10/23/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
3.0	5/16/14	FY14G	952	Added Dual Enrollment Credit Earned Element and related reporting instructions.
2.0	3/7/13	E-Transcript (E)	922	Added 3 new elements (GC080, GC090 & GC100). Updated file layout.
2.0	4/9/13	E-Transcript (E)	922	Added the E-Trans to required reporting period table.
2.0	4/10/13	E-Transcript (E)	922	Added E-Transcript section to General Guidelines.
2.0	4/22/13	E-Transcript (E)	922	Changed Valid option 00.01 to 00.00 for GC070. Added reporting instructions to CORE Area Count Element GC070.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.15 STUDENT GRADUATION–CORE SUMMARY (GC) RECORD 3

Required Collections 3
General Guidelines 3
Reporting During Graduation (G) Collection 3
☼ CORE Area Code 3
☼ CORE Area Count 5
☼ Dual Enrollment Credit Earned 5
Defining a Unique Record 6

2.15 STUDENT GRADUATION–CORE SUMMARY (GC) RECORD FILE LAYOUT 7

2.15 Student Graduation–Core Summary (GC) Record

Required Collections

The Student Graduation–Core Summary (GC) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Section	Grad Credit Progess (S)	Grad (G)
GC060	CORE Area Code	✓	✓
GC070	CORE Area Count	✓	✓
GC110	Dual Enrollment Credit Earned	✓	✓

General Guidelines

The Student Graduation–CORE Summary (GC) Record will allow districts to report the subject area and credits/units earned by students towards graduation in alignment with the new CORE graduation requirements. For additional information on these requirements, search for "CORE Graduation Requirements" from any Department webpage.

During the Current Graduation Credit Progress (S) Collection, traditional districts, community schools, state supported schools, and STEM districts report this record for all students who attended and earned credits/units towards graduation. A separate Graduation–Core Summary (GC) Record is to be reported for each student for each CORE Area in which the student has received any amount of credits/units toward graduation.

Reporting During Graduation (G) Collection

Student Graduation–CORE Summary (GC) Records are reported in the Graduation (G) Collection for all students who attended and graduated from the district during the school year (including summer graduates).

All students that have a Student Attributes–No Date (FN) Record reported during the Graduation (G) Collection should have multiple Student Graduation–Core Summary (GC) Records reported for them in all areas in which the student received credit/units toward graduation.

☼ *CORE Area Code*

Record Field Number	GC060
Definition	Subject area and/or CORE requirement area in which a student has earned credit/units towards graduation

Valid Options

BUS Business units
CTA Career/Technical units
DRI Driver's education when counting as elective credit for state graduation requirements and not counting the Ohio Driver's License (CR63) as an industry credential
ELE Elective units that are not counting as elective credit for state graduation requirements

ENE	English when counting as elective credit for state graduation requirements, not as part of 4 English Language Arts credits
ENG	English Language Arts units
FAR	Fine Arts units
FIN	Financial Literacy
FLR	Foreign Language units
HEC	Family and Consumer Sciences (Non- Career-Technical) units
HTH	Health Education units
JTC	JROTC - Junior Reserve Officer Training Corps
MCT	CTE Career-Based Pathway Mathematics units in place of Algebra II per ORC §3313.603(C)(3)
MTA	Mathematics - Algebra II or Equivalent units
MTE	Math when counting as elective credit for state graduation requirements, not as part of 4 Math credits
MTO	Mathematics units Other than Algebra II or Equivalent, not including Financial Literacy units
PHE	Physical Education units
SAE	Science Advanced Study - Astronomy, Physical Geology, or other Earth or Space science units
SAL	Science Advanced Study - Advanced Biology or other Life Science units
SAP	Science Advanced Study - Chemistry, Physics, or other Physical Science units
SCA	Science - Advanced Science units—content area not specified; do not use for units earned after the 2021-2022 school year
SCE	Science when counting as elective credit for state graduation requirements, not as part of 3 Science credits
SCL	Science - Life Science units; not Advanced Science for units earned after the 2021-2022 school year
SCO	Science units Other than Physical, Life, or Advanced Science
SCP	Science - Physical Science units; not Advanced Science for units earned after the 2021-2022 school year
SOE	Social studies when counting as elective credit for state graduation requirements, not as part of 3 Social Studies credits
SOG	Social Studies- American Government units
SOH	Social Studies- American History units
SOO	Social Studies units Other than American History, World History, and Government
SWH	Social Studies - World History and Civilizations
TEC	Technology Education/Computer Science units
TEL	Technology Education/Computer Science used as World Language credit per ORC 3313.603(E)(3) that is not being counted as meeting either the Algebra II or Advanced Science requirements
TEM	Technology Education/Computer Science used to meet Algebra II requirement per ORC 3313.603(C)(3)
TES	Technology Education/Computer Science used to meet Advanced Science requirement per ORC 3313.603(C)(5)

Reporting Instructions. Report the most specific option that would apply. For example, if a student takes a business course as an elective report the 'BUS' option instead of the 'ELE' option since the 'BUS' option is more specific.

This count (or sum) is across all years and courses that meet each CORE Area requirement. The count is cumulative across districts in that each CORE Area's total may include:

- courses taken in the district that will award the diploma,
- courses taken at other education organizations but transferred to and accepted for credit by the district that will award the diploma, and
- any other experiences for which the district that will award the diploma has awarded credits towards graduation for the student, subject to any relevant local and state policies.

Computer science units that otherwise meet the relevant requirements may not be used as a substitute for both algebra II and advanced science requirements. Therefore, a particular earned credit should only be reported under either the TEM or the TES code if it could meet either requirement. However, a credit used for a math or science requirement may be used to meet a local world language requirement. Since world language requirements are local requirements, a credit used for both a math/science and a world language requirement would only appear in EMIS as a part of the total credits for TEM or TES.

Prior to FY22 EMIS reporting, schools reported some challenges with reporting science credits earned, since students in a course may be using the credits from that course for different CORE credit areas. Additional options for reporting science credit have been added for courses that are counting as advanced science for some students and as other credit areas for other students. Using these new codes is not required for science units earned before FY23; each school can choose whether they want to re-code already earned units with the new codes.

☼ *CORE Area Count*

Record Field Number	GC070
Definition	The total number of credits/units earned in the area designated by GC060 Core Area Code.

Valid Options

00.00 – 99.99

Reporting Instructions. Include all credits/units recognized by the district that grants the diploma, even if the count is greater than the minimum CORE graduation requirement. In determining if a student met CORE, extra credits in one area (such as English Language Arts) can be counted towards meeting the requirement in another area (such as Electives). Only report a record with 00.00 in this element if a student has no credits earned but needs a Student Graduation–Core Summary Record (GC) reported for elements GC080–GC100.

☼ *Dual Enrollment Credit Earned*

Record Field Number	GC110
Definition	The total number of dual enrollment credits earned in the area designated by GC060 Core Area Code.

Valid Options

00.00–99.99

Reporting Instructions. Include all dual enrollment credits earned through dual enrollment courses—offered through dual enrollment or statewide articulation agreement—that appear on a student's transcript or other official document, either of which is issued by the institution of higher education from which the student earned the college credit. Credits transcripted by a college after the student has left secondary education can be included on the record as long as the work (such as through a CTE course or an AP or IB course and test) was completed before the student graduated from secondary education.

Career-Technical Assurance Guide (CTAG) credit eligibility should not be reported as dual enrollment credit earned. Only report CTAGs that are confirmed to have been transcripted upon enrollment in a postsecondary institution.

Only report a record with 00.00 in this element if a student has no credits earned but needs a Student Graduation–Core Summary (GC) Record reported for elements GC080–GC110.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Graduation–Core Summary (GC) Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID Number	GC050
Core Area Code	GC060

2.15 Student Graduation–Core Summary (GC) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GC010	9-10	Sort Type	PIC X(2)
		Always “GC”	
	11	Filler	PIC X
GC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GC030	16	Data Sets	PIC X
		S – Student G – Graduate	
GC040	17-22	District IRN	PIC X(6)
GC050	23-31	EMIS Student ID Number	PIC X(9)
GC060	32-34	CORE Area Code	PIC X(3)
GC070	35-38	CORE Area Count	PIC 99V99
	39-50	Filler	PIC 99V99
GC110	51-54	Dual Enrollment Credit Earned	PIC 99V99

EMIS MANUAL

Section 2.17:
Student Withdrawal Override (FC) Record

Version 9.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
9.0	07-01-25	FY26	NA	Posted for FY26.
8.0	08-02-24	FY25	25-16	Clarified reporting of FC Record during Grad Collection.
8.0	08-02-24	FY25	25-11	Clarified reporting of Withdrawal Reason 38.
8.0	08-02-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.3	1/18/24	FY24	24-96	Updated Withdrawal Reason option 43 (homeschooling).
7.2	8/9/23	FY24	24-82	Updated withdrawal reporting.
7.2	8/9/23	FY24	24-33	Deleted Withdrawal Reason 48–Expelled.
7.1	7/1/22	FY23	NA	Posted for FY23.
7.0	7/1/21	FY22	NA	Posted for FY22.
6.2	10/6/20	FY21	21-87	Updated required collection requests section.
6.1	7/1/20	FY21	NA	Posted for FY21.
6.0	6/30/20	FY20	NA	Posted for FY20.
5.2	11/2/18	FY19		Withdrawal Reason 76: changed from 105 hours to 72 hours.
5.1	7/5/18	FY19	NA	Posted for FY19.
5.0	2/9/18	FY18	NA	No FY18 changes.
4.0	5/4/17	FY17	52224	Expand use of record type to include correcting and reporting missing withdrawal information from prior fiscal years.
3.0	8/15/16	FY16	32462	Added new Withdrawal Reason option (35).
3.0	8/15/16	FY16		Added Coming Changes section.
2.0	8/10/15	FY15S		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	8/10/15	FY15S		Updated withdrawal reason element options to match the updates made in FS.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.17 STUDENT WITHDRAWAL OVERRIDE (FC) RECORD 3

Required Collections 3
General Guidelines 3
☼ District IRN Element 4
☼ State Student ID (SSID) Previous Reporting Year Element 4
☼ Withdrawal Date Element 4
☼ Withdrawal Reason Element 4
Defining a Unique Record 6

2.17 STUDENT WITHDRAWAL OVERRIDE (FC) RECORD FILE LAYOUT 7

2.17 Student Withdrawal Override (FC) Record

Required Collections

The Student Withdrawal Override (FC) Record is to be reported during the Student (S) Collections. This record is also reported in the Graduation (G) Collection for certain withdrawal codes.

General Guidelines

A Student Withdrawal Override (FC) Record should be reported for

- SSIDs appearing on the Missing Student Report and where an override is warranted,
- SSIDs where the district failed to report a withdrawal that occurred in a prior school year,
- SSIDs whose withdrawal was reported with an incorrect date or reason in a prior school year, and
- SSIDs for whom the EMIS reporting entity has received new information since the withdrawal was reported through either the Withdrawal Reason or the Updated Exit Status which indicates that the Withdrawal Reason or the Updated Exit Status should be updated in order for the student to properly count within the longitudinal graduation rate.

Once reported, an FC Record should continue to be reported for the remainder of the student collections for the fiscal year.

If a student withdrew from school before the last day of school of the prior school year and was not reported as withdrawn, the SSID would be reported in the Student Withdrawal Override (FC) Record. This could include updating withdrawal information from school years before the prior school year. If the student's withdrawal date was the last day of the school year or after, the student would not be eligible for an override and should be reported as a summer withdrawal (FL or FS) or regular school year withdrawal (FS) in the current year student collections.

SSIDs should be reported for students who graduated during or at the end of the previous school year for whom the district did not report a withdrawal reason during the previous year end reporting.

Scope of Impact. Updated withdrawal information is primarily being reported for use with the student missing report and the determination of the district responsible for the student in the longitudinal graduation rate. However, the Department reserves to right to review funding from prior fiscal years in cases where a significant change in withdrawal date reported on this record would have resulted in a significant change in funding levels had the EMIS reporting entity reported the updated data during the relevant fiscal year. In addition, this data may be used by the Department for other purposes.

Updated withdrawal information reported in this record will not be used to update previously published report card results. For example, an updated withdrawal date that would indicate a student did not meet the Majority of Attendance requirements would not cause a prior year's report card to be updated to remove that student from the relevant calculations. In addition, any updates for a student reported to the Department between the publishing of the 4-year and 5-year graduation rates for that student's cohort would only be reflected in the 5-year graduation rate.

Documentation of updates. EMIS reporting entities must retain appropriate documentation to justify any updates made to withdrawal or exit status information using this record type. As with withdrawals

reported during the school year when the withdrawal occurred, any updates to withdrawal information in a later fiscal year are subject to audit as part of the longitudinal graduation rate calculation, any funding calculations, and any other process that relies on withdrawal data.

☼ *District IRN Element*

Record Field Number	FC040
Definition	The state assigned six-digit information retrieval number (IRN) for the district.

Valid Options

Six-digit code — Valid school district IRN

☼ *State Student ID (SSID) Previous Reporting Year Element*

Record Field Number	FC050
Definition	The state assigned unique identifier used for this student in the year for which the updated information is being reported.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

☼ *Withdrawal Date Element*

Record Field Number	FC060
Definition	The date the student was withdrawn from the district.

Valid Options

CCYYMMDD — Year, Month, Day

Reporting Instructions. A withdrawal date of May 31, 2015, is to be reported as 20150531.

☼ *Withdrawal Reason Element*

Record Field Number	FC070
Definition	The documented reason for the student's withdrawal from the school district.

Valid Options

35 **Withdrew from Educating Entity, Resident District No Longer Responsible**
Resident student withdrew from educating entity with a Reason Code that indicates the resident district no longer has a responsibility for the student.

36 **Withdrew from Preschool**
Student has withdrawn from the preschool program (for any reason).

37 **Withdrew from Kindergarten**
Deemed to be in best interest of student to wait one more year until starting kindergarten experience; may only be used for students with a grade level of KG.

38 **Promoted Beyond Max Grade/Entity Closing**
Student can no longer be reported under the entity's current IRN (Community School grade range does not include grade student promoted to; entity student has

been attending is closing or merging with another) and student's next entity is unknown.

39 **Non-Enrolled Student No Longer Receiving Services from District**
Non-educating district no longer providing services.

40 **Transferred to Another School District Outside of Ohio**

41 **Transferred to Another Ohio School District**
Local, Exempted Village, or City.

42 **Transferred to a Private School**
Ed Choice students, for example.

43 **Transferred to Home Education**
Parent or guardian notice on file.

45 **Transferred by Court Order/Adjudication**
A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.

46 **Transferred out of the United States**

47 **Withdrew Pursuant to Yoder vs. Wisconsin**
Only use for 8th grade students.

51 **Verified Medical Reasons**
Doctor's authorization on file.

52 **Death**

71 **Withdrew Due to Truancy/Nonattendance**

72 **Pursued Employment/Work Permit**
Superintendent Approval on file.

73 **Over 18 Years of Age**

74 **Moved**
Not known to be continuing.

75 **Student Completed Course Requirements**
Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.

76 **Non-Attendance According to the 72-Hour Rule**

77 **Withdrew due to ORC §3314.26 (non-tested)**

79 **No Longer Eligible to be Enrolled in District**
Student eligibility changed, district does not know where education will be continued.

81 **Student Reported in Error**
Never should have been reported.

99 **Completed High School Graduation Requirements**
Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP

who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and took the appropriate statewide assessments required for high school graduation.

Reporting Instructions. This element is required for each SSID reported in the Student Withdrawal Override (FC) Record.

During the Graduation (G) Collection, only the following Withdrawal Reason options can be reported via this record: 40, 42, 43, 45, 46, 51, 52, and 81.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Withdrawal Override (FC) Record, the following field must be unique.

Required Fields	Number
State Student ID (SSID) Previous Reporting Year	FC050

2.17 Student Withdrawal Override (FC) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FC010	9-10	Sort Type	PIC X(2)
		Always “FC”	
	11	Filler	PIC X
FC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FC030	16	Data Set	PIC X
		S – Student	
FC040	17-22	District IRN	PIC X(6)
FC050	23-31	State Student ID (SSID) Previous Reporting Year	PIC X(9)
FC060	32-39	Withdrawal Date (CCYYMMDD)	PIC X(8)
FC070	40-41	Withdrawal Reason	PIC X(2)

EMIS MANUAL

Section 2.18:
Student Summer Withdrawal (FL) Record

Version 6.0
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
6.0	07-01-25	FY26	NA	Posted for FY26.
5.0	08-02-24	FY25	25-37	Updated Withdrawal Reason codes valid for this record.
5.0	08-02-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	7/1/23	FY24	NA	Posted for FY24.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/30/20	FY20	NA	Posted for FY20.
4.2	7/5/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	7/7/17	FY17	NA	No FY17 changes.
3.0	2/16/16	FY16		Adding Coming Changes section.
2.0	12/23/14	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
1.1	4/1/14	Student Cross Reference (S)	1051	Added Student Cross Reference reporting period to Required Reporting Periods and to the File Layout Table.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.18 STUDENT SUMMER WITHDRAWAL (FL) RECORD 3

Required Collection Requests 3
General Guidelines 3
☼ State Student ID (SSID) Element 3
☼ Withdrawal Date Element 3
☼ Withdrawal Reason Code Element 3
☼ Withdrawn To IRN Element 5
Defining a Unique Record 5

2.18 STUDENT SUMMER WITHDRAWAL (FL) RECORD 6

2.18 Student Summer Withdrawal (FL) Record

Required Collection Requests

The Student Summer Withdrawal (FL) Record is reported as part of the Beginning of Year, Mid-year, and End of Year Student (S) Collections and the Student Cross Reference (S) Collection.

General Guidelines

A Student Summer Withdrawal (FL) Record may be reported for any student who was enrolled in the district at the end of the prior school year who withdrew from the district prior to the start of the current school year. If a student attends even a single day of the current school year in the district, the FL Record may not be used to report the student's withdrawal.

A student who withdraws over the summer may be reported with a Student Attributes – Effective Date (FD) Record, a Student Standing (FS) Record, and a Student Demographic (GI) Record, or the student may be reported with a single FL Record. Note that if FD/FS/GI Records are reported, all elements on those records must have values that are valid for the current school year. If a district reports an FL Record, then that student cannot also be reported with FD/FS/GI Records.

☼ *State Student ID (SSID) Element*

Record Field Number	FL050
Definition	The state assigned unique identifier.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. For this record, the SSID must be reported. Reporting the student's EMIS ID will result in errors.

☼ *Withdrawal Date Element*

Record Field Number	FL070
Definition	The date the student was withdrawn from the district.

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. A withdrawal date of July 31, 2015, is to be reported as 20150731. Only dates after the last day of school for the prior school year and before the first day of school for the current school year may be reported for this element.

☼ *Withdrawal Reason Code Element*

Record Field Number	FL060
Definition	The documented reason for the student's withdrawal from the school district that is associated with the Effective End Date reported.

Valid Options

35 **Withdrew from Educating Entity, Resident District No Longer Responsible**
Resident student withdrew from educating entity with a Reason Code that indicates the resident district no longer has a responsibility for the student.

36 **Withdrew from Preschool**
Student has withdrawn from the preschool program (for any reason).

38 **Promoted Beyond Max Grade/Entity Closing**
Student can no longer be reported under the entity's current IRN (Community School grade range does not include grade student promoted to; entity student has been attending is closing or merging with another) and student's next entity is unknown.

39 **Non-Enrolled Student No Longer Receiving Services from District**
Non-educating district no longer providing services.

40 **Transferred to Another School District Outside of Ohio**

41 **Transferred to Another Ohio School District**
Local, Exempted Village, or City.

42 **Transferred to a Private School**
Ed Choice students, for example.

43 **Transferred to Home Education**
Parent or guardian notice on file.

45 **Transferred by Court Order/Adjudication**
A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.

46 **Transferred out of the United States**

47 **Withdrew Pursuant to Yoder vs. Wisconsin**
Only use for students who have completed at least the 8th grade.

51 **Verified Medical Reasons**
Doctor's authorization on file.

52 **Death**

71 **Withdrew Due to Truancy/Nonattendance**

72 **Pursued Employment/Work Permit**
Superintendent Approval on file.

73 **Over 18 Years of Age**

74 **Moved**
Not known to be continuing.

75 **Student Completed Course Requirements**
Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.

77 **Withdrew due to ORC §3314.26 (non-tested)**

78 **Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools)**

79 **No Longer Eligible to be Enrolled in District**
Student eligibility changed, district does not know where education will be continued.

99 **Completed High School Graduation Requirements**
Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and took the appropriate statewide assessments required for high school graduation.

Reporting Instructions. For guidance on which code to report, see the reporting instructions for this element on the Student Standing (FS) Record (EMIS Manual Section 2.4).

☼ *Withdrawn To IRN Element*

Record Field Number	FL080
Definition	See FS360

Valid Options

See FS360 for Valid Option values.

Reporting Instructions. For guidance on what to report, see the reporting instructions for this element on the Student Standing (FS) Record (EMIS Manual Section 2.4).

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Summer Withdrawal (FL) Record, the following field must be unique.

Required Field	Number
State Student ID (SSID)	FL050

2.18 STUDENT SUMMER WITHDRAWAL (FL) RECORD

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FL010	9-10	Sort Type	PIC X(2)
		Always “FL”	
	11	Filler	PIC X
FL020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FL030	16	Data Set	PIC X
		S – Student	
FL040	17-22	District IRN	PIC X(6)
FL050	23-31	State Student ID	PIC X(9)
FL060	32-33	Withdrawal Reason Code	PIC 9(2)
FL070	34-41	Withdrawal Date	PIC 9(8)
FL080	42-47	Withdrawn to IRN	PIC X(6)

EMIS MANUAL

Section 2.19:
Student Contact (FF) Record

Version 6.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
6.1	07-01-25	FY26	NA	Posted for FY26.
6.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.3	7/1/23	FY24	24-27	Updated guidance to indicate that all LEAs can report.
5.2	7/1/22	FY23	NA	Posted for FY23
5.1	7/1/21	FY22	NA	Posted for FY22.
5.0	7/1/20	FY21	NA	Posted for FY21.
4.3	6/30/20	FY20	NA	Posted for FY20.
4.3		FY19		Removed E and X Collections; no longer being implemented.
4.2	7/5/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	7/7/17	FY17	NA	No FY17 changes.
3.0	2/21/16	FY16		Added Coming Changes section.
2.0	10/22/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	10/22/15	FY15		Changed from Section 8.2 to Section 2.19 to reflect change from Special Collection Records Only.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.19 STUDENT CONTACT (FF) RECORD 3

Required Collections 3
General Guidelines 3
☼ Contact Relationship Code 3
☼ Contact Sequence Order Number 4
☼ Custodial Flag 4
☼ Email Address Element 4
☼ First Name Element 5
☼ Last Name Element 5
☼ Legal Guardianship Flag 5
☼ Middle Name Element 5
☼ Prefix Name Element 5
☼ Suffix Name Element 5
☼ Telephone Extension Element 5
☼ Telephone Number Element 6
☼ Type of Email Address Element 6
☼ Type of Telephone Number Element 6

2.19 STUDENT CONTACT (FF) RECORD FILE LAYOUT 7

2.19 Student Contact (FF) Record

Required Collections

The Student Contact (FF) Record and the relevant elements are required reporting for community schools during the Student Contact (S) Collection. Other EMIS reporting entities that participate in the National School Lunch Program are strongly encouraged to report the FF Record. This reporting allows for a more effective and efficient completion of the direct certification process.

General Guidelines

The Student Contact data describes the current contact information for the student as reported by the Local Education Agency (LEA). Examples of student contacts would be the parents or legal guardians of the student.

The data ties the contact relationship to the student and indicates the sequential order in which the contacts should be contacted. If a Student Contact (FF) Record is reported, the LEA should report at least one primary contact person for the student. However, several contacts may be listed where appropriate. A corresponding relationship code must be provided for each contact.

The elements appear in alphabetical order.

☼ *Contact Relationship Code*

Record Field Number	FF070
Definition	The code representing the relationship of the contact to the student.

Valid Options

SELF	Student
1720	Aunt
1721	Brother, half
1722	Brother, natural/adoptive
1723	Brother, step
1726	Father, foster
1727	Father, natural/adoptive
1728	Father, step
1730	Grandfather
1731	Grandmother
1734	Mother, foster
1735	Mother, natural/adoptive
1736	Mother, step
1740	Sister, half
1741	Sister, natural/adoptive
1742	Sister, step
1744	Uncle
1749	Adoptive parents
1752	Brother-in-law
1753	Court appointed guardian

1759 Family member
1761 Father-in-law
1765 Foster parent
1770 Great aunt
1771 Great uncle
1776 Mother-in-law
1780 Sister-in-law

Reporting Instructions. The Contact Relationship Code must be reported for each contact reported. Contacts are reported for the parents or legal guardian of the student. From the codes available use the most specific relationship that applies. If the student's guardian is not a relative, use option "1753 - Court appointed guardian".

The option "SELF" is used to provide the student's own contact information. The option "SELF" is not required but can be reported if the student's contact information is not the same as that of the legal guardian contact (FF080).

☼ *Contact Sequence Order Number*

Record Field Number	FF060
Definition	A number that defines the order in which the contact should be contacted.

Valid Options

01-99

Reporting Instructions. Sequential number starting with 01. The Contact Sequence Order Number must be reported for each contact reported. The sequential number must represent the order in which the contact should be contacted. In general, primary contacts are those with the lowest sequence number.

☼ *Custodial Flag*

Record Field Number	FF090
Definition	Indicates if the contact has custody rights.

Valid Options

Y – Contact has custody rights
N – Contact does not have custody rights

Reporting Instructions. The Custodial Flag must be reported for each contact reported.

☼ *Email Address Element*

Record Field Number	FF170
Definition	Primary email address for the contact being reported.

Reporting Instructions. Report this element, if the information has been provided.

☼ *First Name Element*

Record Field Number	FF110
Definition	The first name of the contact being reported.

Reporting Instructions. The First Name Element must be reported for each contact reported.

☼ *Last Name Element*

Record Field Number	FF130
Definition	The last name of the contact being reported.

Reporting Instructions. The Last Name Element must be reported for each contact reported.

☼ *Legal Guardianship Flag*

Record Field Number	FF080
Definition	Indicates if the individual has legal guardianship of the student.

Valid Options

Y – Contact has legal guardianship
N – Contact does not have legal guardianship

Reporting Instructions. The Legal Guardianship Flag must be reported for each contact reported.

☼ *Middle Name Element*

Record Field Number	FF120
Definition	The middle name of the contact being reported.

Reporting Instructions. Report the middle name of the contact being reported, if the information has been provided.

☼ *Prefix Name Element*

Record Field Number	FF100
Definition	A prefix associated with the name.

Reporting Instructions. Report the prefix name where appropriate. Examples of prefixes include Mr., Mrs., Ms., Miss and Dr. Titles or degrees of contacts, including foreign titles or degrees, and their abbreviations (e.g., Mr., Mrs., Miss, Ms., Prof., Capt., Lt., Dr., Rev.).

☼ *Suffix Name Element*

Record Field Number	FF140
Definition	Any additional qualifier for the contact being reported.

Reporting Instructions. Report the suffix name for the contact being reported, if the information has been provided. Examples of suffixes may include Jr., Sr., and Roman numerals such as II or III.

☼ *Telephone Extension Element*

Record Field Number	FF160
Definition	The extension of the primary phone number of the contact being reported.

Reporting Instructions. Report the primary telephone extension number of the contact being reported, if applicable.

☼ *Telephone Number Element*

Record Field Number	FF150
Definition	The primary phone number of the contact being reported.

Reporting Instructions. Report the primary telephone number of the contact, if the information has been provided. Area code should be included. Number may be reported with or without parentheses and hyphens.

☼ *Type of Email Address Element*

Record Field Number	FF180
Definition	The code that describes the type of email address being reported.

Valid Options

02 – Work
03 – Home
04 – Personal
99 – Other

☼ *Type of Telephone Number Element*

Record Field Number	FF190
Definition	The code that describes the type of telephone number of the contact being reported.

Valid Options

01 – Cell
02 – Work
03 – Home
99 – Other

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	FF050
Contact Sequence Order Number	FF060

2.19 Student Contact (FF) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FF010	9-10	Sort Type	PIC X(2)
		Always “FF”	
	11	Filler	PIC X
FF020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FF030	16	Data Set	PIC X
		S – Student	
FF040	17-22	LEA IRN	PIC X(6)
FF050	23-31	EMIS Student ID Number	PIC X(9)
FF060	32-33	Contact Sequence Order Number	PIC 99
FF070	34-37	Contact Relationship Code	PIC X(4)
FF080	38	Legal Guardianship Flag	PIC X
FF090	39	Custodial Flag	PIC X
FF100	40-45	Prefix Name	PIC X(6)
FF110	46-90	First Name	PIC X(45)
FF120	91-120	Middle Name	PIC X(30)
FF130	121-165	Last Name	PIC X(45)
FF140	166-171	Suffix Name	PIC X(6)
FF150	172-191	Telephone Number	PIC X(20)
FF160	192-197	Telephone Extension	PIC X(6)
FF170	198-257	Email Address	PIC X(60)
FF180	258-259	Type of Email Address	PIC X(2)
FF190	260-261	Type of Telephone Number	PIC X(2)

EMIS MANUAL

Section 2.20:
Student Contact Address (FG) Record

Version 6.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
6.1	07-01-25	FY26	NA	Posted for FY26.
6.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.3	7/1/23	FY24	24-27	Updated guidance to indicate that all LEAs can report.
5.2	7/1/22	FY23	NA	Posted for FY23.
5.1	7/1/21	FY22	NA	Posted for FY22.
5.0	7/1/20	FY21	NA	Posted for FY21.
4.3	6/30/20	FY20	NA	Posted for FY20.
4.3	6/30/20	FY19		Removed E and X Collections; no longer being implemented.
4.2	7/5/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	7/13/17	FY17		No FY17 changes.
3.0	2/20/16	FY16		Adding Coming Changes section.
2.0	7/30/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	7/30/15	FY15	1103	Effective Start Date added.
2.0	7/30/15	FY15		Changed from Section 8.3 to Section 2.20 to reflect change from Special Collection Records Only.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.20 STUDENT CONTACT ADDRESS (FG) RECORD 3

Required Collection Requests 3
General Guidelines 3
☼ Address Line 1 Element 3
☼ Address Line 2 Element 3
☼ Address Type Element 3
☼ City Element 3
☼ Contact Sequence Order Number 4
☼ County Code 4
☼ Country Code 6
☼ Effective Start Date 6
☼ Postal Code 6
☼ State Province Code 7
Defining a Unique Record 8

2.20 STUDENT CONTACT ADDRESS (FG) RECORD FILE LAYOUT 9

2.20 Student Contact Address (FG) Record

Required Collection Requests

The Student Contact Address (FG) Record and the relevant elements are required reporting for community schools during the Student Contact (S) Collection. Other EMIS reporting entities that participate in the National School Lunch Program are strongly encouraged to report the FG Record. This reporting allows for a more effective and efficient completion of the direct certification process.

General Guidelines

The Student Contact Address data describes the current address information for a student contact. The Local Education Agency (LEA) may report one or more record(s) for each contact reported.

The Student Contact (FF) Record and the corresponding Student Contact Address (FG) Record must match the EMIS Student ID and Contact Sequence Order Number.

The elements appear in alphabetical order.

☼ *Address Line 1 Element*

Record Field Number	FG080
Definition	Address line 1 for the contact being reported.

Reporting Instructions. Report the current address for each contact.

☼ *Address Line 2 Element*

Record Field Number	FG090
Definition	Address line 2 for the contact being reported.

Reporting Instructions. Report the current address for each contact.

☼ *Address Type Element*

Record Field Number	FG070
Definition	A code that represents the type of address being reported.

Valid Options

0123 - Mailing address
0765 - Physical location address
1073 - Other home address

Reporting Instructions. Report the applicable code for each contact reported.

☼ *City Element*

Record Field Number	FG100
Definition	Name of the city for the address being reported.

Reporting Instructions. Report the current city for each contact reported. City is not required for address lines with military address codes (APO/FPO).

☼ *Contact Sequence Order Number*

Record Field Number	FG060
Definition	A number that defines the order in which the contact should be contacted.

Valid Options

01-99

Reporting Instructions. Sequential number starting with 01. The Contact Sequence Order Number should be reported for each contact reported. The sequential number must represent the order in which the contact should be contacted. The element value must match the Contact Sequence Number (FF060) on the Student Contact (FF) Record. In general, primary contacts are those with the lowest sequence number.

☼ *County Code*

Record Field Number	FG110
Definition	A code for the county for the address being reported.

Valid Options

**	Out of state
01	Adams
02	Allen
03	Ashland
04	Ashtabula
05	Athens
06	Auglaize
07	Belmont
08	Brown
09	Butler
10	Carroll
11	Champaign
12	Clark
13	Clermont
14	Clinton
15	Columbiana
16	Coshocton
17	Crawford
18	Cuyahoga
19	Darke
20	Defiance
21	Delaware
22	Erie
23	Fairfield
24	Fayette
25	Franklin
26	Fulton
27	Gallia
28	Geauga
29	Greene
30	Guernsey
31	Hamilton

32	Hancock
33	Hardin
34	Harrison
35	Henry
36	Highland
37	Hocking
38	Holmes
39	Huron
40	Jackson
41	Jefferson
42	Knox
43	Lake
44	Lawrence
45	Licking
46	Logan
47	Lorain
48	Lucas
49	Madison
50	Mahoning
51	Marion
52	Medina
53	Meigs
54	Mercer
55	Miami
56	Monroe
57	Montgomery
58	Morgan
59	Morrow
60	Muskingum
61	Noble
62	Ottawa
63	Paulding
64	Perry
65	Pickaway
66	Pike
67	Portage
68	Preble
69	Putnam
70	Richland
71	Ross
72	Sandusky
73	Scioto
74	Seneca
75	Shelby
76	Stark
77	Summit
78	Trumbull
79	Tuscarawas
80	Union
81	Van Wert
82	Vinton

83	Warren
84	Washington
85	Wayne
86	Williams
87	Wood
88	Wyandot

Reporting Instructions. Report the value of "**" for contacts whose mailing address is not located in Ohio.

☼ *Country Code*

Record Field Number	FG140
Definition	A country code for the address being reported.

Valid Options

**	Non-United States
US	United States

Reporting Instructions. Report the value "**" for contacts whose mailing address is not located in the United States or if the address lines contain a military address codes (APO/FPO).

☼ *Effective Start Date*

Record Field Number	FG150
Definition	The date on which the reported student contact address became valid.

Valid Options

00000000	Default, the date the data is prepared for submission will be used
YYYYMMDD	Year, Month, Day

Reporting Instructions. For community schools, this element is only required to have a non-default value in instances where a community school needs to backdate an address update for their SOES reported data. Most often this occurs when a change in residency for a student is completed after the actual move occurred. When this date is reported with the default value, the address reported to SOES is considered the current address for the student enrollment as of the day the data is prepared for submission to the Department. When a date is provided, the address is applied to the records inclusive of that date. A contact may have more than one reported address as long as the Effective Start Date reported for each address is unique.

For all other organization types, only the latest record is needed for each student. Multiple records can be reported for a student, but the Department will only use one record for each student: either the record with the default value or, if no default value is found, then the record with the most recent date in this element.

☼ *Postal Code*

Record Field Number	FG130
Definition	Postal (Zip) Code for address being reported.

Valid Options

********** Non-United States
Valid US Zip Code
Valid Military Codes used by the U.S Military Postal Service (MPS)

Reporting Instructions. Report the current Postal (Zip) Code for the contact's address.

☼ *State Province Code*

Record Field Number	FG120
Definition	United States code for the state of the contact's address.

Valid Options

**	Non-United States
AL	Alabama
AK	Alaska
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
DC	District of Columbia
FL	Florida
GA	Georgia
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisana
ME	Maine
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NE	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina
ND	North Dakota
OH	Ohio

OK	Oklahoma
OR	Oregon
PA	Pennsylvania
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming
AE	(Zips 09xxx) for Armed Forces Europe which includes Canada, Middle East, and Africa
AP	(Zips 962xx - 966xx) for Armed Forces Pacific
AA	(Zips 340xx) for Armed Forces (Central and South) Americas
AS	American Samoa
FM	Federated States of Micronesia
GU	Guam
MH	Marshall Islands
MP	Northern Mariana Islands
PW	Palau
PR	Puerto Rico
VI	Virgin Islands

Reporting Instructions. Report the value "**" for contacts whose mailing address is not located in the United States.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported. For the Student Contact Address (FG) Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	FG050
Contact Sequence Order Number	FG060
Address Type	FG070
Effective Start Date	FG150

2.20 Student Contact Address (FG) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FG010	9-10	Sort Type	PIC X(2)
		Always “FG”	
	11	Filler	PIC X
FG020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FG030	16	Data Set	PIC X
		S - Student	
FG040	17-22	LEA IRN	PIC X(6)
FG050	23-31	EMIS Student ID	PIC X(9)
FG060	32-33	Contact Sequence Order Number	PIC 99
FG070	34-37	Address Type	PIC X(4)
FG080	38-97	Address Line 1	PIC X(60)
FG090	98-157	Address Line 2	PIC X(60)
FG100	158-187	City	PIC X(30)
FG110	188-189	County Code	PIX X(2)
FG120	190-191	State Province Code	PIC X(2)
FG130	192-202	Postal Code	PIC X(11)
FG140	203-204	Country Code	PIC X(2)
FG150	205-212	Effective Start Date	PIC 9(8)

EMIS MANUAL

Section 2.22:
Student Truancy and Excessive Absence (FT) Record

Version 3.2
February 18, 2026

Department of Education & Workforce

EMIS Education Management Information System

As part of EMIS change 26-119, the Student Truancy and Excessive Absence (FT) Record will no longer be reported to or collected by EMIS.

Revision History

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

Version	Date	Effective	Change #	Description
3.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
2.3	7/1/23	FY24	NA	Posted for FY24.
2.2	7/1/22	FY23	NA	Posted for FY23.
2.1	7/1/21	FY22	NA	Posted for FY22.
2.0	7/1/20	FY21	NA	Posted for FY21.
1.2	6/30/20	FY20	NA	Posted for FY20.
1.2	6/30/20	FY19		Removed X Collection; no longer being implemented.
1.1	7/5/18	FY19	NA	Posted for FY19.
1.0	6/28/18	FY18	52743	Initial document

Coming Changes

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

Table of Contents

Revision History ii
Coming Changes ii

Table of Contents iii

2.22 Student Truancy and Excessive Absence (FT) Record 3

Required Collection Requests 3
General Guidelines 3
Student Truancy and Excessive Absence (FT) Record Data Elements 3
☼ Date Element 3
☼ Event Element 3
Defining a Unique Record 4

2.22 Student Truancy and Excessive Absence (FT) Record File Layout 5

2.22 Student Truancy and Excessive Absence (FT) Record

Required Collection Requests

The Student Truancy and Excessive Absence (FT) Record is reported for the Midyear and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection.

General Guidelines

A Student Truancy and Excessive Absence (FT) Record is to be reported for students each time an event outlined in House Bill 410 (131st General Assembly, 2016) occurs.

The record is reported by all EMIS reporting entities that provide education to students in grades kindergarten and above.

Events should be reported as they occur in the Midyear and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection.

Dates are reported for the following events:

- Parent notified of excessive absences
- Student becomes habitually truant
- Habitually truant student violates court order
- Absence intervention plan implemented

Student Truancy and Excessive Absence (FT) Record Data Elements

The following portion of this section discusses each of the data elements within the Student Truancy and Excessive Absence (FT) Record. The elements are organized alphabetically.

☼ *Date Element*

Record Field Number	FT060
Definition	Date on which an event occurred.

Valid Options

YYYYMMDD–Year, Month, Day.

Reporting Instructions. Report the date when the event reflected by the FT070 Event Element occurred.

☼ *Event Element*

Record Field Number	FT070
Definition	Used to indicate the type of event

Valid Options

A Parent Notified of Excessive Absences

The date on which the district notifies a parent that a student has excessive absences. A student is considered to have excessive absences when the student is absent for 38 or more hours in one school month with or without a legitimate excuse or for 65 or more hours in one school year with or without a legitimate excuse.

When a student is excessively absent, the district is required to notify the student's parents in writing within seven days of the absence that caused the student to become excessively absent.

B Student becomes Habitually Truant

The date on which the student becomes habitually truant. A student becomes habitually truant when the student has been absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in one school year.

C Habitual Truant Violates Court Order

The date on which a student, who has been adjudicated an unruly child for being a habitual truant, violates the court order regarding that adjudication.

D Absence Intervention Plan Implemented

The date on which an absence intervention plan has been implemented for a child.

Reporting Instructions. Districts are to report a valid option listed above the first time one of these events occurs. The trigger for becoming excessively absent or habitually truant is determined based on absences at all educating entities that report attendance through EMIS for state accountability. In cases where a student is concurrently enrolled in a program outside of his or her home district (i.e., a resident student who also attends a career-technical program at a JVSD), both entities must report the events described in HB 410.

Additional information can be found on the Department's website.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Truancy and Excessive Absence (FT) Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	FT010
Date	FT020
Event	FT030

2.22 Student Truancy and Excessive Absence (FT) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FT010	9-10	Sort Type	PIC X(2)
-	-	Always "FT"	-
	11	Filler	PIC X
FT020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
FT030	16	Data Set	PIC X
		S – Student	
FT040	17-22	District IRN	PIC X(6)
FT050	23-31	EMIS Student ID	PIC X(9)
FT060	32-39	Date (format CCYYMMDD)	PIC X(8)
FT070	40	Event	PIC X

EMIS MANUAL

Section 2.23:
Exiting Student Follow-Up (FW) Record

Version 3.1
July 24, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
3.1	07-24-25	FY26	26-25	Updated other follow-up status element options and guidance.
3.0	07-01-25	FY26	26-48	Updated to collect State Student ID instead of EMIS Student ID.
2.0	08-02-24	FY25	25-50	Updated apprenticeship link.
2.0	08-02-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
1.1	9/6/23	FY24	24-89	Clarified Apprenticeship Type option U.
1.0	8/26/22	FY23	23-94	Section first posted.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.23 EXITING STUDENT FOLLOW-UP (FW) RECORD 3

REQUIRED COLLECTIONS 3
GENERAL GUIDELINES 3
EXITING STUDENT FOLLOW-UP DATA ELEMENTS 3
GENERAL INFORMATION 5
☼ Data Group Flags 5
☼ Career-Technical Education Program of Concentration 5
☼ Responsible LEA IRN 5
☼ Student Name Elements 6
EMPLOYMENT ELEMENTS 6
☼ Employment Status 6
☼ Employment Career Field 7
☼ Employment Typical Hours Per Week 7
☼ Employment Duration 8
☼ Employment Compensation Type 8
☼ Employment Setting 9
☼ Employment Advancement Opportunity 10
APPRENTICESHIP ELEMENTS 10
☼ Apprenticeship Status 10
☼ Apprenticeship Type 10
POST-SECONDARY EDUCATION ELEMENTS 11
☼ Postsecondary Education Status 11
☼ Postsecondary Education Type 11
☼ Postsecondary and Advanced Training 12
☼ Postsecondary Enrollment Duration 12
MILITARY ELEMENTS 12
☼ Military Enlistment Status 12
OTHER ELEMENTS 13
☼ Service Program Status 13
☼ Other Follow-Up Status Element 13
DEFINING A UNIQUE RECORD 14

2.23 EXITING STUDENT FOLLOW-UP (FW) RECORD FILE LAYOUT 15

2.23 Exiting Student Follow-Up (FW) Record

Required Collections

The Exiting Student Follow-Up (FW) Record is to be reported during the Initial Exiting Student (S) Follow-Up Collection and the Final Exiting Student (S) Follow-Up Collection.

General Guidelines

This record is required reporting for all students who left secondary education before the current school year, including students who left during the prior year, at the end of the prior year, or during the summer. Students reported on the record fall within one or more of the following categories:

- All exiting students who were career-technical concentrators at any point in their Ohio public-school career,
- Students who graduated during the prior school year, including summer graduates, and regardless of the year they were expected to graduate, and
- Students who—at the time of exiting—were reported with a disability condition.

The Department will provide districts with a file that includes the students for whom the FW Record must be reported. This file will also indicate which category or categories the students fall into and which district or districts are responsible for reporting the information.

The FW Record is reported the year after a student exits secondary education. Information on students who were career-technical concentrators will be used for federal reporting based on the data submitted during the Initial Exiting Student (S) Follow-Up Collection. However, data for all students may be updated in both the Initial and Final Exiting Student (S) Follow-Up Collections.

Where possible, the Department will be supplementing the data reported by each entity with other available data sets. The combined information will be shared with reporting entities via a report during EMIS processing. The combined information will be used, as indicated in the report, as the final status of a student. This could allow a student that you report as status unknown to be included with a known status.

Reporting entities should ***not*** include information they learn from these reports in their own Exiting Student Follow-Up (FW) Record submissions. Only include in your submission information that you learn about a former student from contact with that student or with another adult (such as a parent or caregiver) who has direct knowledge of the student's follow-up status. The Department will, as appropriate, combine your data with data from other reporting entities and with sources beyond EMIS.

Exiting Student Follow-Up Data Elements

The following portion of this section discusses each of the data elements within the Exiting Student Follow-Up (FW) Record. The elements are separated into five general categories: employment, apprenticeship, post-secondary education, military, and other. All five categories are required reporting for each of the three student groups (exiting career technical education concentrators, prior year graduates, and students who had a disability condition when they exited); however, all the questions in each category may not be required for each of the three student groups. The table below indicates which elements are required (R) and which are optional (O) for each student group.

Elements by Category	Exiting CTE Concentrators	Prior Year Graduates	Exiting Students With a Disability
Employment			
Employment Status	R	R	R
Employment Career Field	R	O	O
Employment Typical Hours Per Week	O	R	R
Employment Duration	O	O	R
Employment Compensation Type	O	O	R
Employment Setting	O	O	R
Employment Advancement Opportunity	O	O	R
Apprenticeship			
Apprenticeship Status	R	R	R
Apprenticeship Type	O	R	O
Post-Secondary Education			
Post-Secondary Education Status	R	R	R
Post-Secondary Education Type	R	R	R
Post-Secondary and Advanced Training	R	R	O
Post-Secondary Enrollment Duration	O	O	R
Military			
Military Enlistment Status	R	R	R
Other			
Service Program Status	R	R	R
Other Follow-up Status	R	R	R

For any former student whose follow-up status is completely unknown, the reporting district need only update the Other Follow-Up Status element to the "U" or unknown option. All other elements may then be reported with their default value of asterisk(s).

Each question category begins with a "status" element, with options of "Y", "N", and "*". If the answer to a status element is "N" or "*", the remaining elements in that category may be reported with their default values. If the answer to a status element is "Y", then any of the other elements that are required in that section must be updated with a non-default value.

If the information related to an optional element is known, the optional element for the student may be updated with the known information. This may benefit other entities who are required to report that element for the student.

General Information

The following general elements will be included in the file provided by the Department and in the submitted data file but are not to be updated by the reporting entity. The information is provided to indicate which group or groups a student falls into and which reporting entities are responsible for reporting.

☼ *Data Group Flags*

Career-Technical Education Workforce Development Follow-Up Flag

Record Field Number	FW090
Definition	This former student is part of the exiting career tech concentrator group.

Graduate Follow-Up Flag

Record Field Number	FW100
Definition	This former student is part of the prior year graduates group.

Students with Disabilities Post-School Engagement Follow-Up Flag

Record Field Number	FW110
Definition	This former student is part of the exiting students with disabilities group.

Valid Options

Y Yes
N No

Reporting Instructions. The option in this element is provided by the Department and is for reference only. It cannot be updated through the reporting of this record.

☼ *Career-Technical Education Program of Concentration*

Record Field Number	FW120
Definition	The workforce development program of concentration for this former student.

Valid Options

Valid 2-character code from prior year lists of the options for the FN290 CTE Program of Concentration element

Reporting Instructions. The option in this element is provided by the Department and is for reference only. It cannot be updated through the reporting of this record. If the information provided by the Department in this element is not correct, it should be updated in the appeal window preceding the collection of this record.

☼ *Responsible LEA IRN*

Career-Technical Follow-Up LEA IRN

Record Field Number	FW130
Definition	The IRN of the district responsible for reporting CTE follow-up information for this former student.

Graduate Follow-Up LEA IRN

Record Field Number	FW140
Definition	The IRN of the district responsible for reporting graduate follow-up information for this former student.

Students with Disabilities Follow-Up LEA IRN

Record Field Number	FW150
Definition	The IRN of the district responsible for reporting students with disabilities follow-up information for this former student.

Valid Options

Six-digit code Valid IRN

Reporting instructions. The IRN in this element is provided by the Department and is for reference only. It cannot be updated through the reporting of this record. The IRN indicates the entity who has primary responsibility for the follow-up status of the student for each follow-up category.

☼ *Student Name Elements*

First Name

Record Field Number	FW060
Definition	The first name of the individual being reported.

Middle Name

Record Field Number	FW070
Definition	The middle name of the individual being reported.

Last Name

Record Field Number	FW080
Definition	The last name of the individual being reported.

Valid Options

30 characters

Reporting Instructions. The Student Name Elements are for local use only. The Department does not receive this information. Please refer to the SSID instructions with questions about the format of this element.

EMPLOYMENT ELEMENTS

☼ *Employment Status*

Record Field Number	FW160
Definition	The employment status of this former student in the year after the student left secondary education.

Valid Options

*	Unknown (default)
Y	Yes, known to be employed
N	No, known to not be employed

Reporting instructions. Report "Y" if the former student has worked for pay or has been self-employed at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

☼ *Employment Career Field*

Record Field Number	FW170
Definition	The career field in which this former student is working.

Valid Options

**	Not known to be employed or the employment career field is not required to be reported (default)
01	Agricultural and Environmental Systems
02	Arts and Communication
03	Business and Administrative Services
04	Construction Technologies
05	Education and Training
06	Engineering and Science Technologies
07	Finance
08	Government and Public Administration
09	Health Science
10	Hospitality and Tourism
11	Human Services
12	Information Technology
13	Law and Public Safety
14	Manufacturing Technologies
15	Marketing
16	Transportation Systems
OT	Other career field that cannot be described by one of the other listed options
UN	Known to be employed and reporting career field required, but career field is unknown

Reporting instructions. Choose the career field that best describes the area of employment. For more information on the types of careers in each field, see the options for the CTE program of concentration (POC) on the Student Attributes—No Date Record (FN) Record. The career field options match the groupings of the POC options on the FN Record. If the former student had more than one job in the year, choose the career field based on the job with the most hours and/or compensation (e.g., main job).

☼ *Employment Typical Hours Per Week*

Record Field Number	FW180
Definition	The typical number of hours this former student works in a week.

Valid Options

**	Not known to be employed or the typical hours per week is not required to be reported (default)
01	Typically works less than 10 hours per week

10	Typically works at least 10 but less than 20 hours per week
20	Typically works at least 20 but less than 28 hours per week
28	Typically works at least 28 but less than 35 hours per week
35	Typically works 35 or more hours per week
UN	Known to be employed and reporting typical hours required, but typical hours are unknown

Reporting Instructions. Report the option for the hour ranges listed. If the former student had different jobs at different times during the year, report the option that represents a position held for 90 days or more. If multiple positions were held for 90 days or more, report the position with the most hours. If the former student is working multiple jobs simultaneously, the hours for those jobs may be combined for this element.

☼ *Employment Duration*

Record Field Number	FW190
Definition	Indicates if this former student has worked at least 90 days since leaving school.

Valid Options

*	Not known to be employed or reporting this element is not required (default)
Y	Yes, has worked at least 90 days since leaving school
N	No, has not worked at least 90 days since leaving school
U	Known to be employed and reporting this element is required, but duration of employment since leaving school is unknown

Reporting instructions. When evaluating if the former student was employed at least 90 days, the days of employment do not have to be continuous or in the same position.

☼ *Employment Compensation Type*

Record Field Number	FW200
Definition	This former student performed work that was compensated at a rate that meets the requirements for competitive integrated employment.

Valid Options

*	Not known to be employed or reporting this element is not required (default)
Y	Yes, the rate of compensation meets the requirements for competitive integrated employment
N	No, the rate of compensation does not meet the requirements for competitive integrated employment
U	Known to be employed and reporting this element is required, but it is unknown if the rate of compensation meets the definition for competitive integrated employment

Reporting instructions. Per the federal Workforce Innovation and Opportunity Act [34 CFR §361.5(c)(9)], for employment to meet the definition of competitive integrated employment, the former

student must perform work on a full-time or part-time basis (including self-employment) and be compensated at a rate that

(A) Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment;

(B) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and

(C) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(D) Is eligible for the level of benefits provided to other employees.

☼ *Employment Setting*

Record Field Number	FW210
Definition	This former student performed work at a location that meets the requirements for competitive integrated employment.

Valid Options

*	Not known to be employed or reporting this element is not required (default)
Y	Yes, the location of employment meets the requirements for competitive integrated employment
N	No, the location of employment does not meet the requirements for competitive integrated employment
U	Known to be employed and reporting this element is required, but it is unknown if the location of employment meets the definition for competitive integrated employment

Reporting instructions. Per the federal Workforce Innovation and Opportunity Act [34 CFR §361.5(c)(9)], for employment to meet the definition of competitive integrated employment, the former student must perform work at a location that is

(A) Typically found in the community; and

(B) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons.

☼ *Employment Advancement Opportunity*

Record Field Number	FW220
Definition	This former student performed work that provides advancement opportunities that meet the requirements for competitive integrated employment.

Valid Options

* Not known to be employed or reporting this element is not required (default)

Y Yes, the advancement opportunities meet the requirements for competitive integrated employment

N No, the advancement opportunities do not meet the requirements for competitive integrated employment

U Known to be employed and reporting this element is required, but it is unknown if the advancement opportunities meet the definition for competitive integrated employment

Reporting instructions. Per the federal Workforce Innovation and Opportunity Act [34 CFR §361.5(c)(9)], for employment to meet the definition of competitive integrated employment, the former student must perform work that presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

APPRENTICESHIP ELEMENTS

☼ *Apprenticeship Status*

Record Field Number	FW230
Definition	The apprenticeship status of this former student in the year after the student left secondary education.

Valid Options

* Unknown (default)

Y Yes, known to be in an apprenticeship program

N No, known to not be in an apprenticeship program

Reporting instructions. Report the appropriate option.

☼ *Apprenticeship Type*

Record Field Number	FW240
Definition	The type of apprenticeship in which this former student is enrolled.

Valid Options

* Student is not known to have enrolled in an apprenticeship or reporting this element is not required (default)

A Apprenticeship program registered with the apprenticeship council established under Ohio Revised Code Chapter 4139 (ApprenticeOhio, apprentice.ohio.gov)

U Known to have enrolled in an apprenticeship and reporting this element is required, but it is unknown if the apprenticeship was approved by ApprenticeOhio or the apprenticeship was not approved by ApprenticeOhio

Reporting Instructions. See https://ohiolmi.com/Home/Dashboards/ApprenticeOhio_Dashboard for a list of registered apprenticeships.

POST-SECONDARY EDUCATION ELEMENTS

☼ *Postsecondary Education Status*

Record Field Number	FW250
Definition	The postsecondary or advanced training status of the former student in the year after the student left secondary education.

Valid Options

* Unknown (default)

Y Yes, known to have been enrolled in postsecondary education or advanced training in the year since leaving school

N No, not known to have been enrolled in postsecondary education or advanced training in the year since leaving school

Reporting instructions. Postsecondary education or advanced training includes a wide range of opportunities for a former student to increase their knowledge, skills, and abilities.

☼ *Postsecondary Education Type*

Record Field Number	FW260
Definition	The type of postsecondary education or advanced training in which this former student has enrolled.

Valid Options

** Student is not known to have enrolled in postsecondary education (default)

4Y 4-year college/university and/or bachelor's degree program

2Y 2-year community college and/or associate's degree program

CR Any type of program to earn a career-based certification

TC An Ohio technical center

OT Advanced or other training at some other type of postsecondary educational institution or educational opportunity not described by one of the other listed options

UN Student enrolled in postsecondary education, but the type of institution/program is not known

Reporting instructions. Indicate the type of postsecondary education in which the student has enrolled. If more than one option could apply, report the first option from the list above that applies to the student (e.g., if 4Y could apply, always report 4Y; if 4Y does not apply but 2Y does, report 2Y, etc.).

For the 4Y and 2Y options, if the type of degree/certification being pursued by the student is known (bachelor's, associate's, or certification), then report the student based on the type of degree/certification being pursued (e.g., report a bachelor's degree at a community college as 4Y; report an associate's degree-

only program at a 4-year university as 2Y; report certification without an associate's or bachelor's degree from any institution type as CR).

Other Advanced training means youth who have been enrolled any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school other than an Ohio technical center).

☼ *Postsecondary and Advanced Training*

Record Field Number	FW270
Definition	Indicates that this former student has enrolled in multiple options in the year after leaving school.

Valid Options

* Not known to be enrolled in more than 1 type of post-secondary education or advanced training option or reporting this element is not required (default)

A Enrolled in an Ohio technical center or other advanced training program in addition to pursuing a 4 year degree, 2 year degree, or certification through enrollment at a 2- or 4-year community college, college/university, or Ohio technical center

Reporting instructions. Report as appropriate for former students who indicate enrollment in more than one postsecondary enrollment type.

☼ *Postsecondary Enrollment Duration*

Record Field Number	FW280
Definition	The postsecondary enrollment term completion status for this former student.

Valid Options

* Not known to be enrolled in a post-secondary institution or reporting this element is not required (default)

Y Yes, student had completed 1 or more terms of enrollment at a postsecondary institution in the year after leaving school

N No, student has some post-secondary enrollment at a post-secondary institution, but has not completed 1 or more terms in the year after leaving school

U Student is known to be enrolled in a post-secondary institution and reporting this element is required, but the duration of that enrollment is unknown

Reporting instructions. Term is defined by each postsecondary location where a student enrolls. Possible terms include quarters and semesters and other options that may vary by location.

MILITARY ELEMENTS

☼ *Military Enlistment Status*

Record Field Number	FW290
Definition	The military status of this former student in the year after the student left secondary education.

Valid Options

*	Unknown (default)
Y	Yes, known to be in the military
N	No, known to not be in the military

Reporting instructions. The enlistment status of the student in any of the armed forces as defined in section 5910.01 of the Ohio Revised Code.

OTHER ELEMENTS

☼ *Service Program Status*

Record Field Number	FW300
Definition	The service program status of this former student in the year after the student left secondary education.

Valid Options

*	Unknown (default)
Y	Yes, known to be in a service program
N	No, known to not be in a service program

Reporting Instructions. Qualifying Service Programs are defined in The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) as "a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.)" (i.e., AmeriCorps) or "volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a))". Only students participating in service programs meeting the definition outlined above should be reported with "Y" in this element.

☼ *Other Follow-Up Status Element*

Record Field Number	FW310
Definition	Status not reported in any of the other follow-up status elements.

Valid Options

*	Not applicable (default)
A	Contact attempted, no response
R	Contact made, refused
U	Status unknown; for special education students, only report if no contact attempt was made
D	Deceased

Reporting Instructions. Report an "*" if any of these elements—Apprenticeship Status, Employment Status, Military Enlistment Status, Postsecondary Education Status, or Service Program Status—are reported with a value other than their default (* - Unknown). Do not report any values in other fields based on data from another district or provided by the Department on a report. For the students with disabilities subgroup, reporting option * indicates that contact with the student was made and a response was received as reported in the other elements on this record.

Options A and R may be used for all students; however, distinguishing between "A", "R", and "U" is only required for those in the students with disabilities subgroup. For CTE concentrators and prior year graduates who are not also students with disabilities, districts are only required to report "*", "U", or "D".

Examples of situations to report with option A include but are not limited to the following: it is discovered that the student moved and their location is unknown, the student's phone number is not in service, or the district has attempted contact multiple times with no response.

Option U would be reported if the district did not attempt to reach out to the student at all.

If a student has died since leaving school, no follow-up is required and the student should be reported with option "D".

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Exiting Student Follow-Up (FW) Record, the following field must be unique.

Required Fields	Number
State Student ID (SSID)~~EMIS Student ID~~	FW050

2.23 Exiting Student Follow-Up (FW) Record File Lay-out

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
FW010	9-10	Sort Type	PIC X(2)
		Always "FW"	
	11	Filler	PIC X
FW020	12-15	Fiscal Year, e.g., 2023 (CCYY)	PIC 9(4)
FW030	16	Data Set	PIC X
		Always "S"	
FW040	17-22	Reporting District IRN	PIC X(6)
FW050	23-31	~~EMIS Student ID Number~~State Student ID (SSID)	PIC X(9)
FW060	32-61	First Name	PIC X(30)
FW070	62-91	Middle Name	PIC X(30)
FW080	92-121	Last Name	PIC X(30)
FW090	122	Career-Technical Education Workforce Development Follow-Up Flag	PIC X
FW100	123	Graduate Follow-Up Flag	PIC X
FW110	124	Students with Disabilities Post-School Engagement Follow-Up Flag	PIC X
FW120	125-126	Career-Technical Education Program of Concentration	PIC X(2)
FW130	127-132	Career-Technical Follow-Up LEA IRN	PIC X(6)
FW140	133-138	Graduate Follow-Up LEA IRN	PIC X(6)
FW150	139-144	Students with Disabilities Follow-Up LEA IRN	PIC X(6)
FW160	145	Employment Status	PIC X
FW170	146-147	Employment Career Field	PIC X(2)
FW180	148-149	Employment Typical Hours Per Week	PIC X(2)
FW190	150	Employment Duration	PIC X
FW200	151	Employment Compensation Type	PIC X
FW210	152	Employment Setting	PIC X
FW220	153	Employment Advancement Opportunity	PIC X
FW230	154	Apprenticeship Status	PIC X
FW240	155	Apprenticeship Type	PIC X
FW250	156	Postsecondary Education Status	PIC X
FW260	157-158	Postsecondary Education Type	PIC X(2)
FW270	159	Postsecondary and Advanced Training	PIC X
FW280	160	Postsecondary Enrollment Duration	PIC X
FW290	161	Military Enlistment Status	PIC X
FW300	162	Service Program Status	PIC X
FW310	163	Other Follow-Up Status	PIC X

EMIS MANUAL

Section 2.24:
Student Reported in Error (FX) Record

Version 1.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
1.1	07-01-25	FY26	NA	Posted for FY26.
1.0	8/19/24	FY25	25-129	Section first posted.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.24 STUDENT REPORTED IN ERROR (FX) RECORD 3

Required Collections 3
General Guidelines 3
Student Reported in Error (FX) Record Data Elements 3
☼ District IRN Element 3
☼ State Student ID (SSID) Reported in Error Element 3
Defining a Unique Record 4

2.24 STUDENT REPORTED IN ERROR (FX) RECORD FILE LAYOUT 5

2.24 Student Reported in Error (FX) Record

Required Collections

The Student Reported in Error (FX) Record is to be reported during the Beginning of Year, Mid-year, and End of Year Student (S) Collections, the SOES Beginning of Year and End of Year Student (S) Collections, and the Student (S) Cross Reference Collection.

General Guidelines

A Student Reported in Error (FX) Record should be reported for a student who has previously been reported in error for the current school year. Reporting a student with this record type is equivalent to reporting the student with an 81 withdrawal reason on a Student Standing (FS) Record. The reasons to report or not report this record type are the same as the reasons to report or not report an 81 withdrawal reason in a full set of enrollment records. This record is simply a shortcut for that reporting that will not require a district or school to maintain a full set of enrollment records in their student information system just for EMIS reporting.

Once reported, an FX Record should continue to be reported for the remainder of the student collections for the fiscal year, unless the student actually enrolls and attends later in the year. If a student enrolls later in the year, the enrollment records for that student will be used and the Student Reported in Error (FX) Record for that SSID will not apply. The FX Record for that student may be left in the collected data or may be removed. Any time both a Student Standing (FS) Record and an FX Record are reported for the same SSID, the FS Record will be used and the FX Record will not be reported to the Department.

Student Reported in Error (FX) Record Data Elements

The following portion of this section discusses each of the data elements within the Student Reported in Error (FX) Record. The elements are organized alphabetically.

☼ *District IRN Element*

Record Field Number	FX040
Definition	The state assigned six-digit information retrieval number (IRN) for the district.

Valid Options

Six-digit code — Valid school district IRN

☼ *State Student ID (SSID) Reported in Error Element*

Record Field Number	FX050
Definition	The state assigned unique identifier used for the student that was reported in error this fiscal year.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Reported in Error (FX) Record, the following field must be unique.

Required Fields	Number
State Student ID (SSID) Reported in Error	FX050

2.24 Student Reported in Error (FX) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FX010	9-10	Sort Type	PIC X(2)
		Always “FX”	
	11	Filler	PIC X
FX020	12-15	Fiscal Year, e.g., 2025 (CCYY)	PIC X(4)
FX030	16	Data Set	PIC X
		S – Student	
FX040	17-22	District IRN	PIC X(6)
FX050	23-31	State Student ID (SSID) Reported in Error	PIC X(9)

EMIS MANUAL

Section 2.25:
Student Detailed Attendance (FM) Record

Version 1.0
August 21, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
1.0	08-21-25	FY26	26-67	Section first posted.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

2.25 STUDENT DETAILED ATTENDANCE (FM) RECORD 4

Required Collections *4*
General Guidelines *4*
☼ Attendance Detail 4
☼ Attendance Hours 5
☼ Attendance Type 5
☼ Effective End Date Element 6
☼ Effective Start Date Element 6
☼ EMIS Student ID Number Element 6
Defining a Unique Record *7*

2.25 STUDENT DETAILED ATTENDANCE (FM) RECORD CSV FILE LAYOUT 8

2.25 Student Detailed Attendance (FM) Record

Required Collections

The Student Detailed Attendance (FM) Record is reported during the Beginning of Year, Midyear, and End of Year Student (S) Collections and the SOES Beginning of Year and End of Year Student (S) Collections.

Reporting the Student Attendance (FM) Record is optional. If a district does not submit this record for all students who should have attendance reported, then attendance data must still be reported on the Student Standing (FS) Record. If a district chooses to report the Student Attendance (FM) Record, then all attendance elements on the Student Standing (FS) Record should be reported with zero hours. In other words, a district can not combine attendance reporting between the FS and FM Records within a single EMIS submission. However, a district can switch the record used for reporting attendance between any two submissions.

General Guidelines

In the appropriate student collections, a district will submit one or more records to report attendance for each student. There must be at least one Student Detailed Attendance (FM) Record for each Student Standing (FS) Record reported for a student. If within the date range of a Student Standing (FS) Record a student has hours in attendance, excused absence hours, and unexcused absence hours, there must be at least three Student Detailed Attendance (FM) Records reported. In addition, a student should have at least one FM Record that includes each day in that student's calendar for which attendance is expected. Although these records are minimums, a district can break down the date ranges into smaller groupings, as long as there are no overlapping dates between Student Detailed Attendance (FM) Records with the same attendance type and detail values.

The start and end dates on each Student Detailed Attendance (FM) Record must be between the start and end dates of a single Student Standing (FS) Record. A single Student Standing (FS) Record can span the dates of multiple Student Detailed Attendance (FM) Records.

As long as a student has at least one FM Record reported for each FS Record date span that includes required attendance days for a student based on their calendar, then it is not necessary to report every combination of Attendance Type and Attendance Detail unless the total Attendance Hours for that combination and date range is greater than zero.

Unless specifically noted otherwise in this section, all general information on reporting student attendance included in other sections of the EMIS Manual also applies to reporting information on the Student Detailed Attendance (FM) Record.

☼ *Attendance Detail*

Record Field Number	FM080
Definition	Additional context to further define the attendance type for this record.

Valid Options

AT In attendance
AB Absent

Reporting Instructions. Report the appropriate option for the Attendance Type reported on each record. The following table shows which Attendance Detail option to report for each Attendance Type.

Attendance Type	Valid Attendance Detail Option
AT	AT
EX	AB
UN	AB

☼ *Attendance Hours*

Record Field Number	FM100
Definition	The actual number of hours a student was in attendance or absent for the combination of Attendance Type and Attendance Detail between the effective dates on this record, inclusive.

Valid Options

0000.00–1800.00

Reporting Instructions. Only time when all students are required to be in attendance is included when determining Attendance Hours. If only certain students are required to attend, e.g., to make up time, then the time does not count toward Attendance Hours.

Attendance Hours for a student are defined as the actual number of hours the student was in attendance or absent from the district during the time span of the record being submitted. These hours must encompass the first and last days of the student's enrollment during the time span of the record being submitted.

If multiple Student Standing (FS) Records were reported for a student by the same district during the year, then there should also be multiple Student Detailed Attendance (FM) Records reported for the student. Attendance Hours shall be the count of the student's hours of attendance or absence from the Effective Start Date to the Effective End Date, inclusive, of that specific record.

See EMIS Manual Section 1.2 for additional information on how to format numeric values and how decimals are treated in a CSV file.

☼ *Attendance Type*

Record Field Number	FM070
Definition	Indicates what type of attendance is reflected by the hours on this record.

Valid Options

AT In attendance
EX Excused absence
UN Unexcused absence

Reporting Instructions. Report the appropriate value for the type of attendance hours reported on each record.

☼ *Effective End Date Element*

Record Field Number	FM090
Definition	The last day, inclusive, that the set of all other values on this record are valid.

Valid Options

CCYYMMDD	Year, Month, Day
CCYY/MM/DD	Year, Month, Day
MM/DD/CCYY	Month, Day, Year

Reporting Instructions. The effective end date represents the end of the date range of attendance or absence hours being reported on the record. Note that attendance values should never be projected into the future; therefore, there is no such thing as an "open" FM Record without an actual end date. For each submission of FM Records, the end date of the most recent record should reflect the most recently included attendance or absence information.

☼ *Effective Start Date Element*

Record Field Number	FM060
Definition	The first day, inclusive, that the set of all other values on this record are valid.

Valid Options

CCYYMMDD	Year, Month, Day
CCYY/MM/DD	Year, Month, Day
MM/DD/CCYY	Month, Day, Year

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

- When a student has a new FS Record since an FM Record cannot span two FS Records
- When a student has a new combination of Attendance Type and Attendance Detail to report

Students can have multiple FM Records for the same Attendance Type and Attendance Detail combinations as long as the dates included in the FM Record do not overlap.

☼ *EMIS Student ID Number Element*

Record Field Number	FM050
Definition	See GI050.

Valid Options

See GI050 for Valid Options

Reporting Instructions. See GI050 on the Student Demographic (GI) Record (EMIS Manual Section 2.2) for reporting guidance.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Detailed Attendance (FM) Record, each combination of values in the following fields must be unique.

Required Fields	Number
EMIS Student ID	FM050
Effective Start Date	FM060
Attendance Type	FM070
Attendance Detail	FM080

2.25 Student Detailed Attendance (FM) Record CSV File Layout

Number	Name	PIC/Size
FM010	Sort Type	PIC X(2)
	Always “FM”	
FM020	Fiscal Year, e.g., 2026 (CCYY)	PIC X(4)
FM030	Data Set	PIC X
	S – Student	
FM040	District IRN	PIC X(6)
FM050	EMIS Student ID Number	PIC X(9)
FM060	Effective Start Date (size assumes no “/” included; otherwise 10)	PIC 9(8)
FM070	Attendance Type	PIC X(2)
FM080	Attendance Detail	PIC X(2)
FM090	Effective End Date (size assumes no “/” included; otherwise 10)	PIC 9(8)
FM100	Attendance Hours	PIC 9(4)V99

EMIS MANUAL

Section 3.1:
Staff Records Overview

Version 7.0
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
7.0	07-01-25	FY26	NA	Posted for FY26.
6.0	08-19-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
6.0	08-19-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.7	8/11/23	FY24	24-17	Review and revision of section.
5.6	7/1/22	FY23	NA	Posted for FY23.
5.5	7/1/21	FY22	NA	Posted for FY22.
5.4	7/1/20	FY21	NA	Posted for FY21.
5.3	7/8/19	FY20	NA	Posted for FY20.
5.2	7/3/18	FY19	NA	Posted for FY19.
5.1	4/26/18	FY18	NA	Posted for FY18.
5.0	7/13/17	FY17	NA	No FY17 changes.
4.0	6/13/16	FY16		Added Coming Changes section.
3.0	11/3/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	10/8/13	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.1 STAFF RECORDS OVERVIEW 3

General Guidelines 3
Contracted Staff. 3
Employee ID. 3
State Staff ID. 3
Substitute Teachers. 3
Teacher of Record. 3
REPORTING RESPONSIBILITY 3
Reporting Staff Members 4
Staff Reported to EMIS. 4
Staff Not Reported to EMIS. 4
Reporting Substitute Teachers 4
Reporting Contracted Staff 5
STAFF-LEVEL RECORDS 5
District IRN Element 5
☼ District IRN Element 5

3.1 Staff Records Overview

General Guidelines

The Staff Records sections in the EMIS Manual provide instructions for reporting staff data records and elements to the Department. This section is meant to provide a brief, high-level overview of staff reporting, starting with the following definitions.

Contracted Staff. There are a few different terms related to contracted staff situations that are important to understand. EMIS Manual Section 3.2 Reporting Contracted Staff includes information on which entity reports course, staff, and student data and records in contract situations. EMIS Manual Sections 3.5 Contractor Staff Employment (CJ) Record and 3.6 Contract Only Staff (CC) Record also include reporting guidance specific to contracted staff.

- *Contract.* This refers to an agreement with another entity or individual to provide instruction or services to a district's students. The nature of the contract may range from a formal written document to a general agreement between district leaders.
- *Contracting District.* This refers to the resident or educating district contracting for the instruction or service.
- *Contractor.* This refers to the entity with which the resident or educating district is contracting. This is typically the employing entity.

Employee ID. Staff members must all be reported with a unique Employee ID. Employee IDs are local numbers assigned to staff members. The same Employee ID should be reported for a staff member on each staff record reported for that individual by that district.

State Staff ID. This is a unique statewide ID used to match a staff member to EMIS data reported by multiple districts and across multiple years. This ID is also used to match staff members to their Department-issued licensure. If a staff member has a state staff ID, that is the number that must be reported here.

Substitute Teachers.

There are two different types of substitute teachers. One is reported to EMIS; one is not.

1. *Daily (as needed) substitutes.* These are individuals the district contacts on an as needed basis who are not on the district's salary schedule. Instead, these individuals are paid the daily substitute rate. These daily substitutes are not reported to EMIS.
2. *Full-time substitute teachers (permanent).* These are individuals who are hired as full-time (permanent) substitute teachers. These individuals have a contract with the district, are placed on the district's salary schedule, report to the district for work daily, and are subject to different daily teaching assignments. These substitutes are reported to EMIS with position code 225.

Teacher of Record. The teacher of record for a course is a licensed staff member who is responsible for developing or reviewing the course's curriculum, providing or supervising instruction, and evaluating student performance. These teachers are reported to EMIS with position code 230.

Reporting Responsibility

One Staff Demographic (CI) Record and at least one Staff Employment (CK) Record are required for each individual employed by the following EMIS reporting entities.

- City, local, or exempted village school districts
- Community schools
- Educational service centers (ESCs)
- Joint vocational school districts (JVSDs)
- Ohio Deaf and Blind Education Services
- Ohio Department of Youth Services (DYS)
- STEM districts

Reporting Staff Members

Use the following guidelines to determine which staff members must be reported to EMIS and which are not reported to EMIS. These staff members could be licensed staff members, classified staff members, or contracted individuals in positions normally held by a licensed staff member.

Staff Reported to EMIS. EMIS reporting entities report the following employees to EMIS.

- Individuals employed by the reporting entity for any portion of the current school year.
- Individuals or companies contracted by the school district for duties normally performed by school district personnel (e.g., bus drivers, food service staff, and special education therapists).
- Individuals who are on leaves of absence.
- Substitutes who become the teacher of record on one or more courses.
- Individuals employed during the previous year, who are no longer employed and have not yet been reported as separated. This includes individuals who resigned over the summer.
- Individuals employed through supplemental contracts, including individuals whose only position is a supplemental contract.

Staff Not Reported to EMIS. EMIS reporting entities do not report the following individuals to EMIS.

- Daily (as needed) substitutes
- Student employees
- Board of education members
- Adult education teachers
- Game officials, ticket takers
- Part-time help. These are non-employees whose work is sporadic or occurs at irregular intervals. Examples would be people who are paid to build sets for a school play or someone who is paid to play violin at a school function.
- Volunteers serving in the district

Reporting Substitute Teachers

Staff Course (CU) Records are not reported for substitute teachers. If a substitute becomes the teacher of record, then the district's EMIS reporting should reflect the new assignment. This means that the appropriate Staff Course (CU) Records should be reported and the position code on the Staff Employment (CK) Record should no longer be 225. As the teacher of record, the staff member should have the proper licensure for the courses and students being taught.

Districts should use their discretion in determining when a substitute teacher becomes a teacher of record. As a general guideline, the teacher of record is the individual who is responsible for the course. Every course reported by the district should be reported with at least one Staff Course (CU) Record.

Reporting Contracted Staff

In most contracting situations where a district is contracting with an EMIS reporting entity, the employing entity (i.e., the contractor) is responsible for reporting staff data. This includes the following records.

- Staff Demographic (CI) Records,
- Staff Employment (CK) Records, and
- In some cases, Contractor Staff Employment (CJ) Records.

When a resident/educating district contracts with an individual or a non EMIS reporting entity, then that contracting district is responsible for reporting staff information for the contracted staff member. This could include a Contract Only Staff (CC) Record. In this situation, Contractor Staff Employment (CJ) Records are not reported by the contracting district.

For additional guidance on reporting particular kinds of contracted staff, see EMIS Manual Section 3.2 Reporting Contracted Staff. This section includes information on reporting staff, student, and course data for a number of different contracting situations. For information on reporting the different contracted staff records, see EMIS Manual Sections 3.5 Contractor Staff Employment (CJ) Record and 3.6 Contract Only Staff (CC) Record.

STAFF-LEVEL RECORDS

There are seven different records containing staff data that may need to be submitted to the Department. Below is a list of each record, its name and record number. Data elements for each of these records are found in the following sections of Staff Records.

