

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
 Use for events from July 1 through June 30 of the reporting year

Name: \_\_\_\_\_ Data ID#: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_  
 Resident District: \_\_\_\_\_ District of Attendance: \_\_\_\_\_ Building of Attendance: \_\_\_\_\_ Scholarship? \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Race: \_\_\_\_\_ Disability Category: \_\_\_\_\_

A. Date Type Codes: Activity (GE100)	Event Date from PR-XX form (GE 110)	Outcome (GE 120)						Begin Date (GE 140)	End Date (GE 150)	Compliance
1. NIEP (No active IEP in this district, services from previous IEP are provided)		LRE: IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE21 IE38 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72								10, 11, or 12
2. PSTC (Preschool Transition Conference - ONLY for students coming from Help Me Grow)		No code currently reported, but note if parents deferred ETR due to child's age (Deferred? Yes _____ No _____)								N/A
3. RFRL (Referral for Evaluation - after the child is suspected of having a disability)		N/A								N/A
4. CNST (Parent Consent for Evaluation - on or after referral date – <b>outcome must match ETR type</b> )		CNGI	CNGR	CNGO	CNRF	CNNR	CNDP			
5. IETR (Initial Evaluation Team Report - Completion due 60 days from consent)		ETNE ETDP <i>Disability Category (circle):</i> ET01 ET02 ET03 ET04 ET05 ET06 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16								
6. IIEP (Initial IEP - 30 days from ETR Completion; by third birthday if PSTC) <i>IEP outcomes for Scholarship Students should reflect the environment in which the student would be educated, if the IEP, as written in the district of residence, were to be implemented in the district of residence</i>		LRE: IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE21 IE38 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72 IEPR IEDP						The date that services begin after a parent has received a PR-01. If the PR-01 is provided at the IEP team meeting, the start date can coincide with the event date.	The last day that the services described in the IEP will be provided.	
7. AIEP (Amended IEP)		Change LRE to: _____ Change Test Type To: _____ Change OGT consequences to: _____ Other _____						Must be on or after the date of the amendment. Will not match the begin date of the amended IEP	Must match another IEP	N/A
8. IISP (Individual Services Plan)		IE39								N/A
9. RISP (Individual Services Plan)		IE39								N/A
		ETDP ETEX <i>Disability Category (circle):</i>								

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10. RETR (Reevaluation Team Report – as needed, but at least within three years of previous ETR)		ET01 ET02 ET03 ET04 ET05 ET06 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16			
11. RIEP (Periodic Review of IEP – as needed, but at least within one year of previous IEP meeting)		IENS IEPR IEDP <i>LRE codes (circle):</i>			
		<i>LRE:</i> IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE21 IE38 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72			
12. TETR (Transfer Student ETR Adoption NO CHANGES)		ET01 ET02 ET03 ET04 ET05 ET06 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16			N/A
13. TIEP (Transfer Student IEP Adoption NO CHANGES)		<i>LRE:</i> IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE21 IE38 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72			N/A
14. CIEP (Consent for services withdrawn by parent or adult student)		IEPR			N/A
15. SEMD Manifestation Determination		NA	NA	NA	NA
<b>B. Secondary Planning Element</b> (Transition Plan reported for students 14 years or older)**(GE 170). Report “****” for students with ISPs.	**** TPNP TFIG TMYG TPCE				
<b>C. Testing Requirements</b> - Requirements for all tests, not just state tests	TEST TYPE required by IEP: ALT STR STA		Accommodations required: ** NO Y1 Y2 Y3		
<b>D. Special Education Graduation Record:</b> <i>Data pertaining to exemptions MUST continue to be reported for every subsequent EMIS reporting period, regardless of when the IEP is written.</i>					
<b>Assessment Area Code</b>	<b>Assessment Type Code</b>	<b>Exemption Flag</b>		<b>Accommodations</b>	<b>IEP Date</b>
R (Reading)	GX	Y	N	No Y2	
W (Writing)	GX	Y	N	No Y2	
M (Math)	GX	Y	N	No Y2	
C (Social Studies)	GX	Y	N	No Y2	
S (Science)	GX	Y	N	No Y2	
Algebra 1	GE	Y	N	No Y2	
American Government	GE	Y	N	No Y2	
American History	GE	Y	N	No Y2	
ELA I	GE	Y	N	No Y2	
ELA II	GE	Y	N	No Y2	
Geometry	GE	Y	N	No Y2	
Mathematics 1	GE	Y	N	No Y2	
Mathematics II	GE	Y	N	No Y2	
Physical Science	GE	Y	N	No Y2	
<b>E. Preschool Itinerant Services from a Teacher:</b> Is this student a preschool student who receives special education itinerant services from a preschool special education teacher? If so, report program code 220100.					

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
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---

**G. Alternate Placement:** Has the child's learning environment been changed for up to 45 days in lieu of mandatory expulsion? If yes, report EMIS program code 211001 alternate placement.

**This child is NOT a scholarship student, was parentally placed in a non-public school, and services are described in an ISP.** Please make sure the following elements are reported correctly:

- ISP Event Record (Above)    How Received = '6'    Sent Reason (both) = 'NA'    Student Percent of Time = 0    Sent To Percent of Time = 0

**This child experienced disciplinary actions.**

Please make sure the following elements are reported correctly, and confirm that the planned discipline actually occurred. For example, a student who participates in an expulsion hearing might not actually be expelled.

**Date of Discipline:** The date the discipline action began.

**Total discipline days:** The number of days the action included.

**Discipline type:**

**Expulsion:** The involuntary removal of a student from school by the superintendent. *For special education students, a discipline code representing expulsion should only be reported when the manifestation determination found that the infractions resulting in disciplinary action were NOT a manifestation of the student's disability. A PR-03 form must be completed and included in the student's file. As special education services must continue to be provided, a withdrawal date and withdrawal reason are NOT entered for the student. If the manifestation determination found that the infractions resulting in disciplinary action WERE a manifestation of the student's disability, and the student is provided with services outside of his normal setting, also report, program code 211001.*

**Out-of-school Suspension:** 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

**In-school suspension:** 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 OR is a student with a disability who is removed from the least restrictive environment described on his IEP for disciplinary reasons. . For example, a disruptive student is asked to sit in the hallway for most of a one-hour class period would be reported with in-school suspension of 0.15 days.

**This child graduated having met IEP goals, rather than other CORE requirements.**

Please make sure that in the FN300, CORE Graduation Requirement Exemption Code, Option 3 is reported. "3 - Student's IEP requires substantial modifications to curriculum; student receiving diploma by meeting IEP goals instead of by meeting CORE requirements."

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
Use for events from July 1 through June 30 of the reporting year

---

**Eye Exam Information**

S.B.316 requires students to undergo a comprehensive eye examination either prior to, or shortly after, implementation of an initial IEP. It also requires ODE to collect and report data about the implementation of this law. An optional tool to record information about these exams throughout the school year can be found at <http://education.ohio.gov/Miscellaneous/Search-Results?q=eye%20exam> . This data is reported in the aggregate- not as student-level information.

If