Record Number	Record Name
CI	Staff Demographic Record
CK	Staff Employment Record
CJ	Contractor Staff Employment Record
CC	Contract Only Staff Record
CL	Staff Summer Employment Separation Record
CP	Staff Missing Override Record

District IRN Element

Each staff record is submitted with a District IRN Element. Basically, this is the IRN of the reporting entity. Below is the definition and field number of the District IRN Element.

☼ *District IRN Element*

Record Field Number	XX040
Definition	The state assigned six-digit information retrieval number (IRN) for the district.

Valid Options

Six-digit code	Valid school district IRN

The District IRN Element is found on each of the staff records submitted to the Department. Although this element is not defined in each of the staff record EMIS Manual sections, the file layouts in each section do list this element.

Generally, software packages will automatically populate this field based on the IRN of the reporting entity. If a different district IRN is required to be reported (in addition to the District IRN Element), there will be another field on the record named something other than District IRN Element. The additional field will be found with the rest of the record's elements. For example, the CJ Record includes the Contracting District IRN Element. See the Contractor Staff Employment (CJ) Record for more information regarding the Contracting District IRN Element.

EMIS MANUAL

Section 3.2:
Reporting Contracted Staff

Version 7.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
7.1	07-01-25	FY26	NA	Posted for FY26.
7.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
6.0	8/11/23	FY24	24-17	Removed several situations.
6.0	8/11/23	FY24	24-17	Review and revision of section.
5.7	7/28/22	FY23	23-51	Updated itinerant services program codes.
5.6	7/15/22	FY23	NA	Posted for FY23.
5.5	7/1/21	FY22	NA	Posted for FY22.
5.4	7/1/20	FY21	NA	Posted for FY21.
5.3	7/8/19	FY20	NA	Posted for FY20.
5.2	7/3/18	FY19	NA	Posted for FY19.
5.1	4/27/18	FY18	NA	Posted for FY18.
5.0	7/14/17	FY17	NA	No FY17 changes.
4.0	8/19/16	FY16	34514	Preschool open enrollment reporting changes.
4.0	8/19/16	FY16	31189	Preschool coding changes.
4.0	8/19/16	FY16		Added Coming Changes section.
3.0	11/10/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
3.0	11/10/15	FY14K	937	Replaced Assignment Area 999370 with 999270 where appropriate.
2.0	6/12/15	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.2 REPORTING CONTRACTED STAFF 4

GOAL 4
WHO REPORTS STUDENT AND STAFF DATA 5
Student Data *5*
Staff Data *5*
CONTRACTOR STAFF EMPLOYMENT (CJ) RECORD 5
CONTRACTED STAFF REPORTING 6
Category #1 ..... *6*
Category #2 ..... *6*
Category #3 ..... *6*
Category #4 ..... *7*
Category #5 ..... *7*

EXAMPLES 7

3.2 Reporting Contracted Staff

Goal

In this section, we provide guidance on which entity is required to report student and staff data to EMIS in the case of contracted staff and ESC staff providing services to districts in order to **avoid duplicate reporting of student and staff data.** In addition, the Contract Only Staff (CC) Record (see EMIS Manual Section 3.6 for more detailed information on reporting the CC Record) simplifies reporting of contracts with non-EMIS reporting entities when data processing and reporting needs do not require individual staff information. The following chart shows the different types of contracted staff and the records to use to report the staff in EMIS.

Table 1. Who reports which staff records? This depends on the position code being reported and the types of entities involved.

Position codes: *101-199, 201-299, 304, 318, 320, 323, 325-328, 331-334, 399, 415, and 510*

Type of Contractor	Contracting district reports	Contractor reports
EMIS reporting entity	No staff records reported	• Staff Demographic (CI) Record • Staff Employment (CK) Record • Contractor Staff Employment (CJ) Record if required
Non-EMIS reporting entity	• Staff Demographic (CI) Record • Staff Employment (CK) Record with Position Status option A	No staff records reported
Individual	• Staff Demographic (CI) Record • Staff Employment (CK) Record with Position Status option I	No staff records reported

Position codes: *All position codes not listed above*

Type of Contractor	Contracting district reports	Contractor reports
EMIS reporting entity	No staff records reported	• Staff Demographic (CI) Record • Staff Employment (CK) Record • Contractor Staff Employment (CJ) Record if required based on the guidance provided in this section
Non-EMIS reporting entity	• Contract Only Staff (CC) Record	No staff records reported
Individual	• Staff Demographic (CI) Record • Staff Employment (CK) Record with Position Status option I	No staff records reported

WHO REPORTS STUDENT AND STAFF DATA

Student Data

The resident/educating district is responsible for reporting student data. The resident/educating district is responsible for ensuring that students receive appropriate instruction and services, and they are held accountable for student performance.

Only exceptions. When the ESC or other EMIS reporting entity provides preschool special education instruction or receives the early childhood program funds the ESC is required to report student data for funding purposes. For students with disabilities, the resident/educating district also reports student data.

Staff Data

The ESC or other EMIS reporting entity that employs the contracted staff member is responsible for reporting the staff data. They provide staff to perform support services to districts to assist them in reaching their accountability performance measures.

CONTRACTOR STAFF EMPLOYMENT (CJ) RECORD

The Contractor Staff Employment (CJ) Record allows the Department to link the contracted employee to the student from the resident/educating district without requiring duplicate staff reporting by the district. The CJ Record also allows the contractor to report an accurate FTE for the time spent serving students from each district.

The Contractor Staff Employment (CJ) Record contains the following elements.

- District IRN
- Contracting District IRN
- Employee ID
- Local Contract Code
- Position Code
- Position FTE

The District IRN Element refers to the IRN of the entity completing the Contractor Staff Employment (CJ) Record (includes the ESC or another EMIS reporting entity, such as another district, a community school, etc.). The Contracting District IRN Element refers to the IRN of the resident/educating district that has contracted for the staff member.

This record is required *in addition to* the regular Staff Demographic (CI) and Staff Employment (CK) Record that is required for all staff reported to EMIS. The Contractor Staff Employment (CJ) Record should *only* be submitted for the situations described in Category #2 and Category #3 below.

Each contracted staff member should be reported by the Contractor (ESC or other EMIS reporting entity) with one Staff Demographic (CI) Record and one Staff Employment (CK) Record. If the contracted staff member is employed in one of the specified positions included in the examples, then at least one Contractor Staff Employment (CJ) Record should be reported for the employee. If the contracted staff member works in multiple districts in one of the specified positions, a Contractor Staff Employment (CJ) Record should be reported for that employee in that position for each district they serve and should include the FTE for the time that the contracted staff member works with that particular district.

In the case of ESCs, the Contractor Staff Employment (CJ) Record should *only* be submitted in certain situations. The varying agreements that ESCs have with the districts they serve, as well as the large number of ESC employees who are shared among all districts, have resulted in the Department identifying only particular ESC employees who should be reported with this record. All employees of the ESC need to be reported to EMIS by the ESC with a Staff Demographic (CI) and Staff Employment (CK) Record. *The situations when an ESC should report a Contractor Staff Employment (CJ) Record have been identified in Category #3, Situations A – L.*

No CJ Record is required when reporting for contract career-technical and special education cooperative programs (Category #4) or when reporting staff contracted from a non-EMIS reporting entity (Category #5).

CONTRACTED STAFF REPORTING

Category #1

ESCs only
Contractor Staff Employment (CJ) Record not allowed

In this category, an Educational Service Center (ESC) hires a staff member who provides administrative/supervisory and/or related services to all member districts. Exceptions to these instructions that require the ESC to report at least one Contractor Staff Employment (CJ) Record for the employee are listed in Category #3, situations A – L.

Category #2

Contractor other than an ESC
Contractor Staff Employment (CJ) Record required

In this category, a resident/educating district contracts with an EMIS reporting entity *other than an ESC* to hire a staff member to provide administrative/supervisory and/or related services in one or more districts.

Category #3

Contractor is an ESC or another EMIS reporting entity
Contractor Staff Employment (CJ) Record required

Situation A. An ESC or another EMIS reporting entity employs and provides a gifted coordinator. This person does not serve students directly.

Situation B. A resident/educating district contracts with an ESC or other EMIS reporting entity to hire a staff member who will be included in the staff FTEs on the report card.

Situation C. A resident/educating district contracts with an ESC or other EMIS reporting entity to provide a staff member who teaches courses to students. This includes virtual courses, alternative school settings, and preschool. Note that this includes what in prior years was listed out as Situations D, G, H, I, and K.

An example (Situation C.1) is provided to address the reporting requirements for the specific circumstance when a district contracts with an ESC to provide staff for a special education classroom that is located in another district and students from multiple districts attend this program and are also mainstreamed into regular classes in the district that houses the program.

The resident district is not required to report separate Student Course (GN), Staff Course (CU), or Course Master (CN) Records for each subject taught in an Alternative Program/School unless the student is placed there for more than two consecutive weeks. If the placement is for less than two weeks, the student can continue to be reported by the resident district in the courses in which the student was originally enrolled at the resident district without reporting the Staff Provider IRN or the Employee ID of the staff member at the ESC or other EMIS reporting entity.

Situation E. An ESC serves students from one or more resident/educating district and the ESC is providing a gifted teacher.

Situation L. A resident/educating district contracts with an ESC to hire a staff member who will specifically serve their district in a role not identified in situations A – E and to provide a service not normally provided to several or all member districts.

Category #4

Contract career-technical and special education cooperative programs
Contractor Staff Employment (CJ) Record not required

A resident/educating district contracts with another EMIS reporting entity to provide contract career-technical services or to participate in a special education cooperative program.

Category #5

Resident/Educating district contracts with a non-EMIS reporting entity for staff member
Contractor Staff Employment (CJ) Record not required

EXAMPLES

Table 2. Category #1: CJ Record not allowed

An Educational Service Center (ESC) hires a staff member who provides administrative/supervisory and/or related services to all member districts. Exceptions to these instructions that require the ESC to report at least one Contractor Staff Employment Record for the employee are addressed in Category #3, Situations A – L.

Examples include, but are not limited to: Superintendents of the ESC (109), Supervisors/Managers (110), Special Education Supervisors/Managers (110, 999414), Treasurers (112), Coordinators (113), Directors (115), Directors of Special Education (115, 999414), ESC Supervisors (120), Teacher Aides (505), etc.

Reporting Entity	***Student Data***	***Staff Data***
Resident/Educating District	Normal Student Reporting ***Student Percent of Time*** should include the amount of time that the student receives instruction or is provided services from the contracted employee in the case of positions that serve students directly	NONE
ESC (Contractor)	NONE	***Staff Demographic and Staff Employment Record*** The ***Contractor Staff Employment Record*** is **NOT** allowed for these positions.

Table 3. Category #2: CJ Record required

A resident/educating district contracts with an EMIS reporting entity *other than an ESC* to hire a staff member to provide administrative/supervisory and /or related services in one or more districts.

Examples include, but are not limited to: Superintendents of the ESC (109), Supervisors/Managers (110), Special Education Supervisors/Managers (110, 999414), Treasurers (112), Coordinators (113), Directors (115), Directors of Special Education (115, 999414), ESC Supervisors (120), Counselors (202), Librarians/Media Specialists (203), Supplemental Service Teachers – Special Education (212), Audiologists (304), School Psychologists (318), Registered Nurses (320), Social Workers (323), Physical Therapists (325), Speech and Language Therapists (326), Occupational Therapists (327), Educational Interpreters (329), Occupational Therapy Assistants (331), Physical Therapy Assistants (332), Adapted Physical Education Therapists (333), Practical Nursing (406), Library Aides (414), Instructional Paraprofessionals (415), Teacher Aides (505), etc.

Reporting Entity	***Student Data***	***Staff Data***
Resident/Educating District	Normal Student Reporting ***Student Percent of Time*** should include the amount of time that the student receives instruction or is provided services from the contracted employee in the case of positions that serve students directly	NONE
EMIS reporting entity other than an ESC (Contractor)	NONE	***Staff Demographic Record, Staff Employment Record*** *and at least one* ***Contractor Staff Employment Record*** If the individual serves multiple districts, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that district on the record

Table 4. Category #3, Situation A: CJ Record required

An ESC or another EMIS reporting entity employs and provides a gifted coordinator. This person does not serve students directly.

Positions include: Gifted Coordinators (110, 113, or 115, and 999380)

Reporting Entity	***Student Data***	***Staff Data***
Resident/Educating District	Normal Student Reporting	NONE
ESC or another EMIS reporting entity (Contractor)	NONE	***Staff Demographic, Staff Employment Record*** *and at least one* ***Contractor Staff Employment Record*** If the individual serves multiple districts, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that district on the record

Table 5. Category #3, Situation B: CJ Record required

A resident/educating district contracts with an ESC or another EMIS reporting entity to hire a staff member who will be included in the staff FTEs on the report card.

Includes only the following positions: Counselors (202), Librarians/Media Specialists (203), Supplemental Service Teachers (212), Audiologists (304), Psychologists (318), Registered Nurses (320), Social Workers (323), Physical Therapists (325), Speech and Language Therapists (326), Occupational Therapists (327), Educational Interpreters (329), Occupational Therapy Assistants (331), Physical Therapy Assistants (332), Adapted Physical Education Therapists (333), Practical Nursing (406), Library Aides (414), Instructional Paraprofessionals (415)

Reporting Entity	***Student Data***	***Staff Data***
Resident/Educating District	Normal Student Reporting ***Student Percent of Time*** should include the amount of time that the student receives services from the contracted employee	NONE **NOTE: Resident/Educating district is responsible for informing the contractor that this employee will be used to meet the district's ESP ratio requirement in order to assure that the contractor reports at least one Contractor Staff Employment Record for the employee**
ESC or another EMIS reporting entity (Contractor)	NONE	***Staff Demographic Record, Staff Employment Record*** *and at least one* ***Contractor Staff Employment Record*** If the individual serves multiple districts, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that particular district on the record

Table 6. Category #3, Situation C: CJ Record required

A resident/educating district contracts with an ESC or another EMIS reporting entity to provide a staff member who teaches courses to students. This includes virtual courses, alternative school settings, and preschool. Note that this includes what in prior years was listed out as Situations D, G, H, I, and K.		
Reporting Entity	***Student Data***	***Staff Data***
Resident/Educating District	Normal student reporting ***Student Percent of Time*** should include the amount of time that the student receives instruction from the contracted employee	***Course Master Record and Staff Course Record the following elements are required:*** • Staff Provider IRN of the Contracting Entity • Ohio Credential ID of the Contracted Staff Member Providing Instruction to the Student reported as the Employee ID
ESC or other EMIS reporting entity (Contractor)	NONE	***Staff Demographic Record, Staff Employment Records, and at least ONE Contractor Staff Employment Record*** If the individual teaches courses to students from multiple districts, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that particular district reported on the record

Table 7. Category #3, Situation C.1: CJ Record required

Additional example for Category #3, Situation C: Resident/Educating District Contracts with an ESC and another EMIS Reporting Entity (in this case another school district) to teach courses to their students – Contractor Staff Employment Record Required

Resident District (District A) contracts with an ESC for staff member to teach students enrolled in a special education classroom located in another District (District B). District A (or the ESC on behalf of District A) contracts with District B to allow students from District A to be mainstreamed into some classes taught by staff from District B.

Reporting Entity	***Student Data***	***Staff Data***
Resident District (District A)	Normal student reporting ***Student Percent of Time*** should include the amount of time that the student receives instruction from contracted employees at the ESC and District B	**For courses taught by staff from District A:** If the student is instructed by any staff members from District A, a Staff Demographic, Staff Employment, Staff Course Record, and Course Master Record would be required **For courses taught by ESC staff:** *Course Master Record and Staff Course Record the following elements are required:* • Staff Provider IRN of the Contracting Entity **(ESC)** • Ohio Credential ID of the Contracted Staff Member from the **ESC** Providing Instruction to the Student reported as the Employee ID **For courses taught by staff from District B:** *Course Master and Staff Course Record the following elements are required:* • Staff Provider IRN of the Contracting Entity **(District B)** • Ohio Credential ID of the Contracted Staff Member from **District B** Providing Instruction to the Student reported as the Employee ID
ESC (Contractor)	NONE	***Staff Demographic and Staff Employment Records*** *and at least ONE* ***Contractor Staff Employment Record*** If the individual teaches students from multiple districts in the special education classroom, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that particular district reported on the record
District B (Contractor)	NONE	***Staff Demographic and Staff Employment Records*** *- include the time that the staff person educates students from District B and students from District A (and other districts if the staff person is teaching students mainstreamed from other districts)* ***in the FTE on the Employment Record*** *and at least ONE* ***Contractor Staff Employment Record*** with the FTE representing the time for students from District A. No ***Contractor Staff Employment Record*** should be reported for the time for students from District B. If the teacher teaches courses to students from multiple districts, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that particular district reported on the record.

Table 8 Category 3, Situation E: CJ Record required

An ESC serves students from one or more resident/educating district and the ESC is providing a gifted teacher.

Includes: Gifted Intervention Specialists (230, 999380)

Reporting Entity	*Student Data*	*Staff Data*
Resident/Educating District	***If the student receives Gifted services from the Gifted Intervention Specialist (206XXX), report the following:*** ***Student Program Record - the following elements are required:*** • Program Provider IRN of the Contracting Entity • Ohio Credential ID of the Contracted Staff Member Providing the Service to the Student ***Student Percent of Time*** should include the time that the student receives services from or is taught a course by the contracted employee	***If the student is taught a gifted course by the Gifted Intervention Specialist (Student Population Element options "GA" or "GE" as reported on the Course Master (CN) Record), report the following:*** ***Course Master Record and the Staff Course Record - the following elements are required:*** • Staff Provider IRN of the Contracting Entity • Ohio Credential ID of the Contracted Staff Member Providing Instruction to the Student
ESC	NONE	***Staff Demographic and Staff Employment Records*** *and at least ONE* ***Contractor Staff Employment Record*** If the individual teaches courses to students from multiple districts, a ***Contractor Staff Employment Record*** should be reported for each district served with the FTE assigned to that particular district reported on the record

Table 9. Category #3, Situation L: CJ Record required

A resident/educating district contracts with an ESC to hire a staff member who will specifically serve their district in a role not identified in Situations A – E and to provide a service not normally provided to several or all member districts.

Examples include: Assistant Superintendents (103), Assistant Principals (104), Principals (108), Superintendents (109), Coordinators (113), Community School Administrators (116), etc.

Reporting Entity	*Student Data*	*Staff Data*
Resident/Educating District	Normal student reporting	NONE
ESC (Contractor)	NONE	***Staff Demographic and Staff Employment Records*** *and at least ONE* ***Contractor Staff Employment Record***

EMIS MANUAL

Section 3.3:
Staff Demographic (CI) Record

Version 9.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
9.1	07-01-25	FY26	26-56	Clarified reporting of non-credentialed staff.
9.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
8.1	8/11/23	FY24	24-17	Semester Hours Element: the valid options were corrected and the reporting guidance updated.
8.1	8/11/23	FY24	24-17	Prefix Name Element and Suffix Name Element deleted.
8.1	8/11/23	FY24	24-17	Clarified definition and reporting guidance for the following elements: Early Childhood Education Qualification, Principal Experience Years, and Total Experience Years.
8.1	8/11/23	FY24	24-17	Clarified reporting guidance for the following elements: Absence Days, Absence Days – Long Term Illness, Attendance Days, Authorized Teaching Experience Years, Employee ID, State Staff ID.
8.1	8/11/23	FY24	24-17	Review and revision of section.
8.0	7/1/22	FY23	NA	Posted for FY23.
7.1	7/1/21	FY22	22-43	Updated Early Childhood Qualification Element definition.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.1	7/8/19	FY20	NA	Removed E and X Collections; no longer being implemented.
6.0	7/3/18	FY19	NA	Posted for FY19.
5.2	6/28/18	FY18	53120	Added Principal Experience Years Element.
5.1	4/27/18	FY18	NA	Posted for FY18.
5.0	7/14/17	FY17	NA	No FY17 changes.
4.0	6/13/16	FY16		Added Coming Changes section.
3.0	11/10/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	3/7/13	E-Transcript (E)	922	Revised required reporting period table to include E-transcript.
2.0	3/7/13	Student Record Exchange (X)	921	Revised required reporting period table to include Student Record Exchange and added to file layout.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.3 STAFF DEMOGRAPHIC (CI) RECORD 3

Required Collection Requests 3
General Guidelines 3
Staff Demographic Data Elements 3
☼ Absence Days Element 3
☼ Absence Days – Long Term Illness Element 4
☼ Attendance Days Element 5
☼ Authorized Teaching Experience Years Element 5
☼ Date of Birth Element 6
☼ Early Childhood Education Qualification Element 6
☼ Education Level Element 7
☼ Employee ID Element 7
☼ First Name Element 7
☼ Gender Element 7
☼ Last Name Element 8
☼ Middle Name Element 8
☼ Principal Experience Years Element 8
☼ State Staff ID Element 8
☼ Racial/Ethnic Group Element 9
☼ Semester Hours Element 10
☼ Total Experience Years Element 10
Defining a Unique Record 11

3.3 STAFF DEMOGRAPHIC (CI) RECORD FILE LAYOUT 12

3.3 Staff Demographic (CI) Record

Required Collection Requests

The Staff Demographic (CI) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	Initial L	Final L
CI150	Absence Days Element		✓
CI155	Absence Days – Long-term Illness Element		✓
CI140	Attendance Days Element		✓
CI200	Authorized Teaching Experience Years Element	✓	✓
CI070	Date of Birth Element	✓	✓
CI225	Early Childhood Education Qualification Element	✓	✓
CI100	Education Level Element	✓	✓
CI290	First Name	✓	✓
CI090	Gender Element	✓	✓
CI310	Last Name	✓	✓
CI300	Middle Name	✓	✓
CI330	Principal Experience Years	✓	✓
CI080	Racial/Ethnic Group Element	✓	✓
CI110	Semester Hours Element	✓	✓
CI270	State Staff ID Element	✓	✓
CI210	Total Experience Years Element	✓	✓

General Guidelines

With a few exceptions, EMIS reporting entities are responsible for reporting one Staff Demographic (CI) Record for each staff member they employ. See EMIS Manual Section 3.1 Staff Records Overview for more information about the staff members who do not need to be reported to EMIS. In most circumstances, Staff Demographic (CI) Records are not required to be reported by the resident/educating district for contracted staff members who provide services or teach courses. See EMIS Manual Sections 3.2 Reporting Contracted Staff and 3.5 Contractor Staff Employment (CJ) Record for more information about reporting contracted staff.

Staff Demographic Data Elements

The following portion of this section discusses each of the data elements within the Staff Demographic (CI) Record. The elements are organized alphabetically.

☼ *Absence Days Element*

Record Field Number	CI150
Definition	Total number of days the staff member was absent during the period from July 1 through June 30 due to all causes except professional development hours.

Valid Options

000.0 – 999.9

Reporting Instructions. This element is only reported during the Final Staff and Course (L) Collection. It is not required for staff members reported with Position Codes 800-899. Maintain absence information according to district policy, but when reporting for the Final Staff and Course (L) Collection, round partial absences to the nearest tenth. Include absences that are covered by sick leave, personal leave, or other forms of leave.

Do not count staff members as absent prior to their contracts' effective dates. For staff who have separated from their employment, do not include days after the effective date of their separation. In other words, do not count days between the last day of work and the end of a contract as absence days.

This element should include any days reported in the Absence Days – Long Term Illness Element (CI155).

Note that a day is defined as the period of time the staff member normally spends at work during a 24-hour period. This may vary from staff member to staff member.

☼ *Absence Days – Long Term Illness Element*

Record Field Number	CI155
Definition	At least 15 consecutive days absent due to an illness of the staff member or the staff member's spouse, child, or parent.

Valid Options

000.0 – 999.9

Reporting Instructions. This element is only reported during the Final Staff and Course (L) Collection. It is not required for staff members reported with Position Codes 800-899. A long-term illness must be 15 consecutive work days or more, regardless of whether or not the staff member is paid (or unpaid) during the absence. If a staff member has multiple long-term illnesses in a school year, the days should be added together. For instance, if a staff member is absent for 16 consecutive days in October and 19 consecutive days in February, then the staff member had 35 long-term illness days.

"Long-term illness" includes an illness of the staff member or the staff member's spouse, child, or parent in accordance with the federal Family and Medical Leave Act of 1993 (Public Law 103-3, enacted February 5, 1993). This element applies to both full-time and part-time employees. Therefore, an individual who works part time and is absent for 15 or more consecutive work days should have those days reported in this element.

Days related to a long-term illness are reported as both Absence Days (CI150) and Absence Days – Long Term Illness (CI155). For example, if a staff member is absent for 20 consecutive days, 20 days would be included in both the Absence Days Element (CI150) and the Absence Days – Long Term Illness Element (CI155).

Note that a day is defined as the period of time the staff member normally spends at work during a 24-hour period. This may vary from staff member to staff member.

☼ *Attendance Days Element*

Record Field Number	CI140
Definition	Total number of days the staff member was in attendance during the period from July 1 through June 30.

Valid Options

000.0 – 999.9

Reporting Instructions. This element is only reported during the Final Staff and Course (L) Collection. It is not required for a staff member reported with Position Codes 800-899.

Maintain attendance information according to district policy, but when reporting for the Final Staff and Course (L) Collection, round partial attendance to the nearest tenth. Include attendance at district-approved professional meetings and parent-teacher conference days.

Do not count vacation days or holidays. Do not count staff members as in attendance prior to their contracts' effective dates. For staff who have separated from their employment, do not include days after the effective date of their separation. In other words, do not count the days between the last day of work and the end of a contract as attendance days.

Note that a day is defined as the period of time the staff member normally spends at work during a 24-hour period. This may vary from staff member to staff member.

☼ *Authorized Teaching Experience Years Element*

Record Field Number	CI200
Definition	Total years of authorized teaching experience (prior to the current year).

Valid Options

0 – 99

Reporting Instructions. This element should be reported for all teachers reported with Position Codes 212 or 230. It is extremely important to update this element each year. The number of authorized teaching experience years reported for an employee should be the same in both Staff and Course (L) Collections of the current school year.

Authorized teaching experience years should be updated during the following year's reporting. For example, a new teacher would have "0" authorized teaching experience years in both the Initial and Final Staff and Course (L) Collections of the current school year; this number would be updated to "1" during the following year's reporting.

One year must consist of at least 120 days within a regular school year ending June 30. To be credited with an authorized year, teachers must be employed as a regular or substitute teacher, in elementary or secondary instruction. Authorized teaching years include teaching service in the following Ohio entities.

- Public schools
- Nonpublic schools
- Educational Service Centers (ESCs)
- Community schools
- Special education programs

A maximum of 5 years of active military service in the U.S. armed forces can be included. Eight continuous months or more of active military service should be counted as 1 year of authorized teaching experience. See Ohio Revised Code §3317.13 for more detailed information on what qualifies as authorized years.

Districts *may* include the following in authorized teaching years.

- Teaching in public or nonpublic schools outside of Ohio.
- Acting as an educational assistant (other than a classroom aide) employed under the work experience program (see ORC §5107.541).

For more information about these optional authorized teaching years, see ORC §3317.14.

☼ *Date of Birth Element*

Record Field Number	CI070
Definition	The date the staff member was born.

Valid Options

YYYYMMDD Year, Month, Day

☼ *Early Childhood Education Qualification Element*

Record Field Number	CI225
Definition	Identifies how a teacher instructing in a public preschool general education class or early childhood education program meets the requirements specified under OAC §3301-37-04 or §3301.311.

Valid Options

* Not applicable

1 Associate's in Early Childhood Education, Child Development, or Approved Related Field

2 Bachelor's in Early Childhood Education, Child Development, or Approved Related Field

3 Enrolled in an Associate's Degree program in Early Childhood Education, Child Development, or Approved Related Field

4 Enrolled in a Bachelor's Degree program in Early Childhood Education, Child Development or Approved Related Field

5 Enrolled in a Master's or higher Degree program in Early Childhood Education, Child Development or Approved Related Field

6 Master's or higher in Early Childhood Education, Child Development, or Approved Related Field

Reporting Instructions. This element is required to be reported for preschool or early childhood education teachers who have a degree but not a license.

☼ *Education Level Element*

Record Field Number	CI100
Definition	The highest level of education achieved.

Valid Options

0	Non-degree
1	Associate
2	Bachelors
3	Masters
4	Education Specialist
5	Doctorate
6	Other
7	Less than High School Diploma
8	High School Diploma
9	GED Diploma

☼ *Employee ID Element*

Record Field Number	CI050
Definition	Unique code assigned to the staff member by the district.

Valid Options

Valid nine-character code

Reporting Instructions. When reporting the Employee ID Element, districts can use the staff member's credential ID, a district-assigned Z-ID, or a locally-assigned number as long as the same value is used for the Employee ID Element across all records reported by a district.

A value of "999999999" is not allowed in this element on this record. For more information about Z-IDs, see the State Staff ID reporting instructions.

☼ *First Name Element*

Record Field Number	CI290
Definition	Legal first name of the individual being reported.

Valid Options

Valid 45 characters

☼ *Gender Element*

Record Field Number	CI090
Definition	The gender of the individual being reported.

Valid Options

M	Male
F	Female

☼ *Last Name Element*

Record Field Number	CI310
Definition	Legal last name or surname of the individual being reported.

Valid Options

Valid 45 characters

☼ *Middle Name Element*

Record Field Number	CI300
Definition	Legal middle name of the individual being reported.

Valid Options

Valid 30 characters

Reporting Instructions. The district can report either the individual's middle initial or middle name.

☼ *Principal Experience Years Element*

Record Field Number	CI330
Definition	Total number of years serving as a principal or assistant principal or with the duties and responsibilities typical of those two positions (prior to the current school year).

Valid Options

0 Default Value

0–99

Reporting Instructions. This includes years of licensed service as a school leader with the duties and responsibilities typical of principals and assistant principals. Include years served in Ohio and in other states in all of the following types of organiztions.

- Public schools
- Vocational schools
- State-supported schools
- STEM schools
- Community schools
- Department-licensed preschools
- Chartered nonpublic schools (i.e., independent private schools and parochial schools)

☼ *State Staff ID Element*

Record Field Number	CI270
Definition	A unique statewide ID used to match a staff member's data to EMIS data from previous collections and to the state certification and licensure database.

Valid Options

A 2 letter, 7 number string: XX9999999

Reporting Instructions. For staff who have ever been issued a license, certificate, or permit by the Department or the Ohio State Board of Education (SBOE), the number reported here should be the Educator State ID. For staff who have never been issued a credential by the Department or the SBOE, a Z-ID or Educator State ID can ~~should~~ be reported.

Z-IDs are determined by the EMIS reporting entity and are district dependent. Z-IDs must meet the following criteria.

- The first character of the ID must be "Z".
- The second, third, and fourth characters must match the State Staff ID Prefix for the reporting entity. These prefixes are assigned by the Department and are published on the Department's website (search for "Staff ID Prefix Listing"). The second position will be a letter; the third and fourth positions will be numbers.
- The final five characters are a number from 00001 to 99999 that the district will assign to a specific staff member. This number will remain unchanged for this staff member in this district, and cannot be re-used for another staff member if the original assignee leaves the EMIS reporting entity.

The Z-ID of a particular individual will change if they change employment from one district to another. A staff member with a Department- or SBOE-issued credential will provide their Educator Staff ID to the district or the district can look up the ID using the CORE Educator Profile application via the ~~Department's~~ SBOE's website. A staff member without a Department- or SBOE-issued credential may still have an SBOE-assigned Educator State ID. The IDs for these staff can also be found using the CORE Educator Profile application. For staff reported with~~will have~~ a Z-ID assigned by the district, ~~and~~ this ID will not have relevance for any context outside of reporting EMIS data to the Department.

When a staff member is initially reported with a Z-ID and later receives an ~~Department~~SBOE-issued license, certificate, or permit~~credential~~, the district should then begin reporting the staff member's Educator Staff ID. See EMIS Manual Section 3.8 Staff Missing Override (CP) Record to determine whether a CP Record is needed to remove the staff member from the district's Staff Missing list.

☼ *Racial/Ethnic Group Element*

Record Field Number	CI080
Definition	The racial/ethnic group of the individual being reported.

Valid Options

W **White, Non-Hispanic**
People who have origins in any of the original peoples of Europe, North Africa, or the Middle East.

B **Black or African American (Non-Hispanic)**
Persons having origins in any of the black racial groups in Africa.

H **Hispanic/Latino**
Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

A **Asian**
Persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

I **American Indian or Alaska Native**
Persons having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment.

P **Native Hawaiian or Other Pacific Islander**
Persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

M **Multiracial**
Persons having origins in two or more of the above options.

N **Not Specified**

☼ *Semester Hours Element*

Record Field Number	CI110
Definition	The total number of semester hours of recognized college training.

Valid Options
000 – 500

Reporting Instructions. ESCs are required to report this element for gifted coordinators and gifted teachers who are employed by the ESC. In all other cases, reporting semester hours is optional.

The term "recognized college" is defined as any institution from which credit is accepted for certification by the Ohio Department of Education and Workforce. Fractions should be rounded to the nearest whole number.

Report the total number of semester hours achieved by the staff member. The total includes the number of semester hours earned with a college degree plus any semester hours taken with no degree yet earned.

Example 1. Reporting Semester Hours

If a teacher earned 121 semester hours with a BA degree, and has taken an additional 22 semester hours, then report 143 in the Semester Hours Element (121+22=143).

To convert quarter hours to semester hours, multiply the number of quarter hours by 2/3 and round to the nearest whole number.

☼ *Total Experience Years Element*

Record Field Number	CI210
Definition	Total years of authorized and non-authorized educational service (prior to the current year).

Valid Options
0 – 99

Reporting Instructions. This element is reported only for licensed employees. Include both authorized and non-authorized years of licensed educational service. Total experience years should include a staff member's experience in all of the following.

- Elementary schools
- Secondary schools
- Colleges and universities
- Any other public or non-public educational institution
- Peace Corps
- Active military service years (up to the maximum allowable 5 years)

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Staff Demographic (CI) Record, the following field must be unique.

Required Fields	Number
Employee ID	CI050

3.3 Staff Demographic (CI) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CI010	9-10	Sort Type	PIC X(2)
		Always "CI"	
	11	Filler	PIC X
CI020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CI030	16	Data Set	PIC X
		L – Staff/Course	
CI040	17-22	District IRN	PIC X(6)
CI050	23-31	Employee ID	PIC X(9)
	32-73	Filler	PIC X(42)
	74-82	Filler	PIC X(9)
CI070	83-90	Date of Birth CCYYMMDD	PIC 9(8)
CI080	91	Racial/Ethnic Group	PIC X
CI090	92	Gender	PIC X
CI100	93	Education Level	PIC X
CI110	94-96	Semester Hours	PIC 9(3)
CI225	97	Early Childhood Education Qualification	PIC X
	98	Filler	PIC X
CI140	99-102	Attendance Days	PIC 999V9
CI150	103-106	Absence Days	PIC 999V9
CI155	107-110	Absence Days – Long Term Illness	PIC 999V9
	111-114	Filler	PIC X(4)
CI200	115-116	Authorized Teaching Experience Years	PIC 9(2)
CI210	117-118	Total Experience Years in Education	PIC 9(2)
CI270	119-127	State Staff ID (Format PIC as 'XX9999999')	PIC X(9)
	128-133	Filler	PIC X(6)
CI290	134-178	First Name	PIC X(45)
CI300	179-208	Middle Name	PIC X(30)
CI310	209-253	Last Name	PIC X(45)
	254-259	Filler	PIC X(6)
CI330	260-261	Principal Experience Years	PIC 9(2)

EMIS MANUAL

Section 3.4:
Staff Employment (CK) Record

Version 11.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
11.0	07-01-25	FY26	NA	Posted for FY26.
10.0	08-12-24	FY25	25-80	Updated required assignment area reporting for 113.
10.0	08-12-24	FY25	25-79	Deleted Assignment Area 999725.
10.0	08-12-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
9.2	8/18/23	FY24	24-17	Deleted Fund Source options J and X; renamed option I.
9.2	8/18/23	FY24	24-17	Updated ORC §3319.283 under Type of Appointment.
9.2	8/18/23	FY24	24-17	Corrected valid options for Position FTE.
9.2	8/18/23	FY24	24-17	Corrected definition for Qualified Paraprofessional.
9.2	8/18/23	FY24	24-17	Clarified reporting guidance for the following elements: Building IRN, Employee ID, Position Separation Date, and Position Status.
9.2	8/18/23	FY24	24-17	Extended Service Element, Grade Levels Assigned–High Element, Grade Levels Assigned–Low Element deleted.
9.2	8/18/23	FY24	24-17	Removed information regarding educational service personnel.
9.2	8/18/23	FY24	24-17	Review and revision of section.
9.1	7/14/22	FY23	23-81	Adds new Position Separation Reason option.
9.0	7/1/21	FY22	NA	Posted for FY22.
8.1	5/20/21	FY21	21-170	Removed HQPD element.
8.0	7/1/20	FY21	NA	Posted for FY21.
7.1	10/16/19	FY20	20-65	Removed Appointment Type option for 6-hour lay teacher.
7.0	7/8/19	FY20	NA	Posted for FY20.
6.2	4/24/19	FY19	63355	Added Fund Source option Y—Title III.
6.1	7/3/18	FY19	NA	Posted for FY19.
6.0	5/2/18	FY18	NA	Posted for FY18.
5.0	6/16/17	FY17	43637	Added reporting instructions for Position Code 910 School Resource Officer.
4.0	8/17/16	FY15		Removed Fund Source option Z.
4.0	8/17/16	FY16		Added Coming Changes section.
3.0	11/12/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	6/10/15	FY14K	937	Added assignment area 999270; modified assignment area 999370.
2.0	6/10/15	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES III

TABLE OF CONTENTS IV

3.4 STAFF EMPLOYMENT (CK) RECORD 3

Required Collection Requests 3
General Guidelines 3
☼ Assignment Area Element 5
☼ Building IRN Element 8
☼ Employee ID Element 8
☼ Length of Work Day Element 8
☼ Local Contract Code Element 9
☼ Pay Amount/Rate Element 9
☼ Pay Type Element 9
☼ Position Code Element 10
☼ Position FTE Element 11
☼ Position Fund Source Elements 12
☼ Position Fund Source Percent Elements 13
☼ Position Separation Date Element 14
☼ Position Separation Reason Element 14
☼ Position Start Date Element 14
☼ Position Status Element 15
☼ Position Type Element 16
☼ Qualified Paraprofessional Element 16
☼ Scheduled Work Days Element 17
☼ Special Education FTE Element 17
☼ Type of Appointment Element 18
Defining a Unique Record 19

3.4 STAFF EMPLOYMENT (CK) RECORD FILE LAYOUT 20

3.4 Staff Employment (CK) Record

Required Collection Requests

The Staff Employment (CK) Record and the relevant elements are to be reported in both the Initial and Final Staff and Course (L) Collections.

General Guidelines

The EMIS reporting entity that employs the staff member is responsible for reporting at least one Staff Employment (CK) Record for each staff member.

A staff member with more than one position (such as someone who teaches and also serves in an administrative position) or a staff member with a supplemental contract (i.e., coach, class advisor, club advisor, etc.) different from his/her regular position(s) is reported with a separate Staff Employment (CK) Record for each position. If a staff member has multiple coaching or advisor assignments, then each position is reported on a separate Staff Employment (CK) Record. In addition, a separate Staff Employment (CK) Record is reported when a teacher has multiple teaching positions (e.g., 230 with 999370 or 999414).

Supplemental positions are required to be reported. This includes individuals whose only position in the district is supplemental. Staff employment data for supplemental positions are to reflect the specific supplemental position. Estimates may have to be made in some areas.

Example 1

Supplemental Positions
A regular teacher functions two periods per day as a teacher. He/she also has a supplemental contract for an assistant athletic director position, which has traditionally been a separate job.

One Staff Employment (CK) Record is to be reported for his/her regular teacher position and one Staff Employment (CK) Record is to be reported for the supplemental position. Report two positions for this staff member: one on each Staff Employment (CK) Record. The Position FTE Element is to be reported accordingly for each position on each Record. See the Position FTE Element for further instructions about reporting FTE.

Reporting Teachers. All teachers are to be reported with position code 230. This position code must always be reported with an assignment area.

Reporting Assignment Areas. Only one assignment area can be reported on each job record. Though an assignment area may be reported for any position code, certain position codes *require* an assignment area. In other instances, an assignment area is required only in certain situations (see, for instance, the section below on staff reporting for gifted education).

- An assignment area *must always be reported* with the following position code.
  - 230 Teacher (999050, 999270, 999365, 999370, 999380, 999412, 999414, 999418, 999570, or 999800 only)
- An assignment area is required for the following position codes only in certain situations.
  - 108 Principal, assignment area *required* when individual is also teaching a class (the principal must have proper certification to teach the class)

- 109 Superintendent, assignment area *required* when individual is also teaching a class (the superintendent must have proper certification to teach the class)
- 110 Supervisor/Manager, assignment area *required* for gifted and talented, maintenance/construction/grounds, for transportation services, and food services
- 113 Coordinator, area assignment *required* for gifted and talented, career-technical education-apprenticeship program, and career assessment specialist services.
- 115 Director, assignment area *required* for gifted and talented
- 318 Psychologist, assignment area *required* for preschool special education
- 325 Physical Therapist, assignment area *required* for preschool special education
- 326 Speech and Language Therapist, assignment area *required* for preschool special education
- 327 Occupational Therapist, assignment area *required* for preschool special education
- 328 Mobility Therapist, assignment area *required* for preschool special education
- 333 Adapted Physical Education Therapist, assignment area *required* for preschool special education
- 415 Instructional Paraprofessional, assignment area *required* for Title I programs

***Reporting Teachers and Principals Assigned to Multiple Buildings*.** A district has the following two choices when reporting a Staff Employment (CK) Record for a teacher instructing at several buildings or a principal who oversees multiple buildings in a given school year.

1. **Report One Staff Employment (CK) Record**
   The district may report one Staff Employment (CK) Record for the staff member. Report the district IRN in the Building IRN Element and report all other employment elements to reflect the position.
2. **Report Multiple Staff Employment (CK) Records**
   The district may report multiple Staff Employment (CK) Records. In this reporting method, each record is reported with a different building IRN in the Building IRN Element. This reflects each building to which the teacher or principal is assigned.

Reporting Teachers and Principals Who Move Buildings Midyear. When an educator or principal changes buildings within a given school year, the situation is similar to when an educator works in multiple buildings. A district has the following two choices when reporting a Staff Employment (CK) Record for an educator who has changed buildings within the school year.

1. **Report One Staff Employment (CK) Record**
   The district may report one Staff Employment (CK) Record for the staff member. The district updates the Building IRN element to reflect the building of the new position.
2. **Report Multiple Staff Employment (CK) Records**
   The district may report multiple Staff Employment (CK) records. In this reporting method, each record is reported with a different building IRN in the Building IRN element. This reflects each building to which the educator has been assigned during the school year. The district should make sure to report a separation date and reason for the original position. Each record is required to be reported during any remaining collections during the same school year.

Pay Elements and FTE. When a teacher or principal has the same position in multiple buildings within the district during the year—whether that situation arises from working in multiple buildings concurrently or from moving buildings midyears—the Local Contract Code Element is required to be unique on each Staff Employment (CK) Record. In this case, the Position FTE Element on each record represents the proportion of time spent in that building, as related to the total FTE for the position. The Scheduled Work Days Element should be the same for each employment record. If the Pay Type Element is annual, the Pay Amount/Rate Element represents the Position FTE Element times the Total Annual Salary Element for the position. If the Pay Type Element is an hourly rate, the Pay Amount/Rate Element is to be reported the same for each Staff Employment (CK) Record.

Example 2.

Teacher in Multiple Buildings: Reporting Multiple Employment Records
A teacher instructs in two separate buildings, spending 60% of time at one building and the remainder in another building. The teacher's salary is $50,000. Two Staff Employment (CK) Records are submitted. The Position Code Element is the same on both. The Local Contract Code Element is required to be unique on each record. The Position FTE Element and Pay Amount/Rate Element are split 60/40 and $30,000/$20,000, respectively.

Reporting Staff with Non-Teaching Assignments. A staff member not in a teaching or principal assignment who has district-wide responsibilities or is assigned to multiple buildings can be reported with one overall record or with one record per building. This reporting would follow the same guidance as that provided above for teachers and principals.

Reporting School Resource Officers. Reporting of Position Code 910 School Resource Officer is optional. Any EMIS-reporting entity may report this Position Code when applicable. The position can be reported on a CK, CC, or CJ Record. This position can be full- or part-time, and the FTE must be included with any 910 position being reported. If the EMIS-reporting entity does not directly employ the School Resource Officer(s), then report with a salary of $1.

Reporting Staff Separations. When a staff member separates from a position, the district should report that separation by reporting the appropriate Position Separation Reason and Position Separation Date. These elements are required reporting when a staff member leaves a position even if the staff member is remaining in the district. Do not report these separated positions in subsequent years. When reporting a separation in the school year in which it occurs, the Position Status should not be changed to option U. See the Position Status reporting instructions for more information.

Staff Employment Data Elements. The following portion of this section discusses each of the data elements within the Staff Employment (CK) Record. The elements are organized alphabetically.

☼ *Assignment Area Element*

Record Field Number	CK220
Definition	The six-digit code that more completely defines the position.

Valid Options

000000 **No assignment area applies**

999050 **Art Education K-8**
Education comprised of the organized body of subject matter or related courses involving primarily visual, tactile, and kinesthetic expression. Included in instruction are the two-dimensional forms such as drawing, painting, or printmaking; the three-dimensional forms such as sculpture or pottery; other spatial concepts such as architecture and design for the performing arts; and the history and theory of art. Emphasis is placed upon the aesthetic and creative factors of visual forms.

999140 **Title I Programs**
An assignment area which provides instructional programs to meet the special needs of educationally deprived children, including disadvantaged youth; migrant children; handicapped, orphaned, and neglected and delinquent children.

999270 **Preschool General Education**
An assignment to a qualified staff member to instruct preschool pupils.

999350 **Food Services**
An assignment area that performs the activities concerned with providing food to students and staff in a school district. This area includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.

999365 **EL Instructional Program**
This assignment area is to be used by school districts for teachers who teach in language instruction education programs designed specifically for English learners . The purpose of the language instruction education program is to help English learners attain English proficiency and achieve challenging State academic content standards. The program may make instructional use of both English and a child's native language.

999370 **General Education K-12**
An assignment to a licensed staff member to instruct pupils in grades K-12.

999380 **Gifted and Talented**
Programs and projects designed to provide appropriate educational services to gifted children at preschool, elementary, and secondary levels; development and dissemination of information pertaining to such education; in-service training of educational personnel working with gifted children and their supervisors; leadership training, including internships; and model or exemplary projects.

999412 **Preschool Special Education**
This assignment area is to be used by school districts for preschool special education coordinators, supervisor/managers, directors, and/or staff who serve preschool age students with disabilities either in a center-based, itinerant program, or via related services. This assignment is to be used for all staff members serving preschoolers with disabilities, including Speech and Language Pathologists.

999414 **Special Education K-12**
Specially designed instruction, at no cost to the parent, which meets the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. This assignment area can be used for teachers, supervisors, coordinators, and directors of special education programs.

999418 **Physical Education K-8**
The body of related subject matter and activities in physical education and recreation.

999520 **Maintenance/Construction/Grounds**
Assignment areas which perform school district plant housekeeping, servicing, and security services consisting of such activities as: cleaning; operating heating, ventilating and air conditioning systems; guarding and caring for school property, and servicing building equipment; also an area which may maintain grounds owned, rented, or leased, and used by the school district.

999570 **Music Education K-8**
The fine art that utilizes sounds in time in a meaningful and organized manner. Subject matter and activities in music are designed to impart the skills and knowledge necessary for the understanding, appreciation, creation, performance, and enjoyment of music.

999790 **Transportation Services**
An assignment area consisting primarily of the operation of vehicles such as buses, trucks, or automobiles used in the service of the school district.

999800 **Career-Technical Programs/Career Pathways**
An assignment to a staff member to provide instruction to students to help develop skills, knowledge, and abilities needed for occupational employment.

999805 **Career-Technical Education-Apprenticeship Program**
An assignment area that includes worksite based career-technical education apprenticeship programs. Includes any career-technical content area.

999895 **Career Assessment Specialist Services**
(Formerly called Vocational Evaluation) Services provided by a career-assessment specialist including assessing students' interests, aptitudes, work behaviors, etc. in order to develop an individualized comprehensive report.

Reporting Instructions. Refer to the Reporting Assignment Areas section of the General Guidelines at the beginning of the Staff Employment (CK) Record for information on position codes requiring assignment areas.

Only one assignment area can be reported on each Staff Employment (CK) Record. Therefore if a staff member needs more than one assignment area, then they must be reported with more than one CK Record.

☼ *Building IRN Element*

Record Field Number	CK090
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

Valid Options

Six-digit IRN — Valid building IRN within the reporting district

Reporting Instructions. Report the IRN of the building where the staff member is assigned. If a staff member is assigned to multiple buildings or if a staff member transfers buildings within the school year, refer to the guidance provided in the General Guidelines above.

ESC Staff. A staff member employed by an ESC is reported by the ESC with the IRN of the ESC coded in the Building IRN Element. Even if the staff member is physically providing services at a school district, report the IRN of the ESC.

JVSD Staff. A staff member employed by a joint vocational school district (JVSD) is reported with the IRN of the joint vocational school building (JVS) where assigned within the JVSD. If a staff member is assigned only to a satellite program, then report the IRN of either the JVSD or a JVS building within the JVSD. If a staff member is traveling to multiple buildings within a JVSD, then report the IRN of the JVSD.

Nonpublic Assignments. Staff members employed by a school district and assigned to nonpublic schools are to be reported with the district IRN in the Building IRN Element.

☼ *Employee ID Element*

Record Field Number	CK050
Definition	Unique code assigned to the staff member.

Valid Options

A valid nine-character code.

Reporting Instructions. When reporting the Employee ID Element, districts can use the staff member's credential ID, a district-assigned Z-ID, or a locally-assigned number as long as the same value is used for the Employee ID Element across all records reported by a district.

A value of "999999999" is not allowed in this element on this record. For more information about Z-IDs, see the State Staff ID reporting instructions in EMIS Manual Section 3.3 Staff Demographic (CI) Record.

☼ *Length of Work Day Element*

Record Field Number	CK160
Definition	Total hours worked during a normal day, excluding lunch.

Valid Options

00.00 – 99.99

Reporting Instructions. Report the number of hours to the nearest quarter hour, including breaks and planning periods.

Three hours and 15 minutes is reported as "03.25".

Do not report this element when options "T" (Temporary) or "S" (Supplemental) are reported in the Position Type Element.

☼ *Local Contract Code Element*

Record Field Number	CK250
Definition	A unique code assigned by the school district that differentiates between multiple contracts of a staff member within the same position code.

Valid Options

Valid three-character code, except CJ0 through CJ9

Reporting Instructions. If a district reports multiple Staff Employment Records with the same position code on each for one staff member, then a unique local contract code is required to be reported on each Staff Employment (CK) Record. Local Contract Codes CJ0 through CJ9 are reserved for use by the Department when processing Contractor Staff Employment (CK) Records.

☼ *Pay Amount/Rate Element*

Record Field Number	CK190
Definition	Either the annual salary amount or the hourly pay rate of the position, per the staff contract.

Valid Options

000000.00 – 999999.99

Reporting Instructions. Include all salary that the individual receives for the position code being reported, regardless of the number of days employed. Because a staff member can have multiple employment records, the Pay Amount/Rate Element may be different on each employment record for one individual.

When reporting annual salary, round to the nearest whole dollar. If reporting an hourly rate, then indicate the actual hourly rate.

Include employees whose salaries result from their involvement in federal, state, and special reimbursement programs.

- If the resident/educating district is in a contracting situation that requires the submission of a Staff Employment (CK) Record, report the contract amount for one year of service in the Pay Amount/Rate Element.

Note. Be sure that the Scheduled Work Days Element and Pay Amount/Rate Element data are representing the same period of time for the position code being reported.

☼ *Pay Type Element*

Record Field Number	CK180
Definition	Indicates if the type of pay is an hourly rate or an annual salary.

Valid Options

H	Hourly rate
A	Annual salary

☼ *Position Code Element*

Record Field Number	CK060
Definition	The code associated with the position assignment of the employee.

Valid Options

Valid three-digit code As provided in Section 3.9 Position Codes

Reporting Instructions. Section 3.9 Position Codes lists the options for the Position Code Element. Refer to the Reporting Assignment Areas section of the General Guidelines above for information on position codes requiring assignment areas.

Position codes group the kinds of work staff members perform within the school district into general categories and divide these categories (or classifications) into activity assignments describing the major activities of each position. These codes identify the staff member by duties rather than by job title, since job titles for the same position may differ across the state. Position code categories include the following.

- **Official/Administrative Positions (1xx).** A grouping of assignments comprised of the various skill levels required to perform management activities, such as developing broad policies for the school district and executing these policies through the direction of staff members at all levels of the school district. Those activities performed directly by policy makers are also included here. (The Official/Administrative classification does not preclude Professional - Educational or Professional - Other status.)
- **Professional – Educational Positions (2xx).** A grouping of assignments requiring a high degree of knowledge and skills acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience), including skills in the field of education or educational psychology.
- **Professional – Other Positions (3xx).** A grouping of assignments requiring a high degree of knowledge and skills acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience), but not requiring skills in the field of education.
- **Technical Positions (4xx).** A grouping of assignments requiring a combination of basic scientific knowledge and manual skills that can be obtained through approximately two (2) years of post-high school education, such as is offered in junior-community colleges and technical institutes or through equivalent special study and/or on-the-job training.
- **Office/Clerical Positions (5xx).** A grouping of assignments for those who perform the predominantly non-manual activities of preparing, transferring, transcribing, systematizing, or preserving communications, records, and transactions, regardless of the level of skills required.
- **Crafts and Trades Positions (6xx).** A grouping of manual assignments requiring a relatively high skill level (usually acquired through an extensive period of training) as well as considerable judgment and thorough and comprehensive knowledge of the processes involved in the work.

- **Operative Positions (7xx).** Manual assignments that require an intermediate skill level in order to perform machine-operated activities. This skill level can be mastered in a few weeks through limited training.
- **Extracurricular/Intracurricular Activities Positions (8xx).** Student activities under the guidance or supervision of qualified adults that are designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups/at school events, public events, or a combination of these/for purposes such as motivation, enjoyment, and skill improvement. In practice, participation usually is not required and credit usually is not given.
- **Service Work/Laborer Positions (9xx).** A grouping of assignments, regardless of the difficulty level that relate to both protective and non-protective supportive services. Also a grouping of manual assignments that generally require no special training. All laborers performing lifting, digging, mixing, loading, and pulling operations would be classified in this general job classification. Under the Service Work/Laborer classification, the following activity assignments are the most common in the school districts.

***Evaluators/Mentors*.** Teachers who are hired expressly as Teacher Evaluators/Mentors are reported with a "226" option in the Position Code Element. These teachers do not have direct responsibilities for routinely teaching students in a classroom.

Teachers assigned to their own classrooms, in addition to serving as a mentor for entry year teachers, are reported with the regular teaching position code "230" and an appropriate assignment area.

***Tutors*.** Staff members serving as tutors are reported with the option of "208" in the Position Code Element. Position code "208" cannot be used for tutors who aid in the instruction of students with disabilities.

***Career-Technical Education*.** A licensed regular academic teacher who teaches a career-technical academic class (Curriculum Element option VA) is to be reported with position code "230" and assignment area 999370.

☼ *Position FTE Element*

Record Field Number	CK100
Definition	The full-time equivalency of the position expressed as a percentage.

Valid Options

0.00 – 2.00

***Reporting Instructions*.** Full-time equivalency (FTE) is the ratio between the amount of time normally required to perform a part-time assignment and the time normally required to perform the same assignment full-time. The number 1.00 represents one full-time assignment. One (1.0) FTE is equal to the number of hours in a regular working day for that position, as defined by the district.

If the FTE of the staff member is 1.0 (or 100%), report 100.

Example 3.

Position FTE
A full-time teacher who instructs students for six hours a day (as defined by the district) has a 1.0 FTE reported as 100. In this case, a teacher who instructs students for three hours a day in that district would have a position FTE of .50 reported as 050.

Example 4.

Cooks FTE
A district employs eight cooks. Three cooks work three hours per day, two work four hours per day, and three work five hours per day. The district has defined that 5 hours is equal to one (1.0) FTE for a cook's position. Therefore, the FTE for a cook who works five hours a day is 1.0. The FTE for a cook who works 4 hours a day is .80 FTE (reported as 080), and the FTE for a cook who works three hours a day is .60 (reported as 060).

Example 5.

Bus Driver and Transportation Supervisor FTE
A district employs an individual to drive a bus half time and to supervise the transportation system half time. The district has defined that four hours is equal to 1.0 FTE for a bus driver and 8 hours is equal to 1.0 FTE for a transportation supervisor. In this case, if the employee drives a bus for two hours, then he/she is reported with .50 FTE (reported as 050) for the bus driver position. If the employee supervises for six hours, then report .75 FTE (reported as 075) for the transportation supervisor.

☼ *Position Fund Source Elements*

First Fund Source

Record Field Number	CK130
Definition	The first fund source from which the employee is paid.

Second Fund Source

Record Field Number	CK130
Definition	The second fund source from which the employee is paid.

Third Fund Source

Record Field Number	CK130
Definition	The third fund source from which the employee is paid.

Valid Options

A	State Auxiliary Funds
B	Other State Funds
F	Special Education Part-B IDEA Federal Grant Funds for school-age students with disabilities
G	Title I Funds
I	Disadvantaged Pupil Impact Aid (DPIA)
L	Local Funds and/or State Foundation Funds
N	TANF (Temporary Assistance to Needy Families)
O	Other Federal Funds
P	Special Education Part B IDEA Federal Grant Funds for preschool students with disabilities

S	State Funds – Early Childhood Education Programs (formerly Public Preschool Programs)
T	Private/Tuition
U	State Unit Funding
Y	Title III

Reporting Instructions. Identify up to three options in the Fund Source Element from which the employee is paid for the position code reported. Each option is required to have a corresponding percentage in the Fund Source Percent Element. The sum of the three percents in the Fund Source Percent Element is required to equal 100%.

Example 6.

Multiple Fund Sources and Fund Source Percents
A teacher is paid 60 percent from local funds and 40 percent from other federal funds. Report option "L" in the first Fund Source Element, and 60 in the first Fund Source Percent Element. Report option "O" in the second Fund Source Element, and 40 in the Second Fund Source Percent Element.

☼ *Position Fund Source Percent Elements*

First Fund Source Percent

Record Field Number	CK120
Definition	Identifies the percentage of the employee's salary that is paid with funds from the corresponding fund source.

Second Fund Source Percent

Record Field Number	CK120
Definition	Identifies the percentage of the employee's salary that is paid with funds from the corresponding fund source.

Third Fund Source Percent

Record Field Number	CK120
Definition	Identifies the percentage of the employee's salary that is paid with funds from the corresponding fund source.

Valid Options

000 – 100

Reporting Instructions. For each option selected in the Position Fund Source Element, identify what percentage of the employee's total salary is being funded by the identified fund source. If an employee's salary is 100% local funds, then 100 is to be reported in this element along with the option "L" in the Position Fund Source Element.

The sum of all three fund source percents is required to equal 100% on each Staff Employment (CK) Record reported, even if the FTE is less than 1.0 in the Position FTE Element.

☼ *Position Separation Date Element*

Record Field Number	CK300
Definition	The last date of employment of the staff member for the specific position.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. Staff members can have multiple positions within the district. In those cases, a separate Staff Employment (CK) Record is required for each position held. The position separation date is for the particular position being reported by that CK Record. The separation date should reflect the last day of work for the position, not the last day of the contract.

A date is required for any Staff Employment (CK) Record with a "U – no longer employed by the district in this position" reported in the Position Status Element. A date is also required for any CK Record reported with a Position Separation Reason other than "*".

Only dates after the last day of school for the prior year may be reported in this element. If a staff member is not assigned to a specific building within a district, then the reported date must be after the latest last day of school for all buildings within the district.

☼ *Position Separation Reason Element*

Record Field Number	CK230
Definition	Reason the staff member left position.

Valid Options

*	Not applicable
1	Retirement
3	Employer initiated
4	Resigned - Took a job outside the field of education
5	Resigned - Took another education job in Ohio
6	Resigned - Took another education job out of state
7	Resigned - Unknown or does not fit into options 4, 5, or 6
8	Employee accepted new position within district
9	Deceased

☼ *Position Start Date Element*

Record Field Number	CK080
Definition	Date the staff member began work in this position.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. This date indicates the starting date for the specific position, not when the employee started at the district in any position. Because a staff member can have multiple employment records, the Position Start Date Element can be different on each Staff Employment (CK) Record for the individual. This is a required element for each employment record submitted.

☼ *Position Status Element*

Record Field Number	CK070
Definition	Identifies the employee's current employment relationship with the school board in that particular position.

Valid Options

C **Current position in the district**

A **Contracted personnel - Agency**
When the resident/educating district is contracting with a non-EMIS reporting agency (not an individual) for staff to provide services or teach a course.

I **Contracted personnel - Individual**
When the resident/educating district is contracting with a non-EMIS reporting individual (not an agency) to provide services or teach a course.

P **Leave of absence**
The individual was employed by the current district during the previous year but was granted a leave of absence. It does not matter if the employee is being paid while on leave.

U **No longer employed by district in this position**

Reporting Instructions. Individuals who are currently employed by the school district and are paid through the payroll system are reported with one of the valid options listed above. This is a required element for each employment record submitted and is reported for all individuals regardless of the options reported in the Position Type Element and Type of Employment Element.

A separate Staff Employment (CK) Record is required for every position held by a staff member. The Position Status Element describes the status of the staff member on a specific Staff Employment (CK) Record.

If a staff member is employed at the beginning of the year, but is no longer employed at the end of the year, then the district should still report the staff member's Position Status with the value that was valid while the staff member was employed. Districts can enter the Position Separation Reason and Position Separation Date for this staff member without updating the position status to U. The Department will use the position separation information to know that the staff member is no longer employed in the district and will not be reported by the district in the next school year. This reporting rule takes precedence over the Position Status reporting rules below related to replacing a teacher who resigns or reporting an individual who retires.

C – Current position in the district. All current staff members should be reported with at least one CK Record with a Position Status of C. When someone leaves a position during the school year, the Separation Date and Separation Reason should be updated on the relevant CK Record(s). The Position Status should remain "C".

P – Leave of Absence. If a staff member has any attendance to report for a school year before going on a leave of absence, then do not update the Position Status in the first year of leave. If the staff member's leave extends into a second year, then report Position Status option P beginning in the second year of leave.

U – No longer employed by district in this position. This option is reported for staff members who left the district or the position in the prior year but were not reported as separated in the prior year (e.g., Separation Date and Separation Reason have not been reported). This option should only be reported if a staff member has not been employed by the district this year and will have no attendance information to be reported during the Final Staff and Course (L) Collection.

If a CK Record is reported with this Position Status, it should be reported for only one year. There is no reason to continue reporting "U" records for additional reporting years.

If a staff member starts the year and later leaves the district, leave the Position Status element value set to the value that represents the last status in the position and complete the Position Separation Reason and Position Separation Date for this staff member.

☼ *Position Type Element*

Record Field Number	CK140
Definition	The type of employment with the school board.

Valid Options

R **Regular**

T **Temporary**

Temporary employees are different from individuals holding temporary licenses. These are individuals who hold a position of employment that is designated "temporary" by the local district. These individuals could also hold temporary licenses, if the position requires certification/licensure that the individual does not hold. Classified positions can also be designated as temporary.

S **Supplemental**

Employees who are hired under a supplemental contract to provide services such as coaching, advising, and student activities.

☼ *Qualified Paraprofessional Element*

Record Field Number	CK290
Definition	Indicates if the staff member is a "qualified paraprofessional" under the ORC §3302.03 per Every Student Succeeds Act.

Valid Options

* Not applicable

Y Yes

N No

Reporting Instructions. The Qualified Paraprofessional Element is required to be reported for all instructional paraprofessionals that work in a Title I Schoolwide Building or are funded by Title I funds in a Title I Targeted Assistance Building.

An instructional paraprofessional is defined as an individual in an assignment to provide instructional assistance in one or more of the following ways: (1) one-on-one tutoring, (2) classroom management, (3) instructional assistance in a computer laboratory, (4) instructional support in a library or media center,

or (5) instructional support services under the direct supervision of a teacher. This does not include paraprofessionals hired to assist with parent involvement activities or who act as translators.

The "*" (Not applicable) option is not valid for staff reported with the following combinations.

- Position code "415"
  - with an assignment area of "999140", and/or
  - a fund source of "G".
- Position code "415" in any Title I Schoolwide Building.

These staff members are required to be reported with either the "Y" or "N" option.

Districts can choose to report this element for instructional paraprofessionals who are not employed in Title I Schoolwide Buildings or funded with Title I funds in Title I Targeted Assistance Buildings.

☼ *Scheduled Work Days Element*

Record Field Number	CK170
Definition	The total number of days the staff member is scheduled to work in the position during the year.

Valid Options

000 – 999

Reporting Instructions. If multiple Staff Employment Records are reported for a staff member who works in multiple buildings in the same position, then report the total number of days scheduled to work during the year on each record. Include parent/teacher conference days and paid vacation days. Do not include holidays.

☼ *Special Education FTE Element*

Record Field Number	CK310
Definition	The full time equivalency of the position related to special education expressed as a percentage.

Valid Options

0.00 to 9.99

Reporting Instructions. General rules for calculating this element are the same as the rules for the Position FTE Element (CK100) with the exception that only time related to special education would be included.

Time included for these calculations should include activities and services that *are not* routinely provided to *all* students. For example, a school counselor who provides college admission assistance to all students would not include the time providing the same assistance to students with disabilities as part of this FTE. The administrator who coordinates district-wide testing would NOT include time assigned to administration of an ability test that is taken by most students; however, the staff member WOULD include administration of the same kind of test when it is being used only as part of the special education multi-factored evaluation.

Staff responsible for identifying the need for developing and/or implementing IEPs would report the time associated with such. A special education teacher who teaches full-time would report an FTE of 1.0 as would a full-time special education director. If a position FTE is 0.5, and half of the staff person's time is assigned to special education, then the special education FTE would be 0.25.

Nearly all teachers (position code 230) without an assignment area that indicates instruction to students with disabilities (assignment code 999412 or 999414) will have 0.00 reported in this element.

The table below lists the position codes that will frequently report an FTE of greater than 0.00 in this field.

Table 1. Staff Reporting a Special Education FTE Greater Than 0

Position Code	Title
110	Supervisor/Manager Assignment
120	ESC Supervisor/Manager
202	Counseling Assignment
212	Supplemental Service Teaching Assignment (Serves Students With Disability Conditions Only)
230	Intervention Specialist that only include the following assignment areas: • 999412 (Preschool Special Education) • 999414 (Special Education)
304	Audiologist Assignment
318	Psychologist Assignment
320	Registered Nursing Assignment
323	Social Work Assignment
325	Physical Therapist Assignment
326	Speech and Language Therapist Assignment
327	Occupational Therapist Assignment
328	Mobility Therapist Assignment
329	Educational Interpreter
331	Occupational Therapy Assistant (OTA) Assignment
332	Physical Therapy Assistant (PTA) Assignment
333	Adapted Physical Education Therapist Assignment
334	Intern Psychologist Assignment
415	Instructional Paraprofessional Assignment
909	Attendant Assignment

☼ *Type of Appointment Element*

Record Field Number	CK150
Definition	The classification of the staff member's position.

Valid Options

1 Licensed
2 Classified
3 Internship
5 Veteran (ORC §3319.283)

Reporting Instructions. A veteran (option "5") does not include teachers who are involved in the Troops to Teachers program.

Ohio Revised Code §3319.283 Veteran not certificated or licensed

(A) The board of education of any school district may employ an individual who is not certificated or licensed as required by Chapter 3319. of the Ohio Revised Code, but who meets the following qualifications, as a teacher in the schools of the district:
  (1) The individual is a veteran of the armed forces of the United States and was honorably discharged within three years of June 30, 1997;
  (2) While in the armed forces the individual had meaningful teaching or other instructional experience.
  (3) The individual holds at least a baccalaureate degree.

(B) An individual employed under this section shall be deemed to hold a teaching certificate or educator license for the purposes of state and federal law and rules and regulations and school district policies, rules, and regulations. However, an individual employed under this section is not a properly certified or licensed teacher for purposes of the school district's compliance with section 3319.074 of the Revised Code. Each individual employed under this section shall meet the requirement to successfully complete fifteen hours, or the equivalent, of coursework every five years that is approved by the local professional development committee as is required of other teachers licensed in accordance with Chapter 3319 of the Ohio Revised Code.

(C) The superintendent of public instruction may revoke the right of an individual employed under division (A) of this section to teach if, after an investigation and an adjudication conducted pursuant to Chapter 119. of the Revised Code, the superintendent finds that the person is not competent to teach the subject the person has been employed to teach or did not fulfill the requirements of division (A) of this section. No individual whose right to teach has been revoked under this division shall teach in a public school, and no board of education may engage such an individual to teach in the schools of its district.

Notwithstanding division (B) of this section, a board of education is not required to comply with the provisions of sections 3311.81, 3311.82, 3319.11, and 3319.16 of the Revised Code with regard to termination of employment if the superintendent, after an investigation and an adjudication, has revoked the individual's right to teach.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Staff Employment (CK) Record, each combination of values in the following fields must be unique.

Required Fields	Number
Employee ID	CK050
Position Code	CK060
Local Contract Code	CK250

3.4 Staff Employment (CK) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CK010	9-10	Sort Type	PIC X(2)
		Always "CK"	
	11	Filler	PIC X
CK020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CK030	16	Data Set	PIC X
		L – Staff/Course	
CK040	17-22	District IRN	PIC X(6)
CK050	23-31	Employee ID	PIC X(9)
CK060	32-34	Position Code	PIC 9(3)
CK070	35	Position Status	PIC X
CK080	36-43	Position Start Date CCYYMMDD	PIC 9(8)
CK090	44-49	Building IRN	PIC 9(6)
CK100	50-52	Position FTE	PIC 9V99
CK120	53-55	Fund Source Percent 1	PIC 9(3)
CK130	56	Position Fund Source 1	PIC X
CK120	57-59	Fund Source Percent 2	PIC 9(3)
CK130	60	Position Fund Source 2	PIC X
CK120	61-63	Fund Source Percent 3	PIC 9(3)
CK130	64	Position Fund Source 3	PIC X
CK140	65	Position Type	PIC X
CK150	66	Type of Appointment	PIC X
CK160	67-70	Length of Work Day	PIC 99V99
CK170	71-73	Scheduled Work Days	PIC 9(3)
CK180	74	Pay Type	PIC X
CK190	75-82	Pay Amount/Rate	PIC 9(6)V99
	83-84	Filler	PIC 9(2)
	85-86	Filler	PIC 9(2)
CK220	87-92	Assignment Area	PIC 9(6)
	93-104	Filler	PIC X(12)
CK230	105	Position Separation Reason	PIC X
	106	Filler	PIC X
CK250	107-109	Local Contract Code	PIC X(3)
	110-111	Filler	PIC X(2)
	112-113	Filler	PIC X(2)
	114	Filler	PIC X
CK290	115	Qualified Paraprofessional	PIC X
CK300	116-123	Position Separation Date	PIC 9(8)
CK310	124-126	Special Education FTE	PIC 9V99

EMIS MANUAL

Section 3.5:
Contractor Staff Employment (CJ) Record

Version 6.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

Revision History

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

Version	Date	Effective	Change #	Description
6.1	07-01-25	FY26	26-54	Clarified reporting of Position FTE for contracted staff.
6.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.7	8/18/23	FY24	24-17	Corrected valid options for Position FTE.
5.7	8/18/23	FY24	24-17	Clarified reporting guidance for Employee ID.
5.7	8/18/23	FY24	24-17	Review and revision of section.
5.6	7/1/22	FY23	NA	Posted for FY23.
5.5	7/1/21	FY22	NA	Posted for FY22.
5.4	7/1/20	FY21	NA	Posted for FY21.
5.3	7/8/19	FY20	NA	Posted for FY20.
5.2	7/2/18	FY19	NA	Posted for FY19.
5.1	2/9/18	FY18	NA	No FY18 changes.
5.0	7/17/17	FY17	NA	No FY17 changes.
4.0	8/16/16	FY16		Added Coming Changes section.
3.0	11/18/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	6/12/15	FY14K	1010	Removed references to unit funding.

Coming Changes

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.5 CONTRACTOR STAFF EMPLOYMENT (CJ) RECORD 3

Required Collection Requests 3
General Guidelines 3
☼ Contracting District IRN Element 4
☼ Employee ID Element 4
☼ Local Contract Code Element 5
☼ Position Code Element 5
☼ Position FTE Element 5
Defining a Unique Record 6

3.5 CONTRACTOR STAFF EMPLOYMENT (CJ) RECORD FILE LAYOUT 7

3.5 Contractor Staff Employment (CJ) Record

Required Collection Requests

The Contractor Staff Employment (CJ) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

The Contractor Staff Employment (CJ) Record is an extension of the Staff Employment (CK) Record. It allows contractors to report the amount of time (or Position FTE) that staff members serve resident/educating districts. Contractor Staff Employment (CJ) Records are only reported by contractors that are EMIS reporting entities. Contracting districts and non-EMIS reporting entities never report CJ Records.

At least one CJ Record is required to be reported by each contractor for each staff member providing services or teaching at a contracting district. Staff who are serving or teaching at multiple districts must have multiple CJ Records reported; there should be one CJ Record for each contracting district. In some cases, one class will include students from multiple contracting districts. In these situations, a separate CJ Record should be reported for each contracting district.

For reporting guidance regarding specific contracting situations and which entity reports this record—as well as other staff data, student data, and course data—see EMIS Manual Section 3.2 Reporting Contracted Staff.

***Programs and Services Provided to Students*.** There are a number of positions for which a resident/educating district may contract with an ESC or another EMIS reporting entity. Examples of such positions include but are not limited to the following.

- Audiologists
- School Psychologists
- Physical Therapists
- Occupational Therapists
- Speech and Language Therapists
- Supplemental Services Teachers – special education

These staff members should only have a Contractor Staff Employment (CJ) Record reported in specific situations. A Contractor Staff Employment (CJ) Record should be reported if any of the following apply.

- The staff member will enable the contracting district to receive preschool related services funding (use assignment area 999412)
- The contractor is an EMIS reporting entity other than an ESC
- The contractor is an ESC, and the service is not one that is provided to all but a few member districts. A CJ Record must be reported for any staff member who will be included in the staff FTEs on the report card. See Category #3, Situation B in EMIS Manual Section 3.2 Reporting Contracted Staff.

A Contractor Staff Employment (CJ) Record should *not* be reported if the contractor is an ESC *and* the staff member provides a service that is provided to nearly all ESC member districts as a part of the basic service offerings of the ESC.

Courses. A resident/educating district may contract with an ESC or another EMIS reporting entity for a staff member to teach a course. A staff member teaching a course to students from one or multiple districts is required to have a Contractor Staff Employment (CJ) Record reported by the contractor for each contracting district being served by the staff member. The contractor (i.e., the ESC) does not report a Staff Course (CU) or Course Master (CN) Record for these teachers. See EMIS Manual Section 3.2 Reporting Contracted Staff for more detailed information on which entity reports which records.

Administrators (Position Codes 100-199). A Contractor Staff Employment (CJ) Record should be reported for administrative positions in a limited number of situations.

- The administrator is serving in the contracting district as a principal for one of the contracting district's buildings
- The administrator is serving as the superintendent or treasurer for the contracting district
- The administrator is a gifted coordinator or preschool special education supervisor
- The contractor is not an ESC
- An administrator contracted from an ESC is providing a specific administrative service in a specific district that is not normally provided to all member districts

Contractor Staff Employment Data Elements

The following portion of this section discusses each of the data elements within the Contractor Staff Employment (CJ) Record. The elements are organized alphabetically.

☼ *Contracting District IRN Element*

Record Field Number	CJ070
Definition	The IRN of the resident/educating district contracting with the ESC or other EMIS reporting entity for a staff member in a specific position.

Valid Options

State assigned six-digit code

☼ *Employee ID Element*

Record Field Number	CJ050
Definition	Unique code assigned to the staff member.

Valid Options

A valid nine-character code

Reporting Instructions. When reporting the Employee ID Element, districts can use the staff member's credential ID, a district-assigned Z-ID, or a locally-assigned number as long as the same value is used for the Employee ID Element across all records reported by a district.

A value of "999999999" is not allowed in this element on this record. For more information about Z-IDs, see the State Staff ID reporting instructions in EMIS Manual Section 3.3 Staff Demographic (CI) Record.

☼ *Local Contract Code Element*

Record Field Number	CJ090
Definition	A unique code assigned by the school district that differentiates between multiple contracts of a staff member within the same position code.

Valid Options

Valid three-character code

Reporting Instructions. Report the same local contract code for the position being reported on the Contractor Staff Employment (CJ) Record that was reported on the Staff Employment (CK) Record.

If a district reports multiple Staff Employment (CK) Records for one staff member with the same position, then a unique local contract code is required to be reported on each Staff Employment (CK) Record.

☼ *Position Code Element*

Record Field Number	CJ060
Definition	The code associated with the position assignment of the employee.

Valid Options

Valid three-digit code As provided in Section 3.9 Position Codes

Reporting Instructions. Report the position for which the resident/educating district is contracting. Valid options can be found in EMIS Manual Section 3.9 Position Codes.

☼ *Position FTE Element*

Record Field Number	CJ080
Definition	The full-time equivalency of the position expressed as a percentage.

Valid Options

0.00 – 2.00

Reporting Instructions. Report the full-time equivalency (FTE) of the position for which the resident/educating district is contracting.

It is the responsibility of the contractor to determine how to split the position FTE among multiple resident/educating districts contracting for the position. When the contracting staff member is a teacher, the FTE is often determined based on the percent of students from each contracting district. Districts should make a consistent determination across courses based on the amount of time the teacher is expected to spend with students. This determination is a local decision that should be made consistently and in coordination between the employing and contracting districts.

For staff whose time is 100% contracted out to another entity, the Position FTE on the CJ Record should equal the Position FTE on the associated CK Record. If a staff member is contracted out to another entity and also works for the employing district, then the Position FTE on the CJ Record should be less than the Position FTE on the associated CK Record. For example, consider a teacher with an 8-hour work day who works for the employing district 4 hours a day and is contracted out to another entity 4 hours a day.

The employing district would report a CJ Record with a Position FTE of 0.50 and a CK Record with a Position FTE of 1.00.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Contractor Staff Employment (CJ) Record, each combination of values in the following fields must be unique.

Required Fields	Number
Employee ID	CJ050
Position Code	CJ060
Contracting District IRN	CJ070
Local Contract Code	CJ090

3.5 CONTRACTOR STAFF EMPLOYMENT (CJ) RECORD FILE LAY-OUT

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CJ010	9-10	Sort Type	PIC X(2)
		Always “CJ”	
	11	Filler	PIC X
CJ020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CJ030	16	Data Set	PIC X
		L – Staff/Course	
CJ040	17-22	District IRN	PIC X(6)
CJ050	23-31	Employee ID	PIC X(9)
CJ060	32-34	Position Code	PIC 9(3)
CJ070	35-40	Contracting District IRN	PIC 9(6)
CJ080	41-43	Position FTE	PIC 9V99
CJ090	44-46	Local Contract Code	PIC X(3)

EMIS MANUAL

Section 3.6:
Contract Only Staff (CC) Record

Version 5.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
5.1	07-01-25	FY26	NA	Posted for FY26.
5.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	8/18/23	FY24	24-17	Deleted Fund Source options J and X. Updated names of others to match Section 3.4.
4.7	8/18/23	FY24	24-17	Review and revision of section.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	7/8/19	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	7/18/17	FY17	NA	No FY17 changes.
3.0	8/17/16	FY16		Added Coming Changes section.
2.0	11/19/14	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.6 CONTRACT ONLY STAFF (CC) RECORD 3

Required Collection Requests 3
General Guidelines 3
☼ Based on Number of People Element 3
☼ Based On Services Performed Element 4
☼ Based On Work Hours Element 4
☼ Contract End Date Element 4
☼ Contract Start Date Element 4
☼ Dollar Amount of Contract for Current Year Element 4
☼ Federal Tax Id Element 4
☼ Hours per Week Element 5
☼ Local Contract Code Element 5
☼ Name Element 5
☼ Position Code Element 5
☼ Position Fund Source Element 6
Defining a Unique Record 6

3.6 CONTRACT ONLY STAFF (CC) RECORD FILE LAYOUT 7

3.6 Contract Only Staff (CC) Record

Required Collection Requests

The Contract Only Staff (CC) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

This record allows for the collective reporting of staff contracted from a non-EMIS reporting entity. Contract examples include transportation, custodial, and food services. For these types of contracts, individual staff information is not needed. Not all positions can be reported via the Contract Only Staff (CC) Record. Refer to the Position Codes and Contract Reporting table below for further clarification.

Districts must report at least one record per contractor, contract, position code, and fund source. Report all contracts that were in effect at any point during the fiscal year (July 1 – June 30).

The following chart indicates which position codes may be reported with this record and which position codes must be reported using the other staff records and a position status of "A" or "I".

Table 1. Position Codes and Contract Reporting

Position Code Series	May be reported with this record	May *not* be reported with this record; report at individual level using other staff records
100s	None	101-199
200s	None	201-299
300s	301, 307, 319, 329, and 340	304, 318, 320, 323, 325-328, 331-334, and 399
400s	402-414 and 499	415
500s	501-508 and 599	510
600s	601-699	None
700s	702-799	None
800s	801-899	None
900s	901-999	None

Contractor Only Staff Data Elements

The following portion of this section discusses each of the data elements within the Contractor Only Staff (CC) Record. The elements are organized alphabetically.

☼ *Based on Number of People Element*

Record Field Number	CC160
Definition	Indicates if the contract language requires a specific number of individuals to be provided as a critical requirement of the contract.

Valid Options

Y Yes
N No

☼ *Based On Services Performed Element*

Record Field Number	CC140
Definition	Indicates if the contract language requires specific services to be performed as a critical requirement of the contract.

Valid Options

Y	Yes
N	No

☼ *Based On Work Hours Element*

Record Field Number	CC150
Definition	Indicates if the contract language requires a specific number of hours of services to be performed as a critical requirement of the contract.

Valid Options

Y	Yes
N	No

☼ *Contract End Date Element*

Record Field Number	CC110
Definition	The end date stated in the contract, even if the end date is in a future fiscal year.

Valid Options

YYYYMMDD	Year, Month, Day

☼ *Contract Start Date Element*

Record Field Number	CC100
Definition	The start date stated in the contract, even if the start date was in a prior fiscal year

Valid Options

YYYYMMDD	Year, Month, Day

☼ *Dollar Amount of Contract for Current Year Element*

Record Field Number	CC090
Definition	The total dollar value of the contract for the current fiscal year (July 1 – June 30).

Valid Options

00000000.00 – 99999999.99

☼ *Federal Tax Id Element*

Record Field Number	CC050
Definition	A nine digit number that uniquely identifies an organization or an individual for federal tax purposes.

Valid Options

Valid nine-digit code

Note. This number should be available from your Treasurer's office.

☼ *Hours per Week Element*

Record Field Number	CC120
Definition	The total hours per week worked under this contract related to this position code.

Valid Options

0000.00 – 9999.99

Reporting Instructions. Enter the average hours per week during the contract period for the current fiscal year.

☼ *Local Contract Code Element*

Record Field Number	CC080
Definition	A unique number assigned by the school district that differentiates among multiple contracts with the same contractor with the same position code.

Valid Options

Valid three-character code

☼ *Name Element*

Record Field Number	CC060
Definition	Name of the contractor being reported.

Reporting Instructions. If the contractor is an individual, report the individual's full name. If the contractor is an organization, report the organization's business name.

☼ *Position Code Element*

Record Field Number	CC070
Definition	The code that would have been assigned to an employee of the district who completed the work covered in this contract if the district had hired an employee instead of a contractor.

Valid Options

Valid three-character code

Reporting Instructions. See the general reporting instructions earlier in this section for position codes that may be reported with this record and EMIS Manual Section 3.9 Position Codes for code definitions.

☼ *Position Fund Source Element*

Record Field Number	CC130
Definition	The fund source from which this contract is paid.

Valid Options

A	State Auxiliary Funds
B	State Funds Other
F	Federal Special Education Part-B IDEA Grant (School-age)
G	Federal Title I Funds
I	Disadvantaged Pupil Impact Aid (DPIA)
L	Local/State Foundation Funds
N	TANF (Temporary Assistance to Needy Families)
O	Other Federal Funds
P	Special Education Part B IDEA Federal Grant Funds for preschool students with disabilities
S	State Funds – Early Childhood Education Programs (formerly Public Preschool Programs)
T	Private/Tuition
Y	Title III

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Contract Only Staff (CC) Record, each combination of values in the following fields must be unique.

Required Fields	Number
Federal Tax ID	CC050
Position Code	CC070
Local Contract Code	CC080
Position Fund Source Element	CC130

3.6 Contract Only Staff (CC) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CC010	9-10	Sort Type	PIC X(2)
		Always “CC”	
	11	Filler	PIC X
CC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CC030	16	Data Set	PIC X
		L – Staff/Course	
CC040	17-22	District IRN	PIC X(6)
CC050	23-31	Federal Tax ID	PIC X(9)
CC060	32-71	Contractor Name	PIC X(40)
CC070	72-74	Position Code	PIC 9(3)
CC080	75-77	Local Contract Code	PIC X(3)
CC090	78-87	Dollar Amount of Contract for Current Year	PIC 9(8)V99
CC100	88-95	Contract Start Date CCYYMMDD	PIC 9(8)
CC110	96-103	Contract End Date CCYYMMDD	PIC 9(8)
CC120	104-109	Hours per Week	PIC 9(4)V99
CC130	110	Position Fund Source	PIC X
CC140	111	Based on Services Performed	PIC X
CC150	112	Based on Work Hours	PIC X
CC160	113	Based on Number of People	PIC X

EMIS MANUAL

Section 3.7:
Staff Summer Employment Separation (CL) Record

Version 5.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
5.1	07-01-25	FY26	NA	Posted for FY26.
5.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	7/6/23	FY24	24-20	Updated Position Separation Reason options to match 3.4.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	7/8/19	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	6/8/18	FY18	NA	Posted for FY18.
4.0	7/24/17	FY17	NA	No FY17 changes.
3.0	8/18/16	FY16		Added Coming Changes section.
2.0	11/19/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.7 STAFF SUMMER EMPLOYMENT SEPARATION (CL) RECORD 3

Required Collection Requests 3
General Guidelines 3
☼ Local Contract Code Element 3
☼ Position Code Element 3
☼ Position Separation Date Element 4
☼ Position Separation Reason Element 4
☼ State Staff ID Element 4
Defining a Unique Record 4

3.7 STAFF SUMMER EMPLOYMENT SEPARATION (CL) RECORD FILE LAYOUT 5

3.7 Staff Summer Employment Separation (CL) Record

Required Collections

The Staff Summer Employment Separation (CL) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

A Staff Summer Employment Separation (CL) Record may be reported for any staff member who was employed in the district at the end of the prior school year but separated from all employment with the district as of the current school year. If a staff member works even a single day of the current school year in the district, the CL Record may not be used to report separation.

Staff who separate over the summer may be reported with a full Staff Demographic (CI) Record and Staff Employment Record (CK) Record or may be reported with a single CL Record. Note that if CI/CK Records are reported, all elements on those records must have values that are valid for the current school year. If a district reports a CL Record, then that staff member cannot also be reported with CI/CK Records.

If a staff member had multiple CK Records in the prior year and left over the summer, the district may report a single CL Record that matches only one of the CK Records on State Staff ID, Position Code, and Local Contract Code. The district may also report a CL Record for each prior year CK Record, matching on appropriate fields, but this is not required. As this record can only be used if all employment ends, the Department will assume that the staff member has separated from all positions if a single CL Record is reported.

☼ *Local Contract Code Element*

Record Field Number	CL070
Definition	A unique number assigned by the school district, which differentiates between multiple contracts of a staff member within the same position code.

Valid Options

Valid three-character code

Reporting Instructions. The value for this element must match the value reported in the Local Contract Code (CK250) on the Staff Employment (CK) Record in the prior year for the position from which the staff member has separated.

☼ *Position Code Element*

Record Field Number	CL060
Definition	The code associated with the position assignment of the employee.

Valid Options

Valid three-digit code

Reporting Instructions. The value for this element must match the value reported in the Position Code (CK060) on the Staff Employment (CK) Record in the prior year for the position from which the staff member has separated.

☼ *Position Separation Date Element*

Record Field Number	CL090
Definition	The last date of employment of the staff member for the specific position.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. Only dates after the last day of school for the prior year may be reported in this element. If a staff member is not assigned to a specific building within a district, then the reported date must be after the latest last day of school for all buildings within the district.

☼ *Position Separation Reason Element*

Record Field Number	CL080
Definition	Reason the staff member left position.

Valid Options

1 Retirement
3 Employer initiated
4 Resigned - Took a job outside the field of education
5 Resigned - Took another education job in Ohio
6 Resigned - Took another education job out of state
7 Resigned - Unknown or does not fit into options 4, 5, or 6
9 Deceased

☼ *State Staff ID Element*

Record Field Number	CL050
Definition	A unique statewide ID used to match a staff member's data to EMIS data from previous collections and to the state certification and licensure database.

Valid Options

A 2 letter, 7 number string: XX9999999

Reporting Instructions. The value for this element must match the value reported in the State Staff ID (CI270) on the Staff Demographic (CI) Record in the prior year for the staff member who has separated employment.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Staff Summer Employment Separation (CL) Record, each combination of values in the following fields must be unique.

Required Fields	Number
State Staff ID	CL050
Position Code	CL060
Local Contract Code	CL070

3.7 Staff Summer Employment Separation (CL) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC X(8)
CL010	9-10	Sort Type	PIC X(2)
		Always “CL”	
	11	Filler	PIC X
CL020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CL030	16	Data Set	PIC X
		L – Staff/Course	
CL040	17-22	District IRN	PIC X(6)
CL050	23-31	State Staff ID	PIC X(9)
CL060	32-34	Position Code	PIC 9(3)
CL070	35-37	Local Contract Code	PIC X(3)
CL080	38	Position Separation Reason	PIC X
CL090	39-46	Position Separation Date	PIC 9(8)

EMIS MANUAL

Section 3.8:
Staff Missing Override (CP) Record

Version 5.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
5.1	07-01-25	FY26	26-16	Updated general guidelines regarding Z-IDs.
5.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	7/6/23	FY24	24-31	Clarified when to request an override from the ITC.
4.7	7/6/23	FY24	24-20	Updated Position Separation Reason options to match 3.4.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	8/12/19	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	7/24/17	FY17	NA	No FY17 changes.
3.0	8/18/16	FY16		Changed name of State Staff ID Previous Reporting Period Element to align with updated language.
3.0	8/18/16	FY16		Added Coming Changes section.
2.0	11/20/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.8 STAFF MISSING OVERRIDE (CP) RECORD 3

Required Collections 3
General Guidelines 3
Staff Missing Override Data Elements 3
☼ Position Separation Date Element 3
☼ Position Separation Reason Element 4
☼ State Staff ID Previous Collection Request Element 4
Defining a Unique Record 4

3.8 STAFF MISSING OVERRIDE (CP) RECORD FILE LAYOUT 5

3.8 Staff Missing Override (CP) Record

Required Collections

The Staff Missing Override (CP) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

One or more Staff Missing Override (CP) Records is reported for staff members who are no longer with the district, and who last were with the district during a time period such that their separation from the district should have been reported in a prior year.

For example, if a staff member leaves the district during a school year, then that separation must be reported that year. If the district failed to report the staff member as no longer employed by the district that year, then an override would be required to remove that staff member from the Missing Staff report the next year.

Likewise, a staff member who completes the prior school year but ends all employment before the start of the next school year must be reported as separated in the Staff and Course Collections. If the district fails to report the separation, then an override would be required to remove that staff member from the Missing Staff report.

Overrides are not a replacement for correct and timely reporting of EMIS data. Requesting an override via this record is acknowledging that incorrect data was reported in a prior collection.

Not all overrides needed for staff will be possible via reporting this record. For example, a staff member who was reported in the prior year with a local Z-ID and is being reported in the current year with a state credential ID will still need an override to remove the Z-ID from the Missing Staff report, but that override must be requested via your ITC and the EMIS Helpdesk. If the Z-ID has not been reported by the district in any prior year and was reported in the *current* year before the credential ID was reported, then an override is *not* needed. As with overrides reported via the CP Record, overrides requested via an ITC do not correct misreported data; these overrides merely remove the staff member from the Missing Staff report.

Staff Missing Override Data Elements

The following portion of this section discusses each of the data elements within the Staff Missing Override (CP) Record. The elements are organized alphabetically.

☼ *Position Separation Date Element*

Record Field Number	CP060
Definition	The last date of employment of the staff member.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. For Staff and Course Collection reporting, only dates before the end of the prior school year will be valid.

☼ *Position Separation Reason Element*

Record Field Number	CP070
Definition	Reason the staff member left position.

Valid Options

1	Retirement
3	Employer initiated
4	Resigned - Took a job outside the field of education
5	Resigned - Took another education job in Ohio
6	Resigned - Took another education job out of state
7	Resigned - Unknown or does not fit into options 4, 5, or 6
8	Employee accepted new position within district
9	Deceased

☼ *State Staff ID Previous Collection Request Element*

Record Field Number	CP050
Definition	A unique statewide ID used to match a staff member's data to EMIS data from previous collection requests and to the state certification and licensure database, as reported for the staff member in CI270 during the prior collection.

Valid Options

A 2 letter, 7 number string: XX9999999

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Staff Missing Override (CP) Record, the following field must be unique.

Required Fields	Number
State Staff ID Previous Collection Request	CP050

3.8 Staff Missing Override (CP) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CP010	9-10	Sort Type	PIC X(2)
		Always “CP”	
	11	Filler	PIC X
CP020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CP030	16	Data Set	PIC X
		L – Staff/Course	
CP040	17-22	District IRN	PIC X(6)
CP050	23-31	State Staff ID Previous Collection Request	PIC X(9)
CP060	32-39	Position Separation Date (CCYYMMDD)	PIC X(8)
CP070	40	Position Separation Reason	PIC X

EMIS MANUAL

Section 3.9:
Position Codes

Version 10.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
10.1	07-01-25	FY26	NA	Posted for FY26.
10.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
9.2	7/1/23	FY24	NA	Posted for FY24.
9.1	7/1/22	FY23	NA	Posted for FY23.
9.0	7/1/21	FY22	NA	Posted for FY22.
8.0	7/1/20	FY21	21-24(a)	Deleted Position Code 509.
7.0	8/12/19	FY20	NA	Posted for FY20.
6.2	3/20/19	FY19	62644	Added Position Code 122 Dean of Students. Deleted Position Code 330 Visiting Teacher Assignment.
6.1	7/3/18	FY19	NA	Posted for FY19.
6.0	6/8/18	FY18	NA	Posted for FY18.
5.0	6/13/17	FY17	43637	Added Position Code 910 School Resource Officer.
4.0	8/18/16	FY16		Added Coming Changes section.
3.0	11/20/15	FY15L		Removed Position Code 120.
2.0	10/16/13	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

3.9 POSITION CODES 3

NUMERICAL LISTING OF POSITION CODES 3
Official/Administrative Positions (1xx) 3
Professional – Educational Positions (2xx) 4
Professional – Other Positions (3xx) 6
Technical Positions (4xx) 8
Office/Clerical Positions (5xx) 9
Crafts and Trades Positions (6xx) 10
Operative Positions (7xx) 10
Extracurricular/Intracurricular Activities Positions (8xx) 11
Service Work/Laborer Positions (9xx) 11

3.9 Position Codes

Numerical Listing of Position Codes

Official/Administrative Positions (1xx)

Table 1. Official/Administrative Positions

Position Code	Description
101	**Administrative Assistant Assignment** An assignment to perform activities assisting an executive officer in performing assigned activities in the school district.
103	**Assistant, Deputy/Associate Superintendent Assignment** An assignment to a staff member (e.g., an assistant, deputy or associate superintendent or the assistant) to perform high-level, system-wide executive management functions in a school district.
104	**Assistant Principal Assignment** An assignment to a staff member (e.g., an assistant, deputy, or associate principal) to perform high-level executive management functions in an individual school, group of schools, or unit(s) of a school district.
108	**Principal Assignment** An assignment to a staff member to perform highest-level executive management functions in an individual school, groups of schools, or unit(s) of a school district.
109	**Superintendent Assignment** An assignment to a staff member (e.g., chief executive of schools or chancellor) to perform the highest-level, system-wide executive management functions of a school district.
110	**Supervisor/Manager Assignment** An assignment to oversee and manage staff members, but not to direct a program or function. If this is a certificated/licensed position, an individual hired as a supervisor/manager is required to hold a supervisor certificate. NOTE: A supervisor/manager is different from a director, in that a supervisor/manager manages staff members, but does not direct a program, function, or supporting service.
112	**Treasurer Assignment** An assignment to a staff member (appointed directly by the board of education) to act as secretary to the board of education, serve as the chief fiscal officer, and to perform high level, system-wide executive management functions of a school district.
113	**Coordinator Assignment** An assignment to a staff member to oversee one or more programs or projects. This is a staff position, not a line position.
114	**Education Administrative Specialist Assignment** An assignment to a staff member to perform highest-level executive management functions in a central office position relative to business management, education of exceptional children, educational research, educational staff personnel administration, instruction services, pupil personnel administration, school-community relations, or vocational directorship.

Position Code	Description
115	**Director Assignment** An assignment to direct staff members and manage a function, a program, or a supporting service. Staff members having this position include heads of academic departments and directors and managers of psychological services. If this is a certificated/licensed position, an individual hired as a director is required to hold a director, superintendent, or principal certificate.
116	**Community School Administrator Assignment** An assignment to a staff member (e.g., chief executive of schools or chancellor) to perform the highest-level, system-wide executive management functions of a community school.
121	**Building Manager Assignment** An assignment to a staff member to supervise the administrative (non-curricular, non-instructional) functions of school operation so that a school principal can focus on supporting instruction, providing instructional leadership, and engaging teachers as part of the instructional leadership team. A building manager may be, but is not required to be, a licensed educator per ORC §3319.22.
122	**Dean of Students** An assignment to perform activities that support the principal in carrying out the school's policies and procedures regarding students' progress, attendance, safety, behavior, and/or discipline, through interaction with school staff, parents, stakeholders and students.
199	**Other Official/Administrative Assignment** Any assignment not listed above that fulfills the definition of the Official/Administrative classification.

Professional – Educational Positions (2xx)

Table 2. Professional – Educational Positions

Position Code	Description
201	**Curriculum Specialist Assignment** An assignment to a staff member who has expertise in a specialized field to provide information and guidance to other staff members to improve the curriculum of a school district. This assignment would include the curriculum consultant. Individuals acting as Curriculum Supervisors, Coordinators, or Directors should be reported with the appropriate 1XX position code depending on their specific job description.
202	**Counseling Assignment** An assignment to perform the activities of assisting pupils and/or parents and teachers to aid pupils in making personal plans and decisions in relation to their education, career, or personal development.
203	**Librarian/Media Assignment** An assignment to develop plans for the use of teaching and learning resources, including equipment, content material, and services.
204	**Remedial Specialist Assignment** An assignment to perform activities concerned with correcting or improving specific marked deficiencies (such as deficiency in content previously taught but not learned) which are not due to impairment of mental or physical ability.

Position Code	Description
208	**Tutor/Small Group Instructor Assignment (Serves Students Without Disability Conditions Only)** An assignment to a staff member to tutor or provide small group instruction to students without disability conditions. If the staff member is assigned to work with students with disability conditions, s/he should be reported with the "212- Supplemental Service Teaching Assignment (Serves Students with Disability Conditions Only)" position code.
209	**Audio-Visual Staff** Any assignment including activities such as selecting, acquiring, caring for, and making available to members of the instructional staff the equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials, whether maintained separately or as part of an instructional materials center. Included are activities in the audio-visual center, TV studio, and related work-study areas, and the services provided by audio-visual personnel.
212	**Supplemental Service Teaching Assignment (Serves Students with Disability Conditions Only)** An assignment for an Intervention Specialist to provide supplemental services to students with disabilities who receive their instruction in core academic subjects from a general education teacher in accordance with an Individualized Education Plan (IEP). This supplemental assistance can be provided through tutoring or small group instruction and may include services such as skill reinforcement, modified instructional methods and appropriate accommodations to meet individual student needs.
225	**Full-time (Permanent) Substitute Teacher Assignment** Staff assigned this position code meet the following criteria: • Have a contract with the district; AND • Are placed on the teacher salary schedule; AND • Report to the district for work daily. Teaching assignments for individuals assigned this position code are subject to change daily. An individual in this position is NEVER the teacher of record, but has a variety of assignments, based upon the needs of the district. No Course Master Record should be reported for full-time (permanent) substitute teachers, because they cannot be the teachers of record. If a substitute becomes the teacher of record, then h/she should have the certificate/license for the position h/she is hired to fill. In addition, the position code should be updated for this individual to reflect the responsibilities of this job. Individuals assigned position code 225 would not be counted in the teacher FTE, but could be included in data analysis and in calculating total costs.
226	**Teacher Mentor/Evaluator Assignment** These are teachers who do not have direct responsibilities for routinely teaching students in a classroom, (yet are not "administrators"), and who as part of their skills-based compensation system spend their time evaluating other teachers and are assigned as mentors or coaches to entry-year teachers. This differs from position code 340 "Planning/Research/Development/Evaluation/Analysis Assignment", in that those with position code 340 are NOT evaluating teachers, but programs.

Position Code	Description
230	**Teacher Assignment** An assignment to a staff member to instruct pupils. This person is the teacher of record. Course Master Records are required with the exception of gifted teachers, preschool itinerant only, and LEP Instructional Program assignment area.
299	**Other Professional – Educational Assignment** Any assignment not listed above which fulfills the definition of the Professional - Educational position assignments.

Professional – Other Positions (3xx)

Table 3. Professional – Other Positions

Position Code	Description
301	**Accounting Assignment** An assignment to design and maintain financial, staff, pupil, program, or property records; to summarize, analyze, or verify such records; or to control and certify expenditures and receipts.
304	**Audiologist Assignment** An assignment to perform activities such as diagnostic evaluation, habilitative and rehabilitative services, and research related to hearing.
307	**Dietitian/Nutritionist Assignment** An assignment to plan and direct food services programs, including determining the nutritional value of food for meals.
318	**Psychologist Assignment** An assignment to a staff member who is certified as a school psychologist to provide comprehensive psychological services in school including provision of assessment, consultation, intervention design, counseling, in-services and research services.
319	**Publicity Relations Assignment** An assignment to foster good relations between the school district and the public community as a whole by planning and conducting programs to disseminate information through such media as newspapers, radio and television, public forums, civic activities, and by reviewing material for and directing preparation of school district publications.
320	**Registered Nursing Assignment** An assignment to a staff member who is licensed as a registered nurse to perform activities requiring substantial specialized judgment and skill in observation, care, and counsel of ill and injured persons and in illness prevention.
323	**Social Work Assignment** (Do not use for Visiting Teacher) An assignment to assist in the prevention or solution of those personal, social, and emotional problems of individuals which involve such relationships as those of the family, school, and community.
325	**Physical Therapist Assignment** An assignment to provide therapeutic exercise program design to improve or maintain strength and/or range of motion, to recommend adaptive equipment, and to assist in the development of the IEP.
326	**Speech and Language Therapist Assignment** An assignment to provide for the identification, diagnosis, and habilitation of children with speech and language disorders.

Position Code	Description
327	**Occupational Therapist Assignment** Services include providing an occupational therapy evaluation as part of the multifactored evaluation; developing the individualized education program; providing therapy which will improve, develop, or restore functions impaired or lost through illness, injury, or deprivation; improving the ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. Services may include consulting the child's parent, instructing parents and teachers in the use of techniques and equipment, and providing the specialized and adaptive activities in the prevocational and vocational programs.
328	**Mobility Therapist Assignment** Services include providing an orientation and mobility evaluation, developing the individualized education program for each child served, orienting handicapped children to their physical, cultural and social environment, and providing those served with an understanding of their environment and with formalized skills for traveling safely and efficiently within the environment.
329	**Educational Interpreter Assignment** Services of an interpreter for hearing handicapped shall include providing oral, simultaneous, or manual interpreter service depending on the needs of the children served and may include interpreting, translating (transliterating), reverse interpreting - the verbal rephrasing of the message of hearing impaired, and reverse translating - the intelligible vocal presentation of the exact words of a hearing impaired speaker.
331	**Occupational Therapy Assistant (OTA) Assignment** UNDER THE SUPERVISION OF AN OCCUPATIONAL THERAPIST, services include providing an occupational therapy evaluation as part of the multifactored evaluation; developing the individualized education program; providing therapy which will improve, develop, or restore functions impaired or lost through illness, injury, or deprivation; improving the ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. Services may include consulting the child's parent, instructing parents and teachers in the use of techniques and equipment, and providing the specialized and adaptive activities in the prevocational and vocational programs.
332	**Physical Therapy Assistant (PTA) Assignment** UNDER THE SUPERVISION OF A PHYSICAL THERAPIST, an assignment to provide therapeutic exercise program design to improve or maintain strength and/or range of motion, to recommend adaptive and to assist in the development of the IEP.
333	**Adapted Physical Education Therapist Assignment** Used by school districts for adapted physical therapists who work with students with disabilities, excluding children with "speech disability only".
334	**Intern Psychologist Assignment** An assignment to receive supervised experience in school psychology in the approved training sites. This position code is to be reported by school districts for psychology interns who are approved by the Division of Special Education and who met the requirements of the university.

Position Code	Description
340	**Planning/Research/Development/Evaluation/Analysis Assignment** An assignment to (1) perform activities concerned with selecting or identifying the goals, priorities, and objectives of the school district and formulating the courses of action to fulfill objectives; (2) perform activities concerned with systematic studies and investigations in some field of knowledge and with the evolving process of using the products of research and judgment to improve educational programs; (3) determine the value or effect of plans, programs, and activities, by appraisal of data, in light of specified goals and objectives up-to-date (e.g., a systems analyst, budget analyst, or psychological analyst), and (4) examine, evaluate, or make recommendations in such areas as cost, systems, curriculum, or other educational sectors.
399	**Other Professional – Other Assignment** Any assignment not listed above which fulfills the definition of the Professional - Other position assignment.

Technical Positions (4xx)

Table 4. Technical Positions

Position Code	Description
402	**Computer Operating Assignment** An assignment to operate and control computers and related peripheral equipment.
406	**Practical Nursing Assignment** An assignment to perform auxiliary medical services, such as taking and recording temperature, pulse, and respiration rates and giving medication under the supervision of a physician or a registered nurse.
407	**Computer Programming Assignment** An assignment to prepare logical coded sequences of operations to be performed by the computer in solving problems or processing data.
414	**Library Aide Assignment** An assignment to assist a professional librarian in the performance of his or her duties. This category should also include those aides who function in this assignment in the absence of a qualified professional.
415	**Instructional Paraprofessional Assignment** An assignment to provide instructional assistance in one or more of the following ways: (1) one-on-one tutoring, (2) classroom management, (3) instructional assistance in a computer laboratory, (4) instructional support in a library or media center, or (5) instructional support services under the direct supervision of a teacher. This does *not* include paraprofessionals hired to assist with parent involvement activities or who act as translators. This Position Code *must* be reported with the "999140 – Title I Programs" assignment area if the Instructional Paraprofessional is employed in a Title I Schoolwide Program building or is funded with Title I funds in a Title I Targeted Assistance Building.
499	**Other Technical Assignment** Any assignment not listed above which fulfills the definition of the Technical position assignments.

Office/Clerical Positions (5xx)

Table 5. Office/Clerical Positions

Position Code	Description
501	**Bookkeeping Assignment** An assignment to keep a systematic record of accounts or transactions and to prepare statements.
502	**Clerical Assignment** An assignment to perform activities concerned with preparing, transferring, transcribing, systematizing, or filing written communications and records. This assignment includes the positions of clerk, clerk-typist, stenographer, file clerk, and secretary.
503	**Messenger Assignment** An assignment to deliver messages, documents, packages, and other items to offices or departments within or outside the school district.
504	**Records Managing Assignment** An assignment to perform activities concerned with establishing and maintaining an adequate and efficient system for controlling the records of the school district.
505	**Teaching Aide Assignment** An assignment to assist a teacher with routine activities associated with teaching, such as monitoring, conducting rote exercises, operating equipment, and clerking.
506	**Telephone Operator Assignment** An assignment to operate telephones (normally a central switchboard) for the school district.
507	**Parent Mentor Assignment** A parent mentor is a parent of a child with a disability who displays leadership qualities; is experienced and knowledgeable about the special education system and the supportive services available in the community; has an established working relationship with the school system; and has previous experience in providing parent information and training.
508	**Parent Coordinator Assignment** An assignment to encourage parents to participate in the Title I program, organize parenting skills training sessions, make home visits, organize and conduct Title I parent meetings, and any other activities involving parents of students in the Title I program.
510	**Family and Community Liaison Assignment** An assignment to encourage parents and the community to participate and support activities of the school community.
599	**Other Office/Clerical Assignment** Any assignment not listed above which fulfills the definition of the Office/Clerical position assignment.

Crafts and Trades Positions (6xx)

Table 6. Crafts and Trades Positions

Position Code	Description
601	**Carpentering Assignment** An assignment to perform activities involved in constructing, erecting, installing, and repairing wooden structures and fixtures.
602	**Electrician Assignment** An assignment to perform activities involved with planning layout and installing and repairing wiring, electrical fixtures, apparatus, and control equipment.
603	**General Maintenance Assignment** An assignment to perform activities concerned with repair and upkeep of buildings, machinery, and electrical and mechanical equipment.
605	**Mechanic Assignment** An assignment to perform activities involved with inspecting, repairing, and maintaining functional parts of mechanical equipment and machinery.
608	**Plumbing Assignment** An assignment to perform activities involved with assembling, installing, and repairing pipes, fittings, and fixtures of heating, water, and drainage systems.
611	**Foreman Assignment** An assignment to supervise the day-to-day operations of a group of skilled, semi-skilled, or unskilled workers (e.g., the warehouse or garage workers).
699	**Other Crafts and Trades Assignment** Any assignment not listed above which fulfills the definition of the Crafts and Trades position assignments.

Operative Positions (7xx)

Table 7. Operative Positions

Position Code	Description
702	**Dispatching Assignment** An assignment to assign vehicles and drivers to perform specific services and to record such information concerning vehicle movement as the school district may require.
703	**Vehicle Operating (Other) Assignment** An assignment consisting primarily of driving a vehicle other than buses, such as a truck or automobile used in the service of the school district.
704	**Vehicle Operating (Bus) Assignment** An assignment consisting primarily of driving buses used in the service of the school district.
799	**Other Operative Assignment** Any assignment not listed above which fulfills the definition of the Operative position assignments.

Extracurricular/Intracurricular Activities Positions (8xx)

Table 8. Extracurricular/Intracurricular Activities Positions

Position Code	Description
801	**Advisor Assignment** An assignment to a staff member to oversee and/or advise extracurricular activities. This definition does not include coaches.
802	**Coaching Assignment** An assignment to a staff member to oversee, advise, and instruct athletic activities.
803	**Athletic Trainer Assignment** An assignment to a staff member to prevent and treat athletic injuries, to perform related rehabilitative therapy, and to manage the provision of health and treatment services to athletes
899	**Other Extra/Intra – Curricular Activities Assignment** Any assignment not listed above which fulfills the definition of the Extracurricular/ Intracurricular Activities position assignments.

Service Work/Laborer Positions (9xx)

Table 9. Service Work/Laborer Positions

Position Code	Description
901	**Attendance Officer Assignment** An assignment to enforce compulsory attendance laws.
902	**Custodian Assignment** An assignment to perform school district plant housekeeping, servicing, and security services consisting of such activities as cleaning; operating heating, ventilating, and air conditioning systems; guarding and caring for school property; and servicing building equipment.
904	**Food Service Assignment** An assignment to perform the activities of preparing and serving food.
905	**Guard/Watchman Assignment** An assignment to perform activities concerned with maintaining the safety and security of school district property, facilities, and personnel.
906	**Monitoring Assignment** An assignment to perform such activities as taking attendance and helping to keep order on buses and playgrounds and in lunchrooms. This assignment would include traffic guards for loading buses.
908	**Groundskeeping Assignment** An assignment to maintain grounds owned, rented, or leased, and used by the school district. This assignment does not include the operation of machinery requiring semi-skilled training or experience.
909	**Attendant Assignment** Services include assisting the orthopedically and/or other health handicapped or multihandicapped child with personal health care needs within the confines of the educational setting.

Position Code	Description
910	**School Resource Officer** A career law enforcement officer with sworn authority, who is deployed by an employing police department or agency in a community-oriented policing assignment in collaboration with one or more schools. The three main roles of a school resource officer: educator (i.e., guest lecturer), informal counselor/mentor, and law enforcement officer. ***Note:*** Reporting of this position is *optional*.
999	**Other Service Worker/Laborer Assignment** Any assignment not listed above which fulfills the definition of the Service Work/Laborer position assignments.

EMIS MANUAL

Section 4.1:
Course Records Overview

Version 6.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
6.0	07-01-25	FY26	NA	Posted for FY26.
5.0	08-19-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
5.0	08-19-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.8	05/23/24	FY24	24-101	Added reporting guidance for students at OTCs.
4.7	07/01/23	FY24	NA	Posted for FY24.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	3/31/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	6/8/18	FY18	NA	Posted for FY18.
4.0	7/26/17	FY17	NA	No FY17 changes.
3.0	8/19/16	FY16		Added Coming Changes section.
2.0	9/28/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

4.1 COURSE RECORDS OVERVIEW 3

General Guidelines 3
OVERVIEW OF DATA 3
REPORTING RESPONSIBILITY 3
City/Local/Exempted Village School Districts, JVSDs, DYS, Ohio Deaf and Blind Education Services, and STEM Districts 3
Educational Service Centers 4
SPECIAL REPORTING SITUATIONS 4
COURSE-LEVEL RECORDS 6

4.1 Course Records Overview

General Guidelines

The Course Records sections in the EMIS Manual provide instructions in relation to reporting course-level data records and elements. Some examples of how course-level data is used include CTE funding and performance reports, early childhood funding, and other information needed for federal and state reports.

Overview of Data

The following are general categories of course data covered in the Course Records sections of the EMIS Manual.

- Student course data (subject area for credit, subject code, curriculum code, etc.)
- Staff course data (local classroom code, staff provider IRN, staff role code, etc.)
- CTE course data (anchor/lab/co-op local classroom code, etc.)

Reporting Responsibility

During the Initial and Final Staff and Course (L) Collections, report the Course Master (CN), Staff Course (CU), and Student Course (GN) Records for all courses in accordance with the instructions in Section 4 of the EMIS Manual, 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.

Courses taken during the summer (after the last day of the school year and prior to the start of the following school year) are not reported to the Ohio Department of Education and Workforce.

City/Local/Exempted Village School Districts, JVSDs, DYS, Ohio Deaf and Blind Education Services, and STEM Districts

Course Master (CN) Record. A separate Course Master (CN) Record is required to be reported for each class a teacher is teaching. Every Course Master (CN) Record must have at least one Staff Course (CU) Record reported with a matching Local Classroom Code. See Section 4.2 for more details.

Staff Course (CU) Record. At least one Staff Course (CU) Record is required to be reported for each teacher who is responsible for a course between the course start and end dates. See Section 4.3 for more details.

Student Course (GN) Record. It is mandatory to report all courses separately for students in grades K-12. Therefore, a separate Student Course (GN) Record will have to be reported for every course in which the student is participating, even if two or more courses are being taught by the same teacher. See Section 4.4 Student Course (GN) Record for more details.

Career-Technical Education Correlated Class Record. This record is only reported for Career Technical courses. See Section 4.5 Career-Technical Education Correlated Class (CV) Record for more details.

Mapped Local Classroom Code Record. This record is only reported for Career Technical courses. See Section 4.6 Mapped Local Classroom Code (CM) Record for more details.

Educational Service Centers

With the exception of preschool courses, the Educational Service Center reports neither the Student Course (GN) Record nor the Course Master (CN) Record for students attending the ESC. It is the sending district's responsibility to report Student Course (GN) Records for students who are educated by employees of the ESC and Course Master (CN) Records for teachers who are employees of the ESC.

SPECIAL REPORTING SITUATIONS

Preschool courses are to be reported as self-contained courses. Do not report separate Course Master (CN) and Student Course (GN) Records for each course/subject in which the preschool student is participating, such as reading, math, etc. There is one preschool subject code: 180108.

Reporting Special Education Preschool Courses. A center-based preschool special education class is to be reported with D8 or DP in the Student Population Element. All students scheduled into the class are to be scheduled with the local classroom code that matches the value reported on the Staff Course (CU) Record for the special education teacher. The following students may also be scheduled into a special education preschool course.

- Regular or "Typically Developing Peers" in the same class as preschoolers with disabilities, being taught by a preschool special education teacher, should be scheduled with the same Local Classroom Code of the preschool special education teacher found on that teacher's Staff Course (CU) Record.

Exceptions for Itinerant Teachers. If a teacher provides preschool itinerant services and also teaches a center-based special education preschool class (also known as a 'combination teacher'), then it is necessary to report a Student Course (GN) and Course Master (CN) Record for the center-based class which he/she is teaching. However, only those students who are receiving center-based services are to be scheduled into the class. A student who is receiving only itinerant services (and not receiving preschool special education center-based services) is not to be scheduled into the center-based class.

Reporting Regular Preschool Courses. Each non-disabled student reported with a "PS" in the Grade Level Element is required to have at least one Student Course (GN) Record reported with an appropriate local classroom code. All regular preschool courses are to be reported with a Student Population of "PR".

A teacher who is teaching a regular preschool class (non-special ed class) is reported with position code 230 and assignment area 999270 Preschool General Education. He/she is to have one Staff Course (CU) Record attached to each preschool Course Master (CN) class he/she is teaching. The Subject Code Element is reported with subject code 180108, and the Student Population Element is reported as "PR." See Section 4.7 for the description of the 180108 preschool subject code.

Students Without Disabilities, K-12. Course Master (CN), Staff Course (CU), and Student Course (GN) Records must be submitted for each course/subject in which students are taught. Regular education courses for students in grades K-12 are reported with the Student Population Element option as "RG." These are courses that are primarily designed to provide regular instruction to a group of students. Postsecondary courses are reported as "PS" or "PI" in the Curriculum Element.

Students with Disabilities, K-12. Courses primarily designed for students with disability conditions require separate Course Master (CN), Staff Course (CU), and Student Course (GN) Records to be reported for each course. The appropriate option is to be reported in the Subject Code Element (see Section 4.7 for a complete list of options). Report the "SE" or "SP" option in the Student Population Element only for courses that were primarily designed for students with disabilities or if the majority of the students are students with disabilities.

Course Master (CN) and Student Course (GN) Records are not required to be reported when a student with a disability condition is either pulled out of the regular classroom to receive special education services or is receiving supplemental instruction within the regular classroom (i.e., tutoring, speech and language therapy, etc.). This includes services provided by staff reported with the "212 – Supplemental Service Teaching Assignment (special education)" option in the Position Code Element. Only position code 230 with assignment area 999414 can be used to report a "teacher of record" for students with a disability condition.

Gifted Students. Gifted courses taught to gifted students in grades K-12 are required to be reported separately. Course Master (CN), Staff Course (CU), and Student Course (GN) Records are required for each subject in which students receive instruction. The appropriate gifted Student Population (Gx) is to be reported on the Course Master (CN) Record for which a gifted instructor is considered to be the teacher of record. This includes submitting a Student Course (GN) Record for students who are gifted and receiving instruction in the arts.

Educational Option Delivery. If the course will be offered for credit toward graduation and delivered through an educational option, report a Course Master (CN) Record with the appropriate options in the Subject Code, Curriculum, Delivery Method, and Student Population Elements. The Educational Option Element would always be reported as "YS". A credentialed staff member at the district identified as the "teacher of record" is to be identified for these courses. This individual is responsible for reviewing the instructional plan, providing or supervising instruction, and evaluating student performance. The district must report a Staff Course (CU) and associated Course Master (CN) Record with a credentialed staff member at the district identified as the "teacher of record." A Student Course (GN) Record is submitted for each student enrolled in courses that are offered for graduation credit and are also delivered through an Educational Option.

Home Instruction: Students Without Disabilities. A student without disabilities receiving home instruction from a tutor is reported as though he/she is scheduled into his/her courses at school. He/she should be reported in his/her regular classes, or the normal course he/she would be taking if he/she was physically in school, and a *Delivery Method Element* option of "HI" would not be reported. A separate Course Master (CN) Record is not reported.

Home Instruction: Students With Disabilities. A student with a disability receiving home instruction is to be reported with the Delivery Method Element option as "HI", the Student Population Element option as "SE" or "SP," and the appropriate subject code in the Subject Code Element of the Course Master connected to the Staff Course for the special education teacher. In general, this refers to students who are individually served at their place of residence by a special education teacher. A "teacher of record" is to be reported with a position code of 230 with assignment area 999414.

Courses Contracted From Ohio Technical Centers. Ohio Revised Code Section 3313.901 allows students to take courses at an Ohio Technical Center (OTC) through a contract. When a student enrolls in one of these OTC courses, the course is reported in the same manner as any other contracted course with one exception: the course is reported with the "TC" option in the Delivery Method Element on the Course Master (CN) Record. The student's percent of time and enrollment in the course are both reported by the district who has the contract with the OTC.

Since the OTC is not an EMIS reporting entity, "******" is reported in the Staff Provider IRN Element on the Staff Course (CU) Record. In addition, since OTCs do not report staff information to EMIS, the district who contracts with the OTC must report the OTC staff member who is teaching the course, typically with option "A" in the Position Status Element on the Staff Employment (CK) Record. Per ORC §3313.901, the OTC instructor can teach students in grades 7-12 using an adult education permit or may have appropriate K-12 licensure for the course being taught. Holding either type of credential means that the instructor has been assigned the ID needed for the State Staff ID Element on the Staff Demographic (CI) Record.

COURSE-LEVEL RECORDS

Several records are submitted to the Department from ITCs that contain course data. Below is a list of each record and its record indicator as they are submitted from the ITCs to the Department. Data elements on each record are defined in the following sections of the Course Records.

Record Indicator	Record Name
CN	Course Master (CN) Record
CU	Staff Course (CU) Record
GN	Student Course (GN) Record
CV	Career-Technical Education Correlated Class (CV) Record
CM	Mapped Local Classroom Code (CM) Record
FR	Student Course Grade (FR) Record

EMIS MANUAL

Section 4.2:
Course Master (CN) Record

Version 12.2
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
12.2	08-22-25	FY26	26-82	Removed the CTE College Credit Element.
12.1	08-07-25	FY26	26-9	Removed references to IB subject codes; added guidance for subject area forr credit reporting.
12.0	07-30-25	FY26	26-47	Updated reporting guidance for CTE CCP courses.
11.0	08-12-24	FY25	25-61	Added Subject Area for Credit options for electives.
11.0	08-12-24	FY25	25-33	Early Learning moved to Department of Children and Youth.
11.0	08-12-24	FY25	25-32	Added Subject Area for Credit option DRI.
11.0	08-12-24	FY25	25-31	Deleted Subject Area for Credit option SCA.
11.0	08-12-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
10.1	05/23/24	FY24	24-101	Added reporting guidance for students at OTCs.
10.0	07/13/23	FY24	24-4	Updated CTE-related Curriculum Element options.
9.4	8/26/22	FY23	23-100	Added SWH to Subject Area for Credit to fully align with core area options.
9.3	7/28/22	FY23	23-51	Updated itinerant services program codes.
9.2	7/8/22	FY23	23-21	Aligned subject area for credit options with core area code options.
9.1	7/1/22	FY23	23-24	New grad requirement for financial literacy.
9.0	7/1/21	FY22	NA	Posted for FY22.
8.1	11/1/20	FY21	21-93	Modified description for Curriculum Element option VM.
8.0	7/1/20	FY21	NA	Posted for FY21.
7.0	3/13/20	FY20	20-182	Updated PK reporting instructions now that there is only one PK subject code.
6.2	4/25/19	FY19	77155	Clarified Location IRN for CTE CCP courses.
6.2	4/25/19	FY19	70194	Removed Curriculum Code V9.
6.2	4/25/19	FY19	66505	Further clarified Location IRN for preschool.
6.2	4/25/19	FY19	66261	Removed Curriculum Code VC.
6.1	7/2/18	FY19	NA	Posted for FY19.
6.0	6/8/18	FY18	NA	Posted for FY18.
5.0	6/13/17	FY17	42095	Added instructions for reporting Location IRN for preschool courses.
4.0	6/17/16	FY16L	37330	Added Delivery Method CP.
4.0	6/17/16	FY16L	35175	College Credit Plus reporting instructions added.
4.0	6/17/16	FY16		Added Coming Changes section.
3.0	9/28/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.
3.0	9/28/15	FY15L	1063	Added VM Curriculum Code.

2.0	6/12/15	FY14K	937	Deleted references to 999370-General Education for preschool; replaced such references with 999270-Preschool General Education.
2.0	6/12/15	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES III

TABLE OF CONTENTS IV

4.2 COURSE MASTER (CN) RECORD 3

Required Collections 3
General Guidelines 3
Reporting Course Master (CN) Records – Preschool Courses 4
Reporting Course Master (CN) Records – Kindergarten 5
Reporting Course Master (CN) Records – Grades 1-12 5
Reporting Course Master (CN) Records – Home Instruction 6
Students with Disabilities – Basic Living Skills 6
Reporting Course Master (CN) Records – Educational Options 6
Reporting Course Master (CN) Records – Technology Courses 7
Reporting Course Master (CN) Records – Educational Service Personnel (ESP) 7
Course Master Data Elements 8
☼ Course Level Element 8
☼ Course End Date Element 8
☼ Course Start Date Element 9
☼ Credit Flexibility Element 10
☼ Curriculum Element 10
☼ Delivery Method Element 13
☼ Educational Option Element 14
☼ High School Credit Element 14
☼ Language Used in Teaching Course Element 14
☼ Length of Scheduled Instruction Element 14
☼ Local Classroom Code Element 15
☼ Location IRN Element 15
☼ Semester Code Element 17
☼ Student Population Element 17
☼ Subject Area for Credit Element 18
☼ Subject Code Element 19
Defining a Unique Record 20

4.2 COURSE MASTER (CN) RECORD FILE LAYOUT 21

4.2 Course Master (CN) Record

Required Collections

The Course Master (CN) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

A separate Course Master (CN) Record is required to be reported for each course being taught. Even if two or more subjects (i.e., reading and math) are taught by the same teacher to the same group of students, a separate Course Master (CN) Record is required to be reported for each subject taught (i.e., one record is submitted for reading and one for math).

The individual reported as the teacher of record for a course must be reported with at least one Staff Employment (CK) Record with position code 230 (Teacher), 108 (Principal Assignment), or 109 (Superintendent Assignment) with the appropriate teaching assignment area. For courses taught via Delivery Method CC, OL, or ET that are also Educational Options (YS), or a Delivery Method of IM, a position code of 202 (Counselor Assignment) may be reported as the teacher of record.

Preschool courses continue to be reported as self-contained courses. Therefore, only report one Course Master (CN) Record for each self-contained preschool class.

With the exception of postsecondary courses, it is necessary to associate a teacher or staff member with each course. Therefore a Staff Course (CU) Record is required for each course being taught.

During the Initial and Final Staff and Course (L) Collections, submit Student Course (GN), Staff Course (CU), and Course Master (CN) 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.

Note that summer school courses are not reported to EMIS.

Team Teaching. In a team teaching situation (more than one teacher teaching a course) create a single Course Master (CN) Record for the course in question. Create a Staff Course (CU) Record for *each* teacher.

Supplemental Instruction Provided by a Remedial Specialist or a Tutor. The Position Code Element is reported with a 204 or 208 in this situation. If the tutor is providing supplemental instruction (teacher is not considered the "teacher of record" and does not assign the grade for the course), then no Course Master (CN) Record is required to be reported for the supplemental instruction.

Educational Service Centers. ESCs, with the exception of preschool course data, are not required to report a Course Master (CN) Record for courses taught to students by staff employed by ESCs. It is the responsibility of the resident/educating district contracting with the ESC for a staff member to teach a course to report a Course Master (CN) Record for the contracted staff member.

Contracted Staff. When a resident/educating district is contracting with an ESC or another EMIS-reporting entity for a staff member to teach a course, the resident/educating district is responsible for reporting a Staff Course (CU) and a Course Master (CN) Record for each contracted staff member teaching a course.

Exception to ESC Reporting Course Master. In most cases, the ESC or other EMIS-reporting entity does not report a Course Master (CN) Record for the course being taught for the resident/educating district. However, if an ESC is providing preschool special education instruction or is allocated state funds for an Early Childhood Education program (formerly state funded Public Preschool), then the ESC (or other EMIS-reporting entity) is required to report a Staff Course (CU) and a Course Master (CN) Record for the preschool special education teacher and/or regular preschool teacher. The ESC is also required to report Student Course (GN) Records for the students enrolled in preschool special education. This is to ensure that preschool special education funding flows accurately.

Reporting Course Master (CN) Records – Preschool Courses

Subject code 180108 is the only preschool subject code that can be reported for a preschool grade student. This is a self-contained course, meaning it includes all subjects, and is for students who are funded by ECE, Federal Head Start, Title I, or any other federal, state, or local source. This subject code is also for students who pay tuition to attend. This subject code includes students with and without identified disabilities. This subject code should not be used for students who are receiving only itinerant services and do not attend a preschool class.

The preschool subject code should be reported with the applicable Student Population option that identifies the attributes of the group of students for which the course is intended.

- D8 student population should be reported for a class that is designed primarily for students *with* disabilities (i.e., have IEPs). This includes classes designed primarily for students with disabilities into which peer models are also enrolled.
- PR student population should be reported for a center-based class that is designed primarily for students *without* disabilities. This includes classes designed primarily for students without disabilities into which students with disabilities are also enrolled.
- DP student population should be reported for a class that is designed for students *with* disabilities who have hearing and/or visual impairments.

A student who is receiving only itinerant services (and is not enrolled in a preschool class) is not to be reported in a preschool course. Instead, the appropriate program code—220205, 220210, or 220215—should be reported on the Student Program (GQ) Record for students receiving itinerant services per their IEP.

A student who is enrolled in a preschool class and is also receiving itinerant services per their IEP should have both a preschool course and the appropriate itinerant program code reported.

Reporting the Location IRN. A Location IRN is required to be completed for all preschool courses reported. Report the IRN where the course is being taught. For example, if the Early Childhood Education Course is taught at a Head Start or Community Action Organization, report the IRN of the Head Start or Community Action Organization. For a complete list of IRNs, please check the Ohio Educational Directory System (OEDS) on the Department's website.

Reporting Course Master (CN) Records – Kindergarten

A separate Course Master (CN) Record is required to be submitted for each course/subject taught to kindergarten students. This includes reporting a separate record for each subject/course taught to the same group of students. Each Course Master (CN) Record reported for a kindergarten course is to be reported with the appropriate Curriculum, Delivery Method, Educational Option, and Student Population Element options.

Reporting Course Master (CN) Records – Grades 1-12

A separate Course Master (CN) Record is required to be submitted for each course. This includes reporting a separate record for each course which is taught to the same group of students.

Example 1.

Teaching several courses to the same group of students
If a teacher is teaching seven courses to the same group of students, then seven Course Master (CN) Records, each with a unique local classroom code, are to be reported, each with a matching Staff Course (CU) Record for that teacher, one record for each course.

***Regular Instruction*.** Regular education courses for students in grades 1-12 are reported with the Student Population Element option as "RG". These are courses that are primarily designed to provide regular instruction to a group of students. Postsecondary courses are reported as "PS" or "PI" in the Curriculum Element.

***Students with Disabilities*.** Courses primarily designed for students with disability conditions require a separate Course Master (CN) Record to be reported for each course. The appropriate option is to be reported in the Subject Code Element (see Section 4.7 for a complete list of options). Report the "SE" or "SP" option in the Student Population Element only for courses that were primarily designed for students with disabilities or if the majority of the students are students with disabilities.

A Course Master (CN) Record is not required to be reported when a student with a disability condition is either pulled out of the regular classroom to receive special education services or is receiving supplemental instruction within the regular classroom (i.e., tutoring, speech and language therapy, etc.). This includes services provided by staff reported with the "212 – Supplemental Service Teaching Assignment (special education)" option in the Position Code Element. Only position code 230 with assignment area 999414 can be used to report a "teacher of record" for students with a disability condition.

***Gifted Students*.** Gifted courses taught to gifted students in grades K-12 are required to be reported separately. A Course Master (CN) Record is required for each subject in which the student receives instruction. If a student receives seven subjects, then a unique local classroom code is required to be reported on each Course Master (CN) Record for each of the seven courses.

Report a "Gx" option for the Student Population Element only for courses that were primarily designed for gifted students and the instructor is credentialed in gifted education. However, if the course is a regular education course or is taught by a teacher who is not credentialed in gifted education, then report the "RG" option in the Student Population Element and if appropriate report the applicable 205xxx program(s) for the served gifted students.

If the Gifted Intervention Specialist is the "teacher of record" for the gifted course, report one Course Master (CN) Record for each course. Report one of the "Gx" gifted options in the Student Population Element. However, no Course Master (CN) Record is required for a Gifted Intervention Specialist who provides supplemental gifted programs and services to students. In the case of supplemental instruction, report the applicable 206xxx program code(s) with the Employee ID of the Gifted Intervention Specialist for the served gifted students.

A Course Master (CN) Record is required to be reported with the appropriate subject code and "GA" gifted option in the Student Population Element for education in the arts delivered by a trained arts instructor. These include gifted students who are receiving instruction or participating in activities that are directed by a teacher or visiting instructor trained in the arts areas of dance, visual arts, drama/theater, or music.

Reporting Course Master (CN) Records – Home Instruction

Students Without Disabilities. A student without disabilities receiving home instruction from a tutor is reported as though he/she is scheduled into his/her courses at school. He/she should be reported in his/her regular classes, or the normal course he/she would be taking if he/she was physically in school and a Delivery Method Element option of "HI" would not be reported. A separate Course Master (CN) Record is not reported.

Students With Disabilities. A student with a disability receiving home instruction is to be reported with a Delivery Method Element option of "HI", a Student Population Element option of "SE" or "SP," and the appropriate subject code in the Subject Code Element of the Course Master (CN) Record connected to the Staff Course (CU) Record for the special education teacher. In general, this refers to students who are individually served at their place of residence by a special education teacher. A "teacher of record" is to be reported with a position code of 230 with assignment area 999414.

Students with Disabilities – Basic Living Skills

There are subject codes that identify courses for severely handicapped students who require instruction in basic living skills. For these students, report the Student Population Element option as "SE" or "SP" and the appropriate "196xxx" subject code for the Subject Code Element of the Course Master.

Reporting Course Master (CN) Records – Educational Options

Educational options include courses that are taught for credit toward graduation through the use of an educational option delivery method (i.e., correspondence courses/on-line learning, interactive distance learning, educational travel, independent study, etc.).

If the course will be offered for credit toward graduation and delivered through an educational option delivery method, report a Course Master (CN) Record with the appropriate options in the Subject Code, Curriculum, Delivery Method, and Student Population Elements. The Educational Option Element would always be reported as "YS". A credentialed staff member at the district identified as the "teacher of record" is to be identified for these courses. This individual is responsible for reviewing the instructional plan, providing or supervising instruction, and evaluating student performance. The district must report a Staff Course (CU) and associated Course Master (CN) Record with a credentialed staff member at the district identified as the "teacher of record". The teacher located at the remote site should *not* be reported to EMIS.

An instructional plan that is based on individual student needs must be developed and should include the following:

- instructional objectives that align with the local district's curriculum requirements
- an outline that specifies instructional activities, materials, and learning environments
- a description of the criteria and methods for assessing student performance

Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the educational option and in accordance with local board policy and established procedures.

Reporting Course Master (CN) Records – Technology Courses

The Ohio technology academic content standards address a broad range of technology experiences with application in computer and multimedia literacy, information literacy, and technological literacy in order to provide a fully articulated program of technology study that enables students to achieve the No Child Left Behind 8th Grade Technology Literacy Goal.

Computer and Multimedia Literacy (29xxxx subject codes) includes the ability to appropriately use hardware, software applications, multimedia tools, and other electronic technology. It harnesses the use of educational technology tools for productivity, communication, research, and problem-solving. Instruction is most effective when integrated with curricular components of other academic content areas.

Information Literacy (20xxxx subject codes) is the acquisition, interpretation, and dissemination of information. Information literacy focuses on effective methods for locating, evaluating, using, and generating information. Technology-based information literacy skills encompass the use of library resources, the Internet, and other electronic information sources for research and knowledge building. Instruction is most effective when integrated with curricular components of other academic content areas.

Technological Literacy (10xxxx subject codes) addresses the abilities needed to participate in a technological world. It is the intersection of mathematics, science, and technology. It specifies unique knowledge, devices, and capabilities used to solve problems. It identifies career connections between technology and the world of work. Technological literacy includes technology education and pre-engineering concepts.

Reporting Course Master (CN) Records – Educational Service Personnel (ESP)

Report a Course Master (CN) Record with the appropriate 02XXXX, 08XXXX, or 12XXXX option in the Subject Code Element for art, music, and PE courses taught in grades 9-12. The Position Code Element on the Staff Employment Record is to be reported with the 230 option for these ESP personnel teaching in grades 9-12. Student Course (GN) Records for students enrolled in these classes in grades 9-12 are required to be reported.

A Course Master is required to be reported with the appropriate art, music, or PE subject code for courses taught in grades K-8. The Department does not require that districts enroll K-8 students in art, music, or PE courses unless their specific software packages require students to be enrolled. If a teacher is hired to meet the ESP ratio requirement and meets the criteria listed above, then report the teacher with

position code 230 in the Position Code Element and the appropriate assignment area code, indicating the subject he/she teaches:

999050 Art Education - K-8
999570 Music Education - K-8
999418 Physical Education - K-8

For additional information about ESP staff members see the Educational Service Personnel section of the Staff Employment (CK) Record.

Course Master Data Elements

The following portion of this section discusses each of the data elements within the Course Master (CN) Record. The elements are organized alphabetically.

☼ *Course Level Element*

Record Field Number	CN080
Definition	The level of the course.

Valid Options

*	Not applicable
1	I
2	II
3	III
4	IV
5	V
6	Advanced course
7	Intervention

Reporting Instructions. Generally, districts are going to report the "*" option for most courses.

Options "1" through "7" provide distinctions between courses that have identical course codes as defined by the Department and/or are usually taken in a series and are prerequisites for one another. Course levels will most likely be used only for the foreign language courses; however, districts may choose to report course levels for local purposes.

Course levels are no longer required for all CTE courses; however, districts may choose to report course levels for CTE courses at a local level.

Course level designations are not to be used to distinguish between groups of students in the same grade level taking the same subjects.

☼ *Course End Date Element*

Record Field Number	CN290
Definition	Last scheduled day of a course.

Valid Options

CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Reported dates must be valid dates (i.e., reporting 20150132 would cause a Course Master (CN) Record to fatal) and must be within the current fiscal year (20140701 to 20150630 for FY15).

For course master dates, the ending date of the school calendar period may be used for courses that span all the weeks of the calendar period even if the last actual day of the specific course is before the final day of the calendar period. For example, a course that meets on Tuesdays during a semester that ends on a Friday may use the Friday date in the Course End Date Element even though the last class session was three days prior. If, however, the Tuesday-only course had ended a week earlier (10 days before the end of the semester), the actual end date would be used, since the course did not span all weeks of the semester.

For courses spanning beyond this school year, report the last day of school for the course end date (CN290). For example, a course that spans from 9/17/10 to 10/19/11 should be reported with a course master in FY11 with course end date of the last day of school. The FY12 Course Master (CN) Record would be reported having a course end date of 10/19/11.

☼ *Course Start Date Element*

Record Field Number	CN280
Definition	First scheduled day of a course.

Valid Options

CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Reported dates must be valid dates (i.e., reporting 20150132 would cause a Course Master (CN) Record to fatal) and must be within the current fiscal year (20140701 to 20150630 for FY15).

For course master dates, the starting date of the school calendar period may be used for courses that span all the weeks of the calendar period even if the first day of the specific course is after the first day of the calendar period. For example, a course that meets on Tuesdays during a semester that starts on a Monday may use the Monday date in the Course Start Date Element even though the first class session was the next day. If, however, the Tuesday-only course had started a week later (8 days after the start of the semester), the actual start date would be used, since the course did not span all weeks of the semester.

For courses that started in a prior school year, use the first day of school of the current school year as the course start date (CN280). For example, a course that spans from 9/17/10 to 10/19/11 should be reported with a course master in FY11 with a start date of 9/17/10. The FY12 Course Master (CN) Record would be reported having a start date of the first day school.

☼ *Credit Flexibility Element*

Record Field Number	CN350
Definition	Identifies whether the course is customized and developed in collaboration with school officials within the scope of the district board-approved credit flexibility policy that provides opportunities for students to earn credits in non-traditional ways.

Valid Options

N No, the course is not a Credit Flexibility Course (default)

R Yes, the course is a Credit Flexibility Course used for credit recovery work

Y Yes, the course is a Credit Flexibility Course not used for credit recovery work

Reporting Instructions. Credit recovery refers to making up credits that a student was not successful in earning in a prior attempt(s). For more detailed information on Credit Flexibility, search for "Credit Flexibility" on www.education.ohio.gov.

~~☼ *CTE College Credit Element*~~

~~Record Field Number~~	~~CN300~~
~~Definition~~	~~Indicates if a career-technical course provides an opportunity for students to earn college credit.~~

~~***Valid Options***~~

~~N No, the course is not a CTE College Credit Course (default)~~

~~Y Yes, the course is a CTE College Credit Course~~

~~***Reporting Instructions.*** This element is only reported with a non-default value for Career Technical courses that meet the definition of this element and some type of formal agreement exists between the district and the college that indicates the course is eligible for college credit (e.g., dual/concurrent enrollment, articulated credit, Career-Technical Credit Transfer (CT2)). The value in this element will be used in the calculation of one of the performance measures for CTE programs related to courses that earn both high school and college credit.~~

☼ *Curriculum Element*

Record Field Number	CN310
Definition	The curriculum source/model/program for a specific course.

Valid Options

AP **Advanced Placement**
Used to designate a class that follows the current Advanced Placement syllabus.

IA **International Baccalaureate AB INITO**

IH **International Baccalaureate Higher Level**

IS **International Baccalaureate Standard Level**

OC **Expert Contracted from Outside Company/Organization for Credit Flex**
Course is taught by a content area expert who is employed by an outside company or organization that is providing the instructor under contract or memorandum of understanding to a school district as part of a Personalized Learning Experience under a Student Credit Flexibility Plan.

OT **Curriculum Not Specifically Covered By Another Option**

PI **Postsecondary Instructor**

Course is taught by a college or university faculty member who is not directly employed by the school district for the teaching of the course and the course is not being funded through the College Credit Plus program.

PS **College Credit Plus (CCP)**

VA **Career Technical Education Applied Academic**

Used to designate a class as a high school academic class that is integral to the career field workforce development program and which only enrolls students who are enrolled in a career field workforce development program (VN, VP or VT).

With a few exceptions, this curriculum value can be reported with most high school mathematics (11xxxx), science (13xxxx), English/language arts (05xxxx) and social studies (15xxxx) courses.

Below is a list of high school courses which should not have this curriculum value reported as they do not qualify for funding. These courses are remedial/intervention in nature. These courses are to prepare students to retake test(s) or to take high school level courses.

- 050014 – Intervention English
- 050119 – Intervention Reading
- 111950 – Intervention Mathematics
- 110190 – Transition to High School Mathematics
- 132900 – Intervention Science
- 150400 – Intervention Social Studies

This curriculum value is NOT TO BE USED for Career Based Intervention (CBI) academic courses.

For purposes of weighted career-technical funding, the length of scheduled instruction of these classes may not exceed 54% of a career field workforce development program.

VB **Career Technical Education Applied Academic Advanced Placement**

Used to designate a Career Technical Education Applied Academic class that follows the current Advanced Placement syllabus.

VM **Career Technical Education Middle Grade Course**

Establishes a course as a middle grade Career-Technical Education course. Middle grade CTE courses are introductory level courses linked to business, industry, and labor that ensure a seamless pathway from middle grades to an approved program of study that leads to college and career readiness. CTE middle grade courses may be offered for any pathway with an approved CTE-26 provider application.

VN **Career Technical Education Non-Workforce Development Based Anchor**

Establishes a course as an anchor course. Anchor courses define the course that will be used to determine program enrollment either as an independent course or

for a set of connected courses. Use this code with all non-workforce development programs. A teacher may teach more than one anchor course if individual courses are taught with separate and generally unique student enrollment.

VO **Career Technical Education Not Specifically Covered by Another CTE Option**
Instruction designed specifically to serve CTE students. A career-technical program that cannot be described by one of the other Vx curriculum values. This curriculum does not qualify for career-technical weighted funding.

VP **Career Technical Education Workforce Development Placement Anchor**
Establishes a course as an anchor course. Anchor courses define the course that will be used to determine pathway placement for a set of courses in an approved program of study. Use this code when instruction is occurring off-site (e.g., internship pre-apprenticeship, apprenticeship) only. A teacher may teach more than one anchor course if individual courses are taught with separate and generally unique student enrollment. All VP courses *must* be correlated with at least one V3 course section in the Career-Technical Education Correlated Class Record.

VT **Career Technical Education Workforce Development Based Anchor**
Establishes a course as a workforce development-based anchor. This curriculum value defines the anchor course that will be used to determine workforce development pathway enrollment either as an independent course or for a set of connected courses in an approved program of study. Workforce development based anchors are high school courses linked to business, industry, and labor demand that ensure a specified seamless pathway through an approved program of student that leads to college and career readiness.

V3 **Career Technical Education Related/Correlated**
Designates a course as a career-technical education course. Use with all career-technical courses not identified as anchor courses (see VN, VP, ~~or~~ VT, or PS). Must be correlated to an anchor course (VN, VP, ~~or~~ VT, or PS) in the Career-Technical Education Correlated Course Record.

International Baccalaureate Curriculum Values. These curriculum values are for use with ~~subject codes~~courses based on the International Baccalaureate curriculum published by the International Baccalaureate Organization (www.ibo.org). As such, they should only be reported by schools approved by IBO.

~~See Section 4.7 Subject Codes for a full list of International Baccalaureate Subject Codes (32xxxx). The following Curriculum Element options may only be used with Subject Codes in the 32xxxx series.~~

IS International Baccalaureate Standard Level
IH International Baccalaureate Higher Level
IA International Baccalaureate AB INITO (Used only with IB Second Language Codes)

☼ *Delivery Method Element*

Record Field Number	CN320
Definition	Identifies the means by which instruction is provided/communicated to the student(s) in the course.

Valid Options

CC **Correspondence Course**
Instruction between a pupil and an instructor by mail.

CI **Computer as Instructor**
Instruction provided by a computer with no instruction of any kind provided by a teacher, either in person or from a remote location. Any teacher monitoring a student in this course would not be involved in adapting or modifying lessons and/or clarifying subject content. A teacher monitoring a student receiving instruction via this delivery method may assign the grade for the course provided the assignments and/or evaluations are scored by the computer program.

CP **Career Tech College Credit Plus Course**
Instruction delivered at district with instructor provided by the college/university or with district's own instructor.

ET **Educational Travel**
An educational activity involving travel in accordance with local board policy under the direction of a person approved by the board and parent.

FF **Face To Face Classroom Instruction**
Instruction where the teacher and students are face to face in the same physical location.

HI **Home Instruction**
Instruction at a student's residence delivered by a school staff member.

ID **Interactive Distance Learning**
Instruction where the course is provided via interactive video with a teacher at a remote site.

IS **Independent Study**
An educational activity involving advanced or in-depth work by an individual pupil under the direction of a certified member of the school staff.

IM **Internship/Mentorship**
Obtaining credit via use of a formalized agreement working under the direction of a third party mentor/artisan with oversight provided by a credentialed educator.

OL **Online**
Instruction between a pupil and an instructor by electronic media other than interactive video.

TC **Ohio Technical Center**
CTE course or Senior Only Industry Credential course that is delivered at an Ohio Technical Center (OTC) via a contract under ORC §3313.901.

TO **Test Out**
Earning credit by examination(s) under a Credit Flexibility plan.

OT **Other Delivery Method Not Specifically Covered By Another Option**

Reporting Instructions. When reporting TO-Test Out, the Credit Flexibility element must be reported with an option other than 'N'.

☼ *Educational Option Element*

Record Field Number	CN330
Definition	Identifies the Educational Option status for a course per Ohio Administrative Code 3301-35-06 (G).

Valid Options

NO Not an Educational Option Course
YS Course is an Educational Option Course

☼ *High School Credit Element*

Record Field Number	CN200
Definition	The amount of high school credit allowed for the course.

Valid Options

0.00 – 9.99

Reporting Instructions. Report for courses offered for high school credit, whether at the middle or high school level.

This is a three-digit field allowing for two decimal places. Report the amount of credit to be allowed for the given course, for example, 1.00 or 0.50.

☼ *Language Used in Teaching Course Element*

Record Field Number	CN220
Definition	The language(s) used by the teacher when presenting to students.

Valid Options

E English
N Native language only
B English & native language

Reporting Instructions. "Native language" refers to the native language of the student(s), not the teacher.

☼ *Length of Scheduled Instruction Element*

Record Field Number	CN100
Definition	Hours per year that a teacher spends in instruction for the course/subject.

Valid Options

0000 – 1260

Reporting Instructions. Calculate the number of hours per school year that the teacher instructs on the subject/course reported on this record.

A full year course (Semester Code Element of "3") may not exceed 1,260 hours. A course offered on a semester basis (Semester Code Element of "1" or "2") may not exceed 630 hours.

Report the amount of time an elementary music, art, and/or PE teacher spends in a building.

The time scheduled in labs for non-career-technical courses such as chemistry should be included.

The minimum length for a non-Credit Flexibility course is 9 hours; only a Credit Flexibility course can be less than 9 hours.

☼ *Local Classroom Code Element*

Record Field Number	CN060
Definition	The code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district.

Valid Options

Alphanumeric code

Reporting Instructions. A classroom is defined per period and building for K-12 courses. The local classroom code is completely defined by the resident/educating district. A student scheduled into a class/course is to be reported with the same local classroom code on his/her Student Course (GN) Record as the local classroom code reported on his/her teacher's Staff Course (CU) Record and the Course Master (CN) Record for that course.

If a coding system does not exist at a building or district, the resident/educating district is responsible for creating a code that uniquely identifies each classroom. A resident/educating district may create the local classroom code using any method. However, this code is only a unique identifier of specific classes within a district. When this information reaches the Department, it only differentiates one body (classroom) of students from another. The Department will not extract period, section, building, course, or teacher from this element. Such information is obtained from other elements reported on the Staff Course (CU) and Course Master (CN) Records.

The local classroom code must refer to the same class in the Initial and Final Staff/Course (L) Collections.

If a classroom is eliminated during the year, then no other classroom can use this unique identifier for the Final Staff/Course (L) Collection.

New local classroom codes may be reported during the Final Staff/Course (L) Collection to identify classes added after the Initial Staff/Course (L) Collection.

Local classroom codes can be changed for succeeding school years.

☼ *Location IRN Element*

Record Field Number	CN110
Definition	The IRN of building where the course is held.

Valid Options

Six-digit IRN
999999

Reporting Instructions. In general, the IRN of the physical location where the course is being held is to be reported. The following examples illustrate cases that may deviate from the general case.

College Credit Plus Courses. For a College Credit Plus (CCP) course, report the IRN of the post-secondary institution that is giving credit for the course.

For information on Post-Secondary Institution IRNs, search for the institution in OEDS-R on the Department's website.

For CCP courses with a CP delivery method (Career Technical CCP Course), report the IRN of the actual location of the course, not the IRN of the Post-Secondary Institution.

Joint Vocational School District Satellite Courses. For JVSD satellite course, the location IRN is used for funding purposes; therefore, when a JVSD reports a satellite course, the JVSD will always use the location IRN corresponding to the location where the course is being held.

Ohio Technical Centers Courses. Ohio Revised Code Section §3313.901 allows students to take courses at an Ohio Technical Center (OTC) through a contract. As with other CTE and Senior Only Industry Credential courses, the Location IRN is used for funding purposes for OTC programs and must match the IRN where the program is approved.

Preschool Courses. For all preschool courses report the building IRN that is associated with the preschool license issued to the preschool program in the Ohio Child Licensing and Quality System (OCLQS). The building (site) IRN should reflect the physical location where the preschool children are being served. Note that one building could potentially have multiple IRNs for different preschool programs, operated by different organizations, located in the same building. If the physical location where the course is taught does not have a building (site) IRN on the license, then report "999999".

Rental or "Borrowed" Space. In the case where an EMIS-reporting entity rents or "borrows" space from another organization (such as another district, ESC, or private entity) to house a course taught by its own staff, the EMIS-reporting entity would use the IRN for one of its own buildings (or its district IRN) as the location IRN on the Course Master.

For example, if a high school holds a course in a neighboring office complex, then the course master for this course would use the high school building's IRN as the Location IRN. Likewise, if district A rents or borrows space in a building in district B for a course for A's students, then district A would report the course as taking place in one of their own buildings (this could include the district's IRN as a location IRN).

Student Attending Courses at non-EMIS Entity. If a district sends a student to attend a course in a space that cannot be considered as the district's space and the staff teaching the course is provided by a non-EMIS reporting entity, the district should report 999999 in the Location IRN Element. This is the only time that 999999 can be reported in the Location IRN Element.

☼ *Semester Code Element*

Record Field Number	CN090
Definition	The length of time, in weeks or semesters, that the course is taught.

Valid Options

1	1st semester only
2	2nd semester only
3	All year
4	12 weeks
5	9 weeks
6	6 weeks
8	Other

Reporting Instructions. For Credit Flexibility courses, report accordingly per the Credit Flexibility Plan for the student, otherwise use '8'.

☼ *Student Population Element*

Record Field Number	CN340
Definition	Identifies the attributes of the group of students for which the course is intended.

Valid Options

DP **Preschool Special Education Hearing/Visual**
Center-based course for preschool students with disabilities, structured to specifically instruct students with hearing and/or visual impairments.

D8 **Preschool Special Education**
Center-based course for preschool students with disabilities.

GA **Gifted Education In Arts Delivered By Trained Arts Instructor K-12**
Course specifically for students identified as gifted and related to the gifted identification arts areas of dance, visual arts, drama/theater, and/or music.

GE **Gifted Education K-12**
Course specifically for students identified as gifted and with a Gifted Intervention Specialist as the teacher of record.

PR **Preschool General Education**
Center-based course for preschool students without disabilities.

RG **Regular/General Students K-12**
No specific student attributes reflected in the other options for this element apply to the group of students intended to take this course.

SE **Special Education K-12**
Course specifically for students with disabilities.

SP **Special Education K-12 Hearing/Visual**
Course specifically for students with disabilities, structured to specifically instruct students with hearing and/or visual impairments.

☼ *Subject Area for Credit Element*

Record Field Number	CN210
Definition	The subject for courses offered in which high school credit toward graduation is being applied, whether at middle school or high school level.

Valid Options

***	Not applicable – course does not qualify for high school credit toward graduation.
BUS	Business
CTA	Career-Technical
DRI	Driver's education when counting as elective credit for state graduation requirements and not counting the Ohio Driver's License (CR63) as an industry credential.
ELE	Elective units that are not counting as elective credit for state graduation requirements.
ENE	English when counting as elective credit for state graduation requirements, not as part of 4 English Language Arts credits.
ENG	English
FAR	Fine Arts (including dance, drama, music and visual arts)
FIN	Financial Literacy
FLR	Foreign Language
HEC	Family and Consumer Sciences (non-career-technical)
HTH	Health
JTC	JROTC–Junior Reserve Officer Training Corps
MCT	CTE Career-Based Pathway Mathematics in place of Algebra II per ORC §3313.603(C)(3)
MTA	Mathematics–Algebra II or Equivalent
MTE	Math when counting as elective credit for state graduation requirements, not as part of 4 Math credits.
MTO	Mathematics–Other than Algebra II or Equivalent, not including Financial Literacy units
PHE	Physical Education
SAE	Science Advanced Study–Astronomy, Physical Geology, or other Earth or Space science
SAL	Science Advanced Study–Advanced Biology or other Life Science
SAP	Science Advanced Study–Chemistry, Physics, or other Physical Science
SCE	Science when counting as elective credit for state graduation requirements, not as part of 3 Science credits.
SCL	Science–Life Science; not Advanced Science for units earned after the 2021-2022 school year
SCO	Science–Other than Physical, Life, or Advanced Science
SCP	Science–Physical Science; not Advanced Science for units earned after the 2021-2022 school year
SOE	Social studies when counting as elective credit for state graduation requirements, not as part of 3 Social Studies credits.
SOG	Social Studies–American Government

SOH	Social Studies–American History
SOO	Social Studies–Other than American History, World History, and Government
SWH	Social Studies–World History and Civilizations
TEC	Technology Education/Computer Science
TEL	Technology Education/Computer Science used as World Language credit per ORC 3313.603(E)(3) that is not being counted as meeting either the Algebra II or Advanced Science requirements
TEM	Technology Education/Computer Science used to meet Algebra II requirement per ORC 3313.603(C)(3)
TES	Technology Education/Computer Science used to meet Advanced Science requirement per ORC 3313.603(C)(5)

Reporting Instructions. Report the most specific option that would apply. For example, if a student takes a business course as an elective report the 'BUS' option instead of the 'ELE' option since the 'BUS' option is more specific.

The Subject Area for Credit for each course should be assigned based on the learning standards to which the course is aligned. For detailed information about Ohio's learning standards, see the Department's Learning in Ohio webpage.

☼ *Subject Code Element*

Record Field Number	CN050
Definition	The subject of the course being reported.

Valid Options

Valid six-character code

Reporting Instructions. A complete list of subject code options and descriptions is found in Section 4.7 Subject Codes.

There is no requirement that the subject codes used in student scheduling software be the same as the subject codes provided by Section 4.7. However, a crosswalk should be available by the software vendors to map the district-defined codes to the codes in Section 4.7 before data submission to the designated ITCs.

If a course being offered at the district does not exactly match one of the options found in Section 4.7, select the code that represents the subject definition most closely related to the course offered at the district. Not every subject title will fit precisely into the list found in Section 4.7; therefore, the best match should be used.

Academic subject codes that may be reported for career-technical instruction include mathematics, English/language arts, science and social studies. Courses must be integral to the workforce development career-technical program (excluding foundation courses), limited to courses enrolling workforce development students only, and in compliance with the state academic standards for the grade level.

In general, if a special education student is placed by the school district in an employment situation for high school credit, then this employment is required to be supervised by the work/study coordinator.

The subject code on the Course Master (CN) Record and the assignment area on the Staff Employment (CK) Record must reflect this. If the staff member providing employment supervision as part of the course of study for the student with a disability condition is the special education classroom teacher, then report the "300010 – Career Exploration" option in the Subject Code Element and option "SE" or "SP" for the Student Population Element.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Course Master (CN) Record, the following field must be unique.

Required Fields	Number
Local Classroom Code	CN060

4.2 Course Master (CN) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CN010	9-10	Sort Type	PIC X(2)
		Always "CN"	
	11	Filler	PIC X
CN020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CN030	16	Data Set	PIC X
		L – Staff/Course	
CN040	17-22	District IRN	PIC X(6)
CN050	23-28	Subject Code	PIC X(6)
CN060	29-48	Local Classroom Code	PIC X(20)
	49-57	Filler	PIC X(9)
CN080	58	Course Level	PIC X
CN090	59	Semester Code	PIC X
CN100	60-63	Length of Scheduled Instruction	PIC 9(4)
CN110	64-69	Location IRN Number	PIC X(6)
	70-72	Filler	PIC X(3)
	73-78	Filler	PIC X(6)
	79-93	Filler	PIC X(15)
CN200	94-96	High School Credit	PIC 9V99
CN210	97-99	Subject Area for Credit	PIC X(3)
CN220	100	Language Used in Teaching Course	PIC X
	102	Filler	PIC X(2)
	103	Filler	PIC X
	104-109	Filler	PIC X(6)
CN280	110-117	Course Start Date CCYYMMDD	PIC 9(8)
CN290	118-125	Course End Date CCYYMMDD	PIC 9(8)
~~CN300~~	~~126~~	~~CTE College Credit~~	~~PIC X(1)~~
	126	Filler	PIC X(1)
CN310	127-128	Curriculum	PIC X(2)
CN320	129-130	Delivery Method	PIC X(2)
CN330	131-132	Educational Option	PIC X(2)
CN340	133-134	Student Population	PIC X(2)
CN350	135	Credit Flexibility Code	PIC X

EMIS MANUAL

Section 4.3:
Staff Course (CU) Record

Version 9.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
9.0	07-01-25	FY26	NA	Posted for FY26.
8.0	08-19-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
8.0	08-19-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.3	7/6/23	FY24	24-39	Updated the required collections table.
7.2	7/1/22	FY23	NA	Posted for FY23.
7.1	7/1/21	FY22	NA	Posted for FY22.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.0	11/7/19	FY20	20-132	Clarified reporting for TLC IRN.
5.3	5/17/19	FY19	70806	HQT IRN renamed; HQT status removed; other references to HQT removed.
5.2	7/3/18	FY19	NA	Posted for FY19.
5.1	6/8/18	FY18	NA	Posted for FY18.
5.0	7/26/17	FY17	NA	No FY17 changes.
4.0	8/22/16	FY16L	36252	Updated HQT Code option 1 to include new licensing exams.
4.0	8/22/16	FY16		Added Upcoming Changes section.
3.0	9/16/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	9/16/15	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

4.3 STAFF COURSE (CU) RECORD 3

Required Collections 3
General Guidelines 3
Staff Course Data Elements 4
☼ Employee ID Element 4
☼ Teacher Licensure Course IRN Element 5
☼ Local Classroom Code Element 6
☼ Staff Course End Date Element 6
☼ Staff Course Start Date Element 7
☼ Staff Provider IRN Element 7
☼ Staff Role Code 8
Defining a Unique Record 8

4.3 STAFF COURSE (CU) RECORD FILE LAYOUT 9

4.3 Staff Course (CU) Record

Required Collections

The Staff Course (CU) Record and the relevant elements are to be reported as follows.

Record Field Number	Data Element	Initial L	Final L
CU050	Employee ID	✓	✓
CU060	Local Classroom Code	✓	✓
CU080	Staff Course End Date	✓	✓
CU070	Staff Course Start Date	✓	✓
CU120	Staff Provider IRN	✓	✓
CU090	Staff Role Code	✓	✓
CU110	Teacher Licensure Course IRN	✓	

General Guidelines

At least one Staff Course (CU) Record is required to be reported for each teacher who is responsible for a course between the course start and end date. A staff member can have two or more Staff Course (CU) Records for the same course if the staff member is the teacher responsible for the course during two or more non-consecutive date ranges.

Every Course Master (CN) Record must have at least one Staff Course (CU) Record reported with a matching Local Classroom Code.

"Responsible for a course" specifically excludes a substitute teacher unless the substitute is in charge of the course for an extended period of time, including activities typically completed by a lead teacher for a course (e.g., designing daily lesson plans, evaluating students, etc.), or unless the substitute is the only staff member for the course.

Contracted Staff. When a resident/educating district is contracting with an ESC or another EMIS-reporting entity for a staff member to teach a course, the resident/educating district is responsible for reporting a Staff Course (CU) Record for each contracted staff member teaching a course. When submitting a Staff Course (CU) Record for a contracted staff member, the resident/educating district is required to report the IRN of the contracting entity in the Staff Provider IRN Element. In addition, the ID of the staff member teaching the course is to be reported in the Employee ID Element.

Exception to ESC Reporting Staff Course (CU) Record. In most cases, the ESC or other EMIS-reporting entity does not report a Staff Course (CU) Record for the staff member teaching a course for the resident/educating district. Although ESCs are, for the most part, no longer reporting course information, there is an exception. If an ESC is providing preschool special education instruction or is allocated state funds for an Early Childhood Education program (formerly state funded Public Preschool), then the ESC (or other EMIS-reporting entity) is required to report a Staff Course (CU) Record for the preschool special education teacher and/or regular preschool teacher. The ESC is also required to report a Student Course

(GN) Record for the students enrolled in preschool special education. This is to ensure that preschool special education funding flows accurately.

Staff Course Data Elements

The following portion of this section discusses each of the data elements within the Staff Course (CU) Record. The elements are organized alphabetically.

☼ *Employee ID Element*

Record Field Number	CU050
Definition	Unique code assigned to the staff member.

Valid Options

A valid nine-character code

Reporting Instructions. The individual reported as the teacher of record for a course must be reported with at least one Staff Employment (CK) Record with position code 230 (Teacher), 108 (Principal Assignment), or 109 (Superintendent Assignment) with the appropriate teaching assignment area. For courses that are provided via Delivery Method Element options "CC", "OL", and "ET" that are also Educational Options ("YS") or a Delivery Method of "IM" (regardless of the Educational Option value), a position code of 202 (Counselor Assignment) may be reported as the teacher of record.

Contracted Teachers. If the resident/educating district is contracting with an ESC or another EMIS-reporting entity for a teacher to teach a course, then the educating/resident district is required to report the State Staff ID of the teacher (employed by an ESC/EMIS-reporting entity) teaching the course.

Credit Flexibility: Test Out Courses. Courses that are provided with Delivery Method Element option "TO" may have all 9s reported. If districts report anything other than all 9s, then a complete Staff Demographic (CI) Record and Staff Employment (CK) Record must be reported for the instructor. If all 9s are reported, then the CI and CK Records are not required.

Postsecondary Teachers. Resident districts may report all 9s in this element when reporting data about classes provided by the College Credit Plus program or taught by postsecondary instructors (Curriculum values of "PS" or "PI"). If districts report anything other than all 9s, then a complete Staff Demographic (CI) Record and Staff Employment (CK) Record must be reported for the instructor. If all 9s are reported, then the CI and CK Records are not required.

Expert Contracted from Outside Company/Organization for Credit Flex. Districts may report all 9s in this element when reporting data about classes provided by an expert contracted from a company or organization for a credit flex opportunity (Curriculum value of "OC"). If districts report anything other than all 9s, then a complete Staff Demographic (CI) Record and Staff Employment (CK) Record must be reported for the instructor. If all 9s are reported, then the CI and CK Records are not required.

With the exception of reporting the situations above, this element should never be reported as all 9s.

All Other Teachers. When reporting the Employee ID Element, report the local number assigned to the employee by the district. The same locally assigned number must be used for the Employee ID for the Staff Demographic (CI) Record.

An ESC that is providing preschool special education instruction or is awarded an Early Childhood Education Grant (formerly Public Preschool Grant) is responsible for reporting a record with the ID of the preschool teacher reported in the Employee ID Element.

The value in the Employee ID Element must be consistently reported as it is used to connect related staff (Section 3.4 Staff Employment (CK), Section 3.3 Staff Demographic (CI), Section 3.5 Contractor Staff Employment (CJ)) and student (Section 2.9 Student Program (GQ)) records. The only restriction on the value is the use of all 9s as discussed above; therefore, districts can use the staff member's credential ID, a Z-ID, or a local value determined by the district as long as the same value is used for each staff member across these record types.

☼ *Teacher Licensure Course IRN Element*

Record Field Number	CU110
Definition	IRN used to group courses for the calculation of the percentage of core courses taught by properly certified or licensed staff.

Valid Options

Six-digit IRN
999999
******

Reporting Instructions. This element will be used for the determination of where a course will count in calculations.

All ******s should only be reported if the subject being taught is not a core subject area (see Section 4.7 Subject Codes), or the Curriculum, Delivery Method, or Student Population Element option being reported for the subject is in the list below.

- Curriculum Element is OC, PS, or PI, or
- Delivery Method is CC, ET, or OL and Educational Option is YS, or
- Delivery Method is ID, IM, TO, or CI, or
- Student Population is D8, DP, or PR

Rental or "Borrowed" Space. In the case where an EMIS-reporting entity rents or "borrows" space from another organization (such as another district, ESC, or private entity) to house a course taught by its own staff, the EMIS-reporting entity would report the IRN for one of its own buildings (or its district IRN) as the Teacher Licensure Course (TLC) IRN.

For example, if a high school holds a course in a neighboring office complex, then they would use the high school building's IRN as the TLC IRN. Likewise, if district A rents or borrows space in a building in district B for a course for A's students, then district A would report the course as taking place in one of

their own buildings (this could include reporting the district's IRN as the TLC IRN for an ESC, community school, JVSD, STEM district, Ohio Deaf and Blind Education Services, or DYS).

Note that the district IRN should never be used by a local, exempted village, or city school district. These entities should always report one of their own buildings as the TLC IRN for courses where they are responsible for the proper certification status of the teacher (see exception for contracted staff below).

Contracted Staff. The value of the TLC IRN for courses taught by the contracted staff member is dependent on the location of the course and the districts of students in that course.

If the contracted staff member is teaching the course in a building of the district reporting the course master, and if all the students in the course are from the reporting district, then the building IRN where the course takes place is used in the TLC IRN field. In this case, the TLC IRN Teacher Element and the Location IRN Element would be the same.

In all other cases, the district IRN of the entity providing the contracted staff member is used in the TLC IRN field. These cases may result in the TLC IRN Element and Location IRN Element being different. This would include courses taught at the entity providing the contracted staff member and instruction provided by a contracted staff member to a classroom of students from more than one district. If, in the case of contracted staff, the entity providing the staff does not have an IRN, you may use 999999 in the TLC IRN field.

☼ *Local Classroom Code Element*

Record Field Number	CU060
Definition	The code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district.

Valid Options

Alphanumeric code

***Reporting Instructions*.** The local classroom code is completely defined by the resident/educating district. Report the same local classroom code as reported on the Course Master Record for this course.

☼ *Staff Course End Date Element*

Record Field Number	CU080
Definition	Last scheduled day a staff member is associated with a course where dates are required.

Valid Options

00000000	Reporting dates not required (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for staff where the staff member's association with the course does not span the entire period of the course reported on the Course Master record.

If available in a district's data system, dates may be reported for all staff, but any reported dates must be valid dates (i.e., reporting 20150132 would cause a Staff Course (CU) Record to fatal) and must

be within the current fiscal year (20140701 to 20150630 for FY15) and within the range of dates reported on the Course Master (CN) Record for the course.

The ending date of the school calendar period may be used for associated staff that span all the weeks of the calendar period even if the last actual day of the specific course is before the final day of the calendar period. For example, a course that meets on Tuesdays during a semester that ends on a Friday may use the Friday date in the Staff Course End Date Element even though the last class session was three days prior. If, however, the staff member stopped working with the Tuesday-only course a week earlier (10 days before the end of the semester), the actual end date would be used, since the assignment did not span all weeks of the semester.

☼ *Staff Course Start Date Element*

Record Field Number	CU070
Definition	First scheduled day a staff member is associated with a course where dates are required.

Valid Options

00000000	Reporting dates not required (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for staff where the staff member's association with the course does not span the entire period of the course reported on the Course Master record.

If available in a district's data system, dates may be reported for all staff, but any reported dates must be valid dates (i.e., reporting 20150132 would cause a Staff Course (CU) Record to fatal) and must be within the current fiscal year (20140701 to 20150630 for FY15) and within the range of dates reported on the Course Master (CN) Record for the course.

The starting date of the school calendar period may be used for courses that span all the weeks of the calendar period even if the first day of the specific course is after the first day of the calendar period. For example, a course that meets on Tuesdays during a semester that starts on a Monday may use the Monday date in the Staff Course Start Date Element even though the first class session was the next day. If, however, the staff member started working with the Tuesday-only course a week later (8 days after the start of the semester), the actual start date would be used, since the assignment did not span all weeks of the semester.

☼ *Staff Provider IRN Element*

Record Field Number	CU120
Definition	The district IRN of the entity in contract with the reporting school district.

Valid Options

Six-digit IRN	
******	Not Applicable

Reporting Instructions. When the resident/educating district is contracting with an EMIS-reporting entity, e.g., ESC, for a staff member to teach this course, the IRN of the EMIS-reporting entity must be reported in this element. If the resident/educating district is not contracting with another EMIS-reporting entity, then this element should be filled with "******".

☼ *Staff Role Code*

Record Field Number	CU090
Definition	The role of a staff member within the context of this course and date range.

Valid Options

CT Co-Teacher
LT Lead Teacher

Reporting Instructions. Report the code that describes the role of the staff member with this specific course during the date range reported on this record (or for the entire date range of the course if the staff member is associated with this course for its entire length).

A traditional classroom arrangement has a single staff member who is responsible for instruction and evaluation of students. This individual would be thought of as the Lead Teacher for the course. In this situation, we are not collecting information on other staff involved with the course, including intervention specialists, tutors, aides, etc. The vast majority of courses reported to EMIS will have a single Staff Course record reported with a Staff Role Code of "LT".

A value of "CT" (Co-Teacher) should be reported when there are 2 or more staff who have equal responsibility for teaching a group of students content for a specific subject code in the same class section/room. Prior to FY12, this would have been reported in EMIS under the instructions for team teaching (dividing the students into more than one class section and assigning the students randomly to only one teacher). The collection of "CT" is not intended to increase the number of staff reported to EMIS compared to prior year reporting.

If a Staff Course Record is reported for a specific timeframe with the "LT" option, then only one Staff Course Record may be reported for that timeframe. If "CT" is reported, then there must be at least two Staff Course Records reported for that timeframe.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Staff Course (CU) Record, each combination of values in the following fields must be unique.

Required Fields	Number
Employee ID	CU050
Local Classroom Code	CU060
Staff Course Start Date	CU070

4.3 Staff Course (CU) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CU010	9-10	Sort Type	PIC X(2)
		Always “CU”	
	11	Filler	PIC X
CU020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CU030	16	Data Set	PIC X
		L – Staff/Course	
CU040	17-22	District IRN	PIC X(6)
CU050	23-31	Employee ID	PIC X(9)
CU060	32-51	Local Classroom Code	PIC X(20)
CU070	52-59	Staff Course Start Date CCYYMMDD	PIC 9(8)
CU080	60-67	Staff Course End Date CCYYMMDD	PIC 9(8)
CU090	68-69	Staff Role Code	PIC X(2)
	70	Filler	PIC X
CU110	71-76	Teacher Licensure Course IRN	PIC X(6)
CU120	77-82	Staff Provider IRN	PIC X(6)

EMIS MANUAL

Section 4.4:
Student Course (GN) Record

Version 10.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
10.1	07-01-25	FY26	NA	Posted for FY26.
10.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
9.0	7/6/23	FY24	24-24	Corrected the file layout.
8.1	7/28/22	FY23	23-51	Updates to itinerant services program codes.
8.0	7/14/22	FY23	23-72	Updates PS reporting guidance.
7.1	7/1/21	FY22	22-38	GN150 and GN152 now also reportable in Initial Staff/Course Collection.
7.0	7/1/20	FY21	NA	Posted for FY21.
6.1	4/12/20	FY20	20-104	Clarified credit v non-credit course reporting.
6.0	3/31/20	FY20	NA	Posted for FY20.
5.3	5/6/19	FY19	60939	Updated reporting instructions for Partial/Override Credit Element.
5.2	7/3/18	FY19	NA	Posted for FY19.
5.1	6/8/18	FY18	NA	Posted for FY18.
5.0	8/30/16	FY17	NA	No FY17 changes.
4.0	8/22/16	FY16		Added Coming Changes section.
3.0	9/29/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	6/26/15	FY14K	1010	Removed references to unit funding.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

4.4 STUDENT COURSE (GN) RECORD 3

Required Collections 3
General Guidelines 3
Reporting Preschool Courses 4
Reporting Course Records for Students Without Disabilities, K-12 4
Reporting Student Course (GN) Records for Students With Disabilities, K-12 5
Career-Technical Students – Satellite Courses 6
Gifted Students 6
Educational Options and Delivery Methods 6
Educational Service Centers 6
Student Course Data Elements 7
☼ Course Enrollment End Date Element 7
☼ Course Enrollment Start Date Element 7
☼ District IRN Element 8
☼ High School Credit Earned Element 8
☼ Local Classroom Code Element 8
☼ Partial/Override Credit Element 9
Defining a Unique Record 9

4.4 STUDENT COURSE (GN) RECORD FILE LAYOUT 10

4.4 Student Course (GN) Record

Required Collections

The Student Course (GN) Records are to be reported for the Initial and Final Staff and Course (L) Collections. The table below provides the collection by element.

Record Field Number	Data Element	Initial L	Final L
GN170	*Course Enrollment End Date Element*	✓	✓
GN160	*Course Enrollment Start Date Element*	✓	✓
GN040	*District IRN Element*	✓	✓
GN150	*High School Credit Earned Element*	✓	✓
GN080	*Local Classroom Code Element*	✓	✓
GN152	*Partial/Override Credit Element*	✓	✓

General Guidelines

It is mandatory to report all courses separately for students in grades K-12. Therefore, a separate Student Course (GN) Record will have to be reported for every course in which the student is participating, even if two or more courses are being taught by the same teacher.

The only exceptions are preschool courses. These are still to be reported as self-contained courses.

In situations where school districts are contracting with Educational Service Centers and/or other EMIS-reporting entities, the school district is responsible for reporting Student Course (GN) Records, with the exception of preschool courses. The school district will report the Student Course (GN) Records, the Staff Course (CU) Records of the staff teaching the students at the ESC, and the Course Master (CN) Records.

In general, all students who have at least one Student Standing (FS) Record reported with a Student Percent of Time (FS120) that is greater than zero should have courses reported or have a preschool itinerant program code (220205, 220210, or 220215) reported. In addition, students who have any Student Standing (FS) Record reported with a Sent to Percent of Time (FS220 or FS250) greater than zero for the following Sent Reasons (FS200 or FS230) should have courses reported for the student:

- PS – College Credit Plus Program Participant,
- PI – Proprietary Institution Program Placement, and
- NP – Non-public school placement at district expense.

During the Initial Staff/Course (L) Collection, report the Student Course (GN) Records, the Staff Course (CU) Records, and the Course Master (CN) Records for *all* courses in accordance with the instructions below, 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.

Courses taken during the summer (after the last day of the school year and prior to the start of the following school year) are not reported to the Ohio Department of Education and Workforce.

See Section 4.7 Subject Codes, for a complete list of subject codes and definitions. See Section 4.2 Course Master Record and Section 4.3 Staff Course Record for more information on reporting those records.

Reporting Preschool Courses

As indicated above, preschool courses are to be reported as self-contained courses. Do not report separate course records for each course/subject in which the preschool student is participating, such as reading, math, etc. The following self-contained subject code is applicable for preschool students/teachers:

180108 Preschool: preschool program in a self-contained classroom, this includes courses related to ECE, Federal Head Start, and other local programs.

Reporting Special Education Preschool Courses. Students who are receiving center-based preschool special education services are to be scheduled with a Local Classroom Code of a special education teacher with a subject code of 180108 and a Student Population of D8 or DP. The following students may also be scheduled into special education preschool class.

- Regular or "Typically Developing Peers" in the same class as preschoolers with disabilities, being taught by a preschool special education teacher, should be scheduled with the same Local Classroom Code of the preschool special education teacher found on that teacher's Staff Course Record. The subject code should be 180108.

Students receiving preschool special education itinerant services are reported with a program code (220205, 220210, or 220215) for itinerant services. If the student is receiving preschool itinerant services and also center-based services, then both a Student Course (GN) Record (showing the local classroom code of the special education teacher) and a Student Program (GQ) Record (with the appropriate itinerant services program code) are to be reported for the student.

Reporting Regular Preschool Courses. Each non-disabled student reported with a "PS" in the Grade Level Element is required to have at least one Student Course (GN) Record reported with an appropriate local classroom code. All regular preschool courses are to be reported with a Student Population of PR. If a typically-developing peer is not "dually enrolled" into another preschool class (such as a locally funded preschool class), then this is the only subject code that is required for him/her. If he/she is dually enrolled into another class, such as a locally funded preschool class, then he/she is reported with two Student Course (GN) Records.

Dually Enrolled Students. Any student who is dually enrolled into two preschool programs is required to be scheduled into both preschool courses and should have two Student Course (GN) Records reported for him/her.

Reporting Course Records for Students Without Disabilities, K-12

A separate Student Course (GN) Record must be submitted for each course/subject in which the student is taught. This includes courses that are taught by the same teacher and courses that are taught by different teachers.

Example 1.

If Mrs. Smith, a kindergarten teacher, is teaching math, reading, science, and social studies to the same group of students, in the same building, at roughly the same time, then a separate Student Course (GN) Record, with a unique Local Classroom Code for each subject, would be reported for math, reading, science, and social studies. In this case, four Student Course (GN) Records would be reported for each student in Mrs. Smith's kindergarten class.

In addition, the Staff Course (CU) Record for Mrs. Smith would have the respective Local Classroom Codes, and the Course Master (CN) Record would have the appropriate subject codes as indicated in Section 4.7 Subject Codes, and the appropriate Student Population.

Students who are non-disabled and are receiving temporary home instruction are considered to be enrolled and in attendance for the school district. Therefore, a Student Course (GN) Record is to be reported for each subject in which the student is enrolled, with the same Local Classroom Code reported on both the Course Master (CN) Record and the Staff Course (CU) Record, as if the student was actually in the class.

A Student Course (GN) Record is not required for students who receive supplemental instruction from a Remedial Specialist (position code 204) or a Tutor (position code 208).

Reporting Student Course (GN) Records for Students With Disabilities, K-12

A separate Student Course (GN) Record is required to be reported for each course/subject for which a student is taught. This includes courses that are taught by the same teacher and those that are taught by different teachers.

Course records for students with disabilities are to be reported for each course/subject in which a student is enrolled. The actual subject codes of these courses are found in Section 4.7 Subject Codes and are to be coded on the Course Master (CN) Record.

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, then the Student Population Element on the Course Master (CN) Record into which the student is scheduled must indicate Special Education (SE or SP).

If no program or curriculum modifications are made for a student, then the Student Population Element on the Course Master (CN) Record into which the student is scheduled should reflect the regular course (RG).

A Student Course (GN) Record is not required to be reported for students with disabilities who are pulled out of the regular classroom in order to receive supplemental special education services such as tutoring, speech and language, etc. This includes students who are being taught by staff with a position code of "212 – Supplemental Services Teaching Assignment – Special Education".

School-age students with disabilities receiving home instruction are to have one Student Course (GN) Record per course, reported with the same local classroom code as that reported on the Course Master (CN) Record and the Staff Course (CU) Record. Each such course is reported with a Delivery Method of HI and the appropriate Subject Code.

Career-Technical Students – Satellite Courses

A Student Course (GN) Record is required to be reported by the district that employs the instructor for career-technical students enrolled in satellite courses (including GRADS courses). In addition to the course records, the district that employs the instructor must also report Student Demographic (GI), Student Standing (FS), Student Attributes – Effective Date (FD), and Student Attributes – No Date (FN) Records.

Gifted Students

One Student Course (GN) Record should be reported for each course/subject taught to a student. The Student Course (GN) Records for students who are gifted are to be reported for each course with the same Local Classroom Code as that reported on the related Staff Course (CU) and Course Master (CN) Records. The actual Subject Codes of these courses are found in Section 4.7 Subject Codes and are to be coded on the Course Master (CN) Record. The appropriate gifted Student Population (Gx) is also to be reported on the Course Master (CN) Record. This includes submitting a Student Course (GN) Record for students who are gifted and receiving instruction in the arts.

No Student Course (GN) Record is reported for students receiving supplemental gifted instruction provided by a gifted intervention specialist. However, students receiving such services should have the appropriate gifted supplemental code reported for the Program Code Element on the Student Program (GQ) Record.

Educational Options and Delivery Methods

A Student Course (GN) Record is submitted for each student who is enrolled in a course that is offered for graduation credit regardless of the Delivery Method. Examples of Delivery Methods are

- Correspondence Courses (CC)
- On-Line (OL)
- Interactive Distance Learning (ID)
- Educational Travel (ET)
- Independent Study (IS)

See Section 4.2 Course Master (CN) Record for a complete list of Delivery Methods, along with descriptions and additional reporting instructions.

Students can be enrolled in courses for credit that are educational options or have Delivery Methods other than the traditional face-to-face classroom situation. For such courses, Student Course (GN) Records should still be reported, along with Staff Course (CU) Records that report the staff member monitoring the class and Course Master (CN) Records.

Educational Service Centers

With the exception of preschool courses, the Educational Service Centers (ESCs) do not report course information. It is the sending district's responsibility to report Student Course (GN), Staff Course (CU), and Course Master (CN) Records for students and staff who are educated by employees of the ESC.

An exception to this is when ESCs have preschools. In these cases, the ESCs do report Student Course (GN), Staff Course (CU), and Course Master (CN) Records for the preschool students they are educating.

Student Course Data Elements

The following portion of this section discusses each of the data elements within the Student Course (GN) Record. The elements are organized alphabetically. The Student Course (GN), Staff Course (CU), and Course Master (CN) Records are tied together through the Fiscal Year, District IRN, and Local Classroom Code.

☼ *Course Enrollment End Date Element*

Record Field Number	GN170
Definition	Last day of a student's enrollment in a course where course dates are required.

Valid Options

00000000	Student enrolled in course through the Course End Date (CN290) or reporting student's enrollment date not required (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for student course enrollments where the end date of a student's enrollment is different than the end date (CN290) of the course (e.g., the student dropped the course before it ended).

If "00000000" is reported in this element, the value for the Course End Date (CN290) will be used for this element for this student.

Enrollment dates may be reported for all students in a course, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Course record to fatal) and must be within the boundaries of the start and end dates on the related Course Master (CN) Record.

☼ *Course Enrollment Start Date Element*

Record Field Number	GN160
Definition	First day of a student's enrollment in a course where course dates are required.

Valid Options

00000000	Student enrolled in course from the Course Start Date (CN280) or reporting student's enrollment date not required (default)
CCYYMMDD	Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for student course enrollments where the start date of a student's enrollment is different than the start date (CN280) of the course (e.g., the student started the course late).

If "00000000" is reported in this element, the value for the Course Start Date (CN280) will be used for this element for this student.

Enrollment dates may be reported for all students in a course, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Course Record to fatal) and must be within the boundaries of the start and end dates on the related Course Master (CN) Record.

☼ *District IRN Element*

Record Field Number	GN040
Definition	The state assigned six-digit information retrieval number (IRN) of the district.

Valid Options

Six-digit IRN — Valid school district IRN

Reporting Instructions. The IRN of the school district that is reporting the student's course(s) is reported in this element.

☼ *High School Credit Earned Element*

Record Field Number	GN150
Definition	Indicates if a student earned high school credit for the course.

Valid Options

- Y — The student received credit for the course as reported on the Course Master (CN)
- N — The student did not receive credit for the course
- P — The student received the credit as reported in the Partial/Override Credit Element

Reporting Instructions. For courses that do not have high school credit associated with the course, the district would report a "Y" in this element and would report zeros in the High School Credit Element on the Course Master (CN) Record.

If a student receives the same high school credit that was reported for the course, report a "Y" in this element. If a student receives high school credit for a course, but the amount of credit awarded is different than what was reported on the Course Master (CN) Record, report a "P" in this element and report the amount of credit awarded to the student in the Partial/Override Credit Element.

If high school credit is offered for a course but a student does not receive credit for the course, report an "N" in this element. This would include situations where the student does not complete the course or does not pass the course.

☼ *Local Classroom Code Element*

Record Field Number	GN080
Definition	The code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district.

Valid Option

Alphanumeric code — Local district classroom code

Reporting Instructions. A classroom is defined per teacher, period, subject, and building. The Local Classroom Code is completely defined by the school district. It must match between the Student Course (GN), Staff Course (CU), and Course Master (CN) Records.

If a coding system does not exist at a building or district, the school district will need to create a unique number that uniquely identifies each classroom.

If a classroom is eliminated during the year, then no other classroom can use this unique identifier for the remainder of the school year.

New Local Classroom Codes may be reported during the Final Staff/Course (L) Collection to identify classes added after Initial Staff/Course (L) Collection.

Local Classroom Codes can be changed for succeeding school years.

☼ *Partial/Override Credit Element*

Record Field Number	GN152
Definition	Indicates the amount of high school credit that the student received for the course.

Valid Options

0.00 – 9.99

Reporting Instructions. This element is linked to the High School Credit Earned Element and a credit amount should only be reported in this element when the option of "P" is reported in the High School Credit Earned Element. When the option of "P" is reported in the High School Credit Earned Element, the Department will use the amount of credit that is reported in this element instead of the credit reported on the Course Master (CN) Record for this course. This element is used to report the amount of credit a student is awarded when the credit is different than what is reported on the Course Master (CN) Record.

If a student has more than one Student Course (GN) Record for the same Course Master (CN) Record, only report the credit earned on the latest record (i.e., do not double report credit earned).

A software vendor or district may choose to report all high school credit earned through this element. For those who report in this manner, High School Credit Earned Element option "P" must be reported for all students who earn high school credit. When option "P" is reported and the High School Credit Element on the Course Master (CN) Record is reported with a value greater than 0 and the Partial/Override Credit Element is reported as 0, then the student is seen as not having earned credit in the course.

Note. The credit assigned to the course must still be reported on the Course Master (CN) Record for all courses that may be taken for high school credit.

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	GN050
Local Classroom Code	GN080
Course Enrollment Start Date	GN160

4.4 Student Course (GN) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
GN010	9-10	Sort Type	PIC X(2)
		Always GN	
	11	Filler	PIC X
GN020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
GN030	16	Data Set	PIC X
		L – Staff/Course	
GN040	17-22	District IRN	PIC X(6)
GN050	23-31	EMIS Student ID Number	PIC X(9)
GN080	32-51	Local Classroom Code	PIC X(20)
	52	Filler	PIC X
GN150	53	High School Credit Earned	PIC X
	54-55	Filler	PIC X(2)
GN152	56-58	Partial /Override Credit	PIC 9V99
GN160	59-66	Course Enrollment Start Date CCYYMMDD	PIC 9(8)
GN170	67-74	Course Enrollment End Date CCYYMMDD	PIC 9(8)
	75-160	Filler	PIC X(86)

EMIS MANUAL

Section 4.5:
Career-Technical Education Correlated Class (CV) Record

Version 6.1
July 30, 2025

Department of Education & Workforce

EMIS Education Management Information System

Revision History

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

Version	Date	Effective	Change #	Description
6.1	07-30-25	FY26	26-47	Updated reporting for CTE CCP courses.
6.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.9	7/1/23	FY24	NA	Posted for FY24.
5.8	7/1/22	FY23	NA	Posted for FY23.
5.7	7/1/21	FY22	NA	Posted for FY22.
5.6	7/1/20	FY21	NA	Posted for FY21.
5.5	6/10/20	FY20	NA	Posted for FY20.
5.4	4/25/19	FY19	66261	Removed Curriculum Code VC.
5.3	9/7/18	FY19	67023	Removed subject code table and references to GRADS. Updated general guidelines and rules for anchor/lab/co-op class of a CT block. Updated CBI rules.
5.2	7/2/18	FY19	NA	Posted for FY19.
5.1	12/28/17	FY18		No FY18 changes.
5.0	8/30/17	FY17	NA	No FY17 changes.
4.0	8/22/16	FY16		Added Upcoming Changes section.
3.0	10/6/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	10/16/13	FY14K	997	Updated per course additions.

Coming Changes

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

4.5 CAREER-TECHNICAL EDUCATION CORRELATED CLASS (CV) RECORD 3

Required Collections 3
General Guidelines 3
☼ Anchor/Lab/Co-op Local Classroom Code Element 4
☼ First Correlated Academic or Technical Related Local Classroom Code Element 4
☼ Second Correlated Academic or Technical Related Element 5
Defining a Unique Record 5

4.5 CAREER-TECHNICAL EDUCATION CORRELATED CLASS (CV) RECORD FILE LAYOUT 6

4.5 CAREER-TECHNICAL EDUCATION CORRELATED CLASS (CV) RECORD

Required Collections

The Career-Technical Education Correlated Class (CV) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

To form a career-technical program, the Career-Technical Education Correlated Class (CV) Record is used to indicate the relationship between a career-technical anchor (Curriculum Element options VN, VP, ~~or~~ VT, or PS) and its

- Associated technical related class (Curriculum Element option V3) for career field workforce development programs and
- Associated technical related class and/or academic class(es) (Curriculum Element option V3) for Career Based Intervention.

~~One or more~~Up to two Correlated Class (CV) Records may be used for a career-technical anchor class. This file is comprised of local classroom codes.

All co-op classes (Curriculum Element option VP) *must* be correlated with a technical related class (Curriculum Element option V3).

Rules for Determining Anchor/Lab/Co-op, First and Second Academic, or Technical Related Correlated Classes for the Career-Technical Education Correlated Class. The Career-Technical Correlated Class (CV) Record is used to form a career-technical program by associating the career-technical anchor class with its associated class(es).

Rules for the Anchor/Lab/Co-op Class of a career-technical Block.

- The Career-Technical Correlated Class (CV) Record must have an Anchor/Lab/Co-op local classroom code with a valid career-technical Subject Code and career-technical Curriculum Element option.
- The valid Curriculum Element options for the Anchor/Lab/Co-op local classroom code are VN, VP, ~~and~~ VT, and PS.
- Career Technical Education Related/Correlated (V3) courses must be correlated to an Anchor/Lab/Co-op course. The pathway for both the anchor and correlated V3 courses must have an approved CTE-26 application.
- The valid Subject Codes for the Anchor/Lab/Co-op local classroom code are found in EMIS Manual Section 4.7 Subject Codes under the following headings.

Workforce Development Programs – Rules for the Technical Related Correlated Classes of a Career Field Workforce Development Block.

- The Technical Related Correlated Local Classroom Code Elements must be career-technical Curriculum Element option V3.
- The related correlated local classroom code subject code must be a valid career-technical subject code for the V3 Curriculum Element option. The CTE Program and Assessment Matrix (available on the Department's Career-Technical Education website) lists workforce development subject codes that are valid V3 Curriculum Element options.
- All students enrolled in a correlated technical related class (V3 Curriculum Element option) must also be funded in an approved workforce development anchor class (VP, ~~or~~ VT, or PS).

Career Based Intervention (CBI) (252525 subject code) – Rules for the First and Second Academic or CBI Related Correlated Classes of a Career-Technical CBI Block.

- The related correlated local classroom code subject code may be a related CBI class (252525 subject code), a valid CBI mathematics, science, English/language arts or social studies subject code. The related correlated class must be the V3 Curriculum Element option.
- CBI teachers can instruct *only* academic subjects in which they are age- and subject-appropriate certificated/licensed (e.g., an elementary certificate (K-8) permits the CBI teacher to teach any academic to 7th-8th grade CBI students only).
- All students enrolled in correlated technical related and academic V3 courses must also be enrolled in an approved and funded CBI anchor class (VN).

Career-Technical Education Correlated Class Record Data Elements. The following portion of this section discusses each of the data elements within the Career-Technical Education Correlated Class (CV) Record data. The elements are organized alphabetically.

☼ *Anchor/Lab/Co-op Local Classroom Code Element*

Record Field Number	CV060
Definition	The Anchor/Lab/Co-op local classroom code found on the Course Master Record.

Valid Options

Alphanumeric code

Reporting Instructions. Report the local classroom code of the career-technical anchor course (VN, VP, ~~or~~ VT, or PS) in the first column on the State Software EMIS screen EMSVEP (labeled "Anchor/Lab/Coop LCC").

☼ *First Correlated Academic or Technical Related Local Classroom Code Element*

Record Field Number	CV070
Definition	The Technical Related local classroom code (or academic local classroom code for Career-Based Intervention) from the Course Master Record of the first correlated class.

Valid Options

Alphanumeric code Local district classroom code

Reporting Instructions. Report the local classroom code of the related course (Curriculum Element option V3) in second column on the State Software EMIS screen EMSVEP (labeled "First Corr. Academic or Tech. Related LCC").

☼ *Second Correlated Academic or Technical Related Element*

Record Field Number	CV080
Definition	The Technical Related local classroom code (or academic local classroom code for Career Based Intervention) from the Course Master Record of the second correlated class.

Valid Options

Alphanumeric code Local district classroom code

Reporting Instructions. Report local classroom code of related course (Curriculum Element option V3) in the third column on the State Software EMIS screen EMSVEP (labeled "Second Corr. Academic or Tech. Related LCC").

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Career-Technical Education Correlated Class (CV) Record, each combination of values in the following fields must be unique.

Required Fields	Number
Local Classroom Code	CV060
First Correlated Classroom	CV070
Second Correlated Classroom	CV080

4.5 Career-Technical Education Correlated Class (CV) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CV010	9-10	Sort Type	PIC X(2)
		Always “CV”	
	11	Filler	PIC X
CV020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CV030	16	Data Set	PIC X
		L – Staff/Course	
CV040	17-22	District IRN	PIC X(6)
	23-28	Filler	PIC X(6)
CV060	29-48	Anchor/Lab/Co-op Local Classroom Code	PIC X(20)
CV070	49-68	First Correlated Academic or Technical Related Local Classroom Code	PIC X(20)
CV080	69-88	Second Correlated Academic or Technical Related Local Classroom Code	PIC X(20)

EMIS MANUAL

Section 4.6:
Mapped Local Classroom Code (CM) Record

Version 5.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
5.1	07-01-25	FY26	NA	Posted for FY26.
5.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	7/1/23	FY24	NA	Posted for FY24.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/10/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	6/8/18	FY18	NA	No FY18 changes.
4.0	8/30/17	FY17	NA	No FY17 changes.
3.0	2/28/16	FY16		Added Coming Changes section.
2.0	9/28/15	FY15L		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

4.6 MAPPED LOCAL CLASSROOM CODE (CM) RECORD 3

Required Collections 3
General Guidelines 3
☼ Mapped From Local Classroom Code 4
☼ Mapped To Local Classroom Code 4
Defining a Unique Record 5

4.6 MAPPED LOCAL CLASSROOM CODE (CM) RECORD FILE LAYOUT 6

4.6 Mapped Local Classroom Code (CM) Record

Required Collections

The Mapped Local Classroom Code (CM) Record is to be reported for the Initial and Final Staff and Course (L) Collections.

General Guidelines

The Mapped Local Classroom Code (CM) Record allows a district to map (combine) the students from a specific class into another class. Mapping means combining (merging) students from two or more classes in EMIS to look like a single class. The students who are reported in the Mapped From Local Classroom Code (CM050) will be mapped (moved) to the Mapped To Local Classroom Code (CM060) and for EMIS reporting will no longer exist in the Mapped From Local Classroom Code. The process should only be used for Career Technical courses.

This process should only be used in instances where there is physically one teacher and one set of students in a classroom, but due to scheduling constraints subsets of the students are scheduled into different classes. This mapping process should not be used to combine students from different classes when the students are not physically in the same classroom.

In order to map classes together, both classes must have the same values in the following elements:

- Subject Code (CN050)
- Curriculum (CN310)
- Delivery Method (CN320)
- Educational Option (CN330)
- Student Population (CN340)

Both courses also must have the same teacher(s) reported on the Staff Course (CU) Record.

Only classes with a Semester Code of '1', '2', or '3' (CN090) will be eligible to be included in the mapping process.

Types of Mapping. There are two types of mapping that can be accomplished using the mapping process.

1. Mapping two classes from the same semester
2. Mapping first and second semester classes together

The mapping process will automatically determine which type of mapping is being performed based upon the semester code of both classes.

Mapping Two Classes from the Same Semester. This type of mapping is used to combine two classes from the same semester that should be reported as one class. For example, juniors and seniors were scheduled separately for a class that is truly one class (taught by the same teacher during the same period); the classes should be reported as a single class.

If a student is enrolled in both classes then the student is only included once in the combined class.

Mapping First and Second Semester Classes Together. This form of mapping may be used when a school district schedules a year-long class in two parts (a first and a second semester class). For Vocational Education some of these classes are required to be reported as a single all year class.

A first and a second semester class may be mapped together for reporting to the Department. When this occurs the mapping process will automatically combine the classes and convert the class into an "All Year" class. The length of scheduled instruction from both classes will be added together and used for the "All Year" class. Students who are enrolled in both the first and second semester classes will only be included once in the combined class.

Combinations. It is possible to do combinations of the above mappings with a set of classes. For instance, it may be necessary to combine two first semester classes into one class, also combine two second semester classes into one class, and then map the combined classes into a single all year class. In this type of situation the district should map all first semester classes into one class and all second semester classes into one class, then map the one first semester class into the one second semester class. A class can only appear once as a "From" class. However, a class can appear multiple times in the "To" field, and a class that has been mapped into can also be mapped to another class.

Mapped Local Classroom Code Record Data Elements. The following portion of this section discusses each of the data elements within the Mapped Local Classroom Code (CM) Record. The elements are organized alphabetically.

☼ *Mapped From Local Classroom Code*

Record Field Number	CM050
Definition	The Local Classroom Code of the class that the students should be mapped (moved) from.

Valid Options

Alphanumeric code

Reporting Instructions. Report the Local Classroom Code (CN060) of the class that the students should be mapped (moved) from. Each student that is reported in the "From" local classroom code will be removed from this class and moved into the "To" local classroom code.

☼ *Mapped To Local Classroom Code*

Record Field Number	CM060
Definition	The Local Classroom Code of the class that the students should be mapped (moved) into.

Valid Options

Alphanumeric code

Reporting Instructions. Report the Local Classroom Code (CN060) of the class that the students should be mapped (moved) into. Each student that is reported in the "From" local classroom code will be

mapped into this class. If a student is reported in both the "From" class and the "To" class, that student will only be in the "To" class once.

If a Local Classroom Code has been entered into the "From" element in this record or any other record it cannot be entered in this element because a course cannot be mapped to itself. Multiple classes can be mapped into one class; therefore, the same local classroom code can be reported multiple times in this element.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Mapped Local Classroom (CM) Code Record, each combination of values in the following fields must be unique.

Required Fields	Number
Mapped From Local Classroom Code	CM050
Mapped To Local Classroom Code	CM060

4.6 Mapped Local Classroom Code (CM) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
CM010	9-10	Sort Type	PIC X(2)
		Always “CM”	
	11	Filler	PIC X
CM020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
CM030	16	Data Set	PIC X
		L – Staff/Course	
CM040	17-22	District IRN	PIC X(6)
CM050	23-42	Mapped From Local Classroom Code	PIC X(20)
CM060	43-62	Mapped To Local Classroom Code	PIC X(20)

EMIS MANUAL

Section 4.7:
Subject Codes

Version 15.2
August 22, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
15.2	08-22-25	FY26	26-40	Added subject codes: 080318, 390010, 120505, 120510, and 120515. Deleted 120500.
15.1	08-07-25	FY26	26-9	Deleted Suggested Subject Area for Credit column throughout; deleted IB-specific courses.
15.0	07-01-25	FY26	26-53	Updated description for subject code 150308.
15.0	07-01-25	FY26	26-31	Added the following subject codes: 340216, 340217, 340246, 340247, 340252, 340253, 340254, 340350, 145130, 145135, 145140, 145145, 145150, 145155, 145160, 145165. Updated titles of a few subject codes.
14.1	08-19-24	FY25	25-92	Updated 290325; added 290210, 290220.
14.1	08-19-24	FY25	25-84	Updated Core Subject Area for 150100, 151121, 151300.
14.1	08-19-24	FY25	25-62	Deleted 111950; updated 111960, 111970, 111980.
14.0	08-12-24	FY25	25-95	Updated title of 111350 to Quantitative Reasoning.
14.0	08-12-24	FY25	25-36	Added CTE subject codes: 012030, 012035, 176030, 176035, 176040.
14.0	08-12-24	FY25	25-2	Updated Suggested Subject Area for Credit for 153001: FIN.
14.0	08-12-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
13.0	7/6/23	FY24	24-47	Updated extended standards subject codes (196xxx).
13.0	7/6/23	FY24	24-46	Added subject code 150815.
13.0	7/6/23	FY24	24-44	Added subject code 060275. Updated description for 131050.
13.0	7/6/23	FY24	24-22	Deletes subject codes 141005, 141010, 141015, 141020, 141035, 142040, and 142050.
12.2	7/14/22	FY23	23-78	Updates to subject code 153001.
12.2	7/14/22	FY23	23-70	Update description for subject code 990365.
12.1	7/8/22	FY23	23-19	Updates to CTE subject codes: 177003, 177005, 072160, 072165, 072170, and 072175 deleted; 177024, 177030, 177031, 177032, and 177033 added.
12.0	7/1/22	FY23	23-28	Update to senior only subject code guidance.
11.1	9/10/21	FY22	22-45	Modified Technology Section: codes added, deleted, names updated, descriptions updated.
11.0	7/1/21	FY22	22-28	Added subject code 119980.
11.0	7/1/21	FY22	22-3	Added subject code 072066 and deleted 172602 and 172605.
10.0	7/12/20	FY21	21-19	Updated name and description of 178019 and description of 178028.
10.0	7/12/20	FY21	21-9	Updated names of 170801 and 176002 to align with matrix.
9.3	12/20/19	FY20	21-5	Updated the name of 178027.
9.3	12/20/19	FY20	20-158	Marked subjects codes 178015 and 178025 as to be deleted prior to FY21.
9.2	11/27/19	FY20	20-136	Marked subject code 990371 as to be deleted prior to FY21.

Version	Date	Effective	Change #	Description
9.1	10/24/19	FY20	20-15	Added a Job Training Coordinating table and two courses: 990405, 990410.
9.0	10/10/19	FY20	20-81	Added "Social Studies" to several subject codes as Core Subject Area.
9.0	10/10/19	FY20	20-36	Added subject codes 175100, 175105, 176015, 176020, and 176025.
9.0	10/10/19	FY20	71779, 52176, 36696	Deleted the following subject codes: 175011, 178031, 180280, 180050, 196095, 150610, 150701, 150305, 150807, 152310, 150888, 152400, 152100, 151205.
8.2	4/4/19	FY19	71779	Marked 175011 and 178031 as to be deleted prior to FY20.
8.2	4/4/19	FY19	52176	Marked 180280, 180050, and 196095 as to be deleted prior to FY20.
8.1	8/31/18	FY19	43540, 49891	Deleted the following subject codes: 990362, 350001, 350011, 350201.
8.1	8/31/18	FY19	70810	Updated descriptions for several English language arts, foreign language, and math subject codes.
8.1	8/31/18	FY19	68582	Updated descriptions for several science subject codes.
8.1	8/31/18	FY19	68582	Added subject code 131050.
8.1	8/31/18	FY19	68227	Added subject codes 146005, 146010, 146015.
8.1	8/31/18	FY19	66262	Added subject code 252010.
8.1	8/31/18	FY19	50750	Revised description for code 093010.
8.1	8/31/18	FY19	36696	Updated descriptions and names for several social studies subject codes.
8.1	8/31/18	FY19	36696	Marked the following subject codes to be deleted before the start of FY20: 150610, 150701, 150305, 150807, 152310, 150888, 152400, 152100, 151205.
8.1	8/31/18	FY19	36696	Added subject code 153001.
8.0	7/3/18	FY19	NA	Posted for FY19.
7.1	6/28/18	FY18	58489	Added subject code 069999.
7.0	11/28/17	FY18L, Initial	49891	Added the following Career Technical subject codes: 010990, 010995, 010999, 075999, 140999, 145999, 175990, 175995, 175999.
7.0	11/28/17	FY18L, Initial	49891	Deleted the following Career Technical subject codes: 090050, 090192, 090193, 090194, 090700, 091050, 091051, 091077, 091200, 091300, 091400, 091401, 175005, 330005, 330010, 330015, 340005, 340010, 340015, 340020.
7.0	11/28/17	FY18L, Initial	49891	Marked the following Career Technical subject code to be deleted before the start of FY19: 990362.
7.0	11/28/17	FY18L, Initial	49891	Two subject codes previously marked as to be deleted are being retained: 091025 and 091410.
See EMIS Manual Section 4.7: Subject Codes, versions 9.3 and earlier for additional Revision History.				

COMING CHANGES

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

TABLE OF CONTENTS

Revision History ..... *ii*
Coming Changes ..... *iii*

Table of Contents ..... **iv**

4.7 Subject Codes **3**

Academic Content Areas Section *3*
Fine Arts Section 3
Table 1. Dance Codes (0803xx) 3
Table 2. Drama/Theatre Arts Codes (050xxx) 3
Table 3. Media Arts Code (0803xx) 4
Table 4. Music Codes (12xxxx) 4
Table 5. Visual Art Codes (02xxxx) 5
Business Education Section 7
Table 6. Business Education (Non-Career Technical) Codes (03xxxx) 7
English Language Arts Section 9
Table 7. English Language Arts Codes (05xxxx) 9
Family & Consumer Sciences Section 13
Table 8. Family & Consumer Sciences (Non-Career Technical) Codes (23xxxx) 13
World Language Section 14
Table 9. World Language Codes (06xxxx) 14
Health and Physical Education Section 18
Table 10. Health Education Codes (26xxxx) 18
Table 11. Physical Education Codes (08xxxx) 18
Mathematics Section 19
Table 12. Elementary and Middle School Level Mathematics Codes (11xxxx) 19
Table 13. High School Level Mathematics Codes (11xxxx) 20
Table 14. Additional High School Level Mathematics Codes (11xxxx) 22
Science Section 24
Table 15. Science Codes (13xxxx) 24
Social Studies Section 28
Table 16. Social Studies Codes (15xxxx) 28
Technology Section 31
Table 17. Computer Science Codes (29xxxx) 31
Table 18. Information Literacy Codes (20xxxx) 32
Table 19. Technology Education Codes (10xxxx) 33

Career-Technical Education Section *39*
Workforce Development Section 39
Table 20. Career Field 01: Agricultural & Environmental Systems Codes (01xxxx) 39
Table 21. Career Field 02: Arts & Communications Codes (04xxxx, 34xxxx) 50
Table 22. Business Administration Courses. 57
Table 23. Career Field 04: Construction Technologies Codes (17xxxx) 64
Table 24. Career Field 05: Education & Training Codes (35xxxx) 69
Table 25. Career Field 06: Engineering & Science Technologies Codes (17xxxx) 72
Table 26. Career Field 08: Government and Public Administration Codes (360230) 75
Table 27. Career Field 09: Health Science Codes (07xxxx) 75
Table 28. Career Field 10: Hospitality & Tourism Codes (33xxxx) 83
Table 29. Career Field 11: Human Services Codes (17xxxx, 99xxxx) 86
Table 30. Career Field 12: Information Technology Codes (14xxxx) 88
Table 31. Career Field 13: Law & Public Safety Codes (17xxxx) 94
Table 32. Career Field 14: Manufacturing Technologies Codes (17xxxx) 96
Table 33. Career Field 16: Transportation Systems Codes (17xxxx) 99

Table 34. Career Field 17: Job Training Coordinating (JTC) Codes (99xxxx) 105
Career Based Intervention Section 106
Table 35. Career Based Intervention (CBI) Codes (25xxxx) 106
Career Development Section 107
Table 36. Career Development Codes (99xxxx) 107
Family and Consumer Sciences (Career Technical) Section 107
Table 37. Family and Consumer Sciences Codes (09xxxx) 107
Self-Contained Courses Section *117*
Table 37. General Education Codes (18xxxx) 117
Table 38. Exceptional Children (for Students with Disability Conditions) Codes (19xxxx) 117
Other Courses Section *119*
Table 39. Other Course Codes (30xxxx) 119
Table 40. Humanities Codes (31xxxx) 119
Table 41. Driver Education Code (210100) 120
Table 42. ROTC Military Science Code (220001) 120
Table 43. Capstone Codes (37xxxx) 120
Table 44. Senior Only Industry Credential Codes (38xxxx) 121

4.7 SUBJECT CODES

ACADEMIC CONTENT AREAS SECTION

Fine Arts Section

Table 1. Dance Codes (0803xx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
080312	**Introduction to Dance** A study of the skills and processes necessary to understand and experience dance as an art form and as a means of meaningful communication. Emphasis is placed on kinesthetic intelligence and the fundamentals of dance and choreography. Study also emphasizes the role of dance throughout history and in different cultures.	~~FAR~~	Arts
080315	**Comprehensive Dance** A comprehensive study of the knowledge and processes of creating, performing, responding to, and representing ideas through the art form of dance. Multiculturalism, art history, art criticism and aesthetics are incorporated into course content and dance experiences for individual and group learning.	~~FAR~~	Arts
080318	**Dance Wellness** A study of movement and wellness related activities. Emphasis is placed on kinesthetic awareness, anatomy, kinesiology, and healthy lifestyles.		Arts

Table 2. Drama/Theatre Arts Codes (050xxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
050337	**Drama/Theatre in grades K-8** The study of dramatic elements and theatrical techniques, particularly in an improvisational, non-exhibitional, process-centered manner, designed to develop imagination, communication, and expressive skills.	~~N/A~~	Arts
050600	**Theatre Arts** Subject matter and experiences are concerned with a wide range of studies and activities including playwriting, dramatic literature, scene design, technical theatre, acting, directing, and the supporting of arts and crafts of the theatre and of selected aspects of video, radio, television and film.	~~FAR~~	Arts

Table 3. Media Arts Code (0803xx)

Subject Code	Description	Core Subject Area (for proper cert)
390010	**Media Design** Media Design courses explore the aspects of designing and producing interactive media arts experiences, products, and services, including reactive (sensory-based devices) and interactive technologies, visual and audio, 3D game mechanics, interface design, mobile device applications, social media-based and web multimedia, physical spaces, augmented reality, and/or virtual reality.	Arts

Table 4. Music Codes (12xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
122000	**Music (K-8)** Organized study of the elements and styles of music and the historical, cultural and societal context of music designed for all pupils in grades K-8.	~~N/A~~	Arts
120001	**General Music** Organized subject matter and musical experiences consisting of an extensive and varied study of music designed for all pupils in grades K-12.	~~FAR~~	Arts
120300	**Music Theory** The study of the principles of music, including rudiments, harmony, counterpoint, form and analysis, orchestration and skills such as sight singing, ear training, conducting and composing.	~~FAR~~	Arts
120400	**Vocal/Choral Music** Learning experiences designed for the study of vocal / choral repertoire and the development of vocal / choral skills through solo and ensemble performance.	~~FAR~~	Arts
~~120500~~	~~**Instrumental Music**~~ ~~Learning experiences designed for the study of instrumental repertoire and the development of instrumental skills through solo and ensemble performance.~~	~~FAR~~	~~Arts~~
120505	**Instrumental Music Ensembles** Learning experiences designed for the study of instrumental repertoire and the development of instrumental skills through solo and ensemble performance. Courses might include modern band, jazz band, contemporary instrument ensembles, or other instrumental music ensembles.		Arts

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
120510	**Band** Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety of concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) and also include experiences in creating and responding to music.		Arts
120515	**Orchestra** Orchestra courses help develop students' technique for playing string instruments in string/orchestral ensembles or along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences in creating and responding to music.		Arts
120800	**Music Appreciation** Organized subject matter and learning experiences designed to further pupils' knowledge, comprehension, and appreciation of various types and styles of music.	~~FAR~~	Arts
129999	**Other Music Course** A music course that is given for high school credit toward graduation that is different in scope from any of the other SUBJECT CODES described above and which addresses important content (knowledge and skills) in the study of music.	~~FAR~~	Arts

Table 5. Visual Art Codes (02xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
020012	**Visual Art (K-12)** A study of the knowledge, skills and processes for observing, creating, responding and communicating in ways that are unique to visual art. Art production and the construction of meaning in visual artworks are complimentary learning activities. Course content may include meaningful connections between visual art and other disciplines to enable students to understand art in a broader context.	~~FAR~~	Arts
020100	**Art Appreciation** The study of works of visual art from various historical, cultural and social contexts. Instruction addresses multiple strategies for inquiry to enable students to develop and present their own views and responses to specific artworks and to discuss the viewpoints of others.	~~FAR~~	Arts

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
020101	**Art History** This course examines the reciprocal impact between visual art and historical, cultural, social and political contexts. Key artworks are studied chronologically and thematically with emphasis on subject matter, ideas, and the formal, technical and expressive aspects of the works.	~~FAR~~	Arts
020210	**Design** This course emphasizes study of the elements and principles of art and design. Students explore, organize, and use the elements and principles to create two- and three-dimensional original work in various forms and media.	~~FAR~~	Arts
020240	**Crafts** Students acquire utilitarian skills including weaving, jewelry-making, fabric crafting, basketry, metalsmithing, leather-shaping, and wood-forming. Objects by professional craftspersons are studied for their formal, expressive, and technical qualities.	~~FAR~~	Arts
020242	**Ceramics** Original objects (primary pottery and sculpture) are created with clay using hand building, casting, wheel forming, and glazing techniques. Objects created by professional ceramists are examined for their expressive, formal, and technical qualities.	~~FAR~~	Arts
020250	**Drawing and Painting** Pencil, pen and ink, chalk, charcoal, acrylics, oils, and watercolors are explored to create original personal images. Drawings and paintings by culturally and historically representative artists are examined for their formal, expressive, and technical qualities.	~~FAR~~	Arts
020270	**Photography and Film Making** Still and motion picture camera procedures are investigated along with darkroom developing and printing techniques. The expressive, formal, and technical qualities of professional work are studied.	~~FAR~~	Arts
020280	**Printmaking** Linoleum block printing, woodblock printing, silk-screen printing, and etching are studied as processes for expressing ideas. Professional printmakers' products are also examined.	~~FAR~~	Arts
020290	**Sculpture** Various media such as clay, metal, wood, stone, and wire and various processes such as carving, casting, soldering, and modeling are investigated as means for creating three-dimensional artistic forms. Professional sculptors' works are studied.	~~FAR~~	Arts
029902	**Advanced Visual Art** An advanced course of organized subject matter and experiences in art. Works from different cultures and time periods as well as those created by the students are studied.	~~FAR~~	Arts

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
020320	**Graphic Arts/Unified Arts** ~~Computer~~Graphic design is explored to develop understanding of techniques, processes and possibilities of electronic media to understand, create and appreciate visual art.	~~FAR~~	Arts
029100	**Studio Art – Drawing** A course in drawing for students who are highly motivated and have previous training in art.	~~FAR~~	Arts
029110	**Studio Art – 2D Design** A course in two-dimensional art design for students who are highly motivated and have previous training in art.	~~FAR~~	Arts
029120	**Studio Art – 3D Design** A course in three-dimensional art design for students who are highly motivated and have previous training in art.	~~FAR~~	Arts
029999	**Other Visual Art Course** A course that is given for high school credit toward graduation, but that is different in scope from any of the other SUBJECT CODES described above and which addresses important content (knowledge and skills) in the study of visual art.	~~FAR~~	Arts

Business Education Section

Table 6. Business Education (Non-Career Technical) Codes (03xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
030100	**Accounting** Instruction focuses on the management of a company's financial resources including the accounting cycle, financial statements, and interpretation and use of financial data. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS~~	—
030500	**Business Mathematics** Students develop the skills necessary to solve mathematical problems, analyze and interpret data, and apply sound decision-making skills in business. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS, MTH~~	Mathematics

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
030600	**Business Communications** Students master the oral and written communication skills essential to interacting effectively with people in the workplace and society. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS, ENG~~	English
030900	**Business Law** Addresses statutes and regulations affecting businesses, families and individuals in their related roles. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS~~	—
031500	**Personal Finance** Students develop and utilize rational decision-making processes to form personal financial decisions in their roles as citizens, workers, and consumers. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS~~	—
031700	**Computer Programming and Software Development** Students design, develop, test and implement computer programs using structural/procedural, objective oriented, data description, scripting/control, and/or mark-up languages. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS, TEC~~	—
031800	**Business Economics** Develops student's abilities to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the economic activities of the country. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS, SOC~~	Economics
032300	**Introduction to Business/General Business** The study of domestic and international business operations including start-up, financing, management, and standard practices. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
032800	**Office Procedures** Instruction in office practices and procedures, office technology, office environment, records management, human relations, and telephone techniques. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS~~	—
033450	**Business (Other)** Abbreviated written and/or electronic communications.	~~BUS~~	—
036000	**Computer Application** Students identify, evaluate, select, install, use, upgrade, and customize application software. Computer applications include word processing, database, spreadsheet, presentation, and calendaring/scheduling software. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS, TEC~~	—
036000	**Computer Application** Students identify, evaluate, select, install, use, upgrade, and customize application software. Computer applications include word processing, database, spreadsheet, presentation, and calendaring/scheduling software. Content should be based on National Business Education Association (NBEA) content standards. Only grade 9-12 courses based on standards from the 9-12 grade band of NBEA Standards are eligible for high school credit.	~~BUS, TEC~~	—

English Language Arts Section

Table 7. English Language Arts Codes (05xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
050102	**Reading K-3** This course should address the content in the K-3 portion of Ohio's Learning Standards for Reading. Reading instruction should include the reading of a variety of text (e.g., informational and literary), application of comprehension strategies, and the building and extending of vocabulary.	~~N/A~~	Reading

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
050103	**Reading 3-4** This course should address the content in the 3-4 portion of Ohio's Learning Standards for Reading. Reading instruction should include the reading of a variety of text (e.g., informational and literary), application of comprehension strategies, and the building and extending of vocabulary. This course should contain a majority of 4th graders, but will also include 3rd graders who have been retained due to Third Grade Reading Guarantee.	~~N/A~~	Reading
050104	**Reading 4-6** This course should address the content in the 4-6 portion of Ohio's Learning Standards for Reading. Reading instruction should include the reading of a variety of text (e.g., informational and literary), application of the comprehension strategies, and the building and extending of vocabulary.	~~N/A~~	Reading
050106	**Reading 7-8** This course should address the content in the 7-8 portion of Ohio's Learning Standards for Reading. Reading instruction should include the reading of a variety of text (e.g., informational and literary), application of the comprehension strategies, and the building and extending of vocabulary.	~~N/A~~	Reading
050152	**Integrated English Language Arts K-3** Instruction should be based on the standards for grades K-3. Students should read grade appropriate text and use a variety of comprehension strategies for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned tasks and use effective communication techniques.	~~N/A~~	Language Arts
050153	**Integrated English Language Arts 3-4** Instruction should be based on the standards for grades 3-4. Students should read grade appropriate text and use a variety of comprehension strategies for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned tasks and use effective communication techniques. This course should contain a majority of 4th graders, but will also include 3rd graders who have been retained due to Third Grade Reading Guarantee.	~~N/A~~	Language Arts
050154	**Integrated English Language Arts 4-6** Instruction should be based on the standards for grades 4-6. Students should read grade appropriate text and use a variety of comprehension strategies for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned tasks, and use effective communication techniques.	~~N/A~~	Language Arts

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
050156	**Integrated English Language Arts 7-8** Instruction should be based on the standards for grades 7-8. Students should read grade appropriate text and use a variety of comprehension strategies for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned tasks and use effective communication techniques.	~~N/A~~	Language Arts
050160	**Integrated English Language Arts I** Integrated Language Arts Instruction addresses the content and skills in Ohio's Learning Standards for English Language Arts. Instruction should be based on the standards for grade 9. Students will read a variety of texts for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned topics, use an appropriate form to communicate their findings, and continue to use effective communication techniques.	~~ENG~~	Language Arts
050170	**Integrated English Language Arts II** Integrated Language Arts Instruction addresses the content and skills in Ohio's Learning Standards for English Language Arts. Instruction should be based on the standards grade 10. Students will read a variety of texts for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned topics, use an appropriate form to communicate their findings, and continue to use effective communication techniques.	~~ENG~~	Language Arts
050180	**Integrated English Language Arts III** Integrated Language Arts Instruction addresses the content and skills in Ohio's Learning Standards for English Language Arts. Instruction should be based on the standards for grade 11. Students will read a variety of texts for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned topics, use an appropriate form to communicate their findings, and continue to use effective communication techniques.	~~ENG~~	Language Arts
050190	**Integrated English Language Arts IV** Integrated Language Arts Instruction addresses the content and skills in Ohio's Learning Standards for English Language Arts. Instruction should be based on the standards for grade 12. Students will read a variety of texts for different purposes, utilize the writing process, write for different purposes and different audiences, research self-selected or assigned topics, use an appropriate form to communicate their findings, and continue to use effective communication techniques.	~~ENG~~	Language Arts

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
050014	**Intervention English** This course is designed for remedial study with emphasis on Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
050119	**Intervention Reading** This course is designed to provide special assistance in the development of reading skills and strategies for students who cannot construct meaning from what they read. Instruction addresses content from the reading standards in Ohio's Learning Standards for English Language Arts.	~~ENG~~	Reading
051905	**English as a Second Language (ESL)** This course is designed for individuals whose primary language is not English. The course will focus on the study of the English language and culture leading to the ability to function in everyday situations as well as in academic settings, with a special emphasis on Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
050220	**Grammar and Usage** This course emphasizes the editing phase of the writing process, providing students a variety of strategies for refining and editing their own writing. Instruction will be centered around the writing standards in Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
050300	**Literature** This course is designed to provide instruction in the study of print materials, which have noteworthy content and excellence of style. Students apply the reading process to the various genres of literature. Instruction addresses content from the reading standards in Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
050400	**Composition** This course will provide instruction in writing. Students will develop their writing with a focus on expository and persuasive techniques. Journals will be kept and portfolios will be maintained throughout the class. Instruction will be centered around the writing standards in Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
050403	**Journalism** This course includes the study and practice of writing, editing, and publishing newspapers and periodicals. Instruction centers on the writing and research standards in Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
050500	**Speech** This course covers subject matter and experiences in speech. A wide spectrum of studies and activities from the scientific (voice science) through the humanistic (rhetoric) will be taught. Behavioral sciences (group dynamics) as well as the artistic (oral interpretation of literature) will also be taught.	~~ENG~~	English

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
050545	**Applied Communications** This course gives students practice in communication skills of reading, writing, listening, and speaking in their chosen vocations. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Instruction centers on the Communication: Oral and Visual Standard in Ohio's Learning Standards for English Language Arts.	~~ENG~~	English
059920	**English Language & Composition** This course is centered around the reading and writing standards in Ohio's Learning Standards for English Language Arts. It is designed to develop the writing and language skills students need for success in their secondary school program, in their daily lives, and in a global society. Students will compose oral, written, and media text consisting of organized subject matter and experiences emphasized in English.	~~ENG~~	English
059930	**English Literature & Composition** This course is centered around the reading and writing standards in Ohio's Learning Standards for English Language Arts. It is designed to develop the reading and writing skills students need for success in their secondary school program, in their daily lives, and in a global society. Students will analyze and interpret a variety of genres of literature as well as informational and graphic texts.	~~ENG~~	English
059999	**Other English/Language Arts Course** This is designed as a topical course that can cover the different aspects of English Language Arts. Instruction will be centered around the standards in Ohio's Learning Standards for English Language Arts.	~~ENG~~	English

Family & Consumer Sciences Section

~~The courses below earn Home Economics Credit.~~

Table 8. Family & Consumer Sciences (Non-Career Technical) Codes (23xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
230001	**Family & Consumer Sciences** Content from a combination of the various areas of family and consumer sciences.	~~HEC~~	—
230100	**Clothing and Textiles** Nature, acquisition, and the use of clothing and textiles.	~~HEC~~	—
230140	**Foods and Nutrition** Food and its role in personal and family living.	~~HEC~~	—
230200	**Child Development and Parenting** The developing child and the care and guidance of children.	~~HEC~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
230300	**Consumer Education** Consumer education as it relates to the management of homes and families.	~~HEC~~	—
230500	**Family Living** Nurturing human development through the life span.	~~HEC~~	—
230600	**Housing and Home Furnishings** Choosing, equipping and furnishing living environments.	~~HEC~~	—

World Language Section

Table 9. World Language Codes (06xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
060101	**Arabic** The study of the language and culture of the Arabic-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060102	**Chinese** The study of the language and culture of the Chinese-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060103	**Greek** The study of the language, literature, and culture of the Ancient Greeks and their influence on modern civilization.	~~FLR~~	Foreign Language
060104	**Hebrew** The study of the language and culture of the Hebrew-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060107	**Latin** The study of the language, literature, and culture of Ancient Rome and its influence on modern civilization.	~~FLR~~	Foreign Language
060139	**Hindi** The study of the language and culture of the Hindi-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060218	**Russian** The study of the language and culture of the Russian-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
060221	**Swahili** The study of the language and culture of the Swahili-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060227	**Czech** The study of the language and culture of the Czech-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060230	**French** The study of the language and culture of the French-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060235	**German** The study of the language and culture of the German-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060245	**Italian** The study of the language and culture of the Italian-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060250	**Japanese** The study of the language and culture of the Japanese-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060255	**Polish** The study of the language and culture of the Polish-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060265	**Spanish** The study of the language and culture of the Spanish-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060275	**Korean** The study of the language and culture of the Korean-speaking world leading to the ability to communicate in a range of situations and glean meaning from a variety of texts.	~~FLR~~	Foreign Language
060900	**World Language (Exploratory)** A language survey course during which students are exposed to several languages.	~~FLR~~	Foreign Language
060207	**TESOL–English as a Second Language (ESL)** The study of the language and culture of the English-speaking world leading to the ability to function in academic and everyday situa-	~~FLR~~	Foreign Language

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	tions. Designed for individuals whose primary language is not English. This course focuses on English as a foreign language.		
061050	**American Sign Language (ASL)** The study of the visual-gestural language used by Deaf communities in the United States and part of Canada. ASL has its own culture, grammar, and vocabulary; is produced by using the hands, face, and body; and is not derived from any spoken language.	~~FLR~~	Foreign Language
069922	**Latin: Vergil** Students read, translate, analyze, and interpret the works of Vergil.	~~FLR~~	Foreign Language
069915	**French Literature** A formal study of a representative body of literary texts in French for students who have advanced language skills.	~~FLR~~	Foreign Language
069935	**Spanish Literature** A formal study of a representative body of literary texts in Spanish for students who have advanced language skills	~~FLR~~	Foreign Language
069925	**Latin Literature** Students read, translate, analyze, and interpret Latin works.	~~FLR~~	Foreign Language
069951	**Early Language Learning Arabic** The study of the language and culture of the Arabic-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069952	**Early Language Learning Chinese** The study of the language and culture of the Chinese-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069953	**Early Language Learning Japanese** The study of the language and culture of the Japanese-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069954	**Early Language Learning Italian** The study of the language and culture of the Italian-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069955	**Early Language Learning German** The study of the language and culture of the German-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
069956	**Early Language Learning Hebrew** The study of the language and culture of the Hebrew-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069957	**Early Language Learning French** The study of the language and culture of the French-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069958	**Early Language Learning Spanish** The study of the language and culture of the Spanish-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069959	**Early Language Learning Swahili** The study of the language and culture of the Swahili-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069960	**Early Language Learning Russian** The study of the language and culture of the Russian-speaking world in the elementary school leading to the ability to communicate in a limited range of situations and glean meaning from a growing variety of texts.	~~N/A~~	Foreign Language
069961	**Early Language Learning Latin** The study in elementary school of the language, literature, and culture of Ancient Rome and its influence on modern civilization.	~~N/A~~	Foreign Language
069962	**Early Language Learning Greek** The study in elementary school of the language, literature, and culture of Ancient Greece and its influence on modern civilization.	~~N/A~~	Foreign Language
069963	**Early Language Learning American Sign Language** The study in elementary school of the visual-gestural language used by Deaf communities in the United States and part of Canada. ASL has its own culture, grammar, and vocabulary, grammar, and vocabulary; is produced by using the hands, face, and body; and is not derived from any spoken language.	~~N/A~~	Foreign Language
069999	**Other World Language** The study of ~~the~~any foreign language and culture ~~of a foreign-speaking world~~not already represented by one of the codes above leading to the ability to communicate in a range of situations and glean meaning from a variety of texts. ~~This code should only be used for languages not represented by one of the codes above.~~	~~N/A~~	Foreign Language

Health and Physical Education Section

Table 10. Health Education Codes (26xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
260101	**Health Education** Educational activities that promote understanding, attitudes, and practices consistent with individual, family, and community health needs.	~~HTH~~	—
260150	**Substance Abuse Prevention** Subject matter and learning experiences which address drug (including opioids), alcohol, and tobacco abuse situations including prevention, intervention, discipline, and community resources available to the pupil and to the family.	~~HTH~~	—
260200	**Safety/First Aid/CPR** Subject matter and learning experiences concerned with developing students' awareness and understanding of hazards of everyday living, and the knowledge, habits, attitudes, and skills which will enable them to function at an optimum level in the prevention and care of injury situations.	~~HTH~~	—
260410	**Sports Medicine** Educational activities concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries.	~~HTH~~	—
269999	**Other Health** A course that is given for High School credits to be applied toward the diploma, but that is different in scope from any of the other SUBJECT CODES described above.	~~HTH~~	—

Table 11. Physical Education Codes (08xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
080300	**Physical Education** A comprehensive subject area which incorporates fundamental motor skills, body control and balance, physical fitness, leisure sports and games skills, cognitive skills, as well as stress management skills.	~~PHE~~	—
080405	**Lifetime Sports** Activities taught throughout the school life with emphasis on learning experiences that can be turned into healthful lifetime skills.	~~PHE~~	—
080505	**Adapted Physical Education** Adapted Physical Education is specially designed instruction in physical education. According to federal law, physical education means the	~~PHE~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	development of (a) physical and motor fitness; (b) fundamental motor skills and patterns; and (c) skills in aquatics, dance, and individual and group games and sports.		
080900	**Outdoor Physical Education** A variety of outdoor leisure and sports activities, such as, fishing, archery, nature study, boating, backpacking, and similar pursuits that enhance students' physical health and their understanding of the natural world.	~~PHE~~	—
080999	**Other Physical Education Course** Other Physical Education course for which high school credit can be earned that is different in scope and content from any of the other courses described above.	~~PHE~~	—

Mathematics Section

Table 12. Elementary and Middle School Level Mathematics Codes (11xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
~~The following four courses do not earn high school mathematics credit.~~			
110003	**Mathematics K-3** ~~Instruction provided by a teacher to multiple groups of students rather than in a self-contained classroom setting.~~ Includes content in the K-3 portions of Ohio's Learning Standards for Mathematics.	~~N/A~~	Mathematics
110150	**Mathematics 4-6** Includes content in the 4-6 portions of Ohio's Learning Standards for Mathematics.	~~N/A~~	Mathematics
110175	**Mathematics 7-8** Includes content in the 7-8 portions of Ohio's Learning Standards for Mathematics.	~~N/A~~	Mathematics
110060	**Advanced Mathematics 7** This is the first year of a two-year optional program designed to compress 7th, 8th, and 9th grades into two years. The content of this first year will address all of the 7th grade content and a portion of the 8th grade content. Description of the content appropriate for this course is identified in the Middle School Acceleration Guide based on Ohio's Learning Standards for Mathematics.	~~N/A~~	Mathematics
~~The following course would receive high school mathematics credit if taught by a 7-12 or 4-9 licensed mathematics teacher.~~			
110065	**Advanced Mathematics 8** This is the second year of a two-year optional program designed to compress 7th, 8th, and 9th grades into two years. The content of this	~~MTH~~	Mathematics

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	second year will address the remaining content from the 8th grade content and the first year of high school (Mathematics I or Algebra I) as described in the Pathways for high school mathematics. Description of the content appropriate for this course is identified in the Middle School Acceleration Guide based on Ohio's Learning Standards for Mathematics.		

Table 13. High School Level Mathematics Codes (11xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
Topic-Focused Mathematics Course Sequence: A four-year program or sequence of courses that addresses the content in the high school portion of Ohio's Learning Standards for Mathematics through topic-focused, discrete courses. Known as the Traditional Pathway, these courses would typically require the Traditional End-of-Course exams for Algebra and Geometry.			
110301	**Algebra 1** The first course in a four-year sequence that addresses the high school portion of Ohio's Learning Standards for Mathematics. Description of the content appropriate for this course is identified in the Algebra Course document.	~~MTH~~	Mathematics
111200	**Geometry** The second course in a four-year sequence that addresses the high school portion of Ohio's Learning Standards for Mathematics. Description of the content appropriate for this course is identified in the Geometry Course document.	~~MTH~~	Mathematics
110302	**Algebra 2** The third course in a four-year sequence that addresses the high school portion of Ohio's Learning Standards for Mathematics. Description of the content appropriate for this course is identified in the Algebra 2/Mathematics 3 Course document.	~~MTH~~	Mathematics
110099	**Advanced Mathematics (Pre-Calculus)** The fourth course in a four-year sequence which addresses advanced content in Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability, and/or the conceptual underpinnings of calculus.	~~MTH~~	Mathematics
Integrated Mathematics Course Sequence: A four-year program or sequence of courses that addresses the content in the high school portion of Ohio's Learning Standards for Mathematics using an integrated approach. Known as the Integrated Pathway, these courses would typically require the Integrated End-of-Course exams, Mathematics 1 and 2.			
110010	**Mathematics 1** The first course in a four-year sequence that addresses the high school portion of Ohio's Learning Standards for Mathematics. Description of	~~MTH~~	Mathematics

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	the content appropriate for this course is identified in the Mathematics 1 Course document.		
110020	**Mathematics 2** The second course in a four-year sequence that addresses the high school portion of Ohio's Learning Standards for Mathematics. Description of the content appropriate for this course is identified in the Algebra 2/Mathematics 3 Course document.	~~MTH~~	Mathematics
110030	**Mathematics 3** The third course in a four-year sequence that addresses the high school portion of Ohio's Learning Standards for Mathematics. Description of the content appropriate for this course is identified in the Algebra 2/Mathematics 3 Course document.	~~MTH~~	Mathematics
110040	**Mathematics 4 (Pre-calculus)** The fourth course in a high school sequence that addresses advanced content in Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability, and/or the conceptual underpinnings of calculus.	~~MTH~~	Mathematics
Applied Mathematics Course Sequence: The following three courses address the content in the high school portion of Ohio's Learning Standards for Mathematics through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure. This sequence of courses would typically require the respective Traditional or Integrated series of End-of-Course exams and would meet the requirement of Algebra II or its equivalent. If a course is used as a first year of a two year course, then the End-of-Course exam would follow the completion of the two years. A fourth course in high school mathematics is required to meet the Ohio Graduation Requirements.			
110480	**Applied Algebra or Applied Mathematics 1** The first course in a high school sequence addressing content through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure. This course may require the respective Algebra 1 or Mathematics 1 End-of-Course exam.	~~MTH~~	Mathematics
110490	**Applied Geometry or Applied Mathematics 2** The second course in a high school sequence addressing content through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure. This course may require the respective Geometry or Mathematics 2 End-of-Course exam.	~~MTH~~	Mathematics
110500	**Applied Algebra II or Applied Mathematics 3** The third course in a high school sequence addressing content through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure.	~~MTH~~	Mathematics

Table 14. Additional High School Level Mathematics Codes (11xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
Mathematics Response to Intervention Course Sequence: The following three courses are nonremedial and should coincide with instruction in specific mathematics courses along their respective Traditional or Integrated series to provide additional immediate support and intervention for students. Courses in this sequence address the content in the high school portion of Ohio's Learning Standards for Mathematics through concrete models and real-world situations and with less emphasis on symbol-manipulation and formal mathematical structure.			
111960	**Mathematics Response to Intervention Support 1** This course is designed to provide additional support and to coincide with an Algebra 1 or Mathematics 1 course. This class is not remedial and is to provide immediate support and intervention for students.	~~MTH~~	Mathematics
111970	**Mathematics Response to Intervention Support 2** This course is designed to provide additional support and to coincide with a Geometry or Mathematics 2 course. This class is not remedial and is to provide immediate support and intervention for students.	~~MTH~~	Mathematics
111980	**Mathematics Response to Intervention Support 3** This course is designed to provide additional support and to coincide with an Algebra 2 or Mathematics 3 course. This class is not remedial and is to provide immediate support and intervention for students.	~~MTH~~	Mathematics
110190	**Transition to High School Mathematics** ~~(Elective high school credit optional in grades 9-12, not for high school credit below grade 9. This course does not meet the mathematics credit requirements of the Ohio Graduation Requirements.)~~ Course designed specifically as intervention for students who enter grade 9 not ready for high school level mathematics courses. Use this code for courses that contain little of the high school level content found in Ohio's Learning Standards for Mathematics.	~~N/A~~	Mathematics
111350	**Quantitative Reasoning** This course prepares students to investigate contemporary issues mathematically and to apply the mathematics learned in earlier courses to answer questions that are relevant to their civic and personal lives. The applications should provide an opportunity for deeper understanding and extension of the material from earlier courses. This course should also show the connections between different mathematics topics and between the mathematics and the areas in which applied.	~~MTH~~	Mathematics
111300	**Discrete Mathematics** The study of mathematical properties of sets and systems that have a countable number of elements including applications of systematic counting techniques and algorithmic thinking to represent, analyze, and solve problems.	~~MTH~~	Mathematics

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
111600	**Trigonometry** In-depth study of trigonometric and circular functions including modeling, graphing, and connecting to polar coordinates, complex numbers, and series.	~~MTH~~	Mathematics
111850	**Transition to College Mathematics** A course designed for students in grades 11-12 making a transition to a college preparatory program. The content is from the high school portion of the New Learning Standards for Mathematics, both new and previously addressed topics with increasing emphasis on symbol manipulation and mathematical structure.	~~MTH~~	Mathematics
111500	**Probability and Statistics** In-depth study of probability, data analysis, and statistics including applying the concept of random variables to generate and interpret probability distributions, transforming data to aid in interpretation and prediction, and testing hypotheses using appropriate statistics.	~~MTH~~	Mathematics
119550	**Statistics** The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference.	~~MTH~~	Mathematics
110600	**Calculus** A formal study of topics from calculus that is not associated with the Advanced Placement Program. Includes the study of limit, series, and differentiation and integration.	~~MTH~~	Mathematics
119930	**Calculus AB** Calculus AB is designed to be taught over a full high school academic year. It is possible to spend some time on elementary functions and still teach the Calculus AB curriculum within a year. However, most of the year must be devoted to the topics in differential and integral calculus. The courses described here represent college-level mathematics for which most colleges grant advanced placement and/or credit.	~~MTH~~	Mathematics
119960	**Calculus BC** Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics, but both courses are intended to be challenging and demanding; they require a similar depth of understanding of common topics. The courses described here represent college-level mathematics for which most colleges grant advanced placement and/or credit.	~~MTH~~	Mathematics
119980	**Data Science Foundations** This course uses methods from statistics, mathematics, and computer science in order to find patterns and communicate meaning in	~~MTH~~	Mathematics

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
	data. Data science focuses on using data to make predictions and decisions using large data sets. Description of the content appropriate for this course is identified in the Data Science Foundations course document.		
119999	**Other Mathematics Course** A course that is different in scope from any of the other SUBJECT CODES described above and addresses the high school portion of Ohio's Learning Standards for Mathematics or advanced content in Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. High school credit can be earned and applied toward the Ohio Graduation Mathematics requirements. (A course that addresses concepts and skills below the 9-12 portion of Ohio's Learning Standards for Mathematics should be coded as 110190 Transition to High School Mathematics.)	~~MTH~~	Mathematics

Science Section

Table 15. Science Codes (13xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
132110	**Science (K-3)** Early elementary science course for grades K-3. Course includes content found in Ohio's Learning Standards and Model Curriculum for Science, Grades K-3. Earth and Space Sciences, Life Sciences, and Physical Sciences are integrated with scientific practices, inquiry, and applications.	~~N/A~~	Science
132120	**Science (4-6)** Elementary or early middle school science course for grades 4-6. Course includes content found in Ohio's Learning Standards and Model Curriculum for Science, Grades 4-6. Earth and Space Sciences, Life Sciences, and Physical Sciences are integrated with scientific practices, inquiry, and applications.	~~N/A~~	Science
132130	**Science (7-8)** Middle school science course for grades 7-8. Course includes content found in Ohio's New Learning Standards and Model Curriculum for Science, Grades 7-8. Earth and Space Sciences, Life Sciences, and Physical Sciences are integrated with scientific practices, inquiry, and applications.	~~N/A~~	Science
132900	**Intervention Science** High school science course for students who have previously completed Physical Science and Biology ~~and have taken but not yet passed~~	~~SCI~~	Science

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	~~the Ohio Graduation Test. The variety of standards-based instruction and assessment strategies used in this course is appropriate to assist student preparation for the Ohio Graduation Test~~. This course may not satisfy Ohio's graduation requirements.		
132220	**Physical Science** High school level course based on content found in Ohio's Learning Standards and Model Curriculum for Science, High School Physical Science. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information.~~ It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
132230	**Biology** High school level course that includes content found in Ohio's Learning Standards and Model Curriculum for Science, High School Biology. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information.~~ It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
132350	**Environmental Science** An advanced high school level course that includes content found in Ohio's Learning Standards and Model Curriculum for Science, High School Environmental Science. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information.~~ It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
134250	**Physical Geology** An advanced high school level course that includes content found in Ohio's Learning Standards and Model Curriculum for Science, High School Physical Geology. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information.~~ It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
130301	**Chemistry** An advanced high school level course that includes content found in Ohio's Learning Standards and Model Curriculum for Science, High School Chemistry. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
130302	**Physics** An advanced high school level course that includes content found in Ohio's Learning Standards and Model Curriculum for Science, High School Physics. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
131050	**Human Anatomy and Physiology** An advanced high school level course that includes content found in Ohio's Learning Standards and Model Curriculum for Science, Human Anatomy, and Physiology. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
132330	**Advanced Biology** An advanced high school level course that may include concepts in anatomy, physiology, ecology, behavior, evolution, genetics, cell biology, microbiology, diversity, growth, or human biology. This course develops specialized content to extend connections, depth, and detail of biology that emphasizes content beyond what is outlined in Ohio's Learning Standards and Model Curriculum for Science, High School Biology. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
132326	**Advanced Chemistry** An advanced high school level course that may include concepts in inorganic, organic, analytical, physical, or biological chemistry. This course develops specialized content to extend connections, depth, and detail of chemistry that emphasizes content beyond what is outlined in Ohio's Learning Standards and Model Curriculum for Science, High School Chemistry. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
132340	**Advanced Earth and Space Sciences** An advanced high school level course that may include concepts in astronomy, oceanography, meteorology, geology, or natural resources. This course develops specialized content beyond what is outlined in Ohio's Learning Standards for Science to extend connections, depth, and detail of the major concepts and principles of earth and space sciences. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
132325	**Advanced Physics** An advanced high school level course that may include concepts in mechanics, electricity, magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radioactivity, relativity, or quantum mechanics. This course develops specialized content beyond what is outlined in Ohio's Learning Standards for Science, High School Physics to extend connections, depth, and detail of physics. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
139960	**Physics 1: Algebra-Based** An algebra-based advanced high school level course that explores these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
139970	**Physics 2: Algebra-Based** An algebra-based advanced high school level course which explores fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
139940	**Physics C: Electricity & Magnetism** An electricity and magnetism advanced high school level course that explores electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. This course includes inquiry-based laboratory experiences that engage students in	~~SCI~~	Science

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~		
139950	**Physics C: Mechanics** A mechanics advanced high school level course that explores kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. This course includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. ~~It may satisfy Ohio's science graduation requirements.~~	~~SCI~~	Science
139997	**Other Science** Any introductory level high school science course that includes content typically taught at the 9th or 10th grade level and is not listed in previous ~~course~~ subject code descriptions. These courses would typically be science elective courses that are offered to grade 9 or 10 students, but may not satisfy Ohio's graduation requirements.	~~SCI~~	Science
139998	**Other Advanced Science** Any advanced level science course that satisfies Ohio's Graduation Requirements for Science by including inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. Course content must be at the 11th or 12th grade level or above, must not repeat content in K – 8, High School Physical Science, or Biology, and must be designed to prepare students for college or career level coursework or training.	~~SCI~~	Science

Social Studies Section

Table 16. Social Studies Codes (15xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
151209	**Social Studies (K-3)** Elementary social studies course includes content and skills found in Ohio's Learning Standards and Model Curriculum for Social Studies, Grades K-3. Topics covered may include history, geography, government, and economics.	~~N/A~~	Social Studies
151210	**Social Studies (4-6)** Elementary or early middle school social studies course that includes content and skills found in Ohio's Learning Standards and Model Curriculum for Social Studies, Grades 4-6. Topics covered may include history, geography, government, and economics.	~~N/A~~	Social Studies

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
151201	**Social Studies (7-8)** Elementary social studies course that includes content and skills found in Ohio's Learning Standards and Model Curriculum for Social Studies, Grades 7-8. Topics covered may include history, geography, government, and economics.	~~N/A~~	Social Studies
~~The following courses may be offered for high school credit if taught by a properly credentialed 7-12 or 4-9 social studies teacher.~~			
150100	**Anthropology** The study of the physical, social and cultural development of humans.	~~SOC~~	Social Studies
150600	**Economics** The study of how a society makes decisions about the production and consumption of goods and the transfer of wealth.	~~SOC~~	Social Studies
153001	**Financial Literacy** The content of this course is based on the Financial Literacy Standards and Model Curriculum and includes topics such as financial responsibility and decision making, planning and money management, informed consumers, investing, credit and debt, risk management, and insurance.	~~FIN~~	—
150700	**Geography** The study of the physical features of the earth and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries.	~~SOC~~	Social Studies
150300	**Government (American)** The study of institutions and processes through which decisions are made for the United States. Course may follow Ohio's Learning Standards and Model Curriculum for American government. Upon completion, students may take the American government end of course exam.	~~SOC~~	Social Studies
150308	**Government and Economics** The study of institutions and processes through which decisions are made for the United States, and the study of how a society makes decisions about the production and consumption of goods and the transfer of wealth. Upon completion, students may take the American government end of course exam. ~~For this course to fulfill the financial literacy graduation requirement, financial literacy content must be taught along with economics.~~	~~SOC~~	Social Studies
150810	**American History** The study of American history from Reconstruction to the present. Course content may follow the Ohio's Learning Standards and Model Curriculum for American history. Upon completion of this course, students may take the American history end of course exam.	~~SOC~~	Social Studies

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
150815	**African American History** A course that examines American history from the perspective of African Americans. This course may include topics such as literature, music, art, geography and other topics to explore African American influences in American history and contemporary society.	~~SOC~~	Social Studies
152300	**Integrated History** Course integrates content for both American and world history. Upon completion of the American history content of the course, students may take the American history end of course exam.	~~SOC~~	Social Studies
150890	**World History and Civilizations** The study of multiple civilizations outside of the United States. This course is intended to provide a foundation for students to understand the major issues facing the world today. Must cover more than one region of the world to fulfill the Ohio Graduation requirement for World History and Civilizations.	~~SOC~~	Social Studies
150400	**Intervention Social Studies** Remedial study in preparation for the end of course exams with little or no significant new content.	~~SOC~~	—
151121	**Psychology** The study of the human mind and its influence on behavior.	~~SOC~~	Social Studies
151300	**Sociology** The study of social relationships, institutions, and group behavior in societies.	~~SOC~~	Social Studies
152810	**European History** The study of Europe's past. Topics of study may include the Medieval, Renaissance, and Reformation periods.	~~SOC~~	Social Studies
159960	**Government & Politics (Comparative)** A course that focuses on fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of countries and settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate the importance of global political and economic changes.	~~SOC~~	Social Studies
159950	**Government & Politics (United States)** A course that studies general concepts used to interpret U.S. government and politics such as: constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties, interest groups, mass media, institutions of national government, and civil rights and civil liberties.	~~SOC~~	Social Studies
159930	**Macroeconomics** The study of the functioning of entire economies.	~~SOC~~	Social Studies

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
159940	**Microeconomics** The study of the behavior of individual households, firms and markets.	~~SOC~~	Social Studies
152150	**Issues in Social Studies** A course that examines issues or topics in social studies.	~~SOC~~	—
159999	**Other Social Studies** The study of specialized social studies topics (including community service courses per ORC 3313.605).	~~SOC~~	—

Technology Section

Table 17. Computer Science Codes (29xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
The following are computer science courses in accordance with Ohio Revised Code §3319.236.			
290245	**Computer Science K-8** Includes content in the appropriate grade range portion of Ohio's Learning Standards for Computer Science.	~~N/A~~	—
290250	**Computer Science** In this course, students develop an understanding of how computing is used to solve problems and enable innovation across fields and how these solutions can impact society. Students explore using computational thinking skills and tools to solve problems and create artifacts. Effective communication and collaboration skills are developed as students work individually and in group explorations.	~~TEC~~	—
290310	**Computer Science with In-Depth Study** This course addresses computer science topics that include problem solving strategies, organization of data, algorithmic thinking and programming, analysis of potential solutions and the impacts of computing. The course provides the opportunity for a more in-depth study of selected computer science content.	~~TEC~~	—
290325	**Specific Topics in Computer Science** This course provides a focused examination of specific computer science topics.	~~TEC~~	—
290170	**Networking** In this course, students understand the concepts and use of network servers and devices (e.g., host, firewall, router, switch). Students understand the advantages and disadvantages of network models (e.g., peer-peer, client-server). Content addresses network design fundamentals including network type (e.g., LAN, WAN, MAN). Students also learn the application of network topologies (e.g., Star, bus, hybrid). At	~~TEC~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	an *advanced* level, students design and build simple networks, understand server virtualization and network security.		
290180	**Computer Service** This course includes configuration, troubleshooting and repair of network hardware, clients and peripherals. In addition, content should include installation of operating systems including updates, computer security and customer service.	~~TEC~~	—
299999	**Other Computer Science** A high school level course that addresses content from the 9-12 section of Ohio's Learning Standards for Computer Science and is different in scope from any of the other Subject Codes described above.	~~TEC~~	—

Table 18. Information Literacy Codes (20xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
200910	**Information Literacy K-3** Instruction that includes content in the K-3 portion of Ohio's Learning Standards for Technology and library guidelines.	~~N/A~~	—
200915	**Information Literacy 4-6** Instruction that includes content in the 4-6 portion of Ohio's Learning Standards for Technology and library guidelines.	~~N/A~~	—
200920	**Information Literacy 7-8** Instruction that includes content in the 7-8 portion of Ohio's Learning Standards for Technology and library guidelines including internet searching, evaluation of websites and other electronic resources.	~~N/A~~	—
200700	**Library Science** Course focuses on how information is organized, accessed, and evaluated, including use of information management systems in school, public, academic, and government libraries.	~~TEC~~	—
200905	**Information Literacy** Instruction focuses on recognizing the need for information and developing the skills to locate, evaluate and utilize the information. Learning experiences include information retrieval and critical thinking skills that enable students to acquire, interpret, evaluate, create, and communicate information. Information sources include print, nonprint, electronic, Internet-based resources accessed via the school library, school district, Internet, statewide/national networks, and other providers.	~~TEC~~	—

Table 19. Technology Education Codes (10xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
The following courses address computer science (29xxxx) as well as Information and Communication Technology (29xxxx) or Technology Education (10xxxx).			
101355	**Robotics K-8** Students engage in a design process to manage and control devices through investigative and exploration activities. Products of student work in robotics may be descriptive and/or functional models of technology applications. Students will apply the knowledge and skills necessary to program and operate robots. The students will learn robotic operations and system configurations. Students will code and debug programs using the robotic programming language. This course can also serve as a computer science course.	~~N/A~~	—
290200	**Computer Programming** This course includes the study and use of programming languages (e.g., C++, C#, Java, Python).	~~TEC~~	—
290160	**Website Development** This course includes planning, designing and coding webpages to create dynamic, usable websites. Content includes web programming using common design tools, e.g., HTML, XML, CSS, web-based editors. Students study and use web-based protocols, e.g., SFTP, TCP/IP, HTTP, HTTPS. In addition, content includes using tag elements, working with graphics, hypertext links, graphical tables and accessibility methods including Universal Design.	~~TEC~~	—
101350	**Robotics** Application of processes and knowledge in the design, development, and use of systems to manage and control devices. Products of student work in robotics may be descriptive and/or functional models of technology applications across all systems areas.	~~TEC~~	—
102500	**Industrial Computer Applications** Experiences with computer applications across the technological systems areas. Selected activities covering computer hardware, software, and interface device applications to develop understanding of industrial uses of computers.	~~TEC~~	—
290210	**Artificial Intelligence** In this course, students will learn the concepts, tools, and building blocks of artificial intelligence (AI). Specifically, the course should address AI components including perception, representation and reasoning, machine learning, natural interaction, and societal impacts. Students will learn about the use and inherent risks associated with AI.	~~TEC~~	—
290220	**Cybersecurity Education** Students will be introduced to the components of cybersecurity and	~~TEC~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	the role each plays in computing. The course will address security protocols and tactics for infrastructure, network, and system security, which lead to the prevention, detection, and mitigation of common vulnerabilities and attacks. Throughout this course, students will examine, test, and implement security safeguards.		
The following courses address Information and Communication Technology (29xxxx) or Technology Education (10xxxx).			
102285	**Technological Literacy K-3** Instruction that includes content in the K-3 portion of Ohio's Learning Standards for Technology. Instruction focuses on skills and knowledge that set the foundation for using a design process to solve problems to meet human/societal needs. Students examine how technology and their world are connected and their own role in technology's impact on self and others.	~~N/A~~	—
102290	**Technological Literacy 4-6** Instruction that includes content in the 4-6 portion of Ohio's Learning Standards for Technology. Instruction focuses on skills and knowledge involved in using a design process to solve problems to meet human/societal needs. Students examine the relationship between technology and society and their own role in technology's impact on self and others.	~~N/A~~	—
102295	**Technological Literacy 7-8** Instruction that includes content in the 7-8 portion of Ohio's Learning Standards for Technology. Instruction focuses on skills and knowledge involved in using a design process to solve problems to meet human/societal needs. Students examine the relationship between technology and society and their own role in technology's impact on self and others.	~~N/A~~	—
290035	**Computer/Multimedia Literacy K-3** Instruction that includes content in the K-3 portion of Ohio's Learning Standards for Technology focusing on the use of educational technology for learning. Students develop basic, foundational skills and knowledge for using digital learning tools to access, create, evaluate, apply and communicate ideas and information.	~~N/A~~	—
290040	**Computer/Multimedia Literacy 4-6** Instruction that includes content in the 4-6 portion of Ohio's Learning Standards for Technology, focusing on the use of educational technology for learning. Students develop skills and knowledge for using digital learning tools to access, create, evaluate, apply and communicate ideas and information.	~~N/A~~	—
290045	**Computer/Multimedia Literacy 7-8** Instruction that includes content in the 7-8 portion of Ohio's Learning	~~N/A~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	Standards for Technology, focusing on the use of educational technology for learning. Students develop skills and knowledge for using digital learning tools to access, create, evaluate, apply and communicate ideas and information.		
290050	**Computer/Multimedia Literacy** This course focuses on concepts in the 9-12 portion of Ohio's Learning Standards for Technology. Instruction is most effective when integrated or linked to other content areas.	~~TEC~~	—
290100	**Technology-Productivity Tools** This course focuses on concepts in 9-12 portion of Ohio's Learning Standards for Technology that increase personal productivity and manage information. Instruction is most effective when integrated or linked to other academic areas.	~~TEC~~	—
290110	**Technology-Communication Tools** This course focuses on concepts in the 9-12 portion of Ohio's Learning Standards for Technology including identifying purpose, audience and communication strategy. Instruction is most effective when integrated or linked to other academic content areas.	~~TEC~~	—
290120	**Technology-Problem-Solving Tools** This course focuses on concepts in the 9-12 portion of Ohio's Learning Standards for Technology including inquiry/problem-solving skills and technology tools. Instruction is most effective when integrated or linked to other academic content areas.	~~TEC~~	—
290130	**Internet Searching** This course focuses on concepts in the 9-12 portion of Ohio's Learning Standards for Technology including internet search strategies, search engine ranking methods and website evaluation.	~~TEC~~	—
290075	**Technology: Electronic Resources** This course focuses on concepts in the 9-12 portion of Ohio's Learning Standards for Technology including information literacy concepts and use of technology tools to conduct research. Topics include use of internet and other electronic information resources.	~~TEC~~	—
290140	**Technology and Ethics** This course focuses on concepts in the 9-12 portion of Ohio's Learning Standards for Technology and library guidelines including copyright, intellectual property, biotech and other current ethical concerns.	~~TEC~~	—
290150	**Computer Graphics** This course includes design techniques used to generate computer graphics. Topics may include use of tools to draw, import, edit, create, animate images, photos, original artwork, etc.	~~TEC~~	—
102300	**Technology Education** Comprehensive action-based courses concerned with the evolution, utilization, and significance of technology and its impact on industry,	~~TEC~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	including its organization, personnel, systems, techniques, resources, products, and socio cultural aspects.		
107450	**Foundations of Technology** Prepares students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in creating ideas, developing innovations and engineering practical solutions. Students apply content knowledge from science, mathematics and other areas as they engage with technology content, resources and laboratory/classroom activities. This course will focus on the three dimensions of technological literacy: knowledge, ways of thinking and acting, and capabilities, with the goal of students developing the characteristics of technologically literate citizens.	~~TEC~~	—
101700	**Research and Development** The study of industrial-technical problems, including provisions for individual or group investigations of problems and opportunities to evaluate their solutions by designing, constructing, and testing products.	~~TEC~~	—
101720	**Design** This course includes design topics from the 9-12 portion of Ohio's Learning Standards for Technology; including identifying and producing a product or system using a design process, evaluating the final solution, and communicating findings; recognizing the role of teamwork in engineering design and of prototyping in a design process; and understanding and applying research, development, and experimentation to problem-solving.	~~TEC~~	—
101730	**Issues and Problems in Technology** The study of themes concerning technology, society, and the environment.	~~TEC~~	—
100099	**Other Technology** A high school level course that addresses content from the 9-12 section of Ohio's Learning Standards for Technology and is different in scope from any of the other Subject Codes described above.	~~TEC~~	—
The following includes technology education courses (10xxxx) that focus on technology systems for the construction, manufacturing, communication, energy/power/transportation, and bio-related/chemical fields.			
100100	**Construction** The study of the technology and the socioeconomic contributions of those industries concerned with residential, civic industrial, civil, and transportation structures.	~~TEC~~	—
100800	**Home Mechanics** The study of the tools, materials, and processes involved in the upkeep and repair of the home, its equipment and devices.	~~TEC~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
101300	**Manufacturing** The study of the technology and the socioeconomic contributions of industries concerned with the creation of durable consumer products.	~~TEC~~	—
101800	**Service Industries** The study of the technology of industries concerned with the maintenance and repair of consumer and/or industrial products.	~~TEC~~	—
101900	**Woods Processes** Information and skills concerned with woods, including various manufactured wood products, focusing on the technology employed in the manufacture and construction of products using woods and related factors such as occupations, economics, and consumer information.	~~TEC~~	—
101410	**Metals Processes** Information and skills concerned with metals including the products manufactured from metals and the technology employed in the production, processing, and use of metals, as well as related factors such as occupations, economics, and consumer information.	~~TEC~~	—
101500	**Plastics** Information and skills concerned with the production, processing, and use of plastics, composites and related factors such as occupations, economics, and consumer information.	~~TEC~~	—
100200	**Industrial Crafts** Information and skills concerned with handcrafts and the craft industry, including its tools, materials, processes, products, and occupations.	~~TEC~~	—
100300	**Drafting** Information and skills concerned with conveying ideas or illustrations graphically through drawings, charts, sketches, maps, and graphs, and the related factors such as the role of drafting in history and industry.	~~TEC~~	—
100401	**Electricity/Electronics** Information and skills concerned with electrical energy including theory, applications, and control as it relates to electrically powered equipment, to various kinds of communications equipment, and to related factors such as occupations, economics, and consumer information.	~~TEC~~	—
100700	**Graphic Arts** The study of information and skills concerned with graphic reproduction, as well as related factors such as occupations, economics, and consumer information.	~~TEC~~	—
102000	**Communications** Provides an introduction to technical communication systems and processes. Students use a variety of technologies and media to create, implement, and evaluate a network to solve a communication problem.	~~TEC~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
101610	**Power Mechanics** Information and skills concerned with the various forms of power, including its generation, transmission, and utilization.	~~TEC~~	—
102100	**Energy/Power/Transmission** Beginning-level course designed to provide a conceptualized study of basic machines. Students obtain a basic understanding and develop skills needed to identify, build, maintain, test, and develop machines.	~~TEC~~	—
103050	**Bio-Related and Chemical Technology Systems** Comprehensive study of the knowledge and process in designing, making, developing, producing, using, managing, and assessing of technological systems to produce products with bio-related and chemical applications.	~~TEC~~	—

CAREER-TECHNICAL EDUCATION SECTION

Workforce Development Section

Table 20. Career Field 01: Agricultural & Environmental Systems Codes (01xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
010105	**Agriculture, Food and Natural Resources** This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.	~~CTA~~	—
010115	**Business Management for Agricultural and Environmental Systems** Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.	~~CTA~~	—
010120	**Mechanical Principles** Students will engage in the mechanical principles utilized in animal and plant production systems. They will learn electrical theory, design, wiring, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Students will apply knowledge of sheet metal fabrication applicable to the agricultural industry along with identify, diagnose, and maintain small air-cooled engines. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills.	~~CTA~~	—
010155	**Plant and Horticultural Science** This first course in the pathway focuses on the broad knowledge and skills required to research, develop, produce and market agricultural, horticultural, and native plants and plant products. Students will apply principles and practices of plant physiology and anatomy, plant protection and health, reproductive biology in plants, influences in bioengineering, plant nutrition and disorders. Environmental aspects of irrigation, chemical application, soils, and pest management will be	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	studied and applied. Projects and activities will enable students to develop communication, leadership, and business management skills.		
010190	**Agricultural and Environmental Systems Capstone** Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, and internships.	~~CTA~~	—
010210	**Agricultural and Industrial Power** The Agricultural and Industrial Power course will introduce students to the breadth of the Agricultural and Industrial Power Technology pathway. Students will learn the principles of agricultural and industrial power technology equipment systems including electronic, electrical, engines, fuel, hydraulics, and power trains. Additionally, students will learn to operate and maintain agricultural and industrial equipment.	~~CTA~~	—
010215	**Electronic and Electrical Systems** In the Electronic and Electrical Systems course, students will diagnose problems, test and repair electronic and electrical components. Students will learn physical principles of electricity and apply such to the proper maintenance, diagnosis and repair of electrical circuits. Students will learn the physical and mathematical principles of electronics, controllers and sensors and will learn the operation of onboard computers and programmable controllers.	~~CTA~~	—
010220	**Engines and Fuel Systems** In the Engines and Fuel Systems course, students will learn basic engine information and operations; different kinds of corollary systems; how to use test equipment and service tools; plus techniques for diagnosis and testing. Students will learn the different kinds of fuel systems, fuels and their characteristics, designations, and additives. Students will diagnose fuel system problems including the identification of parts failure and will be able to make necessary repairs.	~~CTA~~	—
010225	**Hydraulics and Pneumatics** In the Hydraulics and Pneumatics course, students will learn physical principles of hydraulics. They will diagnose problems, test system components, learn how to properly maintain hydraulic circuits and diagnose and test problem areas in hydraulics systems of agricultural and industrial power equipment.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
010230	**Power Trains** In the Power Trains course, students will learn the physical principles of power trains, the different components that transfer and control power, and how power trains are designed to function. Students will also learn how to adjust and maintain a power train system as well as how to diagnose and test problem areas.	~~CTA~~	—
010235	**Outdoor Power Technology** The Outdoor Power Technology course trains students in technical knowledge and skills necessary to maintain, troubleshoot and repair small power equipment used in agriculture, horticulture and natural resource management. Students will learn the theory of power and progress through aspects of 2- and 4-stroke engines, electrical systems, fuel systems, and drive train systems that make up modern small engine powered equipment.	~~CTA~~	—
010240	**Power Sports** In the Power Sports course, students will learn the theories of operating systems and the maintenance practices for power sport vehicles used off road or on the water. Students will learn principles of power sports vehicles including diagnosis, service, and repair. This course covers core information on power sport internal combustion engines, primary drive operation, transmission power flow, fuel system operation, and electrical and suspension systems.	~~CTA~~	—
010610	**Greenhouse and Nursery Management** The course will apply principles of science, engineering, and business to support the sustainable propagation and production of plants in a commercial nursery or greenhouse facility. Management of soil/media, water and nutrient distribution, lighting, ventilation and temperature, and pests will be learned and applied. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Students will develop successful business, communication, marketing, and sales strategies for use in the greenhouse and nursery industries.	~~CTA~~	—
010615	**Landscape Systems Management** Students will learn methods for establishing and managing landscapes to promote growth and balance. The classification and care of woody and herbaceous landscape plants will be covered in-depth. Students will learn to optimize growing conditions, balance nutrients, and manage pests and disease. Horticultural skills including proper planting, fertilizing, and pruning techniques will be practiced while safely operating well maintained specialized equipment. The implications of landscape installation on the environment will be analyzed and eco-friendly practices applied. Students will employ communication, business, and management strategies appropriate for the industry.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
010620	**Agronomic Systems** Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Students will employ technological advances, communication, business, and management strategies appropriate for the industry.	~~CTA~~	—
010625	**Floral Design and Marketing** Students will use principles and elements of design to create various types and styles of floral arrangements with natural and artificial plants and plant products. Topics will include identification of ornamental plants and cut flowers, use of design materials, and storage and handling applications. Students will develop successful business, communication, marketing, and sales strategies for use in the floral industry.	~~CTA~~	—
010630	**Landscape Design** Students will learn skills in creating blueprints, estimates and landscaping designs. Topics include basic principles of design, engineering, drawing and drafting techniques including the use of technology such as computer-aided design. Students will incorporate principles of hardscapes and examine the use of artificial lighting, water systems, and creative features in their designs. Throughout the course, business management practices, employability skills, and safety procedures will also be emphasized.	~~CTA~~	—
010635	**Turf Science and Management** Students will apply principles of science, engineering, and business to support the establishment and maintenance of residential, athletic and recreational turf. Students will learn techniques for the establishment, care, production, and marketing of turf grass along with safe operation and maintenance of specialized equipment. Throughout the course, environmental awareness and conservation practices will be emphasized along with communication, business, and management strategies appropriate for the industry.	~~CTA~~	—
010710	**Natural Resources** Students will apply science principles and management practices to the protection of renewable and non-renewable natural resources. Students will learn fundamentals of land use as well as watershed, wildlife, fishery and forest management. Furthermore, students will learn management practices related to managing air and water quality along with requirements for managing solid and liquid waste. Throughout the course, students will apply communications, business	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	principles and leadership skills.		
010715	**Energy Systems Management** Students will apply basic principles of energy accounting, thermodynamics and heat transfer, energy conversion and efficiency to heating, power generation and transportation. Students will apply the principles and practices needed for managing both renewable and non-renewable energy sources including, solar thermal, hydrogen generation, photovoltaic, hydroelectric, biomass use, geothermal heat transfer, and fossil fuel. Future energy systems and energy use scenarios are investigated, with a focus on promoting the use of renewable energy resources and technologies.	~~CTA~~	—
010716	**Bio Energy** Students are introduced to the scientific and technical processes of biofuel/bioenergy production. Learners will evaluate the energy conversion process and methods for optimizing the fermentation process. Students will identify the systems and components employed by fermentation systems and communicate safe handling techniques of equipment, biomass, effluent and biogas. A focus will be given to environmental impacts, life-cycle analysis, and economic analysis of bioenergy production.	~~CTA~~	—
010717	**Solar and Wind Energy** Students will specify system options by conducting Energy Site Assessments by using and interpreting resource maps, performance data, zoning requirements and interferences, installation timelines and price. Students will read plans, lay out components and assemble electrical systems. Students will perform system checkouts and interpret results from mechanical and electrical diagnostic reports and compile and maintain system records. Students will apply safety regulations and requirements and identify and mitigate public safety issues during system installations.	~~CTA~~	—
010718	**Oil and Gas Operations** Students will develop the skills applicable to careers in petroleum, natural gas and coal industries. They will learn practices related to exploration, leasing, surveying, drilling, geophysical logging and completion process. Students will be familiar with wellhead and surface production equipment and interpret production histories and graphs. Students will learn sampling, analysis, monitoring and control techniques for effective environmental management in the extractive industries and the principals of metering, sales and marketing.	~~CTA~~	—
010720	**Environmental Science for Agriculture and Natural Resources** Learners will study relationships between organisms and their environment. Principles of biogeochemical cycles, air-water-land relationships, non-point pollution, and wetlands will be applied. Learners will	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	examine economic fundamentals of resource development, agriculture sustainability, energy needs and pollution control. Learners will analyze and interpret data gathered from ecosystems, population studies, forest management practices, pesticide use, land use and waste management. Learners will develop responses to environmental problems and develop management strategies for responsible conservation and resource development.		
010725	**Environmental Systems Management** Learners will analyze and interpret biological, chemical and physical properties of soil, water and air. They will determine the source and type of environmental contamination, evaluate pollution control measures and be prepared to respond accordingly. Learners will be able to monitor treatment processes for potable water, waste water and solid waste. Learners will develop and implement environmental plans using principles governing ecosystems in relation to resource development and industrial processes.	~~CTA~~	—
010730	**Forestry and Woodland Ecosystems** Learners will apply principles of botany, dendrology and silviculture to the management of forests and forest ecosystems. Learners will apply principles of timber cruising with surveying and mapping techniques to take forest measurements. Learners will develop the knowledge and skills necessary for forest reforestation, timber stand improvement, timber harvesting and forest product utilization. Learners will operate and maintain forestry equipment, apply fire management practices, and understand related regulations, laws, and policy issues.	~~CTA~~	—
010735	**Park and Recreational Management** Students will design facilities, develop educational programs and manage resources for use in public recreation. Students will maintain and operate equipment for maintaining wildlife habitat and supporting a variety of public recreational activities. Students will develop marketing and programming skills for park development, apply management practices to park operations and learn the systems required to maintain public safety.	~~CTA~~	—
010740	**Urban Forestry** The learner will promote the care and management of trees for residential and commercial purposes. Learners will apply principles of soil management, dendrology and pest management to the care and management of trees. Learners will analyze budgets; and develop short and long-range management plans that balance environmental and economic goals and that support sustainable land use patterns. Principles of rigging, advanced rope techniques, and chainsaw applications for tree pruning and removal will be learned.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
010745	**Wildlife and Fisheries** Learners will apply the principles and practices of resource conservation and management to fish and wildlife populations. Students learn to properly handle wild animals, principles of wildlife nutrition, inventory practices, water quality parameters and testing, and natural and artificial propagation. Learners will apply principles of facility design and layout for managing fish populations. Learners will research and evaluate the impacts of various land practices, legislation, and human activities on habitats and populations.	~~CTA~~	—
010910	**Animal Science and Technology** Learners will develop business leadership, problem-solving and communication skills in relation to the science and technology of animals. Students will learn responsible animal management principles and routine husbandry practices in relation to animal welfare and behavior. Learners will identify and describe the anatomy and physiology of monogastric and ruminant organisms as it applies to nutrition, reproduction, and animal health. Learners will investigate animal genetics and how it impacts principles of animal improvement, selection and marketing.	~~CTA~~	—
010915	**Animal Health** Learners will apply principles of nutritional management for various classes of animals. Learners will analyze nutritional content/quality of feeds; formulate rations; develop feeding recommendations; identify deficiency symptoms and implement corrective methods as needed. Care/management plans are developed that reflect the classification of animals and follows best practices and legal compliance. Learners will monitor/evaluate the quality of animal habitats and estimate carrying capacity as it relates to the impact of the environment and animal health.	~~CTA~~	—
010920	**Livestock Selection, Nutrition, and Management** Learners will apply principles of nutrition, health and reproduction to the management of animals, poultry and fish in production agriculture. Learners will demonstrate understanding of anatomy and physiology and apply genetic principles for improvement. Learners will apply knowledge of animal behavior, welfare, and husbandry principles. Learners will evaluate body/carcass composition and apply marketing principles to the sale and distribution of livestock products. Learners will employ communication, business, and management strategies appropriate for the industry.	~~CTA~~	—
010925	**Companion Animal Selection, Nutrition, and Management** Learners apply principles of nutrition, health and reproduction to the management of animals intended for companionship or research. Through interpretation, problem-solving and diagnostic methods, the	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	learners develop and implement management programs that reflect responsible animal behavior, welfare and husbandry practices. Learners implement principles and practices of nutritional management, responsible breeding and disease management. Safe handling, grooming and training skills are developed and applied. Learners identify business management procedures and understand the importance of business regulations.		
010930	**Veterinary Science** Learners will develop knowledge of veterinary pharmacology, radiology and imaging techniques, principles of surgery, safe laboratory skills, and the concepts of ethics and professionalism in the work place. Learners will develop skills in inquiry and statistical methods. Learners will describe causes, symptoms, and treatment of common diseases with special emphasis on developing preventative health management plans and breeding programs. Learners will utilize principles of technology to manage information systems, and research issues affecting the industry.	~~CTA~~	—
010935	**Equine Selection, Nutrition, and Management** Learners are introduced to responsible equine management principals and routine husbandry practices in relation to equine behavior methodology and legal compliance. Learners will apply knowledge of health and nutrition when designing preventative health care plans, breeding plans, and feed management programs. Safe handling, grooming, training, equipment selection/maintenance/use and emergency care techniques are developed and applied. Learners will evaluate responsible stewardship practices and develop production management strategies that emphasize the industries goals through good reproductive decision-making.	~~CTA~~	—
010940	**Zoo and Aquarium** In this course, learners will identify and apply responsible animal science principals and routine husbandry practices to captive animal populations. Learners will apply knowledge of animal behavior, welfare, and husbandry principals to enhance exhibit design, animal enrichment and training plans, and educational and visitor engagement programs. Emphasis will be given to data collection and research techniques. Principles of responsible population control, disease risk and management, and problem-solving/action planning techniques will be examined.	~~CTA~~	—
011010	**Science and Technology of Food** This first course in the pathway examines the research, marketing, processing and packaging techniques applied to the development of food products. Learners will examine principles of food preservation techniques and determine correlations to food sensory, shelf life and	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	food stability. Learners will examine and develop food safety, sanitation, and quality assurance protocol. Government regulations and food legislation will be examined and the implications to food science and technology will be identified.		
011015	**Food Marketing and Research** Learners will focus on the stages of research process from research planning to gathering, analysis, and interpretation of data as it relates to food marketing management. Learners will apply knowledge of food additives, nutrition, mixes and solutions to enhance existing food products and to create new processed foods. Learners will identify and describe the impact that technological advances have on food production and availability. Cultural trends and preferences affecting product development will be examined.	~~CTA~~	—
011020	**Meat Science and Technology** Learners will apply food chemistry and microbiology to processing, preservation, packaging, storage and marketing of meat products. Learners will design and implement a quality assurance program that meets legal compliance. Learners will evaluate carcass composition, assign quality grades, and examine valued-added products. Learners will demonstrate knowledge of safety regulations and operate and maintain equipment and facilities. Learners will practice customer service and sales techniques while understanding the scope and importance of business regulations.	~~CTA~~	—
011030	**Applications of Food Science and Safety** Learners will use principles and practices of food processing and packaging to develop solutions for problems in food production, handling and storage. Learners will examine heat preservation, cold processing, food irradiation, fermentation, milling, and hydrogenation processing techniques. Learners will examine the process of food product development and techniques used to measure food sensory aspects, shelf life and food stability. Learners will examine government regulation impact on labeling, new packaging technologies, harvesting, transportation, and the environment.	~~CTA~~	—
012010	**Animal and Plant Biotechnology** Learners will apply principles of chemistry, microbiology and genetics to plant and animal research and product development. They will describe the importance of biotechnology in society and analyze the issues that have affected agricultural biotechnology. Students will apply genetic principals to determine genotypes and phenotypes. Students will describe the parts and functions of animal and plant cells and their importance in biochemistry.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
012015	**Principles and Practices of Bioscience** Learners will demonstrate proper techniques and procedures that apply in a laboratory environment. They will examine the theory of application and will operate various analytical instruments. Students will apply current Good Laboratory Practice and Good Manufacturing Practices. Learners will demonstrate proper safety procedures used in the laboratory and abide by the compliance standards of regulatory agencies.	~~CTA~~	—
012020	**Genetics of Plants and Animals** Learners will explore the mechanisms of heredity and genetics through food, plant, and animal science. Students will examine DNA and chromosome structure, transcription and gene regulation; replication and cell division; patterns of inheritance; and genetic recombination mutations and their repair. Learners will apply molecular technologies to food, plant and animal research.	~~CTA~~	—
012025	**Bioresearch** Learners will be introduced to the basics of bioinformatics where they will employ mathematical, statistical and computational methods to process large amounts of biologically-derived information. The main techniques that will be examined related to sequence analysis are gene identification, genome sequencing, sequence comparison, and database searching. Students will apply biological principles to understand the application of bioinformatics algorithms and software.	~~CTA~~	—
012030	**Foundations of Sustainable and Innovative Agriculture** This course will focus on the purpose, resources, indoor and outdoor growing operations, production strategies, business development, and financing as it applies to innovative agricultural production in urban, suburban, and rural communities.	~~CTA~~	—
012035	**Precision Applications in Agriculture, Food, and Natural Resources** This course will provide an overview of precision agriculture, emphasizing the integration of technology, data analysis, and sustainable practices to optimize production and resource utilization. Students will gain knowledge in the areas of electrical theory, electronic systems and controls applied to mapping, GIS, and equipment operation.	~~CTA~~	—
010125	**Animal and Plant Science** Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	skills will be examined.		
010130	**Global Economics and Food Markets** Students will examine economic principles related to agriculture, food, and natural resources along with the operation and use of commodity futures and option markets. Students will learn economic principles with emphasis on their application to the solution of agricultural industry problems. They will examine future exchanges and commodity futures contracts, hedging strategies, as well as put and call options. Throughout the course, students will become familiar with the causes and consequences of economic growth, globalization and development.	~~CTA~~	—
010945	**Animal Anatomy and Physiology** Students will examine the structure and function of the major organ systems as well as the function and principle of blood flow in animals. Students will study internal and external anatomical parts, their functions, and will investigate the relationship among these parts and systems within the body of animal. Throughout the course, students will apply the internal functions of anatomical structures to the business and industry principles of the animal industry.	~~CTA~~	—
010640	**Landscape Hardscapes** Students will learn skills in constructing and installing hardscape features in a landscape. Topics include basic principles of building and implementing designs drawn and drafted from computer-aided designs and blueprints. Students will install artificial lighting, water systems, deck and creative concrete features on job sites. Throughout the course, business management practices, employability skills, and safety procedures will also be emphasized.	~~CTA~~	—
010990	**Energy and Power** Students will be introduced to the many career and educational opportunities that exist in the energy and power industry. Students will research, design, and build a series of authentic, hands-on projects that will enable them to understand the interplay of the generation, distribution and use of energy. Systems thinking will be used to teach how things work by understanding how the parts influence the entire system and how the system impacts the parts.	~~CTA~~	—
010995	**Oil and Gas** Students will be introduced to the many career opportunities that exist in the oil and gas industry. Students will apply skills applicable to exploration, extraction and production of oil and gas. Additionally, students will apply monitoring and control techniques for effective environmental management. Lastly, students will become familiar with wellhead and surface production equipment related to the oil and gas industries.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
010999	**Clean Energy** Students will apply fundamental science and operating principles of clean energy systems to authentic problems. Such problems involve motors and generators, photovoltaic systems, water and energy conservation, wind turbines, biofuel generation, bioreactors, water power, energy harvesting, fuel cells and nuclear power. Students will use engineering design processes to develop solutions to these authentic problems.	~~CTA~~	—

Table 21. Career Field 02: Arts & Communications Codes (04xxxx, 34xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
340001	**Arts and Communication Primer** The worlds of art designers, performers, and media artists intersect historically, culturally and aesthetically. In this introductory course for the Arts and Communication Career Field, students learn the basics of performance, design, audio, and video. They review brochures, photographs, news stories, videos, and other products common to the visual, media and performing arts industries.	~~CTA~~	—
340006	**Business of Arts and Communications** A growing number of professionals make a living in industries related to arts and communications. From event management to tracking expenses, students learn the business side of visual, media, and performing arts. Topics include marketing, branding, producing, promoting, booking, budgeting and merchandising, etc. Students learn and apply intellectual property rights, licensing, copyright, royalties, liabilities, and contractual agreements. They learn how both profit and non-profit organizations businesses operate.	~~CTA~~	—
340009	**Arts and Communication Capstone** Students apply Arts and Communication program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, and internships.	~~CTA~~	—
340110	Introduction to **Media Arts** ~~Primer~~ In this first course of the Media Arts pathway students will learn the basics of how to convey messages through journalism, commercial advertising, and marketing. They review the accuracy and impact of words and visuals used in news, advertisements, and commercials.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	They learn essential terminology and basic tools for delivering messages. They understand the content length, deadlines, and responsibilities of various delivery channels.		
340115	**Media Arts Writing** Copy for news stories, technical journals, advertisements and social media has similarities and differences. This course focuses on creating and adapting content for multiple purposes with print, radio, TV and the Web. Students conduct and synthesize research and interviews to write persuasive and unbiased copy. They evaluate and edit text for purpose, style, space limitations, and accuracy. They accentuate messaging with design elements. Strategies to determine audience impact are engaged.	~~CTA~~	—
340120	**Digital Image Editing** This course focuses on manipulating images for final output through print and Web-based production. Students obtain a brief perspective on analog image editing and delve into the world of editing digital photos, illustrations and other artwork. They learn to adjust resolution and exposure, modify color, compress data, and format and manage files. Students will use problem-solving strategies and work collaboratively to complete the creative process with artists, printers and Web developers.	~~CTA~~	—
340125	**Motion Graphics** From script to storyboard and special effects, students develop products focused on a central theme and purpose. Using commercial and open-source digital animation software, they create an illusion of motion that extends beyond traditional frame-by-frame footage. They learn skills and techniques involving music, animation, text, voice, photos and videos. Products are adjusted for access through computers, mobile devices, game consoles, projectors, radio, and TV.	~~CTA~~	—
340130	**Audio Broadcast** Sound is essential to broadcast journalism and advertising. Students compare and contrast how sound alone and sound combined with visuals can entertain, inform, and initiate action. They generate content, record, edit, mix, and produce voice and music for airwaves, podcasts, and/or the internet. They adapt for analog and digital audio while adhering to Federal Communications Commission rules and regulations related to bandwidth and advertising.	~~CTA~~	—
340135	**Musical Engineering** Students put music theory and basic music skill into practice as they engineer sound for live and recorded production. They create, capture, edit, mix, and synchronize music into audio and video tracks of various formats. Topics include acoustics, reflection, absorption of sound and reverberation. Students create products based on research of audience	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	sensitivity and need and do so in compliance with laws related to intellectual property and competition.		
340140	**Video Broadcast** This course focuses on video broadcast for the journalism industry. Skills attained include interviewing, image capture, color manipulation, audio and video blend, lighting and editing. Students critique news broadcasts and research content. They plan and shoot video for live and recorded use in a specific time slot while adhering to laws related to defamation, libel, copyright, and privacy.	~~CTA~~	—
340145	**Video Production** This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.	~~CTA~~	—
340150	**Photographic Composition** Aesthetics and techniques are essential to producing a good photograph. This course focuses on capturing and manipulating images in digital photography with some skill development in darkroom film processing, printing, and enlarging. Topics include camera functions, mechanics of image capture, image manipulation, and print production. Students shoot photographs in various studio and indoor and outdoor settings.	~~CTA~~	—
340155	**Photography Production** Students advance their digital photographic knowledge and skill using camera raw files with a focus on commercial use and knowledge of production software. Emphasis is on creative expression and client communications to increase marketability of product. Topics include white balance, saturation, contrast and color correcting. Students apply copyright and fair use guidelines.	~~CTA~~	—
340160	**Multi-Media Web Production** The focus of this course is on merging different types of media on the Internet. Students combine text, still photography, audio, videography, and graphic arts to create interactive Web pages. They demonstrate creative, digital storytelling accessible from multiple platforms. Students learn project management and marketing. They learn how to create Web content that is accessible by individuals with visual disabilities.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
340165	**Digital Cinema** Inspiration, technique, and trends are the focus of this single-camera, cinema-style course. Students engage in creative storytelling through concept development, scriptwriting, and storyboarding. They learn to achieve the look of film through lighting and camera technique as well as double-system audio capture. Legal and ethical aspects such as copyright and fair use guidelines are learned.	~~CTA~~	—
340210	**Introduction to Performing Arts~~ Primer~~** In this first course for the Performing Arts pathway, students examine how music, dance and theatre disciplines connect to create a production. They compare and contrast different genre, social contexts, and cultural aspects of dance, music and theatre from early Greek to present day. They learn the role of stagecraft, including new and emerging technology.	~~CTA~~	—
340215	**Dance** Performing arts directors and choreographers look for dancer technical strength, preciseness, and ability to engage audiences. In this course, students develop physical stamina and fitness, musicality, expression and sequence retention while learning terminology for dance movement and for the industry. Through solo, ensemble, and improvisational movement, they interpret and communicate stories and feelings. Self-discipline, including emotional and nutritional health, is reinforced.	~~CTA~~	—
340216	**Fundamentals of Dance** Students will explore dance as a career field and various career opportunities within the field. Students learn the necessary skills and aptitudes to be a successful dancer, exhibiting various dance steps, and the artistic dynamics of performance. Maintenance of physical and mental health is prioritized. The course will focus on introducing students to the vocabulary and fundamentals of dance as well as the relationships among theatrical disciplines.		—
340217	**Applied Techniques in Dance** This advanced course is for students who are interested in pursuing dance professionally. The course is designed to further the concepts, skills, and techniques introduced in previous CTE dance courses. The course is structured to mirror professional practices and standards. Students will design and produce a dance production from start to finish while holding key leadership positions in the production process.		—
340220	**Choreography** The choreographer designs steps and routines. In this course, students critique choreographed works from multiple dance genres. Using this knowledge and research as well as understanding specific characteristics and movements of dance, they compose sequences into their own	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	designs. They alter choreography in solo and/or ensemble work. They work with dancers to maximize aesthetic appeal for the audience while helping them manage physical and psychological demands of a performance.		
340225	**Acting and Script Analysis** This course combines understanding of the relationship between actor and script. Students research major theatre genres and influences, breaking down a script to discover objectives, obstacles, tactics, and character development. They create a script with scenes, plot points, and characters. They learn acting techniques, including imagery, personal associations, and inner monologue. They perform a role within an original or established piece of work.	~~CTA~~	—
340230	**Acting Performance** Meeting expectations of the casting director and audience is critical to any successful performer. This course focuses on maximizing an actor's physical and emotional expression, vocal intonation, memorization, and imagination to convey stories and feelings. Whether spoken or sung, stylistic identity is reinforced. Other topics include material selection, developing a score of action for a role, sustaining a character and self and peer critique.	~~CTA~~	—
340235	**Musical Concept** From warm up skills to complex rhythmic and technical passages, students combine theory and technique to sing or play at least one musical instrument. They recognize different harmonic, rhythmic and melodic structures based on culture, era and style. They write, read and understand musical symbols. Other topics include scales and mode studies, dictation, transcriptions and. Students provide and receive performance critiques.	~~CTA~~	—
340240	**Music Ensemble and Composition** In this course, students compose music and perform in groups. They sight read music, blend and balance ensemble instrumental and/or vocal performance and respond to cues with an understanding of stage presence and choreography. They score an original musical piece using notation and sequencing software. Talent and self-confidence is strengthened through practice, social interaction, self/peer critique, and performance.	~~CTA~~	—
340245	**Musical Theatre** The troupe member with abilities in music, dance, and acting has "triple threat" value in musical theatre. In this course, students assume the roles of singer, instrumentalist, actor and dancer as well as director, stage manager, set designer and/or costume technician. Students learn to take, and give orders to accomplish tasks. They analyze historical and current-day exemplary models of musical theatre for story line,	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	musical arrangement, and audience appeal.		
340246	**Fundamentals of Musical Theatre** In this course, students will explore music, dance, and acting with the goal of integrating them into a musical theatre performance. Students will identify important skills and knowledge necessary for a successful career in musical theatre. Students will understand how to prepare for a musical theatre performance, including audition, practice, rehearsal, and tech week.		—
340247	**Musical Theatre Production** Production for musical theatre requires specific knowledge of design elements, production processes, and business techniques to create successful work. In this course, students will focus on the allied skills needed to produce work for the musical theatre stage. Students will be able to produce an independent theatre show, including production elements, at the completion of this course.		—
340250	**Stagecraft** Creating the set, balancing the lights, projecting video and engineering the sound all help to accentuate the script and characters in a show. Students learn the skills of stagecraft through research, critique, and hands-on experience. They use technology, background design, makeup, and costuming to enhance overall production with a focus on the script and director vision.	~~CTA~~	—
340252	**Fundamentals of Technical Theatre** This course is an introduction to technical theater and the elements that contribute to the visual and spectacle elements of a production. Students will explore the fields of stage lighting, scenery construction, sound design, stage rigging, costuming, and makeup. Historical applications, production research, elements of art and color theory, tools, and terminology will be explored in relation to one or more of the areas of technical theater while demonstrating the collaborative nature of the field.		—
340253	**Skills and Application in Technical Theatre** This course is designed to provide a focused and hands-on experience for students to develop the skills needed to specialize in one or more of the areas needed to be a theater technician. An emphasis is placed on demonstrating the collaborative nature of the field. Students will develop the skills to capably fill roles on backstage running crews for all types of theatrical and other productions.		—
340254	**Advanced Theatre Design and Technology** The course is designed to further the concepts, skills, and techniques used in the performing arts fields of lighting, sound, and scenic design and construction introduced in previous CTE technical theatre courses.		—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	Structured to mirror current industry practices and standards for technical theatre, students will get hands-on experience in one or more areas of technical theater while working productions and other performances.		
340255	**Stage Design and Construction** This course focuses on design and construction of what the audience sees around actors. Students analyze scripts and budgets to determine appropriate sets. They create renderings and drawings by hand and through computer drafting programs to present the designer's vision. They develop models, mock-ups, and final construction of scenery. In addition to construction techniques, they acquire workplace skills such as leadership, collaboration, and safety.	~~CTA~~	—
340260	**Costuming and Makeup** This course focuses on character design specific to makeup and costumes. Students research, render, and produce masks, hats, dresses, and other attire. They apply actor makeup and choose wigs or hairstyles aligned with a production script and/or purpose. Factors influencing character design are story line, director concept, relationships among characters, character movement, color, and stage lighting.	~~CTA~~	—
340310	Introduction to **Visual Design** ~~Primer~~ Visual design takes the form of charts, drawings, boxes and more. In this first course for the Visual Design and Imaging pathway, students gain a perspective of symbols, typography and product output. They acquire basic knowledge of today's role of graphics in communication industries. Focusing on the consumer, students analyze products and create their own designs for critique. They learn how safety, deadlines, teamwork, and ethics relate to the work.	~~CTA~~	—
340315	**Visual Creation** A keen eye for detail, art elements, design principles, and styles of art are essential to the world of visual communications. Students learn proper composition with such principles as color theory, typography, and drawing. They create designs targeted for the Internet and for two- or three-dimensional products while adhering to copyright laws and deadlines.	~~CTA~~	—
340320	**Digital Print Design** Starting with understanding target audiences, demographics, product shelf life and sustainability students create designs for two- or three-dimensional products. Using workflow processes, they lay out newsletters, posters, business cards and other products. They create logo and package designs for corporate branding, marketing, and advertising. Critical thinking is engaged in multiple-level critiques.	~~CTA~~	—
340325	**Digital Media Art** This course focuses on digital technology for products accessed	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	through computers, mobile devices, game consoles, projectors, radio, and TV. Students apply techniques to digitize drawing, painting, and typography. They analyze the effects of single-color and multi-color output. They identify advantages and disadvantages of digital communications from philosophical, ethical, creative, and commercial output perspectives. Products are critiqued for design, production quality and customer impact.		
340330	**Visual Distribution** Students analyze customer preferences to determine product creation, production, and delivery. From a four-color vehicle wrap to a spot varnish that adds spark to an annual report cover, students learn techniques to enhance product uniqueness in the graphic arts industry. They compare the differences of customer impact between using traditional mass distribution to individual consumer targeting. Among strategies engaged are Variable Data Imaging (VDI), Quick Response (QR) codes and e-mail blasts.	~~CTA~~	—
340340	**Advertising and Communication** Creators and producers of graphic images must understand how to integrate and adapt creations for multiple marketing purposes. Students research and analyze the power of visuals in advertising campaigns and public relations events. Using the principles of advertising and visual communications, they develop strategies and products for specific purposes and audiences. They use logos, images, and type integrated strategically to create both printed and electronic products on a theme.	~~CTA~~	—
340350	**Social Media Communications** In this course, students will learn concepts and principles used in social media communications. Students will learn data-driven marketing and communications strategies and how to apply them to various forms of social media. Students will discuss social, historical, ethical, and economic dimensions of social media.		—

Table 22. Business Administration Courses. This includes courses from three career fields: 03–Business & Administrative Services (14xxxx); 07–Marketing (04xxxx); and 15–Finance (14xxxx)**.**

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
The following courses can be a part of any of the three business administration career fields: 03–Business & Administrative Services (14xxxx); 07–Marketing (04xxxx); and 15–Finance (14xxxx).			
141000	**Business Foundations** This is the first course for the Business and Administrative Services, Finance, and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge	~~CTA, BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	and skills in fundamental business activities. They will acquire knowledge of business processes, economics, and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership, communications, and personal financial literacy will be addressed.		
141025	**Management Principles** Students will apply management and motivation theories to plan, organize, and direct staff toward goal achievement. They will learn to manage a workforce, lead change, and build relationships with employees and customers. Students will use technology to analyze the internal and external business environment, determine trends impacting business, and examine risks threatening organizational success. Ethical challenges, project management, and strategic planning will also be addressed.	~~CTA, BUS~~	—
141030	**Strategic Entrepreneurship** Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take initial steps to establish a business; Students will calculate and forecast costs, break-even, and sales. Establishing brand, setting prices, promoting products, and managing customer relationships will be emphasized.	~~CTA, BUS~~	—
142000	**Fundamentals of Business and Administrative Services** This is the first course specific to the Business and Administrative Services career field. It introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resources management, operations management, business informatics and office management. They will acquire knowledge of business operations, business relationships, resource management, process management, and financial principles. Students will use technological tools and applications to develop business insights.	~~CTA, BUS~~	—
142005	**Office Management** Students will apply techniques used to manage people and information in a business environment. Students will learn to build relationships with clients, employees, peers, and stakeholders and to assist new employees. They will manage business records, gather and disseminate information, and preserve critical artifacts. They will also examine contracts, internal controls, and compliance requirements. Business office tools and applications will be emphasized.	~~CTA, BUS~~	—
142010	**Legal Environment of Business** Students will examine all aspects of business law including the judicial	~~CTA, BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	system, differences between types of laws and origins of laws, administrative and employment laws and laws impacting individuals as well as businesses. Students will also research real estate and debtor and creditor laws and regulations. Students will learn to support attorneys by conducting legal research and preparing fully-compliant legal documents. Compliance and contract law will be emphasized.		
142015	**Medical Office Management** Students will carry out procedures used to manage people and information in medical offices. Students will code medical procedures in accordance with applicable guidelines as well as use technology to convert patient information to electronic medical records. They will also manage the insurance billing and collection process, utilize a patient scheduling and registration system, and develop a compliance program. Medical office safety and security will be emphasized.	~~CTA, BUS~~	—
142020	**Operations Management** Students will learn to plan, organize, and monitor day-to-day business activities. They will use technology to plan production activities, forecast inventory needs, and negotiate vendor contracts. Students will also calculate break-even, set cost-volume-profit goals, and develop policies and procedures to promote workplace safety and security. They will design sustainability plans and use lean and six sigma principles to plan for quality improvement. Corporate social responsibility, ethics, risk management, and compliance will be emphasized.	~~CTA, BUS~~	—
142025	**Supply Chain Management** Students will determine how to facilitate the flow of goods from the point of origin to the point of consumption. Students will utilize technology to track supply chains and measure their effectiveness and efficiency. They also will identify opportunities to improve service levels, quality, and costs through supply chains and select strategies for improving customer and supplier relationships. International business, business process analysis, project management, internal controls, and compliance will be emphasized.	~~CTA, BUS~~	—
142030	**Logistics Management** Students will develop plans and networks to move materials, information, products, and services through organizations. Students will analyze transportation cost structures and reverse logistics' costs. They will utilize technology to evaluate warehouse size and space layouts. Students will also design receiving and fulfillment processes and develop preventive maintenance schedules. Requirements for the treatment, storage, and disposal of hazardous materials will be emphasized. Project management techniques and international business will be examined.	~~CTA, BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
142035	**Human Resource Management** Students will develop human resources strategies to obtain, retain, and effectively use talent throughout the organization. Students will utilize technology to create job applications, job descriptions, and job profiles to support the talent acquisition process. They will learn to recruit applicants, administer employment assessments, conduct background investigations, and make and communicate hiring decisions. Students will also develop employee handbooks and establish performance improvement processes. Rewards and recognition practices, relationship management and compliance will be addressed.	~~CTA, BUS~~	—
142045	**Business and Administrative Services Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in a Business and Administrative Services program in a more comprehensive and authentic way. Capstones often include project-/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA, BUS~~	—
143000	**Finance Foundations** This is the first course specific to Finance. It introduces students to the specializations offered in the career field. Students will obtain fundamental knowledge and skills in accounting, banking services, corporate finance, insurance, and securities and investments. They will acquire knowledge of financial analysis and application, business law and ethics, economics, international business and business relationships. Knowledge management and information technology will be emphasized. Employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
143005	**Financial Accounting** Students will track, record, summarize, and report a business's financial transactions. They will develop financial documents, project future income and expenses, and evaluate the accuracy of a business's financial information. Students will also apply tools, strategies, and systems to evaluate a company's financial performance and monitor the use of financial resources. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
143010	**Corporate Finance** Students will manage policy and strategy for corporate budgeting, investment, and financial planning. They will calculate profitability, predict business success and the likelihood of failure, and compare business performance within and across industries. Students will also	~~CTA, BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	develop and track the achievement of financial goals. They will determine how to balance risk with return and select strategies for recovering from risky situations and disasters. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.		
143015	**Managerial Accounting** Students will use financial information to make strategic business decisions. They will monitor business profitability, measure the cost-effectiveness of expenditures, prepare budget and forecast reports, and set achievable business financial goals. Students will also use critical information on financial documents to determine risks to short-term and long-term business success. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
143020	**Fundamentals of Financial Services** Students will develop knowledge and skills needed in the banking, insurance, and investment industries. They will analyze banking products and services, determine ways in which insurance reduces risk, and calculate insurable losses. Students will also learn to sell financial products and build positive relationships with clients and colleagues. They will use financial ratios to evaluate company performance and select profitable investments for clients. Technology, employability skills, leadership, and communications will be incorporate in classroom activities.	~~CTA, BUS~~	—
143025	**Financial Services Operations** Students will plan, organize, and carry out day-to-day activities unique to the banking, insurance, and investment industries. They will learn to underwrite loan and insurance applications, handle problem accounts, and investigate and process insurance claims. Students will also evaluate risks faced by financial institutions and develop processes to promote ethically and legally compliant behavior throughout a banking, insurance, or investment company. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
143030	**Finance Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in a Finance program in a more comprehensive and authentic way. Capstones often include project-/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA, BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
144000	**Marketing Principles** This is the first course in the Marketing career field. It introduces students to the specializations offered in Marketing. Students will obtain fundamental knowledge and skills in marketing communications, marketing management, marketing research, merchandising, and professional selling. They will acquire knowledge of marketing strategies, market identification techniques, employability skills, business ethics and law, economic principles and international business. Technology, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
144005	**Marketing Applications** Students will develop and implement marketing strategies and techniques across marketing functions: channel management, marketing research, market planning, pricing, product-/service management, and branding. They will use marketing operations procedures and activities to ensure marketing's efficiency and effectiveness. Students will generate, screen, and develop new product ideas. They will predict economic trends and conditions and determine how cultural intelligence can impact organizations. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
144010	**Integrated Marketing Communications** Students will create, execute, and evaluate promotional strategies and content for advertising, sales promotion, and publicity/public relations. They will apply project management techniques to guide and control promotional campaign development and execution. Students will incorporate motivation theories, branding techniques and design principles in communications with targeted audiences. They will plan and implement procedures to use marketing communications that mitigate image or brand-damaging issues. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
144015	**Digital Marketing and Management** Students will apply tools, strategies, and processes to communicate digitally with targeted customers. They will create, implement, and critique online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video or images and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. They will also create and repurpose content for use in digital environments. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
144020	**Marketing Research** Students will conduct qualitative and quantitative marketing research	~~CTA, BUS~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	using primary and secondary data. They will gather, synthesize, evaluate, and disseminate marketing information for use in business decision-making or to address a specific marketing problem or issue. Students will apply project management techniques to guide and control marketing-research activities. They will use statistical techniques to evaluate marketing data. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.		
144025	**Merchandising and Buying** Students will determine what to buy, when to buy, how much to buy, and from whom to buy products for resale. They will develop a product mix and apply display and visual merchandising techniques. Students will also implement sales support activities, process sales, track products, and plan merchandise flow. Students will establish and grow positive customer relationships. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
144030	**Professional and Technical Sales** In this course, students will demonstrate sales processes and techniques used in a business-to-business environment. They will develop, grow, and maintain positive business relationships. Students will monitor trends and the business environment to determine the impact on their sales, customers, and competitors. They will negotiate and adjust prices and sales terms. Students will manage sales activities and territories. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.	~~CTA, BUS~~	—
144035	**Marketing Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in a Marketing program in a more comprehensive and authentic way. Capstones often include project-/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA, BUS~~	—
140999	**Global Logistics and Supply Chain Management** Students will be introduced to basic principles of global logistics and supply chain management internal functions of an organization and how they connect other institutions. Students will research the roles of logistics and supply chain management in a global economy where individuals and organizations have access to markets across the world. Students will apply critical thinking and problem-solving skills to coordinate the movement of goods and services.	~~CTA~~	—

Table 23. Career Field 04: Construction Technologies Codes (17xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
178000	**Construction Technology–Core and Sustainable Construction** Students will learn principles in basic safety (10-hr OSHA), construction math, hand and power tool are and operation, blueprint reading, material handling, communication and employability skills. An emphasis will be placed on safe and green construction practices.	~~CTA~~	—
178029	**Construction Capstone** Students apply Construction Technologies program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, or internships.	~~CTA~~	—
178001	**Carpentry and Masonry Technical Skills** This first course in the pathway will introduce to students the materials, methods, and equipment used in carpentry and masonry. Students will organize a project work sequence by interpreting plans and diagrams within a construction drawing set. They will lay out and install basic wall, floor and roof applications. Students will perform introductory concrete applications including formwork, reinforcement, mixing, and finishing. Current advancements in technology, safety, applicable code requirements and correct practices are learned.	~~CTA~~	—
178003	**Structural Systems** Students will learn procedures and techniques required for layout and framing of walls and ceilings, including roughing-in door and window openings, constructing corners and partitions; bracing walls and ceilings; and applying sheathing. Students will learn methods of roof, cold formed steel, and wood stair framing. Students will learn site and personal safety, material properties, design procedures, and code requirements for structural systems.	~~CTA~~	—
178004	**Structural Coverings and Finishes** This course will address applications of interior and exterior finish work. Students will identify material properties and select for appropriate application. Students will install thermal and moisture protection including roofing, siding, fascia and soffits, gutters, and louvers. Students will install drywall; trim-joinery and molding and apply wall, floor and ceiling coverings and finishes. Throughout the course, the safe handling of materials, personal safety, prevention of accidents and the mitigation of hazards are emphasized.	~~CTA~~	—
178005	**Masonry-Brick and Block** The focus of this course will be on the technical aspects of masonry with	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	emphasis on developing introductory skills in laying block and brick. They will learn the physical attributes of masonry materials and the tools required in masonry construction. Students will learn the principles necessary to construct structures with a variety of brick and block materials. Throughout the course, the safe handling of materials and personal safety are emphasized.		
178006	**Concrete and Residential Masonry** In this course, students will learn to read and interpret construction plans and drawings for masonry applications. They will learn to select materials based on physical attributes and job requirements. Students will set grades and construct forms, for concrete foundations, footings, and retaining walls. They will mix, reinforce, pour and finish concrete in various residential and commercial applications.	~~CTA~~	—
178002	**Mechanical, Electrical and Plumbing Systems** Students learn physical principles and fundamental skills across mechanical systems in construction. Students will select materials, assemble, and test basic electrical circuits. Students will select materials and assemble simple copper and plastic plumbing applications for both supply and drains. They will perform simple maintenance of electric motors, electric fixtures and plumbing fixtures. Students will be able to select and install basic ductwork components and learn the operation and maintenance of heating and cooling equipment.	~~CTA~~	—
178007	**Construction Electrical Systems** This introductory electrical course will emphasize electrical theory, materials, equipment. Students will explore the National Electrical Code and learn worksite safety. They will interpret schematics; construct basic circuits, use test equipment and electrical hand and power tools.	~~CTA~~	—
178008	**Residential Electrical Systems** This course will emphasize electrical theory, materials, equipment and general methods used in residential construction. Students will navigate the National Electrical Code, learn worksite safety and understand licensing and permitting requirements. They will interpret plans and job specifications and calculate loads and service requirements. Students will install, test and repair receptacle outlet, lighting and small appliance circuits. They will understand circuit protection concepts and install a subpanel. Specialty circuit installation will be addressed.	~~CTA~~	—
178009	**Commercial and Industrial Construction Electrical Systems** Students will plan and install electrical systems in commercial settings. Students learn worksite safety and understand permitting requirements. Students interpret plans and job specifications and calculate loads and service requirements. Students install, test and repair receptacle outlet, lighting and equipment circuits. They will understand circuit protection concepts and be able to install entrance panels. Specialty	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	commercial circuit installation will be addressed. Students apply operating principles to the installation and troubleshooting of motors and controls.		
178010	**Pipefitting and Plumbing Systems** This course will emphasize the physical principles, general methods, materials and equipment used in the plumbing and pipefitting. Students will learn worksite safety and understand licensing and permitting requirements. They will interpret plans and job specifications and calculate service requirements. Students will rough in water supply and drainage lines following plumbing codes and municipal building standards. Additionally, students will install and maintain plumbing fixtures.	~~CTA~~	—
178011	**Residential and Commercial Plumbing Systems** This course focuses on the advanced residential and commercial plumbing systems. Students will plan, install, and maintain water supply, wastewater and fuel supply components following codes and municipal building standards.	~~CTA~~	—
178012	**Heating and Cooling Systems** Students will apply principles of heating and cooling to the installation, troubleshooting and maintenance of residential and commercial Heating, Ventilation, and Air conditioning/Refrigeration (HVAC/R) Systems.	~~CTA~~	—
178013	**HVAC Refrigeration** Students will install, troubleshoot and service residential and commercial refrigeration systems. Students will learn laws of thermodynamics, pressure and temperature relationships, the refrigeration cycle, and refrigerant management. Students will address hydronic systems, chilled water systems, package units, and cooling towers.	~~CTA~~	—
178014	**Sheet Metal** The fundamentals of the sheet metal trade are the emphasis of this course. Students will learn components of a ductwork system and use architect and engineer's scales to read and interpret construction drawings for material calculations and selection. Students will layout sheet-metal patterns using parallel line, radial line, and triangular development procedures. Students will, also fabricate edges, joints, seams, and notches; seal and insulate; and install ductwork systems and accessories.	~~CTA~~	—
178016	**Alternative Power Generation Systems** Students will learn the technology and applications of solar and wind energy with an emphasis on installation and service processes. Content includes identifying the functions of photovoltaic, standby power and electric storage systems. Students will perform battery maintenance and implement principles and guidelines of energy analysis needed to carry out effective energy audits in accordance with standards and codes.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
178017	**Powerline/Hi-Voltage Power Transmission** This course focuses on the principles of hi-voltage power transmission. Students use code to build, maintain and repair both aboveground and belowground electrical transmission systems. Students will apply specific rigging techniques and equipment to field situations. Emphasis is placed on safety around high voltage equipment.	~~CTA~~	—
178018	**Construction Safety and Crew Leadership** This course covers OSHA standards (30-hr OSHA) and requirements as they apply to the construction industry and crew/project management. Topics include safety and health hazards, safe practices, construction safety management, and crew management. Emphasis is on hazard identification, avoidance, control and prevention.	~~CTA~~	—
178019	**Plan Reading and Estimating** Students learn blueprint reading as it relates to the architecture and construction. Students will use scaling, orthographic projections, dimensioning practices, symbols, notations, and abbreviations to perform area calculations and to interpret floor plan, section, and elevations and develop an estimate of material, time, personnel, and equipment needs, availability, and cost. Using construction plans, students will identify problems or shortcomings related to the layout and installation of materials for the project.	~~CTA~~	—
178020	**Architecture Design – Structural and Mechanical/Electrical/Plumbing** Students will use architecture design principles to organize and arrange structures to create a perspective of a building. Students will use orthographic/pictorial projection, freehand technical sketching and computer-aided drafting (CAD) skills to generate floor and wall plans, elevations, sections, details and schedules. Students will develop sets of structural framing and mechanical working drawings that include plumbing, HVAC and electrical power and lighting plans.	~~CTA~~	—
178021	**Architecture Design – Site and Foundation Plans** Students use advanced architectural design concepts to construct design models including perspective drawings for final presentations. Students use orthographic/pictorial projection, freehand technical sketching and computer-aided drafting (CAD) tools to create site foundation and section plans that include topographical details and schedules. Additionally, students perform zoning analysis, develop preliminary plot plans, and construct grading and utilities plans that include legal descriptions and cut and fill volumes.	~~CTA~~	—
178022	**Construction Management** This course provides an integrated look at balancing the planning, estimating, and directing of construction operations. Students learn the process of creating and monitoring a construction project including	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	standard agreements, bidding, estimates and project schedules. Students will learn to manage change orders, accident prevention and loss control, closeouts, and claims with an emphasis in production and quality control. Additionally, students will apply leadership, communications, and problem solving skills to construction management.		
178023	**Remodeling/Renovation** Students will apply structural and mechanical skills to remodeling and renovations. Also, students will learn the process of securing the required building permits, the management of subcontractors, and the coordination of formal building inspections. Students will troubleshoot design or logistics issues and provide possible solutions. Throughout the course, the safe handling of materials, personal safety, prevention of accidents and the mitigation of hazards are emphasized.	~~CTA~~	—
178024	**Facility and Building Maintenance** Students are introduced to the maintenance and management processes used in public buildings and industrial facilities. Students will troubleshoot building and systems issues and provide solutions following applicable procedures and standards. Students will operate and maintain machinery and equipment used in grounds and facilities maintenance tasks. Throughout the course, the safe handling of materials, personal safety, prevention of accidents and the mitigation of hazards are emphasized.	~~CTA~~	—
178026	**Heavy Equipment Operations** Students perform heavy equipment operating techniques and perform operator level maintenance. Students will learn to survey using lasers, transits and machine control systems. Additionally, students learn the techniques and processes for clearing, grubbing, stripping, excavating, backfilling, stockpiling, and cutting and spreading of fill material. Throughout the course, safety is emphasized.	~~CTA~~	—
178027	**Construction Surveying and Site Logistics** Students use surveying, topographic, satellite positioning, and geometric instruments to locate and prepare a site for construction. Students establish lot and building lines as well as grade levels, and use site plans and elevation drawings to determine excavation needs. Students locate and mark underground and overhead services, identity soil conditions that may require shoring and position batter boards. Additionally, students identify the parameters for site selection, zoning regulations, and the process for filing building permits.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
178028	**Interior Design** Students learn principles and elements of design as they relate specifically to interior spaces. Students develop functional and aesthetic design concepts with an emphasis in providing design solutions. Students select materials for appropriateness, quality, performance, and cost for interior applications. Students develop an estimate of material, time, personnel, equipment needs, and cost and use presentation techniques, technical drawings, and other visual materials to enhance and present interior designs.	~~CTA~~	—
178040	**Fundamentals of Architecture and Construction** In this first course in the career field students will be introduced to the basic principles of architecture and construction. During this course students will read and create construction drawings and use hand tools to create basic construction projects and models. Throughout the course, students will use hands-on skills and procedures in a laboratory setting. Additionally, students will investigate career opportunities in construction and architecture related fields.	~~CTA~~	—
178030	**Principles of Wood Construction** Students will engage in the introductory skills utilized in working with various wood construction materials. They will learn to use basic measuring tools, hand tools and machines, common to the wood industry, to construct basic projects. Additionally, students will examine various wood construction materials and their properties. Throughout the course, students will learn components of site and personal safety.	~~CTA~~	—

Table 24. Career Field 05: Education & Training Codes (35xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
350002	**Foundations of Education and Training** In this first course to the career field, students will compare the merit of educational and training models to the evolving knowledge base of research and theory that is used to guides practice. They will describe how historical perspectives, economics, politics, and governance that impact the current learning environment. Additionally, students will identify the principles that guide instructional paradigm shifts from the instructor-led to learner-directed instruction, accountability reform, and uses of technology in curriculum design and delivery.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
350035	**Child and Adolescent Development** Students will apply the theoretical foundations of human growth and development that will enhance work with learners. Through observation, the student will determine the learner's stages of social, emotional, and physical development. They will apply linguistic principles and practices in the development of language skills, determine stage of literacy development and implement strategies that support the learner's formal and informal educational readiness.	~~CTA~~	—
350030	**Classroom Management** Students will apply developmentally appropriate techniques to advance learners' social and emotional growth. They will create classroom environments to maximize the learning potential of each learner. Students will develop intervention strategies, utilize conflict resolution principles and involve the stakeholders in the development of individualized behavioral plans. Emphasis will be given to establishing SMART goals for student's self-evaluation to create a student-centered-leaning environment.	~~CTA~~	—
350235	**Curriculum and Instruction for Early Childhood Education** Students will apply developmentally and intellectually appropriate pedagogies that promotes physical, cognitive and emotional growth. They will determine curricular goals, create lesson plans, and employ observation and assessment strategies. Application of foundational principles of reading, writing, speaking, and listening skills to enhance the learner's application of literacy will be emphasized.	~~CTA~~	—
350020	**Curriculum and Instruction for Teaching Professions** Students will apply developmentally and intellectually appropriate pedagogies that promotes physical, cognitive and emotional growth. They will determine curricular goals, create lesson plans, and employ observation and assessment strategies. Students will learn to maintain professional identity while applying technology concepts, protocol and practices that impacts the learner's digital footprint will be emphasized. In addition, students will develop online instruction using learning management system platforms.	~~CTA~~	—
350015	**Educational Assessment** Student will utilize assessment data, to develop and improve curriculum and instruction that helps the learner obtain educational readiness and mastery. They will compare assessments for their purpose, value and use and align intervention strategies to assist learners with testing. In addition, students will develop assessments that align performance objectives and delivery model tools using knowledge domains. Emphasis will be given to using assessment as an effective medium for communications between the instructor and the learner.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
350400	**Education and Training Capstone** Students apply Education and Training program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.	~~CTA~~	—
350230	**Health, Safety and Nutrition** Students will apply principles and practices for creating a productive learning environment that promotes positive interactions for students, staff, and stakeholders. They will identify signs and symptoms of common health issues and diseases and establish policies to promote healthy well-being. Students will identify signs, symptoms and impact of physical and mental abuse and connect to the organizations and agencies committed to providing services and treatment.	~~CTA~~	—
350210	**Infant and Toddler Education** Students will use principles and philosophies to create a framework that supports an effective and responsive learning environment that is age-appropriate to promote the growth and development of infants and toddlers. Regulations and guidelines impacting preschools and daycares will be emphasized. Students will learn to apply effective communication channels that build relationships between the educational environment, families, and communities.	~~CTA~~	—
350205	**Early Childhood Education Principles** In this first course to the pathway, students will research the historical perspectives and theories of early childhood education used in the forming of their own personal educational philosophy. Students will assess legal, ethical and organizational issues. Additionally, students will assess developmental appropriate practices and identify challenging issues associated with the teaching of young children with diverse needs. Career planning, professional guidelines and ethical practices will also be emphasized.	~~CTA~~	—
350010	**Education Principles** In this first course to the pathway, students will research the historical perspectives and theories of education used in the forming of their own personal educational philosophy. Students will assess legal, ethical and organizational issues. Additionally, students will assess developmental appropriate practices and identify challenging issues associated with the teaching children with diverse needs. Career planning, professional guidelines and ethical practices will also be emphasized.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
350215	**Early Childhood Education Language and Literacy** Students will implement instructional strategies to develop young children's reading, writing, listening and speaking skills. They will assess learners' reading ability, establish reading goals and analyze writing samples for comprehension and understanding. The importance of early exposure to reading and writing will be emphasized.	~~CTA~~	—
350220	**Early Childhood Education Observation and Assessment** Students will use formal or informal observations and diagnostics testing to recognize the learner's goal attainment and align strategies and interventions to meet educational readiness. They will use screening techniques to determine social and emotional growth that will promote reading, writing, speaking and listening skills to assess the learner's transition. The role of assessment data in developing suitable teaching responses and strategies will be examined.	~~CTA~~	—
350225	**Communities, Schools and Stakeholders** Students will establish activities that promote positive interactions, stakeholder collaboration, and learning opportunities that promotes active engagement. Students will learn techniques that promote the establishment of stakeholder collaboration when identifying community resources that supports learner's informal education, creates a culturally compatible learning environment and supports global perspectives when enhancing opportunities for enrichment. Working with socially, culturally, linguistically diverse families will be emphasized.	~~CTA~~	—

Table 25. Career Field 06: Engineering & Science Technologies Codes (17xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
175001	**Engineering Design** The focus of Engineering Design is the application of the engineering design process. Topics include work-processes, optimization methods, design optimization, and risk management tools. Students will use 2D and3D modeling software to help them design solutions to solve proposed problems, document their work, and communicate solutions. Additionally, students will interpret industry prints, and create working drawings from functional models. Emphasis is given to experimental problem solving in real systems.	~~CTA~~	—
175002	**Engineering Principles** This course will introduce students to fundamental engineering concepts and scientific principles associated with engineering design applications. Topics include mechanisms, energy, statics, materials, and	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	kinematics. Additionally students will learn material properties and electrical, control and fluid power systems. Students will learn to apply problem solving, research and design skills to create solutions to engineering challenges.		
175003	**Manufacturing Operations** Students will learn the production processes applied across manufacturing operations. Students will be able to demonstrate a broad array of technical skills with an emphasis given to quality practices, measurement, maintenance and safety.	~~CTA~~	—
175004	**Robotics** Students will apply the knowledge and skills necessary to program and operate Robots, using the teach pendant as the main interface point. The Students will learn robotic operations and system configurations. Students will code, compile, and debug programs using the robotic programming language.	~~CTA~~	—
175006	**Computer Integrated Manufacturing** In this course students will be introduced to all aspects of computer integrated manufacturing. They will learn about robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems.	~~CTA~~	—
175007	**Digital Electronics** Students are introduced to the process of combinational and sequential logic design. The system uses a precise sequence of discrete voltages, representing numbers, non-numeric symbols or commands for input, processing, transmission, storage, or display. Engineering standards and methods for technical documentation will also be learned.	~~CTA~~	—
175008	**Mechanisms and Drives** Students will learn the principles and practices of machine operation and machine applications. They will learn will learn how machine components such as gears, belts, sprockets, bearings, clutches, couplings, springs, etc. contribute to the application for which the machine is designed. They will also examine the basic drives of such mechanisms as electric motors and hydraulic & pneumatic actuators.	~~CTA~~	—
175009	**Engineering Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Engineering program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
175012	**Analog Based Electronic Devices** Students are introduced to semiconductor diode applications, other two-terminal devices, thyristors, transistors and field effect transistors. Course includes design and analysis of transistor and FET DC bias circuitry. Operational characteristics and applications of FET and diode switching circuitry are studied. Students will examine rectifier circuits, amplifier circuits and zener voltage regulation. Emphasis is on component testing and troubleshooting.	~~CTA~~	—
175015	**Pre-Engineering Technologies (Middle Level)** Students in the pre-engineering programs acquire knowledge and skills in problem solving, teamwork and innovation. Students explore STEM careers as they participate in a project-based learning process, designed to challenge and engage the natural curiosity and imagination of middle school students. Teams design and test their ideas using modeling, automation, robotics, mechanical and computer control systems, while exploring energy and the environment.	~~CTA~~	—
175017	**Engineering Logic** Students will apply the processes of digital circuit theory, combinational and sequential logic as it relates to circuit design and operation. Students will identify numbering systems, arithmetic and Boolean operations and apply simplification methods. Emphasis will be given to the analysis of wiring schematics and diagrams for accuracy and function. In addition, students will use electronic components to construct and troubleshoot digital circuits.	~~CTA~~	—
175100	**AC Electronic Circuits** Students will learn the fundamental principles of electricity with emphasis on AC (alternating current) circuits. They will use concepts of Ohm's Law, the Power Formula, and Kirchhoff's Laws with series, parallel, and series-parallel circuit applications. Additionally, students will be introduced to the relationship between electricity, magnetism, and motor theory. Lastly, students will learn principles of electrical safety, breadboard wiring, basic circuit troubleshooting, operation of function generator, digital multimeter (DMM) and oscilloscope.	~~CTA~~	—
175105	**DC Electronic Circuits** Students will learn the fundamental principles of electricity with emphasis on DC (direct current) circuits. They will learn terminology associated with DC circuits and apply the concepts of Ohm's and Kickoff's Laws as they apply to series, parallel, and series-parallel circuits. Students will also learn electrical safety, basic circuit troubleshooting, operation of DC power supply and digital multimeter (DMM) use. Lastly, students will also learn to draw circuit schematics and breadboard circuits.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
175990	**Automated Materials Joining Technology** Students will be introduced to innovative materials development and use, structural design and product integrity in relation to automated materials joining. Students will explore materials joining and forming methods, computer-aided design and automated systems that transform design concepts into fully developed products. Lastly, students will be introduced to a variety of career possibilities.	~~CTA~~	—
175995	**Innovations in Science and Technology** Students will be introduced to technological literacy and stimulate their interest in pursuing a career in science, technology, engineering and mathematics (STEM). Students will engage in hands-on experiences they need to be successful in the new global workforce. Finally, students will apply critical thinking skills to solving complex real-world problems.	~~CTA~~	—
175999	**Aerospace Engineering** Students will explore the designing, building, testing and analyzing science behind the forces and physical properties of planes, rockets and unmanned vehicles. They will utilize tools such as spreadsheets and sensing systems to collect and analyze data. Further, students will use technology to effectively solve real-world, challenging problems with business and industry partners. Lastly, students will explore the future of the aerospace industry.	~~CTA~~	—

Table 26. Career Field 08: Government and Public Administration Codes (360230)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
360230	**Government and Public Administration** Students will focus on those careers that are inherent to government, as well as other career fields that are utilized in a government and public administration context.	~~CTA~~	—

Table 27. Career Field 09: Health Science Codes (07xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
072001	**Health Science and Technology** This first course in the career field provides students an overview of the opportunities available in the healthcare industry. Students will learn fundamental skills in effective and safe patient care that can be	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	applied across a person's lifespan. They will also be introduced to exercise science and sports medicine, the field of biomedical research and the importance of managing health information.		
072000	**Exercise and Athletic Training** In this, first course students will apply procedures and techniques used in athletic training and in the care and rehabilitation of athletic injuries and therapeutic exercise. Topics include injury prevention, conditioning, and wound care techniques of the musculoskeletal system. Students will learn techniques in the analysis of mechanical factors related to human movement. In addition, current trends, technology, legal considerations, and the role of exercise science in relationship to other health fields will be emphasized.	~~CTA~~	—
072005	**Bio-Statistics in Exercise Science and Sports Medicine** Students will use fundamental qualitative analysis to study the human body's responses to exercise. Topics include respiratory response to exercise, metabolism and energy production, body composition, healing rate of tissues, and cardiovascular conditioning. Students will use therapeutic exercise and the application of modalities to restore or facilitate normal function or development. Developing and implementing exercise test protocols, and emergency procedures will be emphasized.	~~CTA~~	—
072010	**Exercise Physiology and Biochemistry** Students will learn to critically evaluate acute and chronic conditions associated to the human body's responses to exercise. Students will pre-screen individuals to identify the benefits and risks associated with physical activity. Students will coordinate exercise tests in order to measure body compositions, cardiorespiratory fitness, muscular strength/endurance, and flexibility. Emphasis is placed on developing conditioning programs that address pre-assessment needs, enhance mobility and build muscle strength.	~~CTA~~	—
072015	**Nutrition and Wellness** Students will increase their knowledge of comprehensive health and wellness. Students will be able to identify the components of fitness and communicate the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will evaluate an individual's state of nutrition based upon the impact of personal choices and social, scientific, psychological and environmental influences. Further, students will calculate an individual's kilocalorie burn rate and recommend an ideal diet and physical fitness plan.	~~CTA~~	—
072020	**Fitness Evaluation and Assessment** Students will complete comprehensive fitness evaluations and develop individualized training programs. Students will administer lab and field tests of cardiovascular endurance, body composition, joint	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	flexibility and muscular strength, power, and endurance. Emphasis is placed on assessing body composition, neuromuscular flexibility, agility, balance, coordination, and proprioception. Additionally, students will identify components of physical fitness and communicate how physical activity impact health and wellness.		
072025	**Athletic Injuries and Prevention** Students will identify signs and symptoms of injury and apply emergency procedures and techniques used in the immediate care of athletic-related trauma. Students will learn clinical and field evaluative processes, injury prevention techniques, conditioning techniques, treatment, taping, bracing, and rehabilitation of musculoskeletal injuries and conditions. Students will design and implement conditioning programs, including nutritional considerations and ergogenic aids. Emphasis is placed on the synthesis of information gathered through injury history, observation, and manual muscle testing.	~~CTA~~	—
072030	**Sports Exercise Psychology** Students apply practical and theoretical information as it relates to psychology of sport. Students analyze the reciprocal relations among physical activity, exercise behavior, and biochemical and physiological adaptation. Topics include theories of behavior change, exercise psychology interventions, and the relationship between exercise and mental health. Further, students will identify psychosocial determinants and effects associated with adopting and maintaining an exercise program and develop strategies for promoting optimal performance in athletes.	~~CTA~~	—
072035	**Principles of Allied Health** In this, first course students will apply knowledge and clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will apply first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.	~~CTA~~	—
072040	**Human Anatomy and Physiology** In this course, students will demonstrate knowledge of body systems with emphasis on the interrelationships between structure and physical function. Students will analyze and evaluate how the body systems respond to physical activity, disease, and aging. Students will use data acquisition software to monitor abnormal physiology and body functions (e.g., muscle movement, reflex, respiratory, and voluntary actions). Further, students will analyze descriptive results of abnormal	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	physiology and evaluate clinical consequences.		
072045	**Human Pathophysiology** In this course, students will identify the causes, processes, and changes in body organs and tissues that occur with human illness. Topics include identification of clinical characteristics and effects of diseases, mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, neuroendocrine control of the body, and diagnostic methodology. Students will interpret and use clinical data and patient health history to assemble a comprehensive health assessment.	~~CTA~~	—
072050	**Patient Centered Care** Students will apply psychomotor nursing skills needed to assist individuals in meeting basic human needs. Students will implement interventions following a nursing assistant plan of care. Students will collect patient's vital signs including temperature, pulse rate, respiration rate, and blood pressure. Students will perform phlebotomy procedures with emphasis on infection prevention, universal precautions, proper patient identification, specimen acquisition, handling, and processing. Additionally, students will observe patients' physical, mental, and emotional conditions and document any change.	~~CTA~~	—
072055	**Patient Centered Care and Diagnostics** In this course, students establish and implement treatment plans while providing primary nursing care. Topics include pharmacology, phlebotomy, mental health nursing and acute care nursing. Students use diagnostic techniques to develop patient health assessments. Emphasis is placed on the synthesis of information gathered through health history, observation, and the detection of deviations and variations from normal physical characteristics. In addition, students learn the legal and ethical principles needed to function within the scope of practice.	~~CTA~~	—
072060	**Lifespan Development and Medical Intervention** Students gain necessary skills and knowledge to meet the needs of individuals from infancy through the human life cycle in a safe, legal, and ethical manner using the nursing process. Topics include physical, psychological, and cultural variations associated with maturing and aging. Emphasis will be placed on regulatory compliance, patient assessment, patient safety, and medical interventions. Additionally, students use psychomotor nursing skills to assist in day-to-day patient care activities.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
072065	**Mental Health** Students learn contemporary mental health theories related to psychiatric disorders and mental diseases. Students will differentiate between stress, anxiety, and crisis, and identify methods to maintain mental health, including problem-solving techniques, treatment and intervention strategies. Students will assess, plan, implement and evaluate the mental health needs of the client. Additionally, students will use therapeutic communication techniques and be able to discuss documentation guidelines and the plan of care with the patient.	~~CTA~~	—
072066	**Integrated Behavioral Health** Students will identify contemporary behavioral health theories related to psychiatric disorders and mental diseases. Students will differentiate between stress, anxiety, and crisis to identify methods to maintain mental health, including problem-solving techniques, treatment, and intervention strategies. Students will assess, plan, implement, and evaluate needs of the client as it pertains to trauma-informed care, crisis intervention, or substance abuse. Additionally, students will use therapeutic communication techniques, discuss documentation guidelines and plan of care with the patient.	~~CTA~~	—
072070	**Surgical Support** Student demonstrates knowledge and skill necessary to carry out delegated tasks associated with the safe and efficient operating room support functions and related procedures. Topics include surgical technology theory, patient care concepts, and sterilization techniques. Student will assist with the passing of instruments and the positioning of patients. Additionally, students will prepare patients for transport to and from surgery, maintain equipment and supplies, and prepare the operating room for surgery.	~~CTA~~	—
072075	**Dental Technology** Students will demonstrate knowledge and skills associated with the practice of dentistry. Topics include principles of dental procedures and comprehensive dental care; infection control in dentistry; and dental specialties including radiology and laboratory procedures. Students will perform chair-side assisting techniques including instrument sterilization, fluoride applications, dietary analysis, and assisting physician. Emphasis is given to terminology, instruments and equipment, and patient communication. Additionally, students maintain accounts and inventory, records and appointments.	~~CTA~~	—
072076	**Dental Radiography** Students will perform procedures to expose, process, and interpret dental radiographs. Students will apply knowledge of radiation physics, infection prevention and quality control standards that are appropriate to the clinical setting. Students will apply effective	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	communication skills for interacting with diverse patient populations and proper procedure documentation according to business and industry standards.		
072080	**Oral Diagnosis and Treatment Planning** Students gain knowledge of head and neck anatomy with a focus on the oral cavity and teeth. They will study bone structure, cosmetic dentistry, and tooth identification and numbering systems. Students gain knowledge of chemical and physical properties of dental materials, their indications for use, and proper manipulation of the materials. Students perform radiographs, impressions, pouring, trimming, and wax bites methods and techniques. Additionally, students educate the patient on dental procedures and comprehensive dental care.	~~CTA~~	—
072085	**Pharmacology** Students will apply the principles of pharmacology in order to read, interpret and dispense prescriptions. They will learn how medications are classified and administered. Students will study the impact of drugs on different systems of the body, interaction of drugs, side effects and effectiveness in relation to dosages.	~~CTA~~	—
072090	**Respiratory Technology** Students will be able to collaborate with the respiratory therapist to administer care to patients with heart and lung disorders requiring humidity, medial gas and aerosol therapies. Students will perform diagnostic tests, clean and maintain equipment. Students observe patient responses and progress. Students apply concepts of infection control, basic therapeutic and diagnostic modalities.	~~CTA~~	—
072095	**Opticianry and Vision Care** In this course, students apply optometric examination techniques and applications. Topics include visual acuity, stereopsis, color vision, and Amsler grid. Additionally, students perform patient assessments; demonstrate medical interviewing techniques, collect health history content and prepare medical record documentations. Students will assist patients in frame selection and fittings and educate patient in comprehensive vision care.	~~CTA~~	—
072100	**Clinical Laboratory Techniques** Students will apply practical application of a wide range of clinical duties. Topics covered will include hematology, urinalysis, hematostatic processes, body chemistry, microbiology, and blood typing. Students will perform laboratory exercises illustrating principles of the cell and human physiology. Emphasis is given to safe handling, collection procedures, and preparation of specimens. Additionally, students will correlate and document clinical findings and maintain quality management in a clinical laboratory.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
072105	**Health Science Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Health Sciences program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA~~	—
072110	**Principles and Practices of Biomedical Technologies** In this first course, students will use concepts, procedures, and equipment common to a professional medical laboratory. Students conduct problem-based studies, apply scientific methodology and use descriptive statistics to communicate and support predictions and conclusions. Students will follow procedures and protocols for handling, transporting, storing, and preparing specimens. Further, students will sample, monitor, and record environmental conditions of the facilities. Emphasis is given to demonstrating professional and ethical behavior associated with the medical field.	~~CTA~~	—
072115	**Biomedical Engineering** Students learn the use of cell culture techniques for bioscience research and commercial applications. Topics include cultivation of cell lines, bench-top fermenter management, detection of contamination, and an introduction to bioassays. Students will use microbiological techniques to manipulate, evaluate, and study cell growth. Focus will be on media formulation, preparation, autoclaving, and clean up procedures for the vessel and accessories. Further, students will implement quality control methods, maintain records and ensure compliance with regulatory requirements.	~~CTA~~	—
072120	**Biochemistry of Health** This course introduces biochemical methods, analysis, and techniques used in the bioscience research and development industry. Students will learn the chemistry of organic macromolecules, intermediary metabolism and the relationships to the human body. Topics also include structures, properties, functions, reactivity, and synthesis of simple organic molecules. Students will monitor, record, and maintain integrity of equipment and instrumentations; environmental conditions of the facility; and inventory.	~~CTA~~	—
072125	**Biotechnology for Health and Disease** This course explores techniques for extracting, separating, and assaying carbohydrates, lipids, and proteins from biological samples. Topics include mechanisms for regulating metabolism and gene expression.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	Students will describe the morphology and process of reproduction of microorganisms important in clinical disease and biotechnology applications. Students will perform assays as a diagnostic tool to detect the presence of a pathogen. Further, students will perform separation techniques including chemical separations, centrifugation, distillation, and filtration and interpret results.		
072130	**Genetics of Disease** Students gain knowledge and skill in genetic principles and molecular methods of analysis. Topics include enzymology, protein purification, and gene expression and organization. Students perform bio-molecular applications using knowledge of nucleic acid structure and function, DNA replication, transcription, translation, chromosome structure and remodeling and regulation of gene expression in prokaryotes and eukaryotes. Additionally, students will use electrophoresis to separate nucleic acids and proteins to determine molecular weight.	~~CTA~~	—
072135	**Health Information Technology** Students will design, develop, and assess information systems and processes used in the management and maintenance of health record systems. Topics include information technology, health care systems, health data collection and project management. Students will design and maintain medical databases, computer networks, and internet or multimedia applications. Emphasis is placed on data management, quality and security. Additionally, students evaluate the impact of information technology on the clinical process, clinical outcome, organizations, and resources.	~~CTA~~	—
072140	**Health Information Management** This course introduces Health Information Management (HIM) and its role in healthcare delivery systems. Topics include standards, regulations and initiatives; payment and reimbursement systems, healthcare providers and disciplines; and electronic health records (EHRs). Emphasis will be placed on procedures for completion, maintenance, and preservation of health information. Students will gain knowledge and skills in Current Procedural Terminology (CPT) coding system used to assign valid procedure and service codes, including general content, and coding guidelines.	~~CTA~~	—
072145	**Billing and Coding** Students develop, evaluate, and implement billing and record systems for health information data using various classification systems to code and categorize patient information. Topics include health record content and structure, diagnostic coding, legal and compliance requirements. Students will record transactions, process payments, and manage patient accounts. Further, students gain knowledge using	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	coded data to produce and submit claims to insurance companies; reviewing and appealing unpaid and denied claims; and for handling collections on unpaid accounts.		
072150	**Medical Terminology** This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.	~~CTA~~	—
072155	**Medical and Dental Office Technology** Students will apply fundamental principles of communication, leadership, technology and management as it applies to the medical office setting. Students will demonstrate documentation and record keeping procedures set forth by national accrediting organizations.	~~CTA~~	—
075999	**Health Informatics** Students will be introduced to the United States health care system and the burden being placed on U.S. businesses and the economy. Students will research techniques to improve the quality of health care and increase efficiency and reduce costs. Additionally, students will design, manage and use technology to analyze data and information that can inform better health-care decisions and, in turn, improve the delivery of health-care services.	~~CTA~~	—

Table 28. Career Field 10: Hospitality & Tourism Codes (33xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
330130	**Hospitality and Tourism Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.	~~CTA~~	—
330000	**Hospitality Fundamentals** This first course in the career field will introduce students to culinary	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	arts, foodservice operations, lodging, travel and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. They will also apply safety and sanitation techniques to prevent and control injuries, illnesses and diseases in the workplace. Business law, employability skills, leadership and communications will be addressed.		
330100	**Fundamentals of Food Production** Students will prepare food products and beverages according to standardized recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership and communications will also be incorporated.	~~CTA~~	—
330125	**Baking and Pastry Arts** Students will apply food-science principles to prepare and bake breads, desserts and pastries. They will also use specialized decorating and presentation techniques to decorate cakes, cookies, pastries, and other baked goods. Students will select quality ingredients, determine food costs, and research and develop marketable new recipes and food concepts. Personal safety, food safety, and equipment safety will be emphasized.	~~CTA~~	—
330105	**Contemporary Cuisine** Students will prepare regional and international food products and beverages according to standardized recipes. They will research and develop marketable new recipes, plan and design menus, and calculate food requirements and costs. Selection, use, maintenance and storage of commercial equipment, machines, tools and tableware will be emphasized. Food science, inventory management, food presentation, and safety and sanitation will also be addressed.	~~CTA~~	—
330110	**Dining Room Service and Operations** Students will apply strategies and techniques to identify and meet dining guest needs. They will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.	~~CTA~~	—
330120	**Restaurant Management** Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	operations; and plan and design menus. Students will also forecast and schedule food production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics and marketing.		
330025	**Catering and Banquet Service Operations** Students will design and manage catering and banquet operations. They will recommend types of food functions and food-and-beverage services to clients, create menus for special occasions and events, and determine financial requirements. Students will hire, train, and supervise staff; manage event logistics, operations and service providers; and oversee dining room operations. Customer service; food, equipment and site safety; and high-volume food production will also be addressed.	~~CTA~~	—
330021	**Event and Food Planning** Students will design and organize meetings and events. They will analyze risks, identify needs and develop strategies for achieving event goals. Students will also set up event facilities, manage event activities and evaluate event success. Other topics addressed in the course include menu development, customer service, people management, simple food production, sales and marketing.	~~CTA~~	—
330040	**Travel and Adventure Planning** Students will apply knowledge of travel destinations, tourist attractions and events of interest to plan and coordinate travel and tourism activities for customers. They will analyze cultural, historical and environmental factors impacting travel and tourism; examine challenges, opportunities and trends associated with the industry; and develop strategies for promoting travel and tourism. Social media marketing, brand positioning, marketing research and employability skills will also be addressed.	~~CTA~~	—
330030	**Front Office Management and Operations** Students will develop knowledge and skills needed in the lodging industry. Students will perform front-office procedures such as reserving rooms, checking guests in and out, and orienting guests to the lodging property. They will also maintain guest rooms and public areas, develop a housekeeping plan, and establish a schedule for facilities maintenance. In addition, site safety and sanitation, customer service, people management, employability skills, leadership and communications will be emphasized.	~~CTA~~	—
330035	**Hospitality Management** Students will plan, organize, and monitor day-to-day lodging operations. They will use technology to maintain guest room status and accounts, manage lodging property finances, conduct marketing	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	research, and communicate with current and prospective guests. Property sales, property management, people management and strategic planning will also be addressed.		

Table 29. Career Field 11: Human Services Codes (17xxxx, 99xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
172600	**Human Services** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts in Human Services leading to pathways in Family & Community Services or Personal Care Services.	~~CTA~~	—
172601	**Barbering** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction and clinical experiences includes haircutting and styling, shaving and massaging with emphasis on hygiene, skin and scalp diseases, and sterilization of instruments and utensils.	~~CTA~~	—
174115	**Microbiology and Infection Control** Students will learn basic bacteriology, infection control, and salon safety practices. Students will be able to recognize infectious disorders and contagious diseases learn the dispensary requirements, product storage, and requirements of the laws and rules, which regulate the cosmetology industry in Ohio.	~~CTA~~	—
174120	**Trichology** Students will learn the anatomy of the head and scalp, structure of the hair and various techniques and procedures for analyzing hair, scalp disorders and diseases. Students will be able to determine hair porosity, elasticity, density, texture and growth patterns as well as conduct chemical tests for treated hair and ability to recommend corrective scalp treatment.	~~CTA~~	—
174125	**Fundamentals of Hair Cutting and Styling** Students will learn basic shampooing, conditioning and haircutting including trimming, wet styling and thermal styling techniques when working with natural and synthetic hair. Students will also learn infection control and safety along with the science of ergonomics.	~~CTA~~	—
174130	**Advanced of Hair Cutting and Styling** Students will learn advanced cutting and formal styling using specialized equipment and techniques. This course offers enhanced training in current trends and razor techniques.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
174135	**Fundamentals of Chemical Services** Students will apply basic skills, knowledge, and safety practices when giving permanent/chemical waves, curl re-forming, chemical relaxers and hair color techniques to include tinting, highlighting, bleaching, and foiling.	~~CTA~~	—
174140	**Advanced Chemical Services** Students will learn advanced chemical services using specialized products and techniques. Students will do advanced coloring, dimensional coloring, corrective techniques, texturizing, and advanced chemical wave wrapping techniques.	~~CTA~~	—
174145	**Hand & Foot Treatment Fundamentals and Enhancements** Students will learn the knowledge and skills to perform both manicures and pedicures. They will learn how to maintain personal hygiene and infection control. Students will give plain/oil manicures, pedicures, and hand/arm & foot/leg massages. Enhanced hand and foot treatments using specialized products and techniques will be performed.	~~CTA~~	—
174150	**Skin Care Fundamentals and Enhancements** Students will apply the principles of anatomy, skin analysis, infection control and safety to safe hair removal, skincare treatments, and facial massage. Students will use electrical and manipulative facial treatments including masks, packs, and make-up techniques. Students will also learn advanced skin care treatments, targeted massage, and enhancement applications using specialized products and techniques.	~~CTA~~	—
174155	**Salon Operations and Communications** Students will learn the fundamentals of managing a cosmetology salon. Students will learn about employment and customer liability, insurance, leases, record keeping, communication, and sales.	~~CTA~~	—
174010	**Human Services Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Human Resources program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA~~	—

Table 30. Career Field 12: Information Technology Codes (14xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
145005	Introduction to **Information Technology** This first course in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.	~~CTA~~	—
145010	**Web Design** Students will learn the dynamics of the Web environment while pursuing an in-depth study of both Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Web based protocols such as FTP, TCP/IP, and HTTP will be addressed. Students will create a website with tag text elements, special characters, lines, graphics, hypertext links, and graphical tables.	~~CTA~~	—
145015	**Information Technology Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Information Technology program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA~~	—
145020	**Computer and Mobile Applications** Students will learn to create applications for mobile devices using a variety of commercial and open source software. They will install these applications, modify them, and develop customer service skills to handle user issues. Knowledge and skills related to customer service in professional offices, small businesses, departments, work groups, and corporate information services will be addressed.	~~CTA~~	—
145025	**Computer Hardware** Students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized.	~~CTA~~	—
145030	**Computer Software** Students will apply knowledge and skills of commercial and open source operating systems in portable, stand alone, and networked devices. Students will install a variety of operating systems manually and	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	using remote assistance. They will learn to configure, modify, and troubleshoot operating systems. Desktop virtualization, system security, and operating system history will be addressed.		
145035	**Networking** Students will install, configure, and troubleshoot network hardware and peripherals. Students will learn networking by exploring the OSI model, network topologies, and cabling. Students will design simple networks, know how to select physical devices, and be able to configure the equipment. Knowledge and skills relating to the operation and usage of network protocols will be developed.	~~CTA~~	—
145040	**Network Operating Systems** Students will perform desktop client administrator duties by providing support for users in various work environments including professional offices, small businesses, work groups, departments, and/or corporate information services (IS). Students will learn to install, configure, and update commercial and open source network operating systems.	~~CTA~~	—
145045	**Network Management** Students will perform network administrator duties by installing and configuring network hardware, software, and peripherals. Abiding by IEEE standards and the Open Source Interconnection (OSI) model, students will create advanced networks, assign user rights, and develop knowledge and skills of network hierarchy. Students will demonstrate mastery of topologies, remote connectivity, wireless networking, TCP/IP, network security, and network troubleshooting.	~~CTA~~	—
145050	**Network Security** This course will address securing networks and operating systems. Students will learn to secure network communications, computer hardware, and network software. Topics include: network security theory, cryptography, security architecture, firewalls, VPNs, IP Security, and methods of protection.	~~CTA~~	—
145055	**Routing and Switching** Student will learn the functions, characteristics, and operations of routers and switches. Students will learn about wireless network standards and components and the role that routers play in enabling communications across multiple networks. Students will troubleshoot the routing process. Students will examine the use of Virtual Local Area Networks (VLANs) to create logically separate networks.	~~CTA~~	—
145060	**Programming** In this course students will learn the basics of building simple interactive applications. Students will learn the basic units of logic: sequence, selection, and loop. Students will apply algorithmic solutions to problem-domain scenarios. Students will gain experience in using commercial and open source languages, programs, and applications.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
145065	**Object Oriented Programming** Students will learn to represent programming concepts as "objects" that have data fields and associated procedures known as methods. Students will implement classes such as support static, instance method, inheritance, polymorphism, exception handling, and object serialization. A variety of commercial and open source programs and applications will be used.	~~CTA~~	—
145070	**Visual Programming** Students will create event-driven programs using object oriented programming techniques for use in web based and standalone applications. Students will map out, design, and test computer applications, web applications, and mobile applications. Both commercial and open source programs and applications will be used.	~~CTA~~	—
145075	**Systems Analysis and Design** Students will learn the theory and practice of software testing and develop an understanding of the analysis and design phases of software development. Students will effectively use appropriate programming languages and software patterns to improve software development. A variety of commercial and open source programs, applications, and tools will be used.	~~CTA~~	—
145080	**Database Administration** Students will learn about user rights and responsibilities, concurrency security, reliability, backup and recovery to perform tasks involved in the administration and management of a database system. Students will design, extract and transform data ensuring data quality. Knowledge and skills relating to reporting systems, data warehouses, and data mining will be developed.	~~CTA~~	—
145085	**Database Applications Development** Students will use developer strategies to manipulate data, present database systems theory, and develop database applications. Students will learn to import and export data, manipulate table properties, make advanced queries, and run basic SQL forms and reports. Students will develop macros for automating database tasks and building menu-driven applications. Knowledge and skills of data modeling, diagraming, query writing, and design theory will be developed	~~CTA~~	—
145090	**Game Design** This course will prepare students to design and program games using commercial and open source programs and applications. Students will learn industry standard programming language constructs to write programs that integrate classes, class methods, and class instances. Students will learn input method handling, animation, collision detection, game physics and basic artificial intelligence.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
145095	**Design Techniques** Students will learn techniques for transforming photographic images, through use of digital cameras, computers, and mobile devices. To accomplish this, they will learn software photo editing techniques including layering, color correction, masking, and special effects using current commercial and open source programs and applications.	~~CTA~~	—
145100	**Creating and Editing Digital Graphics** Students will learn to design, develop, and produce interactive media projects, web sites, and social media contexts. Students will demonstrate methods of creating professional quality media using commercial and open source software.	~~CTA~~	—
145105	**Multimedia and Image Management Techniques** Students will apply principles of image creation, management procedures, and multimedia techniques as they create, revise, optimize, and export graphics for video, print, and web publishing. The course will address issues related to web based publishing, social media, and security. Students will utilize current commercial and open source languages, programs, and applications.	~~CTA~~	—
145110	**Video and Sound** Students will create professional video and audio productions for distribution in traditional and new media channels. Students will plan, produce, edit, and launch media products. Students will develop scripts and storyboards, compose shots and operate cameras, capture sounds using microphone hardware, apply special effect techniques, and edit to achieve the final product. Students will be able to use animation and graphic design for video.	~~CTA~~	—
145115	**Animation** Students will use animation and storyboarding techniques to plan the production of an animation project. Students will design from script and storyboard actions in the pre-production planning process. Students will use commercial and open source digital animation software to create finished animations, cartoons, and other short movies. They will accomplish this using animated text, character movements, voice, background sound, sound effects, camera movements, and multiple scenes.	~~CTA~~	—
145120	**3-D Techniques** Students will use current industry standard commercial and open source programming software to create 3-D visual elements in a web or standalone environment. Students will learn aspects of computer visual production, thought, and application; to map out, design, and test three dimensional elements.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
145125	**Interactive Application Development** Students will learn skills to support and create interactive and engaging components for web and standalone interactive applications. Using commercial and open source programs and applications, students will master web interactivity with advanced techniques.	~~CTA~~	—
145130	**Applications of Artificial Intelligence** This course will prepare students to apply artificial intelligence, machine learning, and neural networks to common workflows, processes, and problems in programming and design. Students will analyze the broader societal, technological, and ethical impacts and implications of its usage and development. Students will learn how to construct prompts and queries and how to critically analyze generated responses.		—
145135	**Fundamentals of Operating Systems** Students will perform desktop client administrator duties by providing support for users in various work environments including professional offices, small businesses, work groups, departments, and/or corporate information services (IS). Students will learn to install, configure, and update commercial and open-source operating systems.		—
145140	**Hard Surface Modeling** Students will use current industry standard commercial and open-source programming software to create 3D visual elements in a web or standalone environment. Students will learn how to create static objects using polygonal modeling for applications like environmental design and level building. Students will learn standard techniques for preparing, smoothing, sculpting, and surfacing 3D objects.		—
145145	**Introduction to GIS** In this course students will be introduced to geospatial information systems and the basic principles of cartography, coordinate systems, and map projections. Students will learn to analyze data for quality and accuracy, assess the quality of data sources, and interface with spatial databases.		—
145150	**Introduction to Programming Concepts** Students will learn basic concepts in computer science and programming. Students will learn about logical reasoning, decision trees, troubleshooting, and problem solving. Students will be introduced to numerous programming languages and learn their various uses.		—
145155	**Organic Modeling** Students will use current industry standard commercial and open-source programming software to create 3D visual elements in a web or standalone environment. Students will learn basic principles and techniques for modeling naturally occurring objects such as humans, plants, animals, and creatures.		—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
145160	**Personal Computers** Students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized.		—
145165	**User-Focused Design Principles** Students will learn the principles of designing user-centric experiences and apply them to issues in programming and design. Students will learn vision mapping, wireframing, and skeuomorphic design. Students will learn to conduct user-focused research, including developing user tasks and personas. Students will learn how human psychology influences consumers interacting with a program or design.		—
145999	**Integrated Production Technologies** Students will engage in using innovative industry driven technologies to imagine and design new and improved products. Additionally, students will be introduced to entry-level jobs leading to challenging, high-paying careers. Students will build and maintain cyber-mechanical systems; invent unmanned exploration vehicles; apply electrical and mechanical engineering principles to the construction of production systems; and use logistics to develop solutions to the modern world's most pressing needs and wants.	~~CTA~~	—
146005	**Cybersecurity** Students will learn the components of cybersecurity and the role each plays in preventing, detecting and mitigating vulnerabilities and attacks. Components include the security of the network infrastructure, security of the systems, and the prevention, detection, and mitigation of common vulnerabilities and attacks. Throughout this course, students will examine and implement security safeguards for desktop, network, and application security.	~~CTA~~	—
146010	**Cybersecurity Defense and Reinforcement** Students will learn the process of systematic defense for information technology systems. They will apply knowledge and skills required to secure network resources including infrastructure, operating systems, data, and applications. Students will apply the knowledge of disaster recovery and business continuity.	~~CTA~~	—
146015	**Cybersecurity Testing and Response** Students will apply the skills of systematic testing and planned response to mitigate security concerns in information technology systems. They will describe the need for security, identify and explain security risks, and implement security safeguards. Students will man-	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	age threats, deploy countermeasures, and establish strategies to protect business information using risk and incident management.		

Table 31. Career Field 13: Law & Public Safety Codes (17xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
170346	**Law and Public Safety Capstone** The course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Law and Public Safety in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA~~	—
170911	**The American Criminal Justice System** This first course in the Criminal Justice pathway traces the history, organization, and functions of local, state, and federal law enforcement. Students will study criminal behavior and apply constitutional and criminal law to crime and punishment. Students will learn law enforcement terminology, classifications and elements of crime, and how various court systems are used to judge and punish offenders.	~~CTA~~	—
170912	**Security and Protective Services** Private Security is an ever expanding industry that requires trained professionals that can detect, deter, and investigate crime. The course focuses on private security measures used to protect lives, property, and proprietary information. Students completing the Ohio Peace Officer Training Academy Private Security curriculum provided by an approved instructor will be eligible to sit for the OPOTA certification exam as a private security guard.	~~CTA~~	—
170913	**Police Work and Practice in Public Safety** In this course, students will learn the skills necessary to prevent, detect and react to crime. Students will learn self-defense and subject control techniques, methods to conduct patrols, surveillance, and traffic procedures. Students will understand the ethical and legal responsibilities of police officers on patrol. Additionally, students will learn the operations of police and emergency telecommunication systems.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
170914	**Investigations and Forensics in Criminal Investigations** Forensic Science uses a structured and scientific approach to the investigation of crimes including assault, abuse and neglect, domestic violence, accidental death and homicide. Students will learn the psychology of criminal behavior and apply it to investigative procedures. Students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis.	~~CTA~~	—
170915	**The Correctional System and Services** The correctional officer plays a critical role in the criminal justice system. In this course students will learn institutional rehabilitation and community corrections strategies that prepare them for work in a correctional setting. The student will learn the role and responsibilities of a correctional officer including processing inmates, maintaining security in a correctional setting, and understanding inmate mental health needs.	~~CTA~~	—
170916	**Homeland Security: Protecting America's Critical Infrastructure** In this course students will learn techniques to secure and protect America's people and infrastructure from natural and man-made disasters. Students will analyze a range of national security issues. Students will learn to develop and manage local emergency plans. Students will also learn to manage critical incidents through training in the National Incident Management System and the Incident Command System.	~~CTA~~	—
170342	**Foundations of Firefighting and Emergency Medical Services** In this first course in the pathway, Fire Fighting and Emergency Medical Services introduces students to the foundational concepts of firefighting safety and emergency medical services. Students will learn and practice skills outlined in the Ohio Department of Public Safety Fire Protection and Ohio Emergency Medical Services rules and regulations in preparation for Firefighter I&II curriculum and EMT licensure.	~~CTA~~	—
170343	**Firefighter I** The Firefighter I course prepares students for a career in the fire service. Students learn the history of firefighting, fire science and techniques to fight fires and conduct rescues. Students will train with tools, appliances and fire equipment in the classroom and in live fire exercises. Students that successfully complete this course at a chartered institution will be eligible to take the Ohio Firefighter I certification test.	~~CTA~~	—
170344	**Firefighter II** The Firefighter II course builds on the knowledge and skills learned in Firefighter I. In this course students will apply knowledge and skills to	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	advanced training in fire suppression, rescue and hazardous materials operations. Students who have completed Firefighter I and successfully complete this course at a chartered institution will be eligible to take the Ohio Firefighter II certification test.		
170345	**Emergency Medical Technician** Emergency Medical Technicians are first responders who provide basic care to individuals needing medical attention. Students will learn to assess an emergency situation and provide pre-hospital care to stabilize a patient. They will learn the procedures and protocols for patient transport and the transition to advanced medical care. Students who successfully complete this course at chartered institution will be eligible to take the National Registry Exam for Ohio EMT certification.	~~CTA~~	—

Table 32. Career Field 14: Manufacturing Technologies Codes (17xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
176000	**Gas Metal Arc Welding** Students will safely use the Gas Metal Arc Welding process (GMAW) to join various types of metal. They will cut metals using oxy-fuel processes and perform multiple types of welds in all positions up to overhead. They will select the appropriate type of electrode and shielding gas and adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their understanding of quality control factors to evaluate weld quality.	~~CTA~~	—
176001	**Shielded Metal Arc Welding** Students will be able to safely use the Shielded Metal Arc Welding process (SMAW) to join various types of metal. They will perform multiple types of welds in all positions up to overhead. They will select the appropriate type of electrode and adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their understanding of quality control factors to evaluate the quality of welds.	~~CTA~~	—
176002	**Flux Cored Arc Welding** Students will be able to safely use the Flux Core Arc Welding process (SMAW) to join various types of metal. They will perform multiple types of welds in all positions up to overhead. They will select the appropriate type of cored electrode and adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their understanding of quality control factors to evaluate the quality of welds.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
176003	**Gas Tungsten Arc Welding** Students will safely use the Gas Tungsten Arc Welding process (GMAW) to join various types of metal. They will perform multiple types of welds in all positions up to overhead. They will select the appropriate type of electrode, filler metal and shielding gas and be able to adjust welding equipment based on the physical characteristics and properties of the metal. Students will apply their understanding of quality control factors to evaluate weld quality.	~~CTA~~	—
176004	**Machine Tools** This course introduces students to all aspects of machining applications in manufacturing. They will be able to perform routine calculations, interpret basic drawings, begin the process of performing accurate measurements and be able to plan simple machining processes. Students will learn the fundamental principles and practices of cutting, drilling and grinding using modern machine tools, hand tools and precision measuring instruments.	~~CTA~~	—
176005	**Machining with Industrial Lathes** This course directs the student in the safe use of different types of manual industrial lathes. Students will use these machine tools to shape, pattern, bore, thread and polish metal and other materials. Students will apply their knowledge of product characteristics, perform necessary calculations, use precision measuring instruments and make all adjustments needed to fabricate products to print dimensions. Students will be able to identify operational problems and provide routine care and maintenance to the lathe.	~~CTA~~	—
176006	**Machining with Industrial Milling Machines** In this course students are directed in the safe use of manual milling machines. Students apply their knowledge of product characteristics, perform necessary calculations, use precision measuring instruments and layout equipment to mill products to print dimensions. Students will use these machine tools to shape, cut, drill and bore and metal and other materials. Students will be able to identify operational problems and provide routine care and maintenance to the manual mill.	~~CTA~~	—
176007	**Computer Numerical Control Technology with Industrial Mills and Lathes** In this course students will use computer numerical control (CNC) programming to mill products comprised of various materials. Students will prepare numerical control programs in positioning systems using standard industrial G and M codes. They will program computerized numerical control mills and lathes.	~~CTA~~	—
176008	**Manufacturing Capstone** The capstone course provides opportunities for students to apply	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	knowledge, attitudes and skills that were learned in Manufacturing program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.		
176009	**Welding Technologies** Students will use fundamental welding principles involving shielded metal arc, oxyacetylene, gas tungsten, and gas metal arc welding in the flat, horizontal, and vertical positions. An emphasis is given to electrode selection, equipment setup, operating procedures, welding inspection, and testing. Students will learn joint designs and layout and will be introduced to welding codes and standards. Additional topics include employability skills and an emphasis will be given to personal safety.	~~CTA~~	—
176010	**Principles of Manufacturing** Students will apply knowledge and skills required in the application of standard manufacturing practices including planning, design, and visualization. Students will learn and apply skills related to interpreting drawings, creating documentation and performing measurements. Additionally, students will use principles and techniques of Computer Numerical Control (CNC), employ scheduling, and project evaluation.	~~CTA~~	—
176015	**Welding Fabrication** Students will apply the knowledge and skills to safely fabricate parts by cutting, drilling, bending, shaping, forming, edging and assembling stock to drawing dimensions. They will identify weld types, fasteners, adhesives to join materials. In addition, students will learn and apply standard practices of additive manufacturing.	~~CTA~~	—
176020	**Industrial Maintenance** Students will apply the knowledge and skills for installing, maintaining and safely troubleshooting industrial machinery. Students will learn principles of pneumatic, hydraulic, mechanical, and electrical systems. They will solve practical maintenance problems, read and interpret drawings/maintenance manuals and learn manufacturing process quality practices. Lastly, students will troubleshoot electrical controls, sensors and actuators for automated machinery and manufacturing processes.	~~CTA~~	—
176025	**Industrial Robotics** Students will apply the knowledge and skills to program, safely operate, and troubleshoot industrial Robots. The students will learn industrial robotic operations and system configurations. Throughout the	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	course, students will code, compile, and debug programs using industrial robotic programming language.		
176030	**Introduction to Semiconductors** This course is a broad introduction to semiconductor and integrated circuit manufacturing from a technician and maintenance perspective. In lecture, students will learn about what a cleanroom is, why it's important to gown up, and have a broad non-quantitative introduction to semiconductor processing. In lab, students will use hand-tools to perform inspection, maintenance, and repair of mechanical fasteners and fixtures associated with semiconductor equipment, and gown up to simulate working in a bunny suit.	~~CTA~~	—
176035	**Principles of Advanced Manufacturing** This course introduces students to modern manufacturing organizations, technology, business systems, and problem solving. Provides the fundamentals of Lean Manufacturing, Quality Systems and Statistical Process Control, documentation and standard operating procedures, concepts in measurement, geometric dimensioning and tolerancing, visualization, and graphics.	~~CTA~~	—
176040	**Vacuum Systems** This class focuses on the mechanical maintenance, processing, and data collection of vacuum systems typically used in semiconductor processes such as thin film deposition, ion implantation, and reactive ion etching. The lectures consist of a broad introduction to the use of vacuum pumps in semiconductor manufacturing and how to measure vacuum pressure within a multi-pump system. In lab, students will gown up in a bunny suit and simulate working in a cleanroom environment.	~~CTA~~	—

Table 33. Career Field 16: Transportation Systems Codes (17xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
170350	**Transportation Systems** Combined with specialization competencies utilizing business and industry technical standards and math, science, ELA, technology, and business process framework, develops technical literacy in transportation systems, leading to pathways in ground and air transportation and post-secondary articulation.	~~CTA~~	—
170801	**Maritime Occupations** Utilizing rigorous academics and Maritime industry standards introduce concepts of deck, engineering and other careers in the maritime industry.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
177000	**Ground Transportation Maintenance** In this first course, students will apply skills needed to inspect and perform general service on vehicles. Students will research applicable service information and technical service bulletins, and perform maintenance on vehicles. Students will inspect and service engine, drive train, suspension, steering, electrical and braking systems. Students will perform ignition maintenance including spark plug/glow plug and ignition wire and coil pack replacement. Additionally, students change fluids, filters and inspect vehicles for leaks and fluid condition.	~~CTA~~	—
177001	**Ground Transportation Engine and Power Train** Students will inspect, adjust and repair internal combustion engines and drivetrain. Topics include physical and mechanical principles of engines, transmissions and transaxles, differentials and cooling systems. Students will learn precision measurement, inspection, and reconditioning techniques. Students will also identify customer's needs, determine labor rates, and create estimates.	~~CTA~~	—
177002	**Ground Transportation Electrical/Electronics** Student will diagnose and repair vehicle electrical systems, including chassis electrical, charging, starting and lighting systems. Students will learn the fundamentals of direct current (DC) electronics including series, parallel, and series-parallel circuits. Students will use electronic diagnostic tools, read schematics, and utilize printed and electronic repair manuals to troubleshoot electrical circuits, test components and replace defective modules.	~~CTA~~	—
177004	**Ground Transportation HVAC** Students will learn principles of heating, ventilation and air conditioning systems (HVAC) for use in motor vehicles. They will also inspect, diagnose, repair and maintain vehicle air conditioning and heating systems. Students will use service equipment to evacuate, store and charge the air conditioning system. An emphasis will be given to the safe handling of refrigerants following EPA regulations.	~~CTA~~	—
177006	**Automotive Engine Performance** Students will research vehicle service histories using model specific service bulletins. Students will test and diagnose for engine performance in fuel, air induction and exhaust systems using advanced testing procedures. Topics include computerized engine controls including retrieving and recording diagnostic trouble codes using On Board Diagnostics (OBD). Additionally, students will diagnose drivability and emissions problems resulting from malfunctions of interrelated systems.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
177007	**Truck Diesel Engines** Students will inspect, diagnose, and repair diesel truck engines. Students will learn the principles of valve train assemblies, lubrication, intake, exhaust and fuel systems. Additionally, skill development in engine testing, inspection and repair of electronic fuel management systems are emphasized. Students will break down and assemble heavy truck engines and supporting systems.	~~CTA~~	—
177008	**Sports/Recreational Power Systems** Students learn principles and skills to maintain and repair sports/recreational vehicles. Students will inspect, diagnose, and repair engine, drive train, and suspension systems. Students remove, disassemble, and repair components in engine cylinder head and block assemblies. Students inspect, adjust and repair drivetrain systems including shaft and chain drive components. Additionally, students will inspect, adjust and replace suspension components including shocks, seals and springs. Students will maintain and adjust systems specific to specialized vehicles.	~~CTA~~	—
177009	**Collision Electrical & Mechanical Systems** Students will perform inspections and repair electrical and mechanical damage due to collision. Topics include electrical and wiring harness, suspension, braking and cooling system repairs. Students will service supplemental restraint systems (SRS) and ensure the integrity of the systems.	~~CTA~~	—
177010	**Collision Structural Inspection & Repair** Students will perform automotive collision repair of full and unibody frames and attach non-structural components. Students will apply the skills and knowledge needed to measure and diagnose structural damage, create a parts list, and determine labor costs. Students will remove and replace damaged structural components. Emphasis will be given to joining and cutting aluminum, steel and other metals. Students will maintain tools and facilities while complying with personal and environmental safety practices.	~~CTA~~	—
177011	**Collision Nonstructural Inspection & Repair** Students will learn the skills and knowledge of automotive body panel repairs, replacements, and adjustments. Students will analyze, document and repair nonstructural collision damage. Students will remove corrosion protection, undercoating, sealer, and other protective coatings as necessary to perform repairs. Emphasis will be given to joining and cutting aluminum, steel and other metals. Students will maintain tools and facilities while complying with personal and environmental safety practices.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
177012	**Collision Painting & Refinishing** Students will restore and refinish vehicle exterior body and paint finish. Students will inspect and identify substrate, type of finish, surface condition, and film thickness; develop and execute a plan for refinishing using a total product system. Students will inspect, clean, and determine condition of spray guns and related equipment. Additionally, students will observe safety precautions when using hazardous materials.	~~CTA~~	—
177013	**Aviation** In this first course, students apply knowledge of aviation theory and navigation to flight performance and planning. Students will apply principles of simple machines and fluid mechanics to aircraft operations. Identification of aircraft engines and airframe related systems will be emphasized. Weather theories and concepts are used to interpret weather-briefing documents. Additionally, students will distinguish among airport environments, and understand rules, regulations and orders relevant to the airport industry.	~~CTA~~	—
177014	**Aviation Maintenance General** Students will apply knowledge of aircraft ground handling safety procedures to aviation maintenance. Students will start, ground operate, service, and secure aircraft. Students will perform aircraft maintenance including detecting, identifying, removal, and treating of various types of corrosion found on ferrous and non-ferrous metals. In addition, students will identify methods of cleaning aircraft and aircraft components. The course content also focuses on developing communication, leadership, human relations and employability skills; and safe, efficient work practices.	~~CTA~~	—
177015	**Aviation Structure and Design** Students will inspect, repair, and refinish aircraft airframes and external components. Students will rig rotary and fixed-wing aircraft, evaluate and repair sheet metal and nonmetallic structures. Students will form, layout, bend and join metal airframe components using welding processes, rivets and fasteners. Students will inspect, repair and assemble wooden, metal, aluminum, fiberglass and composite components. Students will inspect and repair external finishes including surface preparation and refinishing.	~~CTA~~	—
177016	**Aviation Airframe Systems and Components** Students will learn the principles avionics and practical application of AC/DC electrical circuits with an emphasis on airborne installations. Students will learn power calculations, and the relationship of voltage, current, and resistance. Students will inspect, repair, and install instrument, communication and navigation systems. Additionally, students will evaluate and service airframe electrical systems including	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	position, warning, hazard control, ignition systems.		
177017	**Aviation Powerplant Theory and Maintenance** Students will learn the principles of theory, operation, and maintenance of powerplant electrical systems including ignition, starting, and fire protection. Students will inspect, repair, and install aircraft powerplants including reciprocating, radial, and turbine engines. Students examine and service systems that support each engine type including fuel, lubrication and cooling. Additionally, will perform powerplant conformity and airworthiness inspections, troubleshoot malfunctions and service aircraft to assure continued operation and reliability.	~~CTA~~	—
177018	**Aviation Powerplant Systems and Components** Students will inspect, repair and replace fuel systems for fixed and rotary wing aircraft. Topics will include troubleshooting and servicing fuel management transfer, pressure fueling, fluid quantity, fuel indicator and temperature warning systems. Additionally, students will evaluate and service unducted fan, fuel dump, and induction and exhaust systems including heat exchangers and superchargers. Students will perform planned preventative maintenance on tools and equipment, and maintain a clean and safe work environment.	~~CTA~~	—
177019	**Aviation Meteorology** Learners apply principles of meteorology forecasting to aviation. Students will take, record, encode, and disseminate surface weather observations using forecasting equipment. Topics include concepts of aviation meteorology in the study of temperature, pressure, moisture, stability, clouds, air masses, fronts, thunderstorms, icing, and fog. Additionally, students will interpret and use of weather information for pre-flight and in-flight support to aviation.	~~CTA~~	—
177020	**Aviation Airport Management** Learners will distinguish between controlled and nontowered fields and apply management principles to airport environments. Students will interpret and use weather, Automatic Terminal Information Systems (ATIS), and Traffic Collision Avoidance Systems (TCAS) to control aircraft operations. Students will sequence aircraft approaches and departures with approach control radar. Students will interpret and use airport lighting, navigation principles and avionic communication systems including Very High Frequency (VHF), Ultra-High Frequency (UHF), radio and phraseology.	~~CTA~~	—
177021	**Aviation Pilot Training** Students will learn the essentials of piloting an aircraft. Students will learn principles of aircraft operations, air traffic control, meteorology,	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	and navigation. Students learn aircraft performance functions including spins, recovery, stalls, landings and takeoffs. Additionally, students learn to use aircraft instruments and flight controls. Students will apply skills to tie-off, transfer and defuel aircraft. An emphasis is given to Federal Aviation Administration regulations, and mitigation of personal and aviation hazards.		
177022	**Aviation Air Traffic Control** Students will learn and simulate fundamentals of air traffic control. Subjects taught include principles of aircraft tracking using radar and transponders, controlling aircraft departures, takeoffs, ground operation and in air flight control. Students will learn and simulate techniques of sequencing aircraft approaches and departures using approach control radar. Students will study concepts of meteorology, the flight environment, identification of emergency codes, fundamental aspects of flight, and air navigation.	~~CTA~~	—
177023	**Transportation Capstone** The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in Transportation program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or internship.	~~CTA~~	—
177024	**Unmanned Aircraft Systems** Students will learn the essentials of operating an unmanned aircraft in a variety of environments. Students will learn principles of regulations, operations, air space, and navigation. Additionally, students will acquire and use geospatial information for various applications.	~~CTA~~	—
177030	**Automotive Braking Systems** Students will perform inspections, troubleshoot malfunctions, and service automotive brake systems. Students will identify poor performing hydraulic brake systems and replace malfunctioning components. Additionally, students will disable and enable supplemental restraint systems (SRS) and replace antilock brake systems components.	~~CTA~~	—
177031	**Automotive Steering and Suspension Systems** Students will perform inspections, troubleshoot malfunctions, and service automotive undercarriage systems. Students will install coil and leaf springs, install shock absorbers and struts, and replace wheel bearings. Students will inspect and replace automotive steering components and perform wheel alignments.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
177032	**Truck Braking Systems** Students will perform inspections, troubleshoot malfunctions, and service truck brake systems. Students will identify poor performing air brake systems and replace malfunctioning components. Identifying workplace risk factors associated with repetitive motion and lifting, operating, and moving of heavy objects are emphasized.	~~CTA~~	—
177033	**Truck Steering and Suspension Systems** Students will perform inspections, troubleshoot malfunctions, and service truck undercarriage systems. Students will install leaf springs, shock absorbers, and air suspension components. Students will inspect and replace truck steering components and replace wheel bearings. Additionally, students will perform wheel alignment and tire inspections, diagnostics, and repair. Identifying workplace risk factors associated with repetitive motion and lifting, operating, and moving of heavy objects are emphasized.	~~CTA~~	—

Table 34. Career Field 17: Job Training Coordinating (JTC) Codes (99xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
990405	**Introduction to Job Training** The initial course in the Job Training Coordination pathway, a specialized community-based work experience program for students with significant disabilities that present challenges to participation in a traditional career-technical education programs regardless of accommodations. This course must be taken in the first year of the program. The program utilizes a job training coordinator to match specific jobs in the community to the individual student's preferences, interests, needs and strengths. Students must be at least sixteen years old, and this program must be identified on the student's individualized education program (IEP).	~~CTA~~	—
990410	**Fundamentals in Job Training** The second course in the Job Training Coordination pathway, a specialized community-based work experience program for students with significant disabilities that present challenges to participation in a traditional career-technical education programs regardless of accommodations. This course is taken in the second and subsequent years of the program, as applicable. The program utilizes a job training coordinator to match specific jobs in the community to the individual student's preferences, interests, needs and strengths. Students must be at least sixteen years old, and this program must be identified on the student's individualized education program (IEP).	~~CTA~~	—

Career Based Intervention Section

Table 35. Career Based Intervention (CBI) Codes (25xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
250510	**CBI Language Arts** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with Curriculum Element "V3".)	~~ENG~~	Language Arts
250519	**CBI Reading** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with Curriculum Element "V3".)	~~ENG~~	Reading
251110	**CBI Mathematics** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with Curriculum Element "V3".)	~~MTH~~	Mathematics
251310	**CBI Science** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with Curriculum Element "V3".)	~~SCI~~	Science
251510	**CBI Social Studies** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with Curriculum Element "V3".)	~~SOC~~	—
252010	**Career Based Intervention Work-Based Learning** Content based on paid cooperative work experiences or non-paid, work-based learning experiences such as job shadowing, short-term field experience, internships, volunteering at non-profit community agencies, career exploration, and/or service learning activities. (These courses are always reported in EMIS with the Curriculum Element "V3".)	~~CTA~~	—
252525	**Career Based Intervention** CBI programs are designed for students ages 12 through 21 in grades 7 through 12 who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The goals of the program are to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparation for postsecondary education and/or careers.	~~CTA~~	—

Career Development Section

Table 36. Career Development Codes (99xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
990361	**Entrepreneurship Skills (Career Technical)** Exploring owning your own business.	~~CTA~~	—
990363	**Essential Skills for Business** The central theme of this course is the development of students' skills that support business employment and entrepreneurial endeavors. Emphasis is placed on using personal, interpersonal and organizational skills that contribute to the success of a business. Students identify their leadership styles, collaborate with people, develop professional networks, use communication skills, and reflect on their own personal growth. They apply principles needed to contribute to business operations in general and management of projects in particular.	~~CTA~~	—
990364	**Career Connections** In this course, students investigate how classroom learning translates into marketable skills. Through hands-on learning and local business involvement, students will engage in career-related experiences to acquire basic skills in various career fields. This provides students with tangible experiences to begin career decision making. Teachers have the flexibility to select career fields related to Ohio's in-demand jobs represented in the community.	~~CTA~~	—
990365	**Pre-Apprenticeship** In this course, students participate in a recognized pre-apprenticeship that follows an approved operating plan to provide work-based learning experiences in designated occupations or industry sectors in preparation for formal registered apprenticeship training programs. Pre-apprenticeships follow recognition procedures as outlined by ApprenticeOhio, Ohio's State Apprenticeship Council. This course can be used as the fourth course in an approved career-technical education program of study.	~~CTA~~	—

Family and Consumer Sciences (Career Technical) Section

Table 37. Family and Consumer Sciences Codes (09xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
090191	**Graduation, Reality and Dual Role Skills (GRADS)** This course will allow pregnant and parenting students to remain in school while developing parenting skills. Topics will include career	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	readiness, financial management, relationship techniques, human growth and development and parenting styles and responsibilities. This is a dropout prevention program.		
091025	**Child Development** In this course, students will study the principles of child growth, development, and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services.	~~CTA~~	—
091410	**Transitions and Careers** In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.	~~—~~	—
091201	**Introduction to Family and Consumer Sciences** This first course, will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.	~~CTA~~	—
091205	**Principles of Food** In this course, students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.	~~CTA~~	—
091210	**Global Foods** In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
091215	**Food Science** In this course, students will apply basic culinary practices and understand how flavor, texture and appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods and assess how to control high-risk food safety situation. Food safety and sanitation techniques will align to industry-recognized certifications.	~~CTA~~	—
091220	**Culinary Fundamentals** In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques.	~~CTA~~	—
091225	**Principles of Nutrition and Wellness** In this course, students will use principles of nutrition to ensure a healthy body throughout the lifecycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. Additional information will include steroid and supplemental use, body weight and management and the implementation of physical activity to maintain a healthy lifestyle.	~~CTA~~	—
093010	**Personal Wellness** In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations.	~~CTA~~	—
093015	**Human Growth and Development** In this course, students will analyze human growth and development throughout the lifespan. An emphasis will be placed on physical, cognitive, social and emotional growth and development. Additional topics will include human characteristics and traits, genetic defects, parenting styles and responsibilities and cultural differences within a family unit and community.	~~CTA~~	—
091403	**Leadership and Community Engagement** In this course, students will learn how to become an active community member and citizen. An emphasis will be placed on in-service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
091053	**Consumer Economics** In this course, students will study public policy and consumer behavior related to consumer economics. Throughout the course, students will examine laws and regulations that affect the consumer. Additional topics will include consumer expenditures, consumer fraud, global economy, large purchases, and contracts.	~~CTA~~	—
091052	**Personal Financial Management** In this course, students will develop personal financial plans for individual personal well-being. Throughout the course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics will include analyzing services from financial institutions, consumer protection, investing and risk management.	~~CTA~~	—
091402	**Career and College Readiness** In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and entrepreneurship.	~~CTA~~	—
091500	**Interior Design, Furnishings and Management** In this Family and Consumer Sciences career field, students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens and baths.	~~CTA~~	—
091505	**Textile Design, Construction and Maintenance** In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.	~~CTA~~	—
091501	**Textiles and Interior Design** In this course students will explore a broad range of topics relating to the various aspects and career opportunities available in the field of textiles and design. The emphasis will be given to textiles project development and developing strategies to maintain the home. Additional topics will include project collaboration, design techniques and environmental sustainability.	~~CTA~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
093005	**Personal Wellness and Development** In this course students will develop a personalized approach to healthy living. An emphasis will be placed on developing personal health for an adolescent that can be used as they transitions through life. Additional topics will focus on problem-solving, work ethics, nutritional and food selections, family dynamics and personal health.	~~CTA~~	—

INTERNATIONAL BACCALAUREATE COURSES SECTION

Table 37. International Baccalaureate Courses for Diploma Program (32xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
320050	**IB Mathematics** Based upon the most current International Baccalaureate Program curriculum.	MTH	Mathematics
320150	**IB Mathematical Studies** Based upon the most current International Baccalaureate Program curriculum.	MTH	Mathematics
320200	**IB First Language** Based upon the most current International Baccalaureate Program curriculum.	ENG	English
320250	**IB Second Language – Arabic** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320300	**IB Second Language – Chinese** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320350	**IB Second Language – Czech** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320400	**IB Second Language – French** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320450	**IB Second Language – German** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320500	**IB Second Language – Hebrew** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320525	**IB Second Language – Hindi** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320550	**IB Second Language – Italian** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320600	**IB Second Language – Japanese** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320650	**IB Second Language – Polish** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
320700	**IB Second Language – Russian** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320750	**IB Second Language – Swahili** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320800	**IB Second Language – Spanish** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320850	**IB Classical Languages (Latin or Classical Greek)** Based upon the most current International Baccalaureate Program curriculum.	FLR	Foreign Language
320900	**IB Business and Management** Based upon the most current International Baccalaureate Program curriculum.	BUS	—
320950	**IB Economics** Based upon the most current International Baccalaureate Program curriculum.	SOC	Economics
321000	**IB Geography** Based upon the most current International Baccalaureate Program curriculum.	SOC	Geography
321050	**IB History** Based upon the most current International Baccalaureate Program curriculum.	SOC	History
321100	**IB Islamic History** Based upon the most current International Baccalaureate Program curriculum.	SOC	History
321150	**IB Information Technology in a Global Society (ITGS)** Based upon the most current International Baccalaureate Program curriculum.	TEC	—
321200	**IB Philosophy** Based upon the most current International Baccalaureate Program curriculum.	N/A	—
321250	**IB Psychology** Based upon the most current International Baccalaureate Program curriculum.	SOC	—
321300	**IB Social and Cultural Anthropology** Based upon the most current International Baccalaureate Program curriculum.	SOC	—
321350	**IB Biology** Based upon the most current International Baccalaureate Program curriculum.	SCI	Science

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
321400	**IB Chemistry** Based upon the most current International Baccalaureate Program curriculum.	SCI	Science
321450	**IB Physics** Based upon the most current International Baccalaureate Program curriculum.	SCI	Science
321500	**IB Design Technology** Based upon the most current International Baccalaureate Program curriculum.	TEC	—
321550	**IB Environmental Systems** Based upon the most current International Baccalaureate Program curriculum.	SCI	Science
321600	**IB Computer Science** Based upon the most current International Baccalaureate Program curriculum.	TEC	—
321650	**IB Visual Arts** Based upon the most current International Baccalaureate Program curriculum.	FAR	Arts
321700	**IB Music** Based upon the most current International Baccalaureate Program curriculum.	FAR	Arts
321750	**IB Theatre Arts** Based upon the most current International Baccalaureate Program curriculum.	FAR	Arts
321775	**IB Theory of Knowledge** Based upon the most current International Baccalaureate Program curriculum.	SOC	—
322900	**IB Global Politics** The global politics course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.	SOC	—

Table 38. International Baccalaureate Courses for Middle Years Program (32xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
321800	**IB Mathematics (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.	N/A	Mathematics

~~Subject Code~~	~~Description~~	~~Suggested Subject Area for Credit~~	~~Core Subject Area (for proper cert)~~
~~321850~~	~~**IB Mathematics (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~Mathematics~~
~~321900~~	~~**IB Language Arts A (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~English~~
~~321950~~	~~**IB Language Arts A (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~English~~
~~322000~~	~~**IB Language Arts B (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~English~~
~~322050~~	~~**IB Language Arts B (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~English~~
~~322100~~	~~**IB Humanities (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~—~~
~~322150~~	~~**IB Humanities (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~—~~
~~322200~~	~~**IB Technology (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~—~~
~~322250~~	~~**IB Technology (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~—~~
~~322300~~	~~**IB Arts (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~Arts~~
~~322350~~	~~**IB Arts (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~Arts~~
~~322400~~	~~**IB Sciences (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~Science~~
~~322450~~	~~**IB Sciences (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~Science~~
~~322500~~	~~**IB Physical Education (Middle Years - Grades 7-8)** Based upon the most current International Baccalaureate Program curriculum.~~	~~N/A~~	~~—~~

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
322550	**IB Physical Education (Middle Years - Grades 4-6)** Based upon the most current International Baccalaureate Program curriculum.	N/A	—

Table 39. International Baccalaureate Courses for Primary Years Program (32xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for proper cert)
322600	**IB Mathematics (Primary Years - Grades 1-3)** Based upon the most current International Baccalaureate Program curriculum.	N/A	Mathematics
322650	**IB Language (Primary Years - Grades 1-3)** Based upon the most current International Baccalaureate Program curriculum.	N/A	English
322700	**IB Social Studies (Primary Years - Grades 1-3)** Based upon the most current International Baccalaureate Program curriculum.	N/A	—
322750	**IB Arts (Primary Years - Grades 1-3)** Based upon the most current International Baccalaureate Program curriculum.	N/A	Arts
322800	**IB Science & Technology (Primary Years - Grades 1-3)** Based upon the most current International Baccalaureate Program curriculum.	N/A	Science
322850	**IB Personal, Social & Physical Education (Primary Years - Grades 1-3)** Based upon the most current International Baccalaureate Program curriculum.	N/A	—

SELF-CONTAINED COURSES SECTION

Table 38. General Education Codes (18xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
180108	**Preschool** Preschool program in a self-contained classroom, this includes course related to ECE, Federal Head Start, and other local programs.	~~NA~~	—

Table 39. Exceptional Children (for Students with Disability Conditions) Codes (19xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
199000	**Transition to Post School Readiness** Specialized curriculum designed for students with disabilities 14 years of age and older that provides training for the development of skills that supports the students transition to post school environments, including employment, postsecondary education, independent living, or community participation.	~~N/A~~	—
Educators should use extended standards to provide content that is directly aligned to Ohio's Learning Standards. Teachers should consider incorporating instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.			
196340	**Learning Progressions (K-2)** Course uses learning progressions to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions.	~~N/A~~	—
196350	**Extended Standards (grade 3)** Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions.	~~N/A~~	—
196360	**Extended Standards (grades 4-6)** Course uses extended standards to inform instruction with individual	~~N/A~~	—

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
	accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions.		
196370	**Extended Standards (grades 7-8)** Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.	~~N/A~~	—
196380	**Extended Standards (grades 9-12)** Course uses extended standards to inform instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.	~~N/A~~	—

OTHER COURSES SECTION

Table 40. Other Course Codes (30xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
These courses may be included in district programs and/or graduation requirements. However, these courses are not aligned with the academic content standards and do not represent courses for which credit toward meeting legislated graduation requirements is awarded.			
300010	**Career Exploration** Scheduled time for researching career options.	~~ELE~~	—
300020	**Community Service (Volunteer Program)** Scheduled time for volunteer service projects during or outside the school day. Note: This course cannot earn credit per ORC §3313.60.5.	~~ELE~~	—
300030	**Study Skills** Instruction in strategies to improve learning and develop study skills; e.g., tips to improve study habits and test performance, with limited coverage of new content or the academic content standards for a single or multiple academic areas.	~~ELE~~	—
300040	**School Publications** Scheduled time for production work and related activities of school publications; e.g., advertising and finances, for newspaper and/or yearbook. Activities not aligned with the academic content standards and do not earn English Language Arts credit.	~~ELE~~	—
300050	**Wellness** A course that addresses general wellness strategies. Credit earned is not applied towards meeting graduation requirements for health and physical education due to limited focus on content related to those areas.	~~ELE~~	—

Table 41. Humanities Codes (31xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
Humanities courses may be included in district programs and may be taught by a teacher holding a valid certificate or instruction may be provided by a team of teachers that collectively hold the appropriate certificates/licenses for the content areas included in the course.			
310010	**Humanities (7-8)** The study of cultural achievements through the integration of literature, the arts, religion, history, and philosophy. (for grades 7-8)	~~N/A~~	—
310020	**Humanities** The study of cultural achievements through the integration of literature, the arts, religion, history, and philosophy.	~~N/A~~	—

Table 42. Driver Education Code (210100)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
210100	**Driver Education** Learning experiences provided by the school for the purposes of helping pupils to become good traffic citizens and to operate motor vehicles safely and efficiently.	~~ELE~~	—

Table 43. ROTC Military Science Code (220001)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
220001	**ROTC Military Science** Organized subject matter and learning activities which are concerned with the development in each student attributes of (1) good citizenship and patriotism, (2) self-reliance, leadership, responsiveness to constituted authority, (3) a knowledge of the basic military skills, and (4) an appreciation of the role of the U.S. military in national defense.	~~ELE~~	—

Table 44. Capstone Codes (37xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
Capstone courses may address any content area. The subject area for awarding credit and the HQT status of the teacher are dependent on the locally chosen focus of the course.			
370010	**Research** A research course provides the opportunity to engage in an in-depth study of an academic topic, problem or idea of personal interest. Research methodology and ethical research skills learned in a seminar course are applied and extended as students delve into planning and implementing an investigation around a research question. A process and reflection portfolio is used to document the study. The course culminates in a paper and presentation with an oral defense.	~~Varies~~	Varies
370015	**Seminar** A seminar course is an opportunity to explore academic and real-world topics through cross-curricular discussions. Divergent perspectives are explored by reading and analyzing articles, research studies and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts and personal accounts; and experiencing artistic works and performances. The ultimate goal for this experience is to develop the ability to analyze information with accuracy and precision then to create and communicate evidence-based arguments.	~~Varies~~	Varies

Table 45. Senior Only Industry Credential Codes (38xxxx)

Subject Code	Description	~~Suggested Subject Area for Credit~~	Core Subject Area (for proper cert)
These subject codes start with "38" and end with the four character Assessment Area Code (FA205; see EMIS Manual Section 2.8 Student Assessment Record) of the Industry Credential Code that is associated with the course. Only assessment codes that are valid for the current fiscal year may be used as the basis for a senior only credential course in the current year.			

EMIS MANUAL

Section 4.8:
Student Course Grade (FR) Record

Version 3.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
3.1	07-01-25	FY26	NA	Posted for FY26.
3.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
2.0	7/13/23	FY24	24-40	Updated guidance to encourage additional reporting.
1.3	7/28/22	FY23	23-8	Updated reporting guidance to provide clarification.
1.2	7/15/22	FY23	NA	Posted for FY23.
1.1	7/1/21	FY22	NA	Posted for FY22.
1.0	11/13/20	FY21	21-74(a)	Record first created; section first posted.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

4.8 STUDENT COURSE GRADE (FR) RECORD 3

Required Collections 3
Scope of Data Included 3
Data Use and Limitations 4
Student Course Grade Data Elements 4
☼ Grade 4
☼ Grade Status 5
☼ Local Classroom Code Element 5
☼ Term 6
Defining a Unique Record 7

4.8 STUDENT COURSE GRADE (FR) RECORD FILE LAYOUT 8

4.8 Student Course Grade (FR) Record

Required Collections

The Student Course Grade (FR) Records are to be reported in the Student Course Grade Collection, which is part of the Staff/Course (L) data set. Student Course Grade (FR) Records are required to be reported by any EMIS reporting organization that reports Course Master (CN) and Student Course (GN) Records showing students could earn high school graduation credit in a course.

Scope of Data Included

For each school year, the data set will grow as additional school terms are completed and grades are issued. By the end of each school year's Student Course Grade Collection, each course for which grades are reported will typically have multiple grades reported. These would include rows of data with an "I" grade status for each term in which a report card was issued and at least one row of data with an "F" grade status. The "F" grade status indicates the final, summative grade (or grades) that was used to determine credit earned for the course. In addition, a course that has not yet ended may have a "P" grade status row indicating the current grade for an in-progress term.

All courses that can earn a student high school graduation credit, regardless of the grade level of the student taking the course, should have at least one final grade reported. In some cases, credit in a year-long course is awarded based on the grade earned in each semester, which could result in the course having more than one final grade reported.

Student Course Grade (FR) Records can only be processed within EMIS if the student and course have valid matching Student Course (GN) and Course Master (CN) Records reported in EMIS. Grades would not be reported in EMIS for courses not normally reported in EMIS, such as summer school courses or courses taken elsewhere where credit is then transferred into a district.

In general, each district or school reports the grades for students who take courses reported by the district. This includes situations where the course instructor is employed by another EMIS reporting entity (a contract situation), since the home district of a student taking a contracted course is still responsible for reporting the student's enrollment in that course. This would also apply to College Credit Plus (CCP): the district reporting the CCP course should also report the grade in the course. Likewise, a JVSD that offers a satellite course should also report the grades for the students in those courses. If a district reports the Student Course (GN) and Course Master (CN) Records, then that district also reports the Student Course Grade (FR) Record.

For contracted, CCP, JVSD satellite, and other courses where the instructor (and daily records) for a course may be within a different district, only final course grades are required. While reporting interim ("I") status grades issued on a report card is encouraged, reporting these grades for these types of courses is not required.

Although not required, districts may include grades for courses that do not earn high school graduation credit. Such courses would be reported using the same options and rules as those for reporting credit-earning courses, with the exception that reporting a grade with a status of "F" does not indicate that credit was awarded based on that grade. The amount of credit associated with any grade is determined based on the credit values reported on the Student Course (GN) and Course Master (CN) Records.

Note that when reported, grades for middle school (grades 6-8) math and English courses will be utilized in the Early Warning System. We therefore encourage the reporting of grades for these courses.

Data Use and Limitations

The primary use of this data is for identifying students who may be at risk of not graduating based on their course performance. EMIS will still rely on data reported on the Student Graduation – Core Summary (GC) Record to know how many credits a student has earned towards meeting graduation requirements. If a student's grade earns the student graduation credit in a course, the district must include that information in the GC Records for that student. The Department will not add in a student's credit for a course reported with a passing grade on a Student Course Grade (FR) Record.

EMIS is not collecting grades earned in transfer courses, information on honors or other grade quality points, or more specific grade levels (such as +/-) assigned in some districts. In addition, the EMIS data collection is limited to grades earned and known during the single school year included in each data collection; any updates to grades made beyond the close of a collection window will not be collected in EMIS.

Due to these data limitations, it will not be possible for EMIS to reproduce a student's transcript or calculate a student's official grade point average. In addition, since grades could change after the close of the EMIS reporting window, EMIS will not be able to provide a district with the grades earned for courses completed in a district where the student was previously enrolled. The student transcript generated by a district will still be the official record of a student's work.

Student Course Grade Data Elements

The following portion of this section discusses each of the data elements within the Student Course Grade (FR) Record. The elements are organized alphabetically.

☼ *Grade*

Record Field Number	FR080
Definition	The grade assigned to a student for a particular term.

Valid Options

A–D, F The traditional A–D or F grade for a student, or the equivalent grade for a course if the course does not have a grade and is not pass/fail

I A student's work in a course is incomplete at the end of a term, and the district's or school's policy allows the student to complete the work after the end of the term

P A student has passed a course that is evaluated on a pass/fail basis

U At the time of reporting, a student's grade for a term is unknown

W The student withdrew from the course before earning any credit in the course.

Reporting Instructions. Report the grade option that best represents the mark(s) earned by the student for the reported term. If a district does not assign letter grades for a course on the student report card, but has a method for equivalent grades for transcripts or other official documents that list grades, then the same grade conversion should be used if at all possible. If districts do not assign grades on report cards or transcripts, then an appropriate conversion should be used to report one of the allowed EMIS grade codes.

With few exceptions, a student who earns credit in a course should have one or more term grades in the course of A–D or P. Some districts have policies that allow a student to earn partial credit for a course, even if the final grade for a course is an F. For a student in this situation who earns partial credit with a final grade of F, one or more of the interim term grades should be higher than an F.

Some districts make a distinction between a student who is passing a course versus failing a course when the student withdraws before the end of a course. This distinction is not meaningful for EMIS reporting, so both situations would be reported with a "W" grade, as long as the student withdrew before the end of the course and did not earn any credit for the course. If a student did earn partial credit before withdrawing, then there must be at least one term reported for the student with a grade other than "W".

In some situations, a grade and credit decision are not known at the end of the Student Course Grade Collection. If the student's final grade is not known because district policy allows the student to complete the course beyond the end of the term, then the district should report the final grade in the course as "I" for the term/year. On the other hand, if the course term is complete but the grade is truly unknown (such as completion of a CCP course where the district does not know the grade earned) at the end of collection, a grade of "U" should be reported.

☼ *Grade Status*

Record Field Number	FR090
Definition	Indicates if the grade reported indicates the grade at the end of a term or a preliminary grade for the term.

Valid Options

F	The summative or *final* grade for the course
I	An *interim* grade issued to a student that indicates the student's performance for a specific grading period or term of the course and usually reported on a report card
P	A grade that represents a student's *progress* to date in a term of the course that has not yet ended and that may change as the term progresses

Reporting Instructions. Multiple Student Course Grade (FR) Records cannot be reported for a student for a particular term of a course. Any record reported with Grade Status P will have to be updated in order to report a record with Grade Status of either I or F for that student for that term of the course. For example, if a record with Grade Status P is reported for a student during the first quarter of algebra, that P record must be updated before the student's final quarter grade can be reported with Grade Status I.

☼ *Local Classroom Code Element*

Record Field Number	FR060
Definition	The code used by the local school district that uniquely identifies a specific classroom (i.e., building, period, and section) within a district.

Valid Option

Alphanumeric code	Local district classroom code

Reporting Instructions. A classroom is defined per teacher, period, subject, and building. The Local Classroom Code is completely defined by the resident/educating school district. The Local Classroom

Code must match between the Student Course (GN), Student Course Grade (FR), Staff Course (CU), and Course Master (CN) Records.

☼ *Term*

Record Field Number	FR070
Definition	The name of a specific period of time in a school's calendar that is used to report a grade for a course that represents the performance of the student during that period of time.

Valid Options

YE	Yearend: A term that covers substantially all of the academic year
S1	First Semester: A term that typically covers the first half of a school year
S2	Second Semester: A term that typically covers the second half of a school year
T1	First Trimester: sometimes called first 12 weeks
T2	Second Trimester: sometimes called second 12 weeks
T3	Third Trimester: sometimes called third 12 weeks
Q1	First Quarter: sometimes called first 9 weeks
Q2	Second Quarter: sometimes called second 9 weeks
Q3	Third Quarter: sometimes called third 9 weeks
Q4	Fourth Quarter: sometimes called fourth 9 weeks
X1	First Six Weeks
X2	Second Six Weeks
X3	Third Six Weeks
X4	Fourth Six Weeks
X5	Fifth Six Weeks
X6	Sixth Six Weeks
OT	Other term
NR	Not reportable to the Department: a term code that may be used for a local course that is not reported to the Department on a Course Master (CN) and Student Course (GN) Record (such as a summer school course or transfer credit)

Reporting Instructions. Select the term code that most closely matches the terms used for grade reporting within the district. Note that the term code used will usually be related to the Semester Code (CN090) reported for the course on the Course Master (CN) Record, but the two codes will not necessarily match exactly.

For example, an all-year course (e.g., a course reported with Course Master (CN) Record Semester Code Element option 3) may not have a summative all-year grade calculated; it may have a final grade calculated for each semester. By the end of the year, Student Course Grade (FR) Records would be reported with final grades for the S1 and S2 terms, no record at all for the YE term, and interim (I) grades for Q1, Q2, Q3, and Q4 if the reporting district is teaching the course and issues grades/report cards four times per year. If another district or contractor is actually teaching the course outside the reporting district, then the quarterly grades are encouraged but not required to be reported.

Defining a Unique Record

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

Required Fields	Number
EMIS Student ID	FR050
Local Classroom Code	FR060
Term	FR070

4.8 Student Course Grade (FR) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
FR010	9-10	Sort Type	PIC X(2)
		Always FR	
	11	Filler	PIC X
FR020	12-15	Fiscal Year, e.g., 2021 (CCYY)	PIC X(4)
FR030	16	Data Set	PIC X
		L – Staff/Course	
FR040	17-22	District IRN	PIC X(6)
FR050	23-31	EMIS Student ID Number	PIC X(9)
FR060	32-51	Local Classroom Code	PIC X(20)
FR070	52-53	Term	PIC X(2)
FR080	54	Grade	PIC X
FR090	55	Grade Status	PIC X

EMIS MANUAL

Section 5.1:
District/Building Records Overview

Version 5.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
5.1	07-01-25	FY26	NA	Posted for FY26.
5.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	7/6/23	FY24	24-29	Removed references to District Testing Record.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	4/1/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	9/12/17	FY17	NA	No FY17 changes.
3.0	2/28/16	FY16		Added Coming Changes section.
2.0	12/11/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

5.1 DISTRICT/BUILDING RECORDS OVERVIEW 3

General Guidelines 3
OVERVIEW OF DATA 3
Reporting the Building IRN 3
DISTRICT AND BUILDING LEVEL RECORDS 3

5.1 District/Building Records Overview

General Guidelines

The District/Building Records sections of the EMIS Manual provide instructions for reporting district and building level records and elements to the Ohio Department of Education and Workforce.

Overview of Data

The following are general categories of data covered in the District/Building Records sections of the EMIS Manual.

- Grade Schedule (includes first day of school, hours per day, etc.)
- Organization – General Information (includes data regarding funding, professional development days, parent-teacher conferences, etc.)

Reporting the Building IRN

In most cases, the Building IRN Element is to be reported with the IRN of the individual building submitting a record. However, in some cases (i.e., community schools) the Building IRN Element and District IRN Element will be reported with the same IRN.

If student data records are assigned to the district, rather than a building, the district reports Grade Schedule (DL) Records for each grade level of those students; the Building IRN Element (DL050) is the IRN of the district. If any Organization – General Information applies at the district- rather than building-level, the district reports such records with the district IRN as the Organization IRN Element (DN050).

District and Building Level Records

Below is a list of each record, its name, and its record number. Data elements for each of these records are found in the following sections of the District/Building Records.

Record Number	Record Name
DL	Grade Schedule
DN	Organization – General Information

EMIS MANUAL

Section 5.1.1:
Reporting Calendars Overview

Version 2.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
2.1	07-01-25	FY26	NA	Posted for FY26.
2.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
1.1	8/9/23	FY24	24-63	Updated Percent of Time for PK/KG; added FAQ 10.
1.0	7/7/23	FY24	24-18	Section initially created and posted.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY 2
COMING CHANGES 2
TABLE OF CONTENTS 3

5.1.1 REPORTING CALENDARS FOR STUDENTS OVERVIEW 4

WHAT IS A CALENDAR? 4
COLLECTION REQUESTS 4
Initial Calendar (C) Collection. 4
Final Calendar (C) Collection. 4
CALENDAR REPORTING 4
District-Level Calendar 5
Building-Level Calendar 5
Grade-Level Calendar 6
Attendance Pattern-Level Calendar 6
FREQUENTLY ASKED QUESTIONS 7

5.1.1 Reporting Calendars for Students Overview

What is a Calendar?

Together, the Grade Schedule (DL) and Organization–General Information (DN) Records comprise a calendar. Data from the DN Record is combined with data from the appropriate DL Record to provide a complete picture of the school calendar for each student. Calendar data is used in several ways, including validation of building hours in session, student attendance, and determining FTE for funding (See Level 2 Report Explanation: FTE Reports on the Department website for more information.)

The DL Record establishes the start and end dates of the district's or building's school year. It also establishes the length of a typical school day. Days between the start and end dates that are not in session or are not the length of a typical school day are reported via DN Records. These variations may include, for example, holidays and calamity days.

When there are calendar variations that apply only to a subgroup of students and not to an entire building or to the entire district, then that group of students should have a DL Record reported that reflects that variation. Such variations generally apply to an entire grade, though they may be for a smaller subgroup. So, for example, if you have a group of students who start school 5 days after most students, then a separate DL Record should be reported for this group of later starting students.

In general, individual students are not placed on their own calendars. Individual student variations are typically reported via either absences or a reduced percent of time. See the Frequently Asked Questions at the end of this section for more information.

Collection Requests

Initial Calendar (C) Collection. This collection typically opens in mid-summer and closes in early fall; includes a DL Record with the school year start and end dates and hours per day for each calendar within the Local Education Agency (LEA); and includes a DN Record with any known planned time off (including professional development, parent-teacher conferences, holidays, and other exceptions to a typical Monday through Friday schedule). Group-specific calendars and unplanned time off can also be submitted in this collection.

Final Calendar (C) Collection. This collection includes all calendar data submitted during the Initial Collection, plus group-specific calendars not previously reported, unplanned time off, and any other changes to the district's calendar. The Final Collection typically opens in the fall shortly after the close of the Initial Collection and closes in mid-summer.

Calendar Reporting

In this section, we have included the element code with each mention of a data element. This code is made up of two letters followed by three numbers. The two letters refer to the record on which the element is found. For example, the data element "Last Day of School (DL090)" is found on the Grade Schedule—or DL—Record. Though this information is not normally included throughout the reporting instructions, it has been included here to help distinguish between the DL and DN Records and between fields on the DL and DN Records and other records used in the calendar assignment process.

Student calendars may be reported at the district level, at the student subgroup level, or at any level in between. The hierarchy for creating a calendar is as follows:

District IRN (DL040) →
Building IRN (DL050) →
Grade Code (DL060) →
Attendance Pattern (DL070)

The student calendar assignment process—or how the Department determines which calendar to use for a particular student at a particular point in time for a particular purpose—and the state default calendar are explained in the FTE report explanation.

The basis for the calendar is a 5-day per week, Monday through Friday calendar, beginning on the First Day of School (DL080), ending on the Last Day of School (DL090), and identifying the Hours Per Day (DL100) for each day of the calendar using the Grade Schedule (DL) Record. All days shortened, lengthened, added to, or taken from that calendar are identified by a specific Organization–General Information (DN) Record. (See EMIS Manual Section 5.3: Organization–General Information (DN) Record for more information about DN options.)

District-Level Calendar

If the district has a single calendar that is followed by most students in the district, then a district-wide DL Record is reported. Such a record would be reported as follows:

- District IRN (DL040) = District IRN
- Building IRN (DL050) = District IRN
- Grade Code (DL060) = "**"
- Attendance Pattern (DL070) = "**"

Any DN exceptions for this calendar will use "****" for the Attribute Text Element (DN080).

Building-Level Calendar

When a specific building within a district has a different schedule, such as a preschool-only building that starts a week later than the other buildings in the district, then a building-level calendar is necessary. Such a record would be reported as follows:

- District IRN (DL040) = District IRN
- Building IRN (DL050) = Building IRN
- Grade Code (DL060) = "**"
- Attendance Pattern (DL070) = "**"

Any DN exceptions for this calendar will use "****" for the Attribute Text Element (DN080). Note that this is only needed for buildings that vary from the district's calendar. Buildings that are following the district's calendar can have a separate DL Record reported, but are not required to.

Grade-Level Calendar

When a specific grade level within a building has a different schedule, such as seniors whose year ends earlier than the rest of the district, then a grade-level calendar is necessary. Such a record would be reported as follows:

- District IRN (DL040) = District IRN
- Building IRN (DL050) = Building IRN
- Grade Code (DL060) = "12"
- Attendance Pattern (DL070) = "**"

Any DN exceptions for this calendar will use "12**" for the Attribute Text Element (DN080). Note that this is only needed for grade levels that vary from the other grade levels in the building (in cases where a building-level calendar is being reported) or the district (in cases where no building-level calendar is being reported). Grade levels that are following the building or district calendar can have a separate DL Record reported, but are not required to.

Attendance Pattern-Level Calendar

When a specific group within a grade level within a building has a different schedule, such as kindergarten classes with staggered start dates, a unique Attendance Pattern (DL070) is required.

The Attendance Pattern (DL070) element on the DL Record is a district-defined two-character code that is used to assign a subgroup of students within a district-building-grade to a unique calendar. Option "**" is the default attendance pattern for reporting a calendar that does not specify a subgroup. Any other combination of letters and numbers uniquely identifies each group. Students are assigned to a calendar by reporting a Student Attributes–Effective Date (FD) Record with the appropriate Attendance Pattern (FD100).

For example, the district may create an Attendance Pattern (DL070) of "K1" to designate a group of kindergarten students with a staggered start date. Accurate calendar assignment for this group will require the following:

- District IRN (DL040) = District IRN
- Building IRN (DL050) = Building IRN
- Grade Code (DL060) = "KG"
- Attendance Pattern Code (DL070) = "K1"

Any DN exceptions will use "KGK1" for the Attribute Text Element (DN080).

FREQUENTLY ASKED QUESTIONS

In this section, we have included sample questions that are based on scenarios and questions from the field, along with answers based on the information contained in this document.

Question 1. *Once assigned to a calendar, do students have to remain on that calendar for the entire school year?*

Answer 1. No, a student can move from one calendar to another between the first day of school and the last day of school. When a student changes calendars, the current FD Record is closed and a new one is opened that accurately reflects the new Attendance Pattern (FD100) and the date of the change.

Question 2. *A special education student's IEP stipulates that the student is only able to attend school 3 days a week; this may not always be the same 3 days. Should this student be placed on a separate calendar?*

Answer 2. No, this student should not be placed on a separate calendar. All students should be reported on a calendar that reflects the hours per day they would attend if they were a full-time student.

Question 3. *If a student without disabilities is receiving home instruction from a tutor, should that student be on a different calendar?*

Answer 3. No, such students should be reported as though they were attending school. See "Home Instruction: Students Without Disabilities" in EMIS Manual Section 4.1 Course Records Overview.

Question 4. *Do joint vocational schools (JVSs) have to create separate calendars for students taking satellite courses?*

Answer 4. JVSs can submit their own calendar for satellite students, but they are not required to. For more information on how calendars are assigned when JVSs do not report for these students, see the Level 2 Report Explanation: FTE Reports on the Department website.

Question 5. *Do educational service centers (ESCs) have to report calendar data?*

Answer 5. ESCs do not report calendar data for school-aged students. For preschool students they are educating, they may choose to submit their own calendar for the students or they may use the calendars of the sending districts. (See Level 2 Report Explanation: FTE Reports on the Department website for full details of the calendar assignment process.)

Question 6. *Where can we see the hours reported for parent-teacher conferences and staff professional development?*

Answer 6. Any such hours reported with the appropriate DN attribute will be visible in the Calendar Display Level 1 Report at the bottom of each calendar.

Question 7. *What happens if my district does not submit calendar data before submitting student data?*

Answer 7. The district will not be able to see their FTE Detail Report until calendar data has been submitted. All students will be assigned to the state default calendar until the district reports calendar data. This could impact the amount of funding a district will receive. (See Level 2 Report Explanation: FTE Reports on the Department website for information on the state default calendar.)

Question 8. *Should students at a juvenile detention center (JDC) reported with Sent Reason (FS200) "CE" remain assigned to their regular calendar during the placement, or should they be reported with Attendance Pattern (FD100) "**"?*

Answer 8. FTE is calculated for students with Sent Reason (FS200) "CE" or "CO". Therefore, these students should be reported with the calendar to which they would be assigned if attending the district. (See EMIS Manual Section 2.4: Student Standing (FS) Record for more information about Sent Reasons.)

Question 9. *Do students with Sent Reason (FS200) "MR" need to be assigned to a calendar?*

Answer 9. Yes, these students must be assigned to a calendar because the sending district is responsible for collecting and reporting attendance. (See EMIS Manual Section 2.4: Student Standing (FS) Record for more information about Sent Reasons.)

Question 10. *My district has a part-time preschool program. This program operates 455 hours a year. Should the students in this program be reported as 100% of time on a calendar that includes 455 hours?*

Answer 10. No, these are part-time students and should be reported as such. Full-time preschool is a minimum of 910 hours. Students attending a program that is 455 hours should be reported as 50% of time. For some preschool students, this could result in fairly small percentages of time being reported. That is fine, as long as that percentage represents the correct number of hours of attendance for the students.

EMIS MANUAL

Section 5.2:
Grade Schedule (DL) Record

Version 6.0
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

Revision History

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

Version	Date	Effective	Change #	Description
6.0	07-01-25	FY26	NA	Posted for FY26.
5.0	08-19-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
5.0	08-19-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.8	8/9/23	FY24	24-63	Corrected valid options range for Hours Per Day.
4.7	7/1/23	FY24	NA	Posted for FY24.
4.6	7/1/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/15/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	12/28/17	FY18		No FY18 changes.
4.0	9/12/17	FY17	NA	No FY17 changes.
3.0	9/1/16	FY16C	37883	Removed the Date of Spring Administration–Math Test Element.
3.0	9/1/16	FY16		Added Coming Changes section.
2.0	5/22/14	FY15C	914	Updated the section for the new Calendar reporting period.
2.0	10/10/13	FY14K	911	Clarified attendance pattern.

Coming Changes

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

5.2 GRADE SCHEDULE (DL) RECORD 3

Required Collections 3
General Guidelines 3
☼ Attendance Pattern Element 3
☼ Building IRN Element 3
☼ District IRN Element 4
☼ First Day of School Element 4
☼ Grade Code Element 4
☼ Hours Per Day Element 5
☼ Last Day of School Element 5
Defining a Unique Record 5

5.2 GRADE SCHEDULE (DL) RECORD FILE LAYOUT 6

5.2 Grade Schedule (DL) Record

Required Collections

The Grade Schedule (DL) Record is to be reported for the Initial and Final Calendar (C) Collections.

General Guidelines

Grade Schedule (DL) Records are required to be reported for each city, local, and exempted village school district as well as each community school and each STEM district. In addition, Grade Schedule (DL) Records are also required for each joint vocational school district (JVSD), the Ohio Deaf and Blind Education Services, ESCs, and the Ohio Department of Youth Services (DYS).

The Grade Code (DL060) applies to students being educated within the building and not to the building profile in the Ohio Educational Directory System (OEDS). A Grade Schedule (DL) Record is required to be reported for every grade in which there are students who are not reported on the default calendar for that building/grade/attendance pattern even if a grade is outside the reported OEDS grade range. No records need to be reported for grades in which there are no students.

If a building record for a student's building/grade/attendance pattern, along with the corresponding Organization General Information (DN) Records, is not reported, there may be unexpected results in several processes. For example, the Open Enrollment Transfer process and the Secure Data Center calculation of student FTE will use default values of days in session when there is no match to the student records. Likewise, the calculated FTE on which funding is based may not be able to be calculated, resulting in no or limited funding for the student(s).

☼ *Attendance Pattern Element*

Record Field Number	DL070
Definition	On a weekly basis, the arrangement of days in which a student is in this building.

Valid Options

**	Default value
XX	Any two-character number/character combination determined by the LEA

Reporting Instructions. This data element is LEA determined. Report the default '**' attendance pattern when grade level does not need to be differentiated into two or more groups.

☼ *Building IRN Element*

Record Field Number	DL050
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

Valid Options

Six-digit IRN	Valid building IRN within the reporting district or the district IRN

Reporting Instructions. If there are students in the district whose Attending Building IRN element (FS160) on the Student Standing (FS) Record is the IRN of the district and the Student Percent of Time (FS120) is greater than zero, the district should report Grade Schedule (DL) Records for them. In such cases, the building IRN in each of these rows should be the IRN of the district.

☼ *District IRN Element*

Record Field Number	DL040
Definition	The state assigned six-digit information retrieval number (IRN) of the district.

Valid Options

Six-digit IRN Valid district IRN

☼ *First Day of School Element*

Record Field Number	DL080
Definition	Indicates the first day of instruction for students in this building/grade/attendance pattern combination.

Valid Options

YYYYMMDD Year, Month, and Day

☼ *Grade Code Element*

Record Field Number	DL060
Definition	The grade for which this Grade Schedule (DL) Record is being reported.

Valid Options

PS	Preschool
KG	Kindergarten
01	First Grade
02	Second Grade
03	Third Grade
04	Fourth Grade
05	Fifth Grade
06	Sixth Grade
07	Seventh Grade
08	Eighth Grade
09	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade
13	Grade 13
23	Grade 23
**	Default

Reporting Instructions. A non-default Grade Code can be reported for every grade in which students are enrolled with that attending building IRN, otherwise the default value can be reported for all students in the building.

This is true even if the grade is outside of the building profile defined in OEDS. For example, if the OEDS Directory describes the building with a 7-8 grade range, but a ninth-grade student is taking a class within that building, the district must report a record for grades "07", "08", and "09".

If '**' is reported for Grade Code, then Attendance Pattern (DL070) must also be reported with '**'. The district does not need to report records for grades in which there are no students.

☼ *Hours Per Day Element*

Record Field Number	DL100
Definition	The number of hours per day in which scheduled classes, supervised activities or approved educational options were provided to students in this building/grade/attendance pattern.

Valid Options

2.50 – 9.99

Reporting Instructions. This element is required to be reported by all EMIS reporting entities. Do not include lunch.

Report the actual hours per day that the building/grade/attendance pattern combination of the record was in session on a normal school day. Do not add additional time for unplanned time off made up or subtract any time for any school delays or early releases; that information will be reported by Organization General Information (DN) Records with matching building/grade/attendance pattern combinations.

☼ *Last Day of School Element*

Record Field Number	DL090
Definition	Indicates the last day of instruction for students in this building/grade/attendance pattern combination.

Valid Options

YYYYMMDD Year, Month, and Day

Reporting Instructions. For the Initial Calendar (C) Collection, this is the scheduled last day of instruction. For the Final Calendar (C) Collection, this is the actual last day of instruction.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Grade Schedule (DL) Record, each combination of values in the following fields must be unique.

Record Name	Record	Required Fields	Number
Grade Schedule Record	DL	Building IRN	DL050
		Grade Code	DL060
		Attendance Pattern Code	DL070

5.2 Grade Schedule (DL) Record File Layout

Number	Position	Name	Type/Size
	1-8	Filler	PIC X(8)
DL010	9-10	Sort Type Code	PIC X(2)
		Always “DL”	
	11	Filler	PIC X(1)
DL020	12-15	Fiscal Year, e.g., 2020 (format CCYY)	PIC X(4)
DL030	16	Data Set	PIC X(1)
		C – Calendar	
DL040	17-22	District IRN	PIC X(6)
DL050	23-28	Building IRN	PIC X(6)
DL060	29-30	Grade Code	PIC X(2)
DL070	31-32	Attendance Pattern Code	PIC X(2)
DL080	33-40	First day of school (Format CCYYMMDD)	PIC 9(8)
DL090	41-48	Last day of school	PIC 9(8)
DL100	49-51	Hours Per Day	PIC 9V99
	52-60	Filler	PIC X(9)
	61-68	Filler	PIC 9(8)

EMIS MANUAL

Section 5.3:
Organization General Information (DN) Record

Version 15.2
February 18, 2026

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
15.2	02-18-26	FY26	26-155	Added overdose reversal drugs attribute.
15.1	08-07-25	FY26	26-28	Updated "R-" attribute options.
15.0	07-01-25	FY26	26-11	Removed delivery model and connectivity reporting.
14.1	08-19-24	FY25	25-125	Updated valid range for square feet attributes.
14.1	08-19-24	FY25	25-119	Updated Reporting by Org Type table for Medical Group.
14.1	08-19-24	FY25	25-76	Updated "R-" attribute options.
14.1	08-19-24	FY25	25-47	Updated OSD/OSSB to Ohio Deaf and Blind Edu Services.
14.0	08-12-24	FY25	25-52	Updated definitions of STUKGLFREE and STUKGLRCED.
14.0	08-12-24	FY25	25-45	Updated guidance for STUKGBRDAY.
14.0	08-12-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
13.4	06-05-24	FY24	24-73	Added ELA curriculum and reading intervention reporting.
13.3	01-18-24	FY24	24-97	Replaced blizzard bags with online days.
13.2	09/06/23	FY24	24-19	Corrected conflicting Student Group attribute guidance.
13.1	08/09/23	FY24	24-83	Updated reporting by org type table.
13.1	08/09/23	FY24	24-62	Added KG survey data.
13.1	08/09/23	FY24	24-53	Added attribute to collect student information systems.
13.0	07/13/23	FY24	24-79	Clarified reporting of Assessment Group attributes.
12.1	7/28/22	FY23	23-116	Correction: C_STUEEPOL was incorrectly marked to be reported by traditional districts in the reporting by org table that was added per 21-59.
12.1	7/28/22	FY23	23-111	Correction: Removed reporting instruction for EYENRCCNT2–EYENRCCNT8, which were deleted per 22-24.
12.1	7/28/22	FY23	23-96	Updated community school reporting of medical group.
12.0	7/1/22	FY23	23-11	Collect epinephrine autoinjector information.
12.0	7/1/22	FY23	23-10	Collect diabetes care information.
12.0	7/1/22	FY23	23-9	Collect inhaler information.
11.2	9/13/21	FY22	22-40	Deleted CLOSED option from EDUMODELDB.
11.1	9/10/21	FY22	22-60	Assessment group now required reporting.
11.1	9/10/21	FY22	22-33	Added Medical Group and glucagon-related attributes.
11.1	9/10/21	FY22	22-17	Homeschool attribute now required reporting.
11.0	7/1/21	FY22	22-24	Deleted EYENRCCNT2 – EYENRCCNT8.
10.6	6/8/21	FY21	21-59(b)	Marked test window as optional reporting.
10.5	4/23/21	FY21	21-169	MGMTCOMPYS, MGMTCOMPNO, and C_CLDRTYPE deleted.
10.5	4/23/21	FY21	21-59	Added table showing attribute reporting by org type.
10.4	1/15/21	FY21	21-135	Education Learning Model updated to Education Delivery Model.

Version	Date	Effective	Change #	Description
10.3	1/4/21	FY21	21-123	Added attribute to collect information regarding district-provided Wi-Fi.
10.3	1/4/21	FY21	21-121	Added attribute to collect information regarding district-provided hardware.
10.3	1/4/21	FY21	21-120	Added attribute to collect district Learning Model.
10.3	1/4/21	FY21	NA	Reorganized/reformatted section.
10.2	12/17/20	FY21	21-116	Updates to the descriptions for STUNPNTSRV and STUNPNTELG for added clarity.
10.2	12/17/20	FY21	21-76	Standardized number ranges for Calendar attributes.
10.2	12/17/20	FY21	21-75	INFOTECIRN deleted.
10.1	8/13/20	FY21	21-67	Further clarification for reporting PBIS.
10.0	7/1/20	FY21	NA	Posted for FY21.
9.4	3/26/20	FY20	20-135	Updated Required Collection Requests table.
9.3	2/20/20	FY20	20-94	Added Assessment Group of attributes.
9.2	2/18/20	FY20	20-169	Expand max value for PBISIMPSTG.
9.1	2/10/20	FY20	20-144	Updated instructions regarding blizzard bags.
9.0	11/25/19	FY20	20-128	Added to reporting instructions for PBIS.
8.1	6/10/19	FY19	76727	Deleted SIG Extended Time Attribute Group.
8.1	6/10/19	FY19	75984	Added new attribute to collect PBIS Implementation Status information.
8.0	7/2/18	FY19	NA	Posted for FY19.
7.0	6/13/18	FY18	50245	STUELGEXAC deleted.
7.0	6/13/18	FY18	48867	Delete feeder school attribute.
7.0	6/13/18	FY18	42478	Delete school lunch attributes.
6.0	6/2/17	FY17	41750	Added new group of attributes: College Credit Plus.
6.0	6/2/17	FY17	48382	Deleted two transportation attributes.
5.0	5/4/17	FY16	38157	Added new DN Attributes for Operator IRN.
5.0	5/4/17	FY16	33895	Added new DN Attribute, C_CLDRSPEC.
5.0	5/4/17	FY16	29840	Added new DN Attribute, PHYSEDPLOT.
5.0	5/4/17	FY16	25281	Added new DN Attribute under the Student Group for buildings that do not serve lunch.
5.0	5/4/17	FY16		Added Coming Changes section.
4.0	9/15/15	FY14N	985	Added attribute names and reporting instructions for comprehensive eye exam.
4.0	9/15/15	FY14H	1014	Changed references from July reporting period to Financial reporting period due to earlier start.
4.0	9/15/15	FY15C	914	Calendar change, restructuring of record and removal of groups no longer needed.
4.0	9/15/15	FY15		Updated language to reflect shift from reporting periods to FY15 reporting.
3.0	10/16/13	FY14K	1010	Updates for the new funding system in regards to ESCs. *District Group* added and two attribute names added: TFRPSESCYS and TFRPSESCNO.
3.0	10/16/13	FY14K	1037	Added Attribute Names and reporting instructions to collect transportation funding data.

Version	Date	Effective	Change #	Description
3.0	10/16/13	FY14K	963	Added Attribute Names and reporting instructions for count of students eligible for free lunches and count of students eligible for reduced price lunches.
2.0	6/7/13	FY13N	881	Added PE Evaluation language in General Guidelines; added PE language and reporting instructions to Attribute Text Element.
2.0	6/7/13	FY13N	909	Added Local Wellness Policy language in General Guidelines; added language and reporting instructions to Attribute Text Element.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES IV

TABLE OF CONTENTS V

5.3 ORGANIZATION GENERAL INFORMATION 3

Required Collections 3
Reporting by Organization Type 4
General Guidelines 6
☼ Attribute Date Element 6
☼ Attribute Name Element 6
☼ Attribute Number Element 6
☼ Attribute Text Element 6
☼ District IRN Element 6
☼ Organization IRN Element 7
ATTRIBUTE GROUP REPORTING INSTRUCTIONS 7
Assessment Group 7
Calendar Group 7
College Credit Plus Group 16
District Group 16
Financial Group 24
Initial IEP Eye Examination Group 26
Medical Group 26
Physical Education Evaluation Group 28
Student Group 30
Defining a Unique Record 34

5.3 ORGANIZATION GENERAL INFORMATION (DN) RECORD FILE LAYOUT 35

5.3 Organization General Information

Required Collections

The Organization General Information (DN) Record and the relevant attributes are to be reported as follows.

Attribute Group	Collection(s) in Which Attribute Reported							As of Date, Where Applicable
	C	H	S Traditional			S CS/STEM		
			Initial	Midyear	Final	Initial	Final	
Assessment Group			x	x	x	x	x	First Day of District Test Window
Calendar Group	x							—
College Credit Plus Group					x		x	Cumulative Count for School Year
District Group								
DSTRCTSFTW			x	x	x	x	x	—
~~EDUMODELDB~~				~~x~~	~~x~~		~~x~~	~~First Day of Delivery Model~~
LEAPRVHARD				x	x		x	Spring Snapshot
~~LEAPRVWIFI~~				~~x~~	~~x~~		~~x~~	~~Spring Snapshot~~
LCLWELLPOL					x		x	Last Day of School
PBISIMPSTG				x	x		x	Last Day of School
R_<varies>			x	x	x	x	x	—
TFRPSESCYS			x	x	x			—
TFRPSESCNO			x	x	x			—
Financial Group		x						—
Initial Eye Examination Group					x		x	Cumulative Count for School Year
Medical Group								
DIBTSENRLD					x		x	—
DIBTSERROR					x		x	—
EPNPHPRCMT					x		x	Each Procurement Date in FY
EPNPHUSAGE					x		x	Each Date Used in FY
GLCGNPRCMT					x		x	Each Procurement Date in FY
GLCGNUSAGE					x		x	Each Date Used in FY
INHLRPRCMT					x		x	Each Procurement Date in FY
INHLRUSAGE					x		x	Each Date Used in FY
OVRDSRVRSL					x		x	—
Physical Education Evaluation Group					x		x	Cumulative Count for School Year
Student Group								
C_STUEEPOL						x	x	First Day of School
STUKGBRDAY			x	x	x	x	x	First Day of School
STUKGLFREE			x			x		Cumulative Count for School Year
STUKGLRCED			x			x		Cumulative Count for School Year
STUKGNFEES			x			x		Cumulative Count for School Year
STUKGTUITN			x			x		Cumulative Count for School Year
STUHOMESCL			x	x	x			Cumulative Count for School Year

Attribute Group	Collection(s) in Which Attribute Reported							As of Date, Where Applicable
	C	H	S Traditional			S CS/STEM		
			Initial	Midyear	Final	Initial	Final	
STUNPNTSRV			x	x	x			Cumulative Count for School Year
STUNPNTELG					x			Cumulative Count for School Year
STUPSTCBTR					x			Cumulative Count for School Year
STUPSTCATR					x			Cumulative Count for School Year

Reporting by Organization Type

The table below indicates which attributes are to be reported by which organization types. When referencing the table, please note the following:

-- the organization type does not report the attribute.

R the attribute is required reporting for the organization type.

O the attribute is optional if it does not apply to the organization type; however, if the attribute does apply, then it is required reporting for the organization type.

Attribute Group	Range Checked	Trad. Districts	JVSDs	ESCs	State Supported Schools	Community Schools	STEM Districts	ITCs
Assessment Group	Date	O	--	--	O	O	O	--
Calendar Group								
Calendar, General	Date	O	O	--	O	O	O	--
Calendar, Students	Date	R	R	--	R	R	R	--
Calendar, Teachers	Date	O	O	--	O	O	O	--
College Credit Plus Group	Number	O	O	--	--	O	O	--
District Group								
DSTRCTSFTW	Text	R	R	R	R	R	R	--
~~EDUMODELDB~~	~~Date & Text~~	~~R~~	~~R~~	~~R~~	~~R~~	~~R~~	~~R~~	~~--~~
LEAPRVHARD	Text	O	O	O	O	O	O	--
~~LEAPRVWIFI~~	~~Text~~	~~O~~	~~O~~	~~O~~	~~O~~	~~O~~	~~O~~	~~--~~
LCLWELLPOL	Text	R	--	--	--	R	R	--
PBISIMPSTG	Number & Text	R	--	--	--	R	R	--
R_<varies>	Text	R	R	R	--	R	R	--
TFRPSESCYS	Text	O	--	O	--	--	--	--
TFRPSESCNO	Text	O	--	O	--	--	--	--
Financial Group	Number	R	R	R	--	R	R	R
Initial Eye Examination Group	Number	R	--	--	--	R	R	--
Medical Group								
DIBTSENRLD	Number	R	R	--	--	R	R	--
DIBTSERROR	Number	R	R	--	--	R	R	--
EPNPHPRCMT	Date & Number	O	O	--	--	O	O	--

Attribute Group	Range Checked	Trad. Districts	JVSDs	ESCs	State Supported Schools	Community Schools	STEM Districts	ITCs
EPNPHUSAGE	Date & Number	O	O	--	--	O	O	--
GLCGNPRCMT	Date & Number	O	O	--	--	O	O	--
GLCGNUSAGE	Date & Number	O	O	--	--	O	O	--
INHLRPRCMT	Date & Number	O	O	--	--	O	O	--
INHLRUSAGE	Date & Number	O	O	--	--	O	O	--
OVRDSRVRSL	Date & Number	O	O	--	--	O	O	--
Physical Education Evaluation Group	Number	R	--	--	R	R	R	--
Student Group								
C_STUEEPOL	Text	--	--	--	--	R	--	--
STUKGBRDAY	Text	R	--	--	--	R	--	--
STUKGLFREE	Number	O	--	--	--	O	O	--
STUKGLRCED	Number	O	--	--	--	O	O	--
STUKGNFEES	Number	O	--	--	--	O	O	--
STUKGTUITN	Number	O	--	--	--	O	O	--
STUHOMESCL	Number	R	--	--	--	--	--	--
STUNPNTSRV	Number	R	--	--	--	--	--	--
STUNPNTELG	Number	R	--	--	--	--	--	--
STUPSTCBTR	Number	R	--	--	--	--	--	--
STUPSTCATR	Number	R	--	--	--	--	--	--

General Guidelines

An Organization General Information (DN) Record is required reporting during multiple collections. Not all attributes are reported by all district types. See the tables above and the reporting instructions below to determine which districts report which elements during which collections.

☼ Attribute Date Element

Record Field Number	DN070
Definition	A date that is appropriate for this attribute name.

☼ Attribute Name Element

Record Field Number	DN060
Definition	Code that defines the data for which a date, number, or text description must be reported.

☼ Attribute Number Element

Record Field Number	DN090
Definition	Number that provides a value for an attribute name.

Reporting Instructions. For any C_ Attribute Name records requiring a number (other than all zeroes) to be reported, this element should be reported with an implied four-place decimal. For example, 3 hours would be reported as 0000030000 (3.0000 hours), and 2.25 hours would be reported as 0000022500 (2.2500 hours).

☼ Attribute Text Element

Record Field Number	DN080
Definition	Code that further describes the attribute name.

Reporting Instructions. Reporting instructions for each attribute group can be found below, after the Organization IRN Element reporting instructions. The attribute groups appear in alphabetical order; valid options and reporting instructions are included for each group.

☼ District IRN Element

Record Field Number	DN040
Definition	The state assigned six-digit information retrieval number (IRN) of the district.

Valid Options

Six-digit IRN Valid district IRN

For those attribute names followed by an "*" in the attribute group tables, the district reports only records in which the Organization IRN (DN050) is the same as the District IRN (DN040). These attributes are not applicable at the building level. For example, when reporting **EYENRCCNT1***, the Organization IRN should match the District IRN.

☼ *Organization IRN Element*

Record Field Number	DN050
Definition	The state assigned six-digit information retrieval number (IRN) of the district or building.

Valid Options

Six-digit IRN Valid building IRN within the reporting district or Valid district IRN

Reporting Instructions. In some instances, students may be counted at the district rather than at the building level. If there are students in the district whose Attending Building IRN Element (FS160) on the Student Standing (FS) Record is the IRN of the district and the Student Percent of Time (FS120) is greater than zero, the district should report a record using the district IRN as the building IRN.

ATTRIBUTE GROUP REPORTING INSTRUCTIONS

Assessment Group

Attributes in this group are used to report the local assessment window start date if it is later than the state's start date for each listed assessment. Attributes are included in the development of enrollment-based missing reports in the assessment collections. There are currently three assessment collections that meet these criteria.

Attribute Name	Attribute Text	Attribute Number	Attribute Date
ASMTFG3ELA	spaces	0000000000	CCYYMMDD
ASMTSPRELA	spaces	0000000000	CCYYMMDD
ASMTSPRMSS	spaces	0000000000	CCYYMMDD

ASMTFG3ELA Fall 3rd Grade ELA assessment
ASMTSPRELA Spring English Language Arts (all grades, including EOC)
ASMTSPRMSS Spring Math, Science, Social Studies (all grades, including EOC)

Reporting Instructions. For each attribute, the LEA reports the start date of the *local* window in the Attribute Date field. No reporting is required when a district follows the state assessment window. Each attribute is only reported once for each LEA, with the organization IRN the same as the district IRN on each attribute.

Calendar Group

The calendar group includes three different sets of attributes: General, Teachers, and Students. These attributes together with matching School Grade Schedule (DL) Records comprise a complete calendar. The calendar group attributes are required to be reported for all city, local, and exempted village school districts, community schools, STEM districts, educational service centers (ESCs), and joint vocational school districts (JVSDs) that educate students.

For the Calendar Group, report grade level and attendance pattern as follows:

** if it applies to all students in the organization IRN (DN050)
GL** if it applies to all groups in a specific grade within the district where GL represents the grade level

GLAP if it applies to a select group of students in a grade, where AP represents the attendance pattern of the specific group in this grade

A specific group (GLAP) cannot be used for students in more than one grade. If there is a group in a building that has students from more than one grade, each of those grades must have its own calendar.

Calendar Group, General

Attribute Name	Attribute Text	Attribute Number	Attribute Date
C_CLDRSPEC	** or GL** or GLAP	0000000000	00000000

C_CLDRSPEC is used to report a special calendar case for the total number of required hours. This attribute is not required to be reported if there are no special case calendars for the district.

Calendar Group, Teachers

Attribute Name	Attribute Text	Attribute Number	Attribute Date
C_PRFLMEET	** or GL** or GLAP	Professional meeting hours this day	CCYYMMDD
C_PTCONFRC	** or GL** or GLAP	Parent-teacher conference hours this day	CCYYMMDD

C_PRFLMEET is used to report both full and partial day professional meetings for teachers. All EMIS-reporting entities are required to report this attribute. For professional meetings that occur between the first and last days of school, only include hours when school will not be in session. This includes hours for meetings held when students are released early or arrive late, after school hours, and on days when students are scheduled off (whether they are off for the meeting or another reason, such as a holiday or weekend). Include professional meeting time that occurs before the first day of the school year for students or after the last day of the school year for students if staff members are required to be in attendance.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day on which the professional meeting occurred

C_PTCONFRC is used to report both full and partial day parent-teacher conferences. All EMIS-reporting entities are required to report this attribute. For parent teacher conferences that occur between the first and last days of school, only include hours when school will not be in session. This includes hours for meetings held when students are released early or arrive late, after school hours, and on days when students are scheduled off (whether they are off for the meeting or another reason, such as a holiday or weekend).

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day on which the parent-teacher conferences occurred

Calendar Group, Students

Attribute Name	Attribute Text	Attribute Number	Attribute Date
C_DCMTYTKN	** or GL** or GLAP	0000000000	CCYYMMDD
C_DPLANNED	** or GL** or GLAP	0000000000	CCYYMMDD
C_DNOTPLAN	** or GL** or GLAP	0000000000	CCYYMMDD
C_DBLZZARD	** or GL** or GLAP	Number of hours made up by online day	CCYYMMDD
C_YWKENDSA	** or GL** or GLAP	0000000000	00000000
C_YWKENDSU	** or GL** or GLAP	0000000000	00000000
C_YWKDAYMN	** or GL** or GLAP	0000000000	00000000
C_YWKDAYTU	** or GL** or GLAP	0000000000	00000000
C_YWKDAYWD	** or GL** or GLAP	0000000000	00000000
C_YWKDAYTH	** or GL** or GLAP	0000000000	00000000
C_YWKDAYFR	** or GL** or GLAP	0000000000	00000000
C_HRSWKEND	** or GL** or GLAP	Must be reported for each day as hours	CCYYMMDD
C_HSHRTWEA	** or GL** or GLAP	Actual hours in session on this day; should always be less than the scheduled hours	CCYYMMDD
C_HSHRTPLN	** or GL** or GLAP	Actual hours in session on this day; should always be less than the scheduled hours	CCYYMMDD
C_HSHRTNOP	** or GL** or GLAP	Actual hours in session on this day; should always be less than the scheduled hours	CCYYMMDD
C_HRSLNGTH	** or GL** or GLAP	Actual hours in session on this day; should always be more than scheduled hours	CCYYMMDD

C_DCMTYTKN Full day taken for calamity situations on specified date

C_DPLANNED Full planned day when group is not in session; these days will include holidays, breaks, professional days, and parent-teacher conference days

C_DNOTPLAN Full unplanned day when group was expected to be in session but was not, excluding calamity days

C_DBLZZARD Number of hours made up by online day plans for which the district is in compliance with ORC §3313.482. This can only be used at the district and/or building level

C_YWKENDSA For students who are to be in attendance on every Saturday between the first and last day of school

C_YWKENDSU For students who are to be in attendance on every Sunday between the first and last day of school

C_YWKDAYMN For students who are not expected to be in attendance on every Monday between the first and last day of school

C_YWKDAYTU For students who are not expected to be in attendance on every Tuesday between the first and last day of school

C_YWKDAYWD For students who are not expected to be in attendance on every Wednesday between the first and last day of school

C_YWKDAYTH For students who are not expected to be in attendance on every Thursday between the first and last day of school

C_YWKDAYFR For students who are not expected to be in attendance on every Friday between the first and last day of school

C_HRSWKEND	For a group that attends on a Saturday or Sunday that is not in the regular schedule and not reported via C_YWKENDxx (i.e., C_YWKENDSA or C_YWKENDSU); can be make up days
C_HSHRTWEA	Hours in session when group's day was interrupted by weather
C_HSHRTPLN	Hours in session when group's day was shortened for a planned reason other than weather; this would include teacher professional days and days for parent-teacher conferences; report hours where both staff and students are expected to attend; if only staff, include hours in Teacher Days code above
C_HSHRTNOP	Hours in session when group's day was shortened for an unplanned reason other than weather such as early dismissals, late starts, mid-day interruptions
C_HRSLNGTH	May be for calamity makeup added to a scheduled day or other reasons

Day-Based Attributes

The attributes described in this section apply to situations in which an entire day is missed or made up. For situations in which a partial day is missed or made up, refer to the hour-based attributes. For districts that are still on days, any day shortened by more than 2 hours is considered an entire day off and should be reported with a day-based attribute. For districts now on hours, only report day-based attributes when an entire day is missed.

C_DCMTYTKN is used to report a calamity day for the current school year. Whether the calamity occurs on a single day or over several contiguous or discrete days, the district reports each day as a separate row with the applicable value in the Attribute Date element.

Valid Options

Attribute Number: 0000000000
Attribute Date: CCYYMMDD of the day on which the calamity occurred

Reporting Instructions. Include every day that the building was originally scheduled to be open for instruction but, due to unforeseen circumstances, had to be closed either all day or for more than 2 hours. These are days on which the school was closed for reason of disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for school use. If the building has an unplanned closure for some other reason, that event should be submitted using the attribute name of **C_DNOTPLAN**.

Count days even if they were made up prior to the original instructional closing date. If an instructional day was rescheduled and cancelled again, count it as only one day.

C_DPLANNED is used to report specific planned, day-long nonattendance events taken between the first day and last day of school. One attribute name record is submitted for each individual day taken, whether it is a distinct day or one in a sequence of days.

Valid Options

Attribute Number: 0000000000
Attribute Date: CCYYMMDD of one of the days of planned nonattendance

Reporting Instructions. The day may be a single, stand-alone day, such as Memorial Day or a Parent-Teacher Conference day, or it may be one of a series of days, such as spring break or Thanksgiving and associated days.

Districts submit one record for every day taken between the scheduled first and last days of school as defined on the Grade Schedule (DL) Record. If the district has no students attending over a number of days, only the days in the ordinary course of instruction are reported. If, throughout the year, students do not attend the building on weekends, neither a Saturday nor a Sunday record is submitted when a break includes a weekend. For schools that submit a **C_YWKENDSA** or a **C_YWKENDSU** record showing that they are regularly in session on either weekend day, the district submits **C_DPLANNED** records for those weekend days if they also fall within the holiday span.

If, for example, the district has no school on Martin Luther King Day in FY20, the record submitted has ORG_IRN = District IRN, indicating a district-wide day off; attribute name = C_DPLANNED; Attribute Text = spaces; Attribute Number = 0000000000; and Attribute Date = 20200120.

If a building is on spring break for the entire second week of March 2015, the last day the students are in attendance is Friday, March 6. The day on which the students return from break is Monday, March 16. The district reports holiday records for Monday, March 9, through Friday, March 13, if students do not ordinarily attend on the weekend. If not all buildings in the district have the same spring break, then the ORG IRN = Building IRN and each building IRN has its own set of records.

Attribute Name	Attribute Text	Attribute Number	Attribute Date
C_DPLANNED	null	0000000000	20150309
C_DPLANNED	null	0000000000	20150310
C_DPLANNED	null	0000000000	20150311
C_DPLANNED	null	0000000000	20150312
C_DPLANNED	null	0000000000	20150313

If school is regularly in session on both Saturday and Sunday, as defined in **C_YWKENDSA** and **C_YWKENDSU** records, then **C_DPLANNED** records for March 7, March 8, March 14, and March 15 must also be reported.

C_DNOTPLAN is used to report full days in which the students are not in attendance for a reason not specified for the **C_DCMTYTKN** or **C_DPLANNED** records.

Valid Options

Attribute Number: 0000000000
Attribute Date: CCYYMMDD of the day on which the event occurred

Reporting Instructions. This attribute name should only be used if students do not attend for an entire day for some reason other than a calamity or a planned calendar event. Examples of such instances

would be an early dismissal because of building maintenance problems or a late start because of vehicle malfunctions.

C_DBLZZARD is the attribute name used for online day plans, which are an alternative to making up hours due to school closure under several circumstances. Schools or districts may use an online day plan to make up the equivalent of up to three school days via online delivery under allowable scenarios (ORC §3313.482). Note that a change in delivery model is not necessary when reporting this attribute. Use of the attribute will allow the Department to know that the delivery method was remote for the time reported.

Valid Options

Attribute Number: 0000010000–0000999000
Attribute Date: CCYYMMDD of the day on which the event occurred

Reporting Instructions. This attribute name is used when a school or district uses online day plans to make up hours due to closures for disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for use (ORC §3313.482(B)(1)). Although this situation neither adds to nor subtracts from the days in session, it needs to be reported as an alteration in the school calendar.

C_YWKENDSA and **C_YWKENDSU** are the attribute names used when reporting year-long Saturdays or Sundays of student attendance that are between the building's scheduled first and last days of school as reported on the Building Grade Schedule Record.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the first weekend SAT or SUN of student attendance

Reporting Instructions. This attribute identifies a regular pattern of student attendance on every Saturday or Sunday of the educational calendar. Districts that have only a single occurrence or a few occurrences of weekend attendance do not use this option. For reporting occasional weekend attendance, see C_HRSWKEND.

If a **C_YWKENDSA** or **C_YWKENDSU** record has been submitted and any Saturdays or Sundays between the first and last day of school are planned to be days in which the school is not in session, a **C_DPLANNED** record must be submitted. For example, if a district's spring break is Sunday, March 8, 2015, through Sunday, March 15, 2015, a school that has regular Saturday classes would submit a **C_DPLANNED** record for Saturday, March 14.

C_YWKDAYMN is used to report students who are not expected to be in attendance on Mondays for the entire school year.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the first Monday students will not be in attendance

Reporting Instructions. This attribute identifies a regular pattern of non-attendance on every Monday of the educational calendar. This is only used for a regular pattern. For the occasional Monday off, districts should instead report one of the other attribute names. For reporting a regular pattern of non-attendance for other days of the week, districts should report **C_YWKDAYTU, C_YWKDAYWD, C_YWKDAYTH,** or **C_YWKDAYFR**.

Hour-Based Attributes

The attributes described in this section apply to situations in which a partial day is missed or made up. When reporting entire days missed or made up, report a Day-Based Attribute. For districts still on days, any day shortened by more than 2 hours is not reported with an hour-based attributes. In those situations, districts should report the day-based attribute that is the most appropriate for the situation.

The Attribute Number is always the hours in session on that date. Therefore the district may report hours that are equal to, more than, or less than the scheduled school day, depending on the attribute name chosen. Times are reported to the nearest hundredth of an hour. The decimal point is assumed and is not explicitly submitted. If the students are in attendance for 5.5 hours, the district would submit 0000055000. If the students are in attendance for 5 hours, the district would submit 0000050000.

As is true for **C_Dxxxxxxx** attributes, if the situation applies to all students within the school, the Attribute Text is null. Otherwise, the district reports the two-character grade code. The district reports the two-character attendance pattern immediately after the grade when the exception applies only to students with that specific attendance pattern. If the hours apply to a group of students within the grade/attendance pattern, the district reports a sub-schedule code after the grade and attendance pattern codes that identifies those students.

A record is reported for each single day. The Attribute Date is submitted with the date in CCYYMMDD format. The date must be that of a day between the first and last day of school on the DL record. If this is a day outside of that date range, the Building Grade Schedule Record for the building should be changed to reflect an alteration of either the first or last day of school or both.

C_HRSWKEND is used to report Saturdays or Sundays as days in session. Districts should not use this attribute name to report a regular pattern of weekend attendance. **C_YWKENDSA** or **C_YWKENDSU** should be used in those instances.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day students attended on a weekend day
Attribute Text: null or grade/attendance pattern/sub-schedule

Reporting Instructions. This attribute name is used when a day in session is on a Saturday or Sunday, but there is no regular pattern of days in session on the weekend. If there is more than one day, the district submits a record for each date.

This may be used when districts are making up snow days on a weekend, enriching student education in a School Improvement Grant, or a variety of other reasons. The number of hours may be equal to, less than, or more that the usual school day hours.

If not all students are expected to attend the weekend day for the same length of time, the district would submit separate records for each combination within a building. Apply the hierarchical rules for ORG_IRN and attribute name as described in the general reporting instructions.

C_HSHRTWEA is used to report the days on which the length of the school day was shortened due to hazardous weather conditions.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day students attended on weather-shortened day
Attribute Text: null or grade/attendance pattern/sub-schedule

Reporting Instructions. If weather conditions cause a school to start late, dismiss early, or have a mid-day interruption, a district submits this record for the district or for each building affected.

Each occurrence is reported in a separate record with the date reported in CCYYMMDD format.

The Attribute Number is the number of hours of that day that students were in attendance, such as 3.5 hours of a scheduled 5-hour day. For example, a building that is grades 04-06 with a scheduled 5.5-hour day has a 2-hour delay on February 14. That event would be reported as follows.

Attribute Name	*Attribute Text*	*Attribute Number*	*Attribute Date*
C_HSHRTWEA	null	0000035000	20150214

C_HSHRTPLN is used to report specific planned days on which students attend for fewer hours than are regularly scheduled. Each occurrence is reported in a separate record with the appropriate date.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day students attended for a shorter period of time
Attribute Text: null or grade/attendance pattern/sub-schedule

Reporting Instructions. This attribute name is used to report planned days in which the students are required to attend for fewer hours than are reported via Hours Per Day (DL100) on the Building Grade Schedule (DL) Record for the same ORG_IRN. This includes early dismissals for events such as parent-teacher conferences, professional days, late starts, or mid-day interruptions that are included in the school calendar.

For example, a district has a parent-teacher conference day that is in the afternoon and students are required to attend school only in the morning. The district submits a record that shows the hours that the students were in attendance.

Attribute Name	*Attribute Text*	*Attribute Number*	*Attribute Date*
C_HSHRTPLN	null	0000035000	20141027

The district would submit a **C_PTCONFRC** record as well for the hours of staff participation in these conferences.

C_HSHRTNOP is used to report days when the length of the school day was shortened for unplanned reasons other than hazardous weather conditions. Each occurrence is reported in a separate record with the appropriate date.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day students attended for a shorter period of time
Attribute Text: null or grade/attendance pattern/sub-schedule

Reporting Instructions. This attribute name is used when reporting school days shortened for unplanned reasons that are not weather related. Examples of such instances would be an early dismissal because of building maintenance problems or a late start because of vehicle malfunctions. The situation might apply to the entire school or to a single grade or subset of that grade; if the latter, the record is reported with the student grade/attendance pattern/sub-schedule in Attribute Text.

C_HRSLNGTH is used to report days when students attend for more than the scheduled hours per day.

Valid Options

Attribute Number: 0000000100–0000120000
Attribute Date: CCYYMMDD of the day students attended for a longer period of time
Attribute Text: null or grade/attendance pattern/sub-schedule

Reporting Instructions. This attribute name is used whenever a school day is extended beyond the Hours Per Day (DL100) in the Building Grade Schedule Record. These might be days extended to make up for a calamity day, School Improvement day extensions, or other cases in which the school day is longer than the usual school day.

A separate record must be reported for each such day between the scheduled first and last days of school as defined on the Grade Schedule Record. If this is a Saturday or Sunday, the district should use **C_HRSWKEND** if the school does not usually require students to attend on those days.

Districts report the number of hours that the students are in attendance for the designated day in the Attribute Number element. The number should always be more than the DL100 number of hours and equal to the time of required attendance and the additional time added to the school day. This number is expressed in hundredths of hours with an implied decimal point. For example, 6.5 hours is expressed as 0000065000 and 6 hours is expressed as 0000060000.

If only a subset of students in the building are affected by the changed hours, the Attribute Text is reported with the grade/attendance pattern/sub-schedule codes applicable to the situation. If the building adds 1 hour every day for a week for all students in a building and the hours per day is ordinarily 5.5, the district reports the following records using the ORG_IRN = building IRN.

Attribute Name	*Attribute Text*	*Attribute Number*	*Attribute Date*
C_HRLENGTH	null	0000065000	20160328
C_HRLENGTH	null	0000065000	20160329
C_HRLENGTH	null	0000065000	20160330
C_HRLENGTH	null	0000065000	20160331
C_HRLENGTH	null	0000065000	20160401

College Credit Plus Group

Attribute Name	Attribute Text	Attribute Number	Attribute Date
CCPDENIALS	spaces	000000000 – 999999999	00000000
CCPREIMBCT	spaces	000000000 – 999999999	00000000
CCPRESTITU	spaces	000000000 – 999999999	00000000

CCPDENIALS Count of CCP students denied participation because they did not give notice of CCP participation by the deadline

CCPREIMBCT Count of students who failed or dropped a course and districts sought reimbursement from the student for the cost of the course

CCPRESTITU Total dollar amount a district is seeking for CCP reimbursement due to a dropped or failed course for all students (rounded to the nearest dollar)

Reporting Instructions. For the College Credit Plus attributes, the Attribute Text is always the default value, spaces, and the Attribute Date is always the default value, 00000000.

District Group

Attribute Name	Attribute Text	Attribute Number	Attribute Date
DSTRCTSFTW	See list below	0000000000	00000000
~~EDUMODELDB~~	~~See list below~~	~~0000000000~~	~~CCYYMMDD~~
LEAPRVHARD	Grade level(s)	0000000000	00000000
~~LEAPRVWIFI~~	~~Spaces~~	~~0000000000~~	~~00000000~~
LCLWELLPOL	'Y' or 'N'	0000000000	00000000
R_<varies> (See list below)	Type, Status, Grade level	0000000000	00000000
TFRPSESCYS	Valid IRN	0000000000	00000000
TFRPSESCNO	Valid IRN	0000000000	00000000
PBISIMPSTG	'A', 'B', 'C', 'D', 'E', or 'F'	Number of months in reported stage	00000000

DSTRCTSFTW is used to report the primary software used by the district for organizing and maintaining EMIS submission data.

Valid Options

SIS-ES	PowerSchool eSchoolPlus
SIS-EV	Evolve SIS
SIS-FF	EMIS Flat File Editor
SIS-IC	Infinite Campus
SIS-PS	PowerSchool SIS

SIS-SI	ProgressBook StudentInformation
SIS-OT	Other Student Information System
FIN-EF	eFinancePlus
FIN-FF	EMIS Flat File Editor
FIN-TM	Tyler Munis
FIN-US	USAS (Uniform School Accounting System)
FIN-OT	Other Financial System
HRP-EF	eFinancePlus
HRP-FF	EMIS Flat File Editor
HRP-TM	Tyler Munis
HRP-US	USPS (Uniform Staff Payroll System)
HRP-OT	Other HR/Payroll System

Reporting Instructions. For this attribute, report the product currently being used. If multiple products are used (e.g., different products for student data and financial data), then report a record for each product. If there is a change in product during the school year, it is only necessary to report the latest product.

~~**EDUMODELDB** is used to report the initial delivery model used in the district at the start of the school year, and each date when the delivery model changes. In general, this information can be reported at the district level only. However, if buildings in a district are following different delivery models, any building that is in a different model than the reported district model should be reported with an additional record. If different grade levels within the same building are following different delivery models, report the model used by the majority of students in that building.~~

~~The model reported is the default education model for the general school population. Individual student exceptions are reported via program codes (see EMIS Manual Section 2.9 for more information).~~

~~***Valid Options***~~

~~**Attribute Number:** 0000000000~~
~~**Attribute Date:** CCYYMMDD of the first day of the delivery model being reported~~

~~***Attribute Text Valid Options***~~

~~**5DAYIN** – All students have the option of in-person instruction each school day, even if schedules are somewhat adjusted~~
~~**REMOTE** – All students receive only remote education, which may include teacher-led instruction or student-paced learning~~
~~**HYBRID** – A mix of in-person and remote education, which may involve different groups of students in the building each day (i.e., students are in the building every day, but not all students, and students complete remote work on days they are not in the building)~~

~~***Reporting Instructions.*** All districts should have a record for the first day of school in the district, noting the starting delivery model for the district. Each time the delivery model changes, the district should add an additional record with a start date of the change and the new model.~~

~~For the default district model record, report the district IRN in the Organization IRN field. If one or more buildings are using a model that is different from the district model, report an additional DN Record for each building that indicates the model used by that building and has the building IRN in the Organization IRN field.~~

LEAPRVHARD is reported if the district provides computer hardware (including desktops, laptops, or tablets) to all students in one or more grade levels for use in completing schoolwork at their primary residence.

Valid Options

Attribute Number: Default value (0000000000)
Attribute Date: Default value (00000000)
Attribute Text: "P", "K", "1–12", "23"

Reporting Instructions. In the Attribute Text field, provide the grade or grade range of students for whom hardware is provided. If a district provides hardware to students in a single grade or in a contiguous grade range, then only one record needs to be reported. For example, a district providing hardware to students in grades 3 through 7 should report a single record with "3–7".

If a district provides hardware to students in multiple non-contiguous grades or grade ranges, then multiple records must be reported. For example, a district providing hardware to students in grade 3 and students in grade 7 through grade 12 should report two records: one with "3" and one with "7–12".

~~**LEAPRVWIFI** is reported if the district provides Wi-Fi access to students outside the building, such as from the school parking lot, or by parking a bus with a Wi-Fi hotspot in a student-accessible location.~~

~~***Valid Options***~~

~~**Attribute Number:** Default value (0000000000)~~
~~**Attribute Date:** Default value (00000000)~~
~~**Attribute Text:** Default value (spaces)~~

Local Wellness Policy. **LCLWELLPOL** is required during the Traditional Districts Final Student (S) Collection and the Community/STEM Schools Final Student (S) Collection. The Attribute Text for every record reported will either have a "Y" for the presence of a Local Wellness Policy or an "N" for the absence of a Local Wellness Policy. The Attribute Number is always the default value, 0000000000, and the Attribute Date is also always the default value, 00000000.

The **"R_"** attribute names are used to report the core curriculum and instructional materials being used for English language arts in each of grades pre-kindergarten through five and the reading intervention programs being used in grades pre-kindergarten through twelve.

Valid Options

Attribute Number: 0000000000
Attribute Date: 00000000

Attribute Name:

R_NFLISPIM	95 Literacy Intervention System (2024) + Instructional Materials (95 Percent Group)
R_NFPHAWSU	95 Phonemic Awareness Suite (95 Percent Group)
R_NFBOOSTB	95 Phonics Booster Bundle (95 Percent Group)
R_NPPHCORE	95 Phonics Core Program (95 Percent Group)
R_NFRAPNFP	95 RAP (95 Percent Group)
R_ABCSUPSS	Academic, Behavioral, & Cognitive Supports for Student Success (University of Cincinnati)
R_AEPSTHRE	AEPS-3 (Paul H. Brookes Publishing Co., Inc.)
R_AMPLIFK2	Amplify CKLA K-2 Skills (Amplify)
R_AMPLIFK5	Amplify CKLA K-5 Core Comprehensive (Amplify)
R_AMPLIFPK	Amplify CKLA PreK (Amplify)
R_ARCAELEM	ARC Accelerator Elementary Grades (American Reading Company)
R_ARCASDRY	ARC Accelerator™ Secondary Grades (American Reading Company)
R_ARCCOREA	ARC Core (American Reading Company)
R_BEINGARE	Being a Reader (Center for the Collaborative Classroom)
R_BMADVANC	Benchmark Advance (Benchmark Education)
R_BENCHPHO	Benchmark Phonics (Benchmark Education)
R_BMPHINTE	Benchmark Phonics Intervention (Benchmark)
R_BLASTRGR	Blast (Really Great Reading Company)
R_BLASTFOU	Blast Foundations (Really Great Reading)
R_BRIDGERE	Bridge to Reading (Heggerty)
R_BRSWWIBL	Building Reading Success with Wiley Blevins (William H. Sadlier, Inc.)
R_CLREGUID	Close Reading Guides (Flyleaf Publishing)
R_COLLABOR	Collaborative Literacy (Center for Collaborative Classroom)
R_COMPORGI	Comprehensive Orton-Gillingham Plus (Institute of Multi-Sensory Education)
R_CONNECTI	Connections: OGin3D (The Apple Group)
R_COUNTDOW	Countdown (Really Great Reading)
R_CREATIVE	Creative Curriculum (Teaching Strategies, LLC)
R_CURIOSIT	Curiosity Corner (Success for All Foundation)
R_SMARTINT	Delivering SMARTER Intervention (Ascend Learning and Educational Consulting)
R_ELEDOHKF	EL Education | Ohio Grades K-5 (Kiddom)
R_ELEDUNPH	EL Education Unlock Phonics (Kiddom)
R_ELAEOKIN	ELA 3 E1; ELA 4 E1; ELA 5 E1 (K12 Inc.)
R_ELAEOPHO	ELA K E1 & Phonics K E1; ELA 1 E1 & Phonics 1 E1; ELA 2 E1 (K12 Inc.)
R_ENCOREKT	enCore k-12 (TeachTown)
R_EPSREACC	EPS Reading Accelerator (EPS Learning)
R_EXACTPTH	Exact Path (Edmentum, Inc.)
R_FTANKP21	Fishtank Plus ELA 2021 (Fishtank Learning)
R_FTPLUSK2	Fishtank Plus ELA K-2 2021 (Fishtank Learning)

R_FOCPHOFE	Focused Phonics, 1st Edition (Teacher Created Materials)
R_FTSTPBRI	Footsteps2Brilliance Enterprise (Footsteps2Brilliance, Inc.)
R_FOUNRELI	Foundational Reading and Linguistics (ThinkCERCA.com, Inc.)
R_FOUNDATI	Foundations A-Z (Learning A-Z)
R_FROGSTRE	Frog Street Threes and/or Frog Street PreK (FrogStreet)
R_FROMPHTO	From Phonics to Reading (William H. Sadlier, Inc)
R_FUNDATIO	Fundations (Wilson Language Training)
R_GUIPHBKT	Guided Phonics + Beyond K-2 (hand2mind)
R_HDWORDRE	HD Word (Really Great Reading)
R_HIGHSCOP	High Scope Preschool Curriculum (HighScope)
R_INTOREAD	HMH Into Reading – 2020 (Houghton Mifflin Harcourt)
R_ILITSAVV	iLit45 (Savvas Learning Company)
R_IMALALIT	Imagine Language and Literacy (Imagine Learning LLC)
R_IMAGINEL	Imagine Learning EL Education (Imagine Learning)
R_IMMYPATH	Imagine MyPath (Imagine Learning LLC)
R_IMSECOGP	IMSE Comprehensive Orton-Gillingham Plus (Institute for Multi-Sensory Education)
R_INTANDEM	In Tandem (Pioneer Valley Books)
R_IREADYCU	i-Ready Assessment and Personalized Instruction (Curriculum Associates)
R_ISPIREFE	iSPIRE, 4th Edition (EPS Operations, LLC)
R_IXLLAART	IXL Language Arts (IXL Learning Inc.)
R_JOYFULDI	Joyful Discoveries - Project Ready! (MSJ Center for Reading Science)
R_JUSTRRLP	Just Right Reader Literacy Intervention Program (Just Right Reader, Inc.)
R_JUSTWORD	Just Words (Wilson)
R_KENKINGW	Kendore Kingdom Word Play (Kendore Learning)
R_KINDERCO	KinderCorner (Success for All)
R_LARTSPVS	Language Arts (Pearson Virtual Schools)
R_LANVOYAG	Language! Live (Voyager Sopris)
R_LAUNCHPK	Launch for PreK (TeachTown)
R_LEARNBPR	Learning Beyond Paper (Learning Beyond Paper, Inc.)
R_LTRLNDKG	Letterland Kindergarten 2nd Edition (Letterland)
R_LEXIACOR	Lexia Core5 Reading (Lexia)
R_LIFEREPH	Lifelong Readers Phonics & Fluency Curriculum (Lifelong Readers)
R_LILLIOPS	Lillio Learning for Preschool Classrooms (Lillio)
R_LOCALLYC	Locally created instruction
R_MAGNETIC	Magnetic Reading Foundations (Curriculum Associates)
R_MCLASSIN	mCLASS Intervention (Amplify)
R_MNDPLYRE	MindPlay Reading (MindPlay Education, LLC)
R_MORPHPLS	Morphology Plus (Institute for Multi-Sensory Education)
R_MYVIEWLI	MyView Literacy (Savvas Learning Company, formerly Pearson)
R_ONCEPRDS	Online Certification Program for Dyslexia Specialists (Neuhaus)
R_OCRG1618	Open Court Reading 2016/2018 (McGraw Hill)
R_OCRG2023	Open Court Reading 2023 (McGraw Hill)

R_OTHERAPP	Other published instructional materials included on the Department's approved list
R_OTHERXXX	Other published instructional materials ***not*** included on the Department's approved list
R_OBKWMSRW	OUR Bookworms K-5 Reading & Writing (Open Up Resources)
R_OELEDUK5	OUR EL Education K-5 Language Arts (Open Up Resources)
R_PHFIRSTB	Phonics First (Brainspring)
R_PHFORREA	Phonics for Reading (Curriculum Associates)
R_PHNCLNCH	Phonics Launch (Pioneer Valley Books)
R_PHREMETM	Phonics, Reading, and Me TM (Learning Without Tears)
R_POWERUPL	PowerUp Literacy (Lexia)
R_PREKONMY	PreK On My Way (Scholastic)
R_RAVENIDO	RAVE-O (Nido Learning)
R_RDLIVERN	Read Live (Read Naturally, Inc.)
R_RDACHIEV	Read to Achieve (McGraw Hill)
R_READONEE	Read180 (Houghton Mifflin Harcourt)
R_RDBTWLIO	Reading Between the Lions: Reading Roots (Success for All)
R_READHORI	Reading Horizons Discovery (Reading Horizons~~HEC Software, Inc.~~)
R_ELEVATER	Reading Horizons Elevate (Reading Horizons)
R_READINGM	Reading Mastery (McGraw Hill)
R_RDRDINES	Reading Readiness (Neuhaus)
R_RDRDYPHO	Reading Ready for Whole Phonics (Whole Phonics, Inc.)
R_RDGWINGS	Reading Wings (Success for All)
R_READYADV	Ready to Advance (Benchmark Education)
R_RDYFRRDG	Ready4Reading (Scholastic, INC.)
R_RDTHREAD	RedThread Literacy (Lavinia Group)
R_RWDSINTE	REWARDS Intermediate (Lexia Voyager Sopris Inc.)
R_REWARDSS	REWARDS Secondary (Lexia Voyager Sopris Inc.)
R_SAVVASES	Savvas Essentials: Foundational Reading (Savvas)
R_SEESTARS	Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling (Lindamood-Bell Learning Processes)
R_SNSY1E12	Sonday System 1, 12th Edition (Imagine Learning)
R_SNSY1E13	Sonday System 1, 13th Edition (Imagine Learning)
R_SNSY2E13	Sonday System 2, 13th Edition (Imagine Learning)
R_SNSY2E14	Sonday System 2, 14th Edition (Imagine Learning)
R_SOUNDPAR	Sound Partners (Lexia Voyager Sopris Inc.)
R_SPIREEPS	SPIRE (EPS)
R_SPIREFND	SPIRE Foundations: Sounds Sensible (EPS Operations, LLC)
R_STBLDSPL	StartUp, BuildUp, SpiralUp Phonics (Benchmark Education Company, LLC)
R_STPADVLS	Steps to Advance Literacy Solutions (Benchmark Education Company, LLC)
R_STRCTLIT	Structured Literacy with E.A.S.E. (Laprea Education)
R_STRUCTUR	Structures (Brainspring)

R_SUCCESSM	Success Maker (Savvas)
R_SYSTEMAT	Systematic Instruction in Phonological Awareness, Phonics and Sight Words-SIPPS (Collaborative Classroom)
R_CREATPSK	The Creative Curriculum for Pre-K (Teaching Strategies)
R_CRTVCURR	The Creative Curriculum for Preschool, Guided Edition (Teaching Strategies)
R_SUPERREA	The Superkids Reading Program (Zaner-Bloser, Inc.)
R_THIRDQST	The Third Quest (Ancora Publishing)
R_THDQTPAR	The Third Quest's Parallel Universe (Ancora Publishing)
R_THREEPSK	Three Cheers for Pre-K (Savvas)
R_TOOLSPSK	Tools of the Mind Pre-K (Tools of the Mind)
R_UFLIFOUN	UFLI Foundations: An Explicit and Systematic Phonics Program (Ventris Learning/ULFI)
R_ULSPHPRG	Unique Learning System: Phonics Program (n2y, LLC)
R_VVLCOTHK	Visualizing and Verbalizing for Language Comprehension and Thinking (Lindamood-Bell Learning Processes)
R_WTREARLY	Waterford Early Learning (Waterford Research Institute)
R_WTRREADA	Waterford Reading Academy (Waterford Research Institute)
R_WILSONRE	Wilson Reading System (Wilson)
R_WITWISDO	Wit & Wisdom (Great Minds)
R_WONDER20	Wonders 2020 (McGraw Hill)
R_WONDER23	Wonders 2023 (McGraw Hill)
R_WRDFLGHT	WordFlight (Foundations in Learning)
R_WRDLYWIT	Wordly Wise i3000 (EPS Operations, LLC)
R_WORLDOFW	World of Wonders (McGraw Hill)
R_XTRMRDNG	Xtreme Reading (KUCRL)
R_YORGIINT	Yoshimoto Orton-Gillingham (Orton-Gillingham International)

Reporting Instructions. Report each product that is in use at the district in the relevant grade levels. Report the core curriculum and instructional materials in use in grades preschool through five. Report the reading intervention program being used in grades preschool through twelve. If more than one product is being used for either of these purposes, report each one currently in use. If the district is planning to change the product in use, then also report the product that will be used in the future with the appropriate status.

Attribute Text. Three pieces of information are being reported via the attribute text: type, status, and grade level or TSGLGL. The first character of the attribute text is the type (T) of product being reported; the second character of the attribute text indicates the status (S) of the product; and the third, fourth, fifth, and sixth characters indicate the grade level or grade level range (GLGL) for which the product is applicable.

*Attribute Text—**Type**, Valid Options (**T**SGLGL)*

B	Attribute name is being used for both the core curriculum for English language arts ***and*** the reading intervention program
C	Attribute name is being used for the core curriculum for English language arts
R	Attribute name is being used for reading intervention program

*Attribute Text—**Status**, Valid Options (T**S**GLGL)*

1 Implemented
2 Implemented and in use for the current year; will not be used next year
3 Training, not yet implemented
4 Purchased, not yet training
5 Adopted, not yet purchased

*Attribute Text—**Grade level**, Valid Options (TS**GLGL**)*

PS
KG
01-12

Reporting Instructions. When reporting the attribute text, the first position should be "B", "C", or "R". This indicates whether the attribute name being reported is being used for ELA curriculum, reading intervention, or both.

The second position should be a single digit number from "1" through "5". The number reported indicates the current status of the curriculum or intervention being reported.

The third through sixth positions indicate the minimum and maximum grade levels for the attribute name being reported. For example, if a product is being used in grade 3 only, the final 4 positions would be "0303". If a product is being used in a contiguous grade range, then the minimum and maximum are reported. For example, kindergarten through grade 3 would be reported in the final 4 positions as "KG03". If a product is being used in a noncontiguous grade range, then multiple records should be reported. For example, if a product is being used in grade 1, 4, and 9-12, three records should be reported: one for "0101", a second for "0404", and a third for "0912".

Example. District A has the following to report.
Phonics First (Brainspring) has been purchased for reading intervention in grades K-5
Elevate (Reading Horizons) has been implemented for reading intervention in grades K-5 in the current year, but will not be used for this purpose next year
Phonics First (Brainspring) has been implemented for ELA curriculum in preschool

Attribute Name	Attribute Text	Attribute Number	Attribute Date
R_PHFIRSTB	R4KG05	0000000000	00000000
R_ELEVATER	R2KG05	0000000000	00000000
R_PHFIRSTB	C1PSPS	0000000000	00000000

Preschool Special Education Agreements. The following attribute names are to be collected in the Traditional Districts Initial Student (S) Collection:

TFRPSESCYS Valid IRN of a traditional district or ESC
TFRPSESCNO Valid IRN of a traditional district or ESC

City, local, and exempted village school districts and ESCs must report the **TFRPSESCYS** attribute name if an ESC is providing preschool special education services for resident children and the district has authorized the Department to transfer funds for preschool special education students, calculated by the formula in ORC §3317.0213, to the ESC providing those services. City, local, and exempted village school districts and ESCs must report the **TFRPSESCNO** attribute name if an educational service center (ESC) is providing preschool special education services for resident children and the district has not authorized the

Department to transfer funds for preschool special education students to the ESC providing those services. For traditional districts, the Attribute Text contains the IRN of the ESC providing preschool special education services to resident children; for ESCs, the Attribute Text contains the IRN of the traditional district whose resident children are receiving preschool special education services from the ESC.

For every **TFRPSESCYS** and **TFRPSESCNO** record submitted, the Attribute Number is the default, 0000000000, and the Attribute Date is the default, 00000000.

District Transportation. These elements are to be reported in the Traditional Districts Initial Student (S) Collection by districts that file data for T-1 reports: city, local, and exempted village school districts.

These elements are reported with both the district IRN (DN040) and the Org IRN (DN050) as the six-digit valid district IRN. The Attribute Date (DN070) is always 00000000 and the Attribute Text (DN080) is always spaces.

Positive Behavior Intervention Support (PBIS) Implementation Stage (PBISIMPSTG). This attribute is to be reported in the Midyear Student (S) and End of Year Student (S) Collections by traditional districts and the SOES End of Year Student (S) Collection by community schools. Public schools, community schools, and STEM schools are required to report this attribute. This applies to every building IRN, regardless of the grade span, including building IRNs that are Preschool only.

Valid Options

A Work on implementing PBIS has not yet begun

B **Exploration and Adoption**
Researching PBIS, exploring readiness, and securing staff and administration agreement to implement the PBIS.

C **Installation**
Creating the PBIS team, completing PBIS team training, and establishing initial systems, data-decisions, policies, and practices that will be required to implement PBIS.

D **Initial Implementation**
Rolling out and implementing PBIS schoolwide with a focus on Tier I supports.

E **Full Implementation**
Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports).

F **Innovation and Sustainability**
Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports) beyond 1 year *and* demonstrating routine annual reviews for implementation with fidelity using the Tiered Fidelity Inventory, using results to update and modify practices as needed.

Financial Group

Each city, local, and exempted village school district, community school, and STEM school is required to report every attribute name in this group in the Financial (H) Collection.

Attribute Name	Attribute Text	Attribute Number	Attribute Date
BLDGSQFEET	spaces	Building Square Feet, 000000000 – 001000000 (report zeroes if no positive value applies)	00000000
LUNCHRMPCT	spaces	Lunchroom Percentage, 000.00 – 100.00 (report zeroes if no positive value applies)	00000000
TRANSPTPCT	spaces	Transportation Percentage, 000.00 – 100.00 (report zeroes if no positive value applies)	00000000
CENOFFSQFT*	spaces	Central Office Square Feet, 000000000 – 001000000 (report zeroes if no positive value applies)	00000000

Note. Attribute names marked with an asterisk should be reported with the organization IRN equal to the district IRN.

BLDGSQFEET is used to report the square footage of a building.

Valid Options

Attribute Number: 000000000–001000000

Attribute Text: Default value (spaces)

Reporting Instructions. This attribute is required for each joint vocational school (JVS) within a joint vocational school district (JVSD).

LUNCHRMPCT is used to report the percentage of meals served for the building.

Valid Options

Attribute Number: 000.00–100.00

Attribute Text: Default value (spaces)

Reporting Instructions. Report the total number of meals served for this building divided by the total number of meals served in the district. Report zeroes if no positive value applies. The CN-7 report prepared monthly will be helpful in providing the number of meals served.

Joint vocational school districts (JVSDs), the Ohio Department of Youth Services (DYS), and the Ohio Deaf and Blind Education Services are not required to report this element.

Report as required by the Expenditure Flow Model (EFM), ORC §3301.12.

TRANSPTPCT is used to report the percent of students, in the district, bused for the building.

Valid Options

Attribute Number: 000.00–100.00

Attribute Text: Default value (spaces)

Reporting Instructions. Report the total number of students bused for this building divided by the total number of students bused in the district. Include the number of auxiliary service students bused. If the district is required to report this attribute name, report zeroes if no positive value applies. The annual T1 report provides helpful information regarding the number of students who ride the school bus and/or alternate sources of transportation to the school site.

Joint vocational school districts (JVSDs), the Ohio Department of Youth Services (DYS), and the Ohio Deaf and Blind Education Services are not required to report this element.

CENOFFSQFT is used to report the square footage of the central office.

Valid Options

Attribute Number: 000000000–001000000
Attribute Text: Default value (spaces)

Reporting Instructions. Include the square footage of the central office space and the square footage of any other facilities directed by the central office not already reported under a separate IRN.

Educational Service Centers (ESCs) should report 000000000 as the default value for this element.

Initial IEP Eye Examination Group

Ohio Revised Code §3323.19 requires that within three months of beginning to receive services for the first time under an IEP, a student must undergo a comprehensive eye examination. This is reported through the Initial IEP Eye Examination attribute group and is reported during the Traditional Districts Final Student (S) Collection and the Community/STEM School Final Student (S) Collection by traditional districts and community schools that are legally responsible for writing an IIEP during the timeframe for reporting Special Ed Events for the current school year. It is always reported with at least two records: one record for attribute name **EYEREQCNT** and another record for attribute name **EYERECCNT**.

The Office for Exceptional Children provides a data collection tool by which this information can be collected throughout the year. Please refer to Data Collection Tools for Students with Disabilities and the Eye Exam Data Collection Tool.

Attribute Name	Attribute Text	Attribute Number	Attribute Date
EYEREQCNTA*	spaces	Number of students in this group	00000000
EYERECCNTB*	spaces	Number of students in this group	00000000
EYENRCCNT1*	spaces	Number of students in this group	00000000

Note. Attribute names marked with an asterisk should be reported with the organization IRN equal to the district IRN.

EYEREQCNTA Number of students with an IIEP written within the stated timeframe.

EYERECCNTB Number of students with an IIEP written within the stated timeframe who received an eye exam within three months of beginning services.

EYENRCCNT1 Number of students with an IIEP written within the stated timeframe who received an eye exam more than three months after beginning services.

Valid Options

0000000000 – 9999999999

Medical Group

Several sections of Ohio Revised Code require city, local, exempted village, and joint vocational school districts to report information to the Department related to medications procured and used by the district. All reporting for this group is for the current school year.

Ohio Revised Code §3313.7112 lists the requirements related to diabetes care in schools, with ORC §3313.7112(K) requiring districts to report the number of students with diabetes enrolled and the number of errors associated with the administration of diabetes medication to the Department. (See ORC §3314.03 for community schools.)

Ohio Revised Code §3313.7110 lists the requirements related to epinephrine autoinjectors, with ORC §3313.7110(F) requiring any district procuring epinephrine autoinjectors to report each procurement and usage to the Department. (See ORC §3314.143 for community schools.)

Ohio Revised Code §3313.7115 lists the requirements related to glucagon, with ORC §3313.7115 (G) requiring any district procuring glucagon to report each procurement and usage to the Department. (See ORC §3314.147 for community schools.)

Ohio Revised Code §3313.7113 lists the requirements related to inhalers, with ORC §3313.7113(G) requiring any district procuring inhalers to report each procurement and usage to the Department. (See ORC §3314.144 for community schools.)

Ohio Revised Code §3313.7119 lists the requirements related to the use of overdose reversal drugs in an emergency situation, with ORC §3313.7119(D) requiring a district to annually report use of overdose reversal drugs to the Department.

Attribute Name	Attribute Text	Attribute Number	Attribute Date
DIBTSENRLD*	spaces	Number of students with diabetes enrolled in district	00000000
DIBTSERROR*	spaces	Number of diabetes medication administration errors	00000000
EPNPHPRCMT*	spaces	Number of epinephrine autoinjectors procured on this date	CCYYMMDD
EPNPHUSAGE*	spaces	Number of epinephrine autoinjectors used on this date	CCYYMMDD
GLCGNPRCMT*	spaces	Number of doses procured on this date	CCYYMMDD
GLCGNUSAGE*	spaces	Number of doses used on this date	CCYYMMDD
INHLRPRCMT*	spaces	Number of inhalers procured on this date	CCYYMMDD
INHLRUSAGE*	spaces	Number of inhalers used on this date	CCYYMMDD
OVRDSRVRSL *	spaces	Number of times administered during fiscal year	00000000

Note. Attribute names marked with an asterisk should be reported with the organization IRN equal to the district IRN.

EPNPHPRCMT Number of epinephrine autoinjectors procured on the reported date; report a separate record for each date when epinephrine autoinjectors are procured during the current fiscal year

EPNPHUSAGE Number of epinephrine autoinjectors used on the reported date from the supply procured by the district; report a separate record for each date when an epinephrine autoinjector is used in the current fiscal year

GLCGNPRCMT Number of doses of glucagon procured on the reported date; report a separate record for each date when glucagon is procured during the current fiscal year

GLCGNUSAGE Number of glucagon doses used on the reported date from the supply procured by the district; report a separate record for each date when a dose is used in the current fiscal year

INHLRPRCMT Number of inhalers procured on the reported date; report a separate record for each date when inhalers are procured during the current fiscal year

INHLRUSAGE Number of inhalers used on the reported date from the supply procured by the district; report a separate record for each date when an inhaler is used in the current fiscal year

OVRDSRVRSL Number of times during the current fiscal year that an overdose reversal drug maintained by the district under ORC §3313.7119 was used

Valid Options

Attribute Number: 000000000–999999999
Attribute Text: Default value (spaces)

DIBTSENRLD Number of students with diabetes enrolled in the district during the current school year

DIBTSERROR Number of errors associated with the administration of diabetes medication to students with diabetes during the current school year

Valid Options

Attribute Number: 000000000–999999999
Attribute Text: Default value (spaces)
Attribute Date: Default value (00000000)

Physical Education Evaluation Group

These elements are required during the Traditional Districts End of Year Student (S) Collection and the SOES End of Year Student (S) Collection. The number of records submitted depends upon the grades at each building that are assessed.

This set of attribute names indicates the count of students by ability level at each grade band.

Attribute Name	Attribute Text	Attribute Number	Attribute Date
PHYSEDLMKG	spaces	Number of students in this group	00000000
PHYSEDPFKG	spaces	Number of students in this group	00000000
PHYSEDADKG	spaces	Number of students in this group	00000000
PHYSEDNEKG	spaces	Number of students in this group	00000000
PHYSED**KG	spaces	0000000000	00000000
PHYSEDLM03	spaces	Number of students in this group	00000000
PHYSEDPF03	spaces	Number of students in this group	00000000
PHYSEDAD03	spaces	Number of students in this group	00000000
PHYSEDNE03	spaces	Number of students in this group	00000000
PHYSED**03	spaces	0000000000	00000000
PHYSEDLM06	spaces	Number of students in this group	00000000
PHYSEDPF06	spaces	Number of students in this group	00000000
PHYSEDAD06	spaces	Number of students in this group	00000000
PHYSEDNE06	spaces	Number of students in this group	00000000
PHYSED**06	spaces	0000000000	00000000

Attribute Name	Attribute Text	Attribute Number	Attribute Date
PHYSEDLM09	spaces	Number of students in this group	00000000
PHYSEDPF09	spaces	Number of students in this group	00000000
PHYSEDAD09	spaces	Number of students in this group	00000000
PHYSEDNE09	spaces	Number of students in this group	00000000
PHYSED**09	spaces	0000000000	00000000
PHYSEDPLOT	Valid IRN	Number of students in this group	00000000

Grade Band KG-2

PHYSEDLMKG Count of students at the limited level in the KG-02 grade band
PHYSEDPFKG Count of students at the proficient level in the KG-02 grade band
PHYSEDADKG Count of students at the advanced level in the KG-02 grade band
PHYSEDNEKG Count of students not evaluated in the KG-02 grade band
PHYSED**KG Evaluation not conducted at this grade band for the building

Grade Band 3-5

PHYSEDLM03 Count of students at the limited level in the 03-05 grade band
PHYSEDPF03 Count of students at the proficient level in the 03-05 grade band
PHYSEDAD03 Count of students at the advanced level in the 03-05 grade band
PHYSEDNE03 Count of students not evaluated in the 03-05 grade band
PHYSED**03 Evaluation not conducted at this grade band for the building

Grade Band 6-8

PHYSEDLM06 Count of students at the limited level in the 06-08 grade band
PHYSEDPF06 Count of students at the proficient level in the 06-08 grade band
PHYSEDAD06 Count of students at the advanced level in the 06-08 grade band
PHYSEDNE06 Count of students not evaluated in the 06-08 grade band
PHYSED**06 Evaluation not conducted at this grade band for the building

Grade Band 9-12

PHYSEDLM09 Count of students at the limited level in the 09-12 grade band
PHYSEDPF09 Count of students at the proficient level in the 09-12 grade band
PHYSEDAD09 Count of students at the advanced level in the 09-12 grade band
PHYSEDNE09 Count of students not evaluated in the 09-12 grade band
PHYSED**09 Evaluation not conducted at this grade band for the building

Valid Options

Attribute Number: 00000000–00009999
Attribute Date: Default value (00000000)
Attribute Text: Default value (spaces)

Reporting Instructions. Report zeroes if no value applies for the attributes in the building. For example, if a building only has proficient students in a grade band, then zeroes must be reported for the limited and the advanced levels in that same grade band.

The options with asterisks—PHYSED**KG, PHYSED**03, PHYSED**06, and PHYSED**09—should only be reported if a building in the district includes one or more of the grades in the grade band, but the students at that building are not evaluated. For example, if a district has a Kindergarten only building and the district elects to evaluate only 2nd grade students, then the Kindergarten only building should report the PHYSED**KG option.

If a specific school building's grade levels served, as reported in the Department's OEDS system, overlap a grade band, then the building should either have the first four options reported or the '**' option reported; it cannot be both.

PHYSEDPLOT is used to report buildings that are participating in the Physical Education Pilot Program.

Valid Options

Attribute Number: 00000000–00009999
Attribute Date: Default value (00000000)
Attribute Text: IRN of the participating building

Student Group

Attribute Name	Attribute Text	Attribute Number	Attribute Date
C_STUEEPOL	Y or N	0000000000	00000000
STUKGBRDAY*	'A' or 'B'	0000000000	00000000
STUKGLFREE	spaces	Number of students in this group	00000000
STUKGLRCED	spaces	Number of students in this group	00000000
STUKGNFEES	spaces	Whole dollar amounts	00000000
STUKGTUITN	spaces	Whole dollar amounts	00000000
STUHOMESCL*	spaces	Number of students in this group	00000000
STUNPNTSRV*	spaces	Number of students in this group	00000000
STUNPNTELG*	spaces	Number of students in this group	00000000
STUPSTCBTR*	spaces	Number of students in this group	00000000
STUPSTCATR*	spaces	Number of students in this group	00000000

Note. Attribute names marked with an asterisk should be reported with the organization IRN equal to the district IRN.

The following attribute is to be collected during the SOES Beginning of Year Student (S) Collection and the SOES End of Year Student (S) Collection:

C_STUEEPOL Student early entrance policy flag, reported by community schools only

The following attribute is to be collected during all student collections (Beginning of Year, Mid-year, End of Year, and SOES Beginning of Year and SOES End of Year):

STUKGBRDAY Date student is required to be 5 years old to be admitted into kindergarten

The following attributes are to be collected during the Beginning of Year Student (S) Collection and the SOES Beginning of Year Student (S) Collection:

STUKGLFREE	Count of all-day kindergarten students who are charged tuition and are eligible for free lunch
STUKGLRCED	Count of all-day kindergarten students who are charged tuition and are eligible for reduced price lunch
STUKGNFEES	Maximum amount charged to all-day kindergarten students for fees
STUKGTUITN	Maximum amount charged to all-day kindergarten students for tuition

The following attributes are to be collected during the Beginning of Year, Midyear, and End of Year Student (S) Collections:

STUHOMESCL	Count of homeschooled resident students
STUNPNTSRV	Count of resident and non-resident nonpublic students who are in grades K-12 within district boundaries eligible for special education services but not being served by the district

The following attributes are to be collected during the End of Year Student (S) Collection:

STUNPNTELG	Count of resident and non-resident nonpublic students who are in grades K-12 within district boundaries evaluated and determined ineligible for special education services
STUPSTCBTR	Count of preschool transition conferences held by 3rd birthday, no disability suspected, no additional evaluation
STUPSTCATR	Count of preschool transition conferences held after 3rd birthday, no disability suspected, no additional evaluation

C_STUEEPOL is reported by community schools only. This attribute name is used when reporting whether or not the school has an adopted and Department-approved Early Entrance Student Acceleration Policy for Advanced Learners.

Valid Options

Y	Yes
N	No

STUKGBRDAY is the attribute name used when indicating the date that students are required to be five years old to be admitted to kindergarten. This is the only attribute name in the Student Group that has valid options collected as Attribute Text.

Valid Options

A	September 30
B	August 1

Reporting Instructions. Districts do not need to report this attribute name if they have no kindergarten students.

H.B. 383 indicates that the school district may choose one of two dates by which a student must be five years old in order to be admitted to kindergarten.

School district boards must choose to adopt either the first day of August or the thirtieth day of September as the date by which a student must be five years of age to be admitted into kindergarten and six years of age to be admitted to first grade.

A parent may request early admission to kindergarten if the child turns five years of age after the district's kindergarten entrance date (August 1 or September 30). The local board of education shall determine entrance through a standardized testing program.

STUKGLFREE is the attribute used to report the total number of kindergarten students enrolled in all-day kindergarten who are charged tuition and are eligible for free lunch under the National School Lunch Act. This information should be reported at the district level. All-day kindergarten is defined as kindergarten that is in session for not less than the same number of hours each week as students in grades 1 through 6 (ORC 3321.05), but no less than 910 hours per academic year.

Valid Options
0000000000 – 0000009999

Reporting Instructions. This is a headcount and does not include implied decimals.

STUKGLRCED is the attribute used to report the total number of kindergarten students enrolled in all-day kindergarten who are charged tuition and are eligible for reduced price lunch under the National School Lunch Act. This information should be reported at the district level. All-day kindergarten is defined as kindergarten that is in session for not less than the same number of hours each week as students in grades 1 through 6 (ORC 3321.05), but no less than 910 hours per academic year.

Valid Options
0000000000 – 0000009999

Reporting Instructions. This is a headcount and does not include implied decimals.

STUKGNFEES is the attribute used to report the maximum amount of fees charged per year to kindergarten students enrolled in all-day kindergarten. Only report this attribute if you serve students in all-day kindergarten. Report $0 if you serve students in all-day kindergarten but do not charge fees. All-day kindergarten is defined as kindergarten that is in session for not less than the same number of hours each week as students in grades 1 through 6 (ORC 3321.05), but no less than 910 hours per academic year.

Valid Options
0000000000 – 0000000999

Reporting Instructions. There are no implied decimals; report whole dollar amounts. Examples of "fees" include extra money collected from every student for school supplies, art supplies, workbooks, books and materials, or instructional, general, or district fees. Do not include fees if they are optional or only apply

to certain situations. For example, do not include a transportation fee that applies only to students who live within a certain distance from their school, an optional technology protection fee, or optional insurance fees.

If a fee is required but can be reduced or waived for certain student populations (such as students with disabilities or students who qualify for free or reduced lunch), report the maximum amount that can be charged when the fees are not reduced or waived.

In general, this information can be reported at the district level. However, if a building(s) in a district charges a significantly different amount than that reported for the district, then the building(s) that is different than the reported district amount should be reported with an additional record.

STUKGTUITN is the attribute used to report the maximum amount of tuition charged per year to kindergarten students enrolled in all-day kindergarten. This includes tuition charged to either resident or non-resident students. Only report this attribute if you serve students in all-day kindergarten. Report $0 if you serve students in all-day kindergarten but do not charge tuition for any students. All-day kindergarten is defined as kindergarten that is in session for not less than the same number of hours each week as students in grades 1 through 6 (ORC 3321.05), but no less than 910 hours per academic year.

Valid Options

0000000000 – 0000009999

Reporting Instructions. There are no implied decimals; report whole dollar amounts. If tuition is required but can be reduced or waived for certain student populations (such as students with disabilities or students who qualify for free or reduced lunch), report the maximum amount that can be charged when tuition is not reduced or waived.

In general, this information can be reported at the district level. However, if a building(s) in a district charges a significantly different amount than that reported for the district, then the building(s) that is different than the reported district amount should be reported with an additional record.

All remaining Attributes in this group—**STUHOMESCL**, **STUPNTSRV**, **STUNPNTELG**, **STUPSTCBTR**, and **STUPSTCATR**—are collected as an Attribute Number.

The Attribute Text is always spaces. The Attribute Date is always 00000000.

Valid Options

0000000000 – 9999999999

Report zeroes if no positive value applies.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Organization General Information Record, each combination of values in the following fields must be unique.

Record Name	Record	Required Fields	Number
Organization General Information Record	DN	Organization IRN	DN050
		Attribute Name	DN060
		Attribute Date	DN070
		Attribute Text	DN080

5.3 Organization General Information (DN) Record File Layout

Number	Position	Name	Type/Size
	1-8	Filler	PIC X(8)
DN010	9-10	Sort Type Code	PIC X(2)
		Always “DN”	
	11	Filler	PIC X(1)
DN020	12-15	Fiscal Year (format CCYY)	PIC X(4)
DN030	16	Data Sets	PIC X(1)
		C – Calendar S – Student H – Financial	
DN040	17-22	District IRN	PIC X(6)
DN050	23-28	Organization IRN	PIC X(6)
DN060	29-38	Attribute Name	PIC X(10)
DN070	39-46	Attribute Date	PIC 9(8)
DN080	47-52	Attribute Text	PIC X(6)
DN090	53-62	Attribute Number	PIC 9(10)

EMIS MANUAL

Section 6.1:
Financial Records Overview

Version 6.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
6.1	07-01-25	FY26	NA	Posted for FY26.
6.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.6	7/1/23	FY24	NA	Posted for FY24.
5.5	7/1/22	FY23	NA	Posted for FY23.
5.4	7/1/21	FY22	NA	Posted for FY22.
5.3	7/1/20	FY21	NA	Posted for FY21.
5.2	6/23/20	FY20	NA	Posted for FY20.
5.1	7/2/18	FY19	NA	Posted for FY19.
5.0	6/13/18	FY18	NA	Posted for FY18.
4.0	5/3/17	FY17	44633	Track sponsorship revenue and expenditures.
4.0	5/3/17	FY17	46035	Added reporting information for Maintenance of Effort Calculations.
3.1	3/7/16	FY16		Added Coming Changes section.
3.0	12/10/15	FY15		Updated link to USAS Manual.
2.0	5/14/14	FY14H	1006	Updated required level of coding for function codes in accordance with USAS Manual.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

6.1 FINANCIAL RECORDS OVERVIEW 3

UNIFORM SCHOOL ACCOUNTING SYSTEM 3
Fund *3*
Function *3*
Object Code *4*
Special Cost Center *4*
Subject *4*
Operational Unit (OPU) *4*
Instructional Level *4*
Job Assignment *4*
Receipt Codes *5*
OHIO DEPARTMENT OF EDUCATION AND WORKFORCE'S USES OF FINANCIAL DATA 5
Required Reporting Detail for Maintenance of Effort Calculations *5*
Special Education MOE Included Expenditures *5*
Title I MOE Included Expenditures *5*

6.1 Financial Records Overview

Uniform School Accounting System

The Uniform School Accounting System (USAS) structure involves an account number with distinct dimensions. To meet the requirements of ORC §3301.0714, it will be necessary for school districts to maintain their financial records at specified minimum levels of detail for each dimension. The detail for each of the dimensions is listed below. The requirements for the function code of expenditures are listed in a table followed by the requirements for the receipt information. This information can be found in the next section.

The requirements for some code sets are listed in the USAS Manual (which can be found on the Ohio Auditor's website at https://ohioauditor.gov/publications.html by searching for "Uniform School Accounting System User Manual") and technical bulletins issued since the publication of the manual.

Fund

A three-digit code assigned by the State Auditor's Office to assure money is spent for the purposes specified.

Function

Additional information on the function code valid options can be found in the USAS Manual.

A function code is a four-digit code that classifies expenditures for comparisons of data. The number of digits following the function code indicates the degree of specificity needed when reporting expenditures. A number less than four indicates that the record can be rolled up to a higher level, as indicated by the two-digit or three-digit sub-heading described in the USAS Manual.

1100 - 2 Digits	2180 - 4 Digits	3300 - 2 Digits
1210 - 4 Digits	2190 - 3 Digits	3400 - 2 Digits
1230 - 3 Digits	2210 - 4 Digits	3900 - 2 Digits
1240 - 3 Digits	2300 - 2 Digits	4100 - 2 Digits
1250 - 4 Digits	2400 - 4 Digits	4300 - 2 Digits
1270 - 3 Digits	2500 - 2 Digits	4500 - 3 Digits
1280 - 3 Digits	2600 - 2 Digits	4600 - 2 Digits
1290 - 3 Digits	2700 - 2 Digits	5000 - 2 Digits
1300 - 3 Digits	2810 - 3 Digits	6000 - 2 Digits
1400 - 3 Digits	2820 - 4 Digits	7100 - 2 Digits
1900 - 3 Digits	2830 - 3 Digits	7200 - 2 Digits
2110 - 3 Digits	2840 - 3 Digits	7300 - 2 Digits
2120 - 3 Digits	2850 - 3 Digits	7400 - 3 Digits
2130 - 3 Digits	2890 - 3 Digits	7500 - 2 Digits
2140 - 3 Digits	2900 - 3 Digits	7600 - 2 Digits
2150 - 3 Digits	3100 - 3 Digits	7700 - 2 Digits
2170 - 3 Digits	3200 - 3 Digits	7900 - 3 Digits

Object Code

The object code is a three-digit code assigned by the Auditor's Office that defines an expenditure as "goods or services. Additional information on the valid options for the object codes can be found in the USAS Manual." A minimum of two significant digits is required for all object codes except those listed below. Three significant digits are required in the following areas:

111, 113 – Salaries, certificated/licensed – regular & supplemental
112, 114 – Substitutes and Overtime – certificated/licensed
141, 143 – Salaries, non-certificated/licensed – regular & supplemental
142, 144 – Substitutes and Overtime – non-certificated/licensed
45X – Utilities
47X – Tuition
81X – Redemption
82X – Interest
83X – Other Debt Service Payments
94X – Grant payments to other districts/organizations/Individuals
96X – Discount on Debt

Special Cost Center

A special cost center is a four-digit code that tracks costs for temporary or specific needs in defining funds. This code is required by state and federal mandates to subdivide funds into project year, etc.

Beginning with FY17, any EMIS reporting entity that sponsors a community school must report all revenue and expenditures related to that sponsorship with a Special Cost Center value of 9886.

Subject

The subject is indicated by a six-digit code that identifies specific educational costs. The major subject areas (e.g., math, science, etc.) will be used for grades 9-12. Two digits are required for all major subject areas as well as elementary physical education, art, and music.

Operational Unit (OPU)

The operation unit is indicated by a three-digit code that identifies the permanent operational entity (e.g., building, office, etc.).

- Building or logical physical unit
- If expenditure is not limited to a specific number of buildings, then no OPU is required and the district-wide/undistributed OPU will be assumed.

Instructional Level

The instructional level is indicated by a two-digit code that specifies the various grade levels or educational levels in the district. Valid options can be found in the USAS Manual.

Job Assignment

The job assignment is a three-digit code to relate staff costs to assigned activity. (Not required.)

Receipt Codes

A receipt code is four-digit code that classifies receipts by source and type for the various funds to which they are applied.

Additional information about the receipt codes can be found in the USAS Manual.

1110 - 4 Digits	2000 - 2 Digits
1120 - 3 Digits	3100 - 3 Digits
1130 - 3 Digits	3200 - 4 Digits
1190 - 3 Digits	3300 - 2 Digits
1200 - 4 Digits	3400 - 2 Digits
1300 - 4 Digits	4100 - 3 Digits
1400 - 3 Digits	4200 - 3 Digits
1500 - 4 Digits	4300 - 2 Digits
1600 - 3 Digits	4400 - 2 Digits
1700 - 3 Digits	5100 - 2 Digits
1800 - 3 Digits	5200 - 3 Digits
1900 - 4 Digits	5300 - 2 Digits

OHIO DEPARTMENT OF EDUCATION AND WORKFORCE'S USES OF FINANCIAL DATA

Required Reporting Detail for Maintenance of Effort Calculations

The Department uses expenditure data submitted in EMIS to determine if an LEA has met the requirements for Maintenance of Effort (MOE) for various federal programs. If an LEA does not meet MOE requirements, the LEA can face financial consequences related to that federal program.

In order for MOE to be evaluated, LEAs must report a minimum level of detail in the expenditure data so that the filters used to determine which expenditures demonstrate meeting MOE can identify the expenditures accurately. Specific information for each program follows.

Special Education MOE Included Expenditures

Expenditures that have values for Fund, Function, and Object in the following listing will be included in the special education MOE calculation. If expenditures related to special education are not reported with these codes, they will not be included, and the LEA will be at greater risk of failing MOE.

- Fund: 001-300, 400-499, 504, and 532.
- Function: 1230-1239, 1240-1249, 1280, 1290, 1330-1339, 1350, 2140-2149, 2150-2159, 2180-2187, 2416, 2417, 2821, and 3412.
- Object: 100-190, 200-292, 400-499, 500-590, 600-690, and 844

Title I MOE Included Expenditures

Expenditures that are "Included" for the Department's Expenditure Per Pupil (EPP) calculation are also used for the Title I MOE calculation, with one exception. For MOE, only Funds 001 and 016 are

included—all other funds are excluded. If expenditures are not reported with these codes, they will not be included, and the LEA will be at greater risk of failing MOE.

The EPP rules can be found on the Department's website. Go to DEW Home > Finance & Funding > Finance Data & Information > Expenditure and Revenue > Expenditure Per Pupil Rankings *or* search for "expenditure per pupil rankings" from the search box on any of the Department's webpages. Once you have navigated to this page, look under Resources for the Expenditure Reporting Classification Chart.

EMIS MANUAL

Section 6.2:
Cash (QC/QS) Record

Version 6.1
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
6.1	08-22-25	FY26	26-79	Updated to accommodate CSV file submission.
6.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.0	7/6/23	FY24	24-51	Deleted Current Payables (QC260).
4.6	7/14/22	FY23	23-86	Deleted ODE Brief Description.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/23/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	12/18/17	FY18		No FY18 changes.
4.0	9/13/17	FY17	NA	No FY17 changes.
3.1	3/7/16	FY16		Added Coming Changes section.
3.0	12/13/15	FY15H		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	5/15/14	FY14H	1014	Updated per earlier H reporting.
1.1	8/20/13	FY13H	1027	Added file layout content missed during conversion to new manual format.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

6.2 CASH (QC/QS) RECORD 3

Required Collections 3
General Guidelines 3
Defining a Unique Record 3

6.2 CASH (QC/QS) RECORD OVERVIEW FILE LAYOUT 5

6.2 CASH (QC/QS) RECORD

To be provided for each Fund/Special Cost Center. This record is reported with the QS record type if it is being loaded into EMIS in comma separated value (CSV) format. The contents of the QS record type CSV file are defined with element numbers that still begin with QC.

Required Collections

The Cash (QC/QS) Record is to be reported for the Financial (H) Collection.

General Guidelines

Data Element	Definition
Transaction Indicator–This element is not submitted to the Department.	Numerical identifier to denote specific accounting transaction.
Fund (QC110)	Three-digit code assigned by the State Auditor's Office to assure money is spent for the purposes specified.
Special Cost Center (QC120)	Four-digit code that tracks costs for temporary or specific needs in defining funds.
Account Description–This element is not submitted to the Department.	Description of account structure as maintained by State Auditor.
Fund Type–This element is not submitted to the Department.	Funds shall be one of the following types: Governmental, Fiduciary, or Proprietary.
Fund Class (QC200)	G - General Fund S - Special Revenue C - Capital Project D - Debt Service A - Agency E - Enterprise I - Internal Service P - Permanent R - Private Purpose Trust V - Investment Trust W - Pension Trust
July 1 Cash Balance (QC 210)	Beginning fiscal year available cash
Fiscal Year Receipts (QC220)	Receipts capable of being expended
Fiscal Year Expend (QC230)	Monies expended during fiscal year for goods or services.
Current Cash Encumbered (QC240)	Monies encumbered for orders in process.
Current Fund Balance (QC250)	Balance of particular fund at given time.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Cash Record, each combination of values in the following fields must be unique.

Record Name	Record	Required Fields	Number
Cash Record		Cash Receipts Fund Special Cost Center	QC110 QC120

6.2 Cash (QC/QS) Record Overview File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
QC010	9-10	Sort Type	PIC X(2)
		Always "QC" for fixed length files and "QS" for CSV files	
	11	Filler	PIC X
QC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
QC030	16	Data Set	PIC X
		H - Financial	
QC040	17-22	District IRN	PIC X(6)
QC050	23-25	Schedule Sequence (filler to ignore for CSV files)	PIC X(3)
QC060	26-28	Schedule Frequency (filler to ignore for CSV files)	PIC 9(3)
QC070	29-32	Line Number (filler to ignore for CSV files)	PIC 9(4)
QC080	33-35	Schedule Number (filler to ignore for CSV files)	PIC X(3)
	36-37	Filler	PIC X(2)
QC110	38-40	Fund	PIC X(3)
QC120	41-44	Special Cost Center	PIC X(4)
	46-65	Filler	PIC X(21)
QC190	66-151	District Account Description	PIC X(86)
QC200	152	Fund Class	PIC X
QC210	153-164	July 1 Cash Balance	PIC S9(9)V99(s)
QC220	165-176	Fiscal Year Receipts	PIC S9(9)V99(s)
QC230	177-188	Fiscal Year Expenditures	PIC S9(9)V99(s)
QC240	189-200	Current Cash Encumbered	PIC S9(9)V99(s)
QC250	201-212	Current Fund Balance	PIC S9(9)V99(s)
	213-224	Filler	PIC X(12)
	225-300	Filler	PIC X(76)

EMIS MANUAL

Section 6.3:
Expenditure (QC/QX) Record

Version 7.1
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
7.1	08-22-25	FY26	26-79	Updated to accommodate CSV file submission.
7.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
6.5	7/1/23	FY24	NA	Posted for FY24.
6.4	7/1/22	FY23	NA	Posted for FY23.
6.3	7/1/21	FY22	NA	Posted for FY22.
6.2	7/1/20	FY21	NA	Posted for FY21.
6.1	6/29/20	FY20	NA	Posted for FY20.
6.0	7/2/18	FY19	NA	Posted for FY19.
5.0	6/13/18	FY18	57809	QC305 added.
4.0	9/13/17	FY17	NA	No FY17 changes.
3.1	4/4/16	FY16		Added Coming Changes section.
3.0	12/13/15	FY15H		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	5/14/14	FY14H	1029	Clarify OPU usage for all zeros and building-level OPUs.
2.0	5/14/14	FY14H	1005/1006	Deleted function codes no longer used, added new function codes, added function codes that now require an OPU, condensed function codes that can now be reported at a lower level of detail.
2.0	5/15/14	FY14H	1014	Updated per earlier H reporting.
1.1	8/20/2013	FY13H	1027	Added file layout content missed during conversion to new manual format.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

6.3 EXPENDITURE (QC/QX) RECORD 3

Required Collections 3
General Guidelines 3
EXPENDITURES 3
Defining a Unique Record 10

6.3 EXPENDITURE (QC/QX) RECORD FILE LAYOUT 11

6.3 Expenditure (QC/QX) Record

To be provided for each account number as indicated in the financial detail documentation. This record is reported with the QX record type if it is being loaded into EMIS in comma separated value (CSV) format. The contents of the QX record type CSV file are defined with element numbers that still begin with QC.

Required Collections

The Expenditure (QC/QX) Record is to be reported for the Financial (H) Collection.

General Guidelines

Table 1.

Data Element	Definition
Transaction Indicator - This element is not submitted to the Department.	Numerical identifier to denote specific accounting transaction.
Fund (QC110)	Three-digit code assigned by the State Auditor's Office to assure money is spent for the purposes specified.
Special Cost Center (QC120)	Four-digit code that tracks costs for temporary or specific needs in defining funds.
Function (QC130)	Four-digit code which classifies expenditures for comparisons of data.
Object (QC140)	Three-digit code assigned by Auditor's Office to define expenditure as "goods or service".
Subject (QC150)	Six-digit code which identifies specific educational costs.
Operational Unit (QC160)	Three-digit code which identifies the permanent operational entity.
Instructional Level (QC170)	Two-digit code which specifies the various grades or educational levels in the district.
Job (QC180)	Three-digit code to relate staff costs to assigned activity.
Prior Fiscal Year Encumbered (QC270)	(Also known as previous year carry-over appropriation) Monies encumbered from previous fiscal year and carried-over into new fiscal year.
Fiscal Year Total Appropriation (QC280)	Budget showing projected spending for current fiscal year.
Fiscal Year Actual Expenditure (QC290)	Total monies expended for fiscal year.
Current Encumbered (QC300)	Monies encumbered, but goods/services not received.
General Fund Debt–Bond Retire Fund (QC305)	Report "Y" if Fund Code is 002 (Bond Retirement Fund) and expenditures are applicable to the servicing of the General Fund Debt. Otherwise, enter "N".

Expenditures

The following table indicates whether the subject code, operational unit, and instructional level for each function and object combination is required for EMIS reporting. If the letters "S, O, or I" are shown, that detail is required. Fund code will always be reported. If Special Cost Centers are used to distinguish funds, they will also be reported. If a "P" appears, that detail will be prorated by the Ohio Department of Education and Workforce. If an operational unit is required, the OPU code that is reported must also be reported in

the Operational Unit Description Record. If the expenditure is district-wide in nature, then the OPU reported for the expenditure must be "000".

Table 2. Codes Used in the Following Tables

Code	Definition
S	Subject Code
O	Operational Unit (OPU)
I	Instructional Level (Required for Elementary)
P	State will prorate cost
X (in Object Codes)	Significant digit required
NA	No expenditures in this area
BLANK	Function/object to the levels shown is required

Note. *Subject code is required for all high school teachers. Subject code is also required of any middle school/junior high school teacher (grade levels 6 through 8), and elementary teachers who teach specific subjects (e.g., physical education, music, art). Where subject code is required, use two significant digits. Instructional level is required for all other elementary/middle school/junior high school teachers.

Table 3. Regular Education

Function Code	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1100	*SO/OI	P	O	P	N/A	P	*SO/OI	O	O	O	N/A	O

Table 4. Special Education

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1230	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1240	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1251	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1252	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1259	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1270	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1290	O	P	O	P	N/A	P	O	O	O	O	N/A	O

Table 5. Career-Technical Education

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1310	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O
1330	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1340	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O
1350	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O
1370	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O
1380	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O
1390	*SO/OI	P	O	P	N/A	P	SO/OI	O	O	O	N/A	O

Table 6. Adult/Continuing Education

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1410	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1420	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1430	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1440	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1450	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1460	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1490	O	P	O	P	N/A	P	O	O	O	O	N/A	O

Table 7. Other Instruction

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1910	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1990	O	P	O	P	N/A	P	O	O	O	O	N/A	O

Table 8. Support Services - Pupils

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2110	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2120	*SO	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2121	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2130	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2131	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2140	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2141	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2150	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2151	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2170	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2171	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2180	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2190	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O

**Subject Code 999810 for CTE only; not needed for other.*

Table 9. Support Services Instructional Staff

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2211	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2212	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2213	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2219	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2221	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2222	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2223	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2224	O	P	O	P	N/A	P	NA/	O	O	O	N/A	O
2229	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2231	O	O	O	O	N/A	O	N/A	O	O	O	N/A	O
2240	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2290	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O

Table 10. Support Services – Board of Education

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2300					N/A		N/A	N/A		N/A	N/A	

Table 11. Support Services - Administration

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2410					N/A		N/A	N/A			N/A	
2416	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2417	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2420	O	P	O	P	N/A	P	N/A	N/A	O	O	N/A	O
2490	O	O	O	O	N/A	O	N/A	N/A	O	O	N/A	O

Table 12. Fiscal Services

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2500					N/A		N/A	N/A			N/A	

Table 13. Support Service - Business

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2600					N/A		N/A	N/A			N/A	

Table 14. Operation & Maintenance of Plant

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2700	O	P	O	P	O	O	N/A	N/A	O	O	N/A	O

Table 15. Support Service - Transportation

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2800					N/A		N/A	N/A			N/A	
2821	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2899	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O

Table 16. Support Service - Central

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2910					N/A		N/A	N/A			N/A	
2920					N/A		N/A	N/A			N/A	

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2930					N/A		N/A	N/A			N/A	
2940					N/A		N/A	N/A			N/A	
2950					N/A		N/A	N/A			N/A	
2953					N/A		N/A	N/A			N/A	
2970					N/A		N/A	N/A			N/A	
2990					N/A		N/A	N/A			N/A	

Table 17. Operation of Non-Instructional/Shared Services

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
3110											N/A	
3120											N/A	
3130											N/A	
3190											N/A	
3210											N/A	
3220											N/A	
3230											N/A	
3240											N/A	
3250											N/A	
3260											N/A	
3290											N/A	
3300											N/A	
3400											N/A	
3900											N/A	

Table 18. Extracurricular Activities

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
4100	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4300	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4510	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4520	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4530	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4540	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4550	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4590	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
4600	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O

Table 19. Facilities Acquisition & Construction Services

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
5100	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
5200	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
5300	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
5400	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
5500	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
5600	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O
5900	O	P	O	P	P	P	N/A	N/A	O	O	N/A	O

Table 20. Debt Services

Function Codes	Object Codes											
	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
6100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A

Other Uses of Funds

- 7100
- 7200
- 7300

Note. All functions need three significant digits and will be used with only the 900 object series except the 7600 function which can be used with any object code.

- 7410
- 7420
- 7500
- 7600
- 7700
- 7900

Note. The following proration procedures will be used when prorations are necessary for Operational Unit and/or Subject Code for 100 and 200 within a specific Fund/Function/SCC combination.

- Object codes 112-119, 120, 130, 210, and 240 - Same proportion as 111 & 113
- Object codes 142-149, 150, 160, 220, and 250 - Same proportion as 141 & 143
- Object codes 190, 230, 260, 270, 280, and 290 - Same proportion as the sum of the 111, 113, 141, and 143 object codes.

All other prorations will be calculated using the district's ADM.

If districts choose to use more detail in a particular dimension of the coding system than is required, this detail must be used throughout that dimension or the proration routines used by the Department will be inaccurate. This does not apply to instructional level, which is not currently used for proration by the Department.

When OPU is required but not feasible, use the district-wide/undistributed OPU. When OPU is not required and not reported, the district-wide/undistributed OPU will be assumed.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Expenditure Record, the following fields must be unique.

Record Name	Record	Required Fields	Number
Expenditure Record		Fund	QC110
		Special Cost Center	QC120
		Function	QC130
		Object	QC140
		Subject	QC150
		Operational Unit	QC160
		Instructional Level	QC170
		Job	QC180

6.3 EXPENDITURE (QC/QX) RECORD FILE LAYOUT

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
QC010	9-10	Sort Type	PIC X(2)
		Always "QC" for fixed length files and "QX" for CSV files	
	11	Filler	PIC X
QC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
QC030	16	Data Set	PIC X
		H - Financial	
QC040	17-22	District IRN	PIC X(6)
QC050	23-25	Schedule Sequence (filler to ignore for CSV files)	PIC X(3)
QC060	26-28	Schedule Frequency (filler to ignore for CSV files)	PIC 9(3)
QC070	29-32	Line Number (filler to ignore for CSV files)	PIC 9(4)
QC080	33-35	Schedule Number (filler to ignore for CSV files)	PIC X(3)
	36-37	Filler	PIC X(2)
QC110	38-40	Fund	PIC X(3)
QC120	41-44	Special Cost Center	PIC X(4)
QC130	45-48	Function	PIC X(4)
QC140	49-51	Object	PIC X(3)
QC150	52-57	Subject	PIC X(6)
QC160	58-60	Operational Unit	PIC X(3)
QC170	61-62	Instructional Level	PIC X(2)
QC180	63-65	Job	PIC X(3)
QC270	66-77	Prior Fiscal Year Encumbered (also known as Previous Year Carry-over Appropriation)	PIC S9(9)V99(s)
QC280	78-89	Fiscal Year Total Appropriation	PIC S9(9)V99(s)
QC290	90-101	Fiscal Year Actual Expenditures	PIC S9(9)V99(s)
QC300	102-113	Current Encumbered	PIC S9(9)V99(s)
QC305	114	General Fund Debt-Bond Retire Fund	PIC X
	115-300	Filler	PIC X(186)

EMIS MANUAL

Section 6.4:
Receipt (QC/QR) Record

Version 7.0
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
7.0	08-22-25	FY26	26-79	Updated to accommodate CSV file reporting.
6.0	08-12-24	FY25	25-103	Removed receipt codes (codes are in USAS Manual).
6.0	08-12-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
5.1	7/1/23	FY24	NA	Posted for FY24.
5.0	7/1/22	FY23	NA	Posted for FY23.
4.6	12/6/21	FY22	22-78	Updated Receipts from State Sources. (See change 22-78.)
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/29/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	6/14/18	FY18	NA	No FY18 changes.
4.0	9/13/17	FY17	NA	No FY17 changes.
3.1	4/4/16	FY16		Added Coming Changes section.
3.0	12/13/15	FY15H		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	5/14/14	FY14H	1029	Clarified OPU usage for all zeros.
2.0	5/15/14	FY14H	1014	Updated per earlier H reporting.
1.1	8/20/13	FY13H	1027	Added file layout content missed during conversion to new manual format.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

6.4 RECEIPT (QC/QR) RECORD 3

Required Collections 3
General Guidelines 3
RECEIPTS 3
Defining a Unique Record 3

6.4 RECEIPT (QC/QR) RECORD FILE LAYOUT 4

6.4 RECEIPT (QC/QR) RECORD

To be provided for each fund/SCC/receipt code as indicated in the financial detail documentation. This record is reported with the QR record type if it is being loaded into EMIS in comma separated value (CSV) format. The contents of the QR record type CSV file are defined with element numbers that still begin with QC.

Required Collections

The Receipt (QC/QR) Record is to be reported for the Financial (H) Collection.

General Guidelines

Table 1.

Data Element	Definition
Fiscal Year Estimated Revenue (QC320)	Forecast of expendable revenue to be received during fiscal year.
Fiscal Year Actual Receipts (QC330)	Actual monies received during fiscal year.
Fiscal Year Receivable (QC340)	Monies due the district, but not yet (optional) received.

RECEIPTS

The coding requirements for receipts are Fund/SCC and Receipt Code. Additional information about the receipt codes can be found in the USAS manual. If an operational unit is reported on the Receipt Record, the OPU code that is reported must also be reported in the Operational Unit Description Record. If an OPU is reported and the receipt is district-wide in nature, then the OPU reported for the receipt must be "000".

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Receipt Record, each combination of values in the following fields must be unique.

Record Name	Record	Required Fields	Number
Receipt Record		Fund	QC110
		Special Cost Center	QC120
		Receipt	QC310
		Subject	QC150
		Operational Unit	QC160

6.4 RECEIPT (QC/QR) RECORD FILE LAYOUT

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
QC010	9-10	Sort Type	PIC X(2)
		Always "QC" for fixed length files and "QR" for CSV files	
	11	Filler	PIC X
QC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
QC030	16	Data Set	PIC X
		H - Financial	
QC040	17-22	District IRN	PIC X(6)
QC050	23-25	Schedule Sequence (filler to ignore for CSV files)	PIC X(3)
QC060	26-28	Schedule Frequency (filler to ignore for CSV files)	PIC 9(3)
QC070	29-32	Line Number (filler to ignore for CSV files)	PIC 9(4)
QC080	33-35	Schedule Number (filler to ignore for CSV files)	PIC X(3)
	36-37	Filler	PIC X(2)
QC110	38-40	Fund	PIC X(3)
QC120	41-44	Special Cost Center	PIC X(4)
QC310	45-48	Receipt	PIC X(4)
QC150	49-54	Subject (optional)	PIC X(6)
QC160	55-57	Operational Unit (optional)	PIC X(3)
	58-65	Filler	PIC X(8)
QC320	66-77	Fiscal Year Estimated Revenue	PIC S9(9)V99(s)
QC330	78-89	Fiscal Year Actual Receipts	PIC S9(9)V99(s)
QC340	90-101	Fiscal Year Receivables (Optional)	PIC S9(9)V99(s)
QC345	102	Debt Retirement/General Fund	PIC X
	103-300	Filler	PIC X(198)

EMIS MANUAL

Section 6.5:
Operational Unit Description (QC/QU) Record

Version 5.1
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
5.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
4.7	7/1/23	FY24	NA	Posted for FY24.
4.6	7/2/22	FY23	NA	Posted for FY23.
4.5	7/1/21	FY22	NA	Posted for FY22.
4.4	7/1/20	FY21	NA	Posted for FY21.
4.3	6/29/20	FY20	NA	Posted for FY20.
4.2	7/2/18	FY19	NA	Posted for FY19.
4.1	6/14/18	FY18	NA	No FY18 changes.
4.0	9/13/17	FY17	NA	No FY17 changes.
3.1	4/4/16	FY16		Added Coming Changes section.
3.0	12/13/15	FY15H		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	5/14/14	FY14H	1029	Clarified OPU reporting.
2.0	5/15/14	FY14H	1014	Updated per earlier H reporting.
1.1	8/20/2013	FY13H	1027	Added file layout content missed during conversion to new manual format.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

6.5 OPERATIONAL UNIT DESCRIPTION (QC/QU) RECORD 3

Required Collections 3
General Guidelines 3
Defining a Unique Record 3

6.5 OPERATIONAL UNIT DESCRIPTION (QC/QU) RECORD FILE LAYOUT 4

6.5 Operational Unit Description (QC/QU) Record

Required Collections

The Operational Unit Description (QC/QU) Record is to be reported for the Financial (H) Collection. This record is reported with the QU record type if it is being loaded into EMIS in comma separated value (CSV) format. The contents of the QU record type CSV file are defined with element numbers that still begin with QC.

General Guidelines

Each Operational Unit (OPU) is represented by a three-digit numeric code that identifies the physical location where educational activities take place. Districts are responsible for the assignment of codes to Operational Units. However, an OPU that encompasses the entire district must be assigned code "000". Any other OPU that is not district-wide in nature, such as a school building or warehouse, must be assigned a three-digit code between "001" and "999".

If the OPU is a school building, then use the building IRN for the entity IRN. If the OPU is not a school building and refers to district-wide expenditures, then the entity IRN must be the same as the district IRN and the entity type should be blank. If the OPU is the central office, the entity IRN must be the same as the district IRN, and the entity type must be reported as "C".

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Operational Unit Description Record, the following field must be unique.

Record Name	Record	Required Fields	Number
Operational Unit Description		Operational Unit	QC160

6.5 Operational Unit Description (QC/QU) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
QC010	9-10	Sort Type	PIC X(2)
		Always "QC" for fixed length files and "QU" for CSV files	
	11	Filler	PIC X
QC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
QC030	16	Data Set	PIC X
		H - Financial	
QC040	17-22	District IRN	PIC X(6)
QC050	23-25	Schedule Sequence (filler to ignore for CSV files)	PIC X(3)
QC060	26-28	Schedule Frequency (filler to ignore for CSV files)	PIC 9(3)
QC070	29-32	Line Number (filler to ignore for CSV files)	PIC 9(4)
QC080	33-35	Schedule Number (filler to ignore for CSV files)	PIC X(3)
QC160	36-38	OPU	PIC X(3)
QC350	39-44	Entity IRN	PIC X(6)
QC360	45-89	Entity Name	PIC X(45)
QC365	90	Entity Type (optional)	PIC X
	91-300	Filler	PIC X(210)

EMIS MANUAL

Section 6.7:
Miscellaneous Financial (QC/QE/QH/QD) Records

Version 8.1
August 22, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
8.1	08-22-25	FY26	26-79	Updated to accommodate CSV file reporting.
8.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
7.4	7/6/23	FY24	24-7	Deleted Schedule of Federal Assistance.
7.3	7/1/22	FY23	NA	Posted for FY23.
7.2	7/1/21	FY22	NA	Posted for FY22.
7.1	7/1/20	FY21	NA	Posted for FY21.
7.0	6/29/20	FY20	NA	Posted for FY20.
6.0	7/2/18	FY18	57809	Options for QC760 were updated incorrectly to $500,000. This has now been corrected to $750,000.
6.0	7/2/18	FY19	NA	Posted for FY19.
5.0	6/15/18	FY18	57809	Updated valid options for Total Federal Receipt Group (QC760).
4.0	9/13/17	FY17	NA	No FY17 changes.
3.1	4/4/16	FY16		Added Coming Changes section.
3.0	12/13/15	FY15H		Updated language to reflect shift from reporting periods to FY15 reporting.
2.0	5/15/14	FY14H	1014	Updated per earlier H reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

6.7 MISCELLANEOUS FINANCIAL (QC/QE/QH/QD) RECORDS 3

Required Collections 3
GENERAL GUIDELINES 3
Exhibit 1 – Cash and Fund Balance Reconciliation – End of Fiscal Year 3
Statement R 3
EXHIBIT 1: CASH AND FUND BALANCE RECONCILIATION – END OF FISCAL YEAR 3
STATEMENT R: CIVIL PROCEEDINGS - CASE 4
STATEMENT R: CIVIL PROCEEDINGS - DESCRIPTION 4
SCHEDULES 4
NOTES: SCHEDULE FREQUENCY 5
Defining a Unique Record 5

6.7 MISCELLANEOUS FINANCIAL RECORDS FILE LAYOUT 6

6.7 Miscellaneous Financial (QC/QE/QH/QD) Records

Required Collections

The Miscellaneous Financial (QC/QE/QH/QD) Records are to be reported in the Financial (H) Collection. These records are reported with the QE, QH, and QD record types if they are being loaded into EMIS in comma separated value (CSV) format. The contents of the QE, QH, and QD record type CSV files are defined with element numbers that still begin with QC.

General Guidelines

Exhibit 1 – Cash and Fund Balance Reconciliation – End of Fiscal Year

Cash and Fund Balance Reconciliation is designed to disclose the position of the school district as of the last day of the fiscal year.

Statement R

Statement R is a civil proceedings information sheet that contains all data pertaining to any civil proceedings pending in court involving the Board of Education.

Table 1.

Data Element	Definition
Cash on Hand	The amounts of Petty Cash, Change Cash and Cash with Fiscal Agent [amount of money evidenced by warrants recorded in the fiscal agent's records on behalf of the Board, but not charged against the fiscal agent's depository (bank) balance] is listed.
Total Balances, End of Year	The sum of the "Total Depository Balances," "Total Adjustments to Bank Balance," "Total Investments and Total Cash on Hand."
Fund Balances	The fund balances are totaled by classification and are listed in the Sub-total's column.
Total Balances of all Cash and Investments, End of Year	The Total Balances All Funds.
Other Depository Balances	The total of the depository (bank) balances, of the payroll, other clearance accounts, bond and coupon accounts.

Exhibit 1: Cash and Fund Balance Reconciliation – End of Fiscal Year

Number	Position	Name	PIC/Size
	1-35	Filler	PIC X(35)
QC370	36-67	Depository Name For Lines 1-99, 200-298	PIC X(32)
QC380	68-79	Amount	PIC S9(9)V99(s)
	80-300	Filler	PIC X(221)

STATEMENT R: CIVIL PROCEEDINGS - CASE

Number	Position	Name	PIC/Size
	1-35	Filler	PIC X(35)
QC830	36-55	Case Number	PIC X(20)
QC840	56-85	Court Name	PIC X(30)
	86-190	Plaintiff/Defendant (Occurs 5 times–must include 5 pairs of Type and Name values or placeholders in CSV file)	
QC850		Plaintiff/Defendant Type	PIC X
QC860		Plaintiff/Defendant Name	PIC X(20)
QC870	191	Capacity of Board (Either "P" or "D")	PIC X
QC880	192-203	Total Expense for Proceedings (through current fiscal year)	PIC S9(9)V99(s)
QC890	204-215	Expense for Proceedings (for current fiscal year)	PIC S9(9)V99(s)
	216-300	Filler	PIC X(85)

STATEMENT R: CIVIL PROCEEDINGS - DESCRIPTION

Number	Position	Name	PIC/Size
	1-35	Filler	PIC X(35)
QC830	36-55	Case Number	PIC X(20)
QC900	56-300	Description of Proceedings	PIC X(245)

SCHEDULES

Name	~~Schedule Number~~	~~Schedule Sequence~~	Schedule Frequency	Line Number
~~Operational Unit~~	~~OPU~~	~~AAC~~	~~1~~	~~*1 to 999~~
~~Cash Record~~	~~CSH~~	~~AAE~~	~~1~~	~~1~~
~~Expenditure Record~~	~~EXP~~	~~AAL~~	~~1~~	~~1~~
~~Receipt Record~~	~~RCT~~	~~AAP~~	~~1~~	~~1~~
Exhibit 1	~~EX1~~	~~AAZ~~	~~1~~	*1-126, 200-299
Statement R – Case	~~STR~~	~~ZBZ~~	*1 to 999	~~*1~~
Statement R – Descrip	~~STR~~	~~ZBZ~~	*1 to 999	*2 to 999
~~Capital Assets~~	~~CAP~~	~~CAC~~	~~1~~	~~1~~

**See Notes.*

NOTES: SCHEDULE FREQUENCY

	Statement R
	1 to 999 (Increase by 1 for each proceeding. Case data and description must have same frequency number for the same proceeding.)
	~~Operational Unit~~
-	~~1 to 999 (Increase with each (OPU)~~
	Exhibit 1
Gross Depository Balance	1 98
Total Depository Balance	99
Adjustments to Bank balances	100-103
Investments	104-108
Cash on hand	109-112
Total balances end-of-year	113
Governmental Fund types	114-119
Proprietary Fund types	120-122
Fiduciary fund types	123-125
Total balances All funds	126
Other depository Balances	200-298
Total other depository	299
	Statement R
Case Data	1
Description	2 - 999 (Increase with each 248 characters of description)

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Miscellaneous Financial Records, the following field must be unique.

Record Name	Record	Required Fields	Number
Exhibit 1		Line Number ~~(None beyond position 35)~~	QC070
Statement R (header)		Schedule Frequency ~~(None beyond position 35)~~	QC060
Statement R (description)		Schedule Frequency Line Number ~~(None beyond position 35)~~	QC060 QC070

6.7 Miscellaneous Financial Records File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
QC010	9-10	Sort Type	PIC X(2)
		Always "QC" for fixed length files; for CSV files, "QE" for Exhibit 1, "QH" for Statement R Case, and "QD" for Statement R Description	
	11	Filler	PIC X
QC020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
QC030	16	Data Set	PIC X
		H - Financial	
QC040	17-22	District IRN	PIC X(6)
QC050	23-25	Schedule Sequence (filler to ignore for all CSV files)	PIC X(3)
QC060	26-28	Schedule Frequency (filler to ignore for QE CSV files)	PIC 9(3)
QC070	29-32	Line Number (filler to ignore for QH CSV files)	PIC 9(4)
QC080	33-35	Schedule Number (filler to ignore for all CSV files)	PIC X(3)
	36-300	Filler	PIC X(265)

EMIS MANUAL

Section 7.1:
Five-Year Forecast Overview

Version 4.1
July 1, 2025

Department of Education & Workforce

EMIS
Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
4.1	07-01-25	FY26	NA	Posted for FY26.
4.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
3.7	7/1/23	FY24	NA	Posted for FY24.
3.6	7/1/22	FY23	NA	Posted for FY23.
3.5	7/1/21	FY22	NA	Posted for FY22.
3.4	7/1/20	FY21	NA	Posted for FY21.
3.3	10/21/19	FY20	NA	Posted for FY20.
3.2	7/2/18	FY19	NA	Posted for FY19.
3.1	6/15/18	FY18		No FY18 changes.
3.0	9/12/17	FY17	NA	No FY17 changes.
2.1	4/5/16	FY16		Added Coming Changes section.
2.0	12/13/15	FY15H		Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

7.1 FIVE-YEAR FORECAST OVERVIEW 3

General Guidelines 3

7.1 Five-Year Forecast Overview

General Guidelines

The five-year forecast is a financial projection required by Sub. HB 412. For details or assistance in preparing the forecast contact the State Auditor's Office or the Office of School Finance. The Auditor's Office maintains a web site with the latest HB 412 information at: Auditor's HB 412 Information.

A five-year forecast is required of all city, local, exempted village, and joint vocational school districts (see ORC §5705.391 and 3301-92-04 of the Ohio Administrative Code). The five-year forecast consists of three years of historical data, projections for the current year and four ensuing years, the ADM forecast, and a summary of key assumptions. For details or assistance in preparing AMD forecasts, contact your Area Coordinator or the Office of School Finance.

The initial five-year forecast must be submitted through EMIS by October 31 of each year (collection P). Districts are also required to submit an updated forecast through EMIS between April 1 and May 31 of each year. Both the five-year projections and the forecast notes must be successfully submitted to EMIS in order to meet these statutory requirements.

The record layout is in standard EMIS format. Because the source of this data is likely to be a spreadsheet application, the EMIS Software used by the ITC will also accept this data as a comma-delimited file. See desc_forecast_rec for the detailed record layout. The fields required on the Five-Year Forecast (QF) Record are described in the Five-Year Forecast sections of the EMIS Manual.

EMIS MANUAL

Section 7.2:
Five-Year Forecast (QF) Record

Version 7.1
July 1, 2025

Department of Education & Workforce

EMIS Education Management Information System

REVISION HISTORY

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

Version	Date	Effective	Change #	Description
7.1	07-01-25	FY26	NA	Posted for FY26.
7.0	07-01-24	FY25	25-97	Updated Department name and logo (ODE to DEW).
6.2	7/1/23	FY24	NA	Posted for FY24.
6.1	7/1/22	FY23	NA	Posted for FY23.
6.0	7/1/21	FY22	NA	Posted for FY22.
5.1	11/1/20	FY21	21-100	Updated descriptions for 7.010 and 7.020.
5.0	7/1/20	FY21	NA	Posted for FY21.
4.1	12/31/19	FY20	20-147	Updated reporting instructions for Average Annual Change.
4.0	10/21/19	FY20	NA	Posted for FY20.
3.3	4/23/19	FY19	67384	Added 7.020 Ending Cash Balance to Table 5.
3.3	4/23/19	FY19	67342	Forecast line item removal; six lines removed.
3.2	7/2/18	FY19	NA	Posted for FY19.
3.1	12/28/17	FY18	NA	No FY18 changes.
3.0	9/12/17	FY17	NA	No FY17 changes.
2.1	4/5/16	FY16	NA	Added Coming Changes section.
2.0	12/16/15	FY15P	NA	Updated language to reflect shift from reporting periods to FY15 reporting.

COMING CHANGES

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

TABLE OF CONTENTS

REVISION HISTORY II
COMING CHANGES II

TABLE OF CONTENTS III

7.2 FIVE-YEAR FORECAST (QF) RECORD 3

Required Collections 3
GENERAL GUIDELINES 3
Category/Line Number (QF050) 3
Prior Year's Actual (QF060) 5
Average Annual Change (QF070) 5
Forecasted Year's Amounts (QF080) 6
Defining a Unique Record 6

7.2 FIVE-YEAR FORECAST (QF) RECORD FILE LAYOUT 7

7.2 Five-Year Forecast (QF) Record

Required Collections

The Five-Year Forecast (QF) Record is to be reported in the Five-Year Forecast (P) Collection.

General Guidelines

Category/Line Number (QF050)

The Category/Line Number field is a code value that indicates the line on the financial forecast. Lines must be included for each line (row) of the forecast. The line number is expressed as a decimal number (99.999). The whole number indicates the major section of the forecast and the decimal portion indicates the line within the section.

The tables below contain the line numbers permitted in the forecast. Where applicable, the table indicates the corresponding USAS Revenue or Object codes or the instructions for calculating the subtotal lines.

Table 1. Revenue

Line #	Description	Revenue Codes
1.010	General Property Tax (Real Estate)	1110 through 1119
1.020	Tangible Personal Property Tax	1120
1.030	Income Tax	1130
1.035	Unrestricted Grants-in-Aid	All 3100's except 3130
1.040	Restricted Grants-in-Aid	All 3200's
1.045	Restricted Federal Grants-in-Aid	Captured as receipts to funds 532 and 504
1.050	Property Tax Allocation	3130
1.060	All Other Operating Revenue	All other receipt codes except 1931, 1933, 1940, 1950, 5100 and 5200
1.070	Total Revenue	Total lines 1.010 Through 1.060

Table 2. Other Financing Sources

Line #	Description	Revenue Codes
2.010	Proceeds From Sale of Notes	1940
2.020	State Emergency Loans & Advancements (Approved)	1950
2.040	Operating Transfers-In	5100
2.050	Advances-In	5200
2.060	All Other Financing Sources	1931, 1933 & all 5000's except 5100 & 5200
2.070	Total Other Financing Sources	Total of lines 2.010 through 2.060
2.080	Total Revenue and Other Financing Sources	Total of lines 1.070 & 2.070

Table 3. Expenditures

Line #	Description	Object Codes
3.010	Personal Services - Employee Salaries & Wages	100 Through 199
3.020	Employees' Retirement and Insurance Benefits	200 Through 299
3.030	Purchased Services	400 Through 499
3.040	Supplies and Materials	500 Through 599
3.050	Capital Outlay	600 Through 799
3.060	Intergovernmental	Any object with Function 7600 or 7700

Line #	Description	Object Codes
4.010	All Principal (Historical)	810 through 819
4.020	Principal-Notes	812 and 813
4.030	Principal-State Loans	815
4.040	Principal-State Advancements	816
4.050	Principal-HB 264 Loans	814
4.055	Principal - Other	819
4.060	Interest and Fiscal Charges	820 Through 829
4.300	Other Objects	840 Through 899
4.500	Total Expenditures	Total Lines 3.010 Through 3.060 & 4.010 Through 4.300
5.0 Other Financing Uses		
5.010	Operational Transfers-Out	910-919
5.020	Advances-Out	920-929
5.030	All Other Financing Uses	930, 940, 941, & 942
5.040	Total Other Financing Uses	Total of Lines 5.010 Through 5.030
5.050	Total Expenditures and Other Financing Uses	Total Line 4.500 & 5.040

Table 4. Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses

Line #	Description	Object Codes
6.010	Excess Of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses	Line 2.080 minus 5.050

Table 5. Cash Balance July and Ending Cash Balance

Line #	Description	Object Codes
7.010	Beginning Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	Prior year line 7.020
7.020	Ending Cash Balance June 30 – Excluding Proposed Renewal/Replacement and New Levies	Line 6.010 plus line 7.010

Table 6. Estimated Encumbrances June 30

Line #	Description	Object Codes
8.010	Estimated Encumbrances June 30	

Table 7. Reservation of Fund Balance

Line #	Description	Object Codes
9.010	Textbook and Instructional Materials	
9.020	Capital Improvements	
9.030	Budget Reserve	
9.040	DPIA	
9.045	Fiscal Stabilization	
9.050	Debt Service	
9.060	Property Tax Advances	
9.070	Bus Purchases	
9.080	Subtotal	Total of lines 9.010 through 9.070

Table 8. Fund Balance June 30 for Certification of Appropriations

Line #	Description	Object Codes
10.010	Fund Balance June 30 For Certification of Appropriations	Line 7.020 – Line 8.010 – Line 9.080

Table 9. Revenue from Replacement / Renewal Levies

Line #	Description	Object Codes
11.010	Income Tax - Renewal	
11.020	Property Tax - Renewal or Replacement	
11.300	Cumulative Balance of Replacement/Renewal Levies	Previous Yr. Line 11.300 + Current Year Line 11.010 +Line 11.020

Table 10. Fund Balance June 30 For Certificates of Contracts Salary Schedules, and Other Obligations

Line #	Description	Revenue Codes
12.010	Fund Balance June 30 For Certificates of Contracts Salary Schedules, and Other Obligations	Line 10.010 + 11.300

Table 11. Revenue from New Levies

Line #	Description	Revenue Codes
13.010	Income Tax –New	
13.020	Property Tax – New	
13.030	Cumulative Balance of New Levies	Previous Yr. Line 13.030 + Current Year Line 13.010 + Line 13.020

Table 12. Revenue from Future State Advancements

Line #	Description	Revenue Codes
14.010	Revenue from Future State Advancements	

Table 13. Unreserved Fund Balance June 30

Line #	Description	Object Codes
15.010	Unreserved Fund Balance June 30	Line 12.010 + Line 13.030 + Line 14.010

Table 14. ADM Forecasts

Line #	Description	
20.010	Kindergarten - ADM count	
20.015	Grades 1-12 - ADM count	

These forecasts will be reported in the same fields used for the five-year forecasts (Prior Year's Actual, Average Annual Change, Forecasted Year's Amounts), along with a forecast note in the five-year forecast notes field.

Prior Year's Actual (QF060)

The Prior Years Actual field contains the actual expenditure or revenue for the line number. Each row in the forecast contains three prior year actual values containing the three most recent fiscal years.

Average Annual Change (QF070)

Contains the average annual change between the prior year actual values. [(Year 2 - Year 1) + (Year 3 - Year 2)] / 2.

If the Average Annual Change is greater than 999.99, report 999.99. If the Average Annual Change is less than -999.99, report -999.99. In such cases, the *actual* Average Annual Change should be included in the district's Five-Year Forecast Assumptions.

Forecasted Year's Amounts (QF080)

Contains forecasted amounts for the next five fiscal years. The first value is the amount being forecast for the current fiscal year. The remaining four values contain subsequent fiscal year projections.

Defining a Unique Record

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Five-Year Forecast (QF) Record, the following field must be unique.

Required Field	Number
Category/Line Number	QF050

7.2 Five-Year Forecast (QF) Record File Layout

Number	Position	Name	PIC/Size
	1-8	Filler	PIC 9(8)
QF010	9-10	Sort Type	PIC X(2)
		Always "QF"	
	11	Filler	PIC X
QF020	12-15	Fiscal Year, e.g., 2010	PIC X(4)
QF030	16	Data Set	PIC X
		P – Five-Year Forecast	
QF040	17-22	District IRN	PIC X(6)
QF050	23-27	Category/Line Number	PIC 99V999
QF060	28-63	Prior Years Actual (occurs 3 times)	PIC S9(11)(s)
		Contains three prior years' actual values. First occurrence contains three years ago actual, second occurrence contains two years ago actual, and third occurrence contains prior fiscal year actual.	
QF070	64-69	Average Annual Change	PIC S999V99(s)
QF080	70-129	Forecasted Year's Amounts (Occurs 5 times)	PIC S9(11)(s)
		Contains forecasted amounts for each fiscal year. The first occurrence contains the first year being forecasted (i.e., the current fiscal year). Remaining occurrences contain subsequent fiscal years. This element also applies to ADM forecasts.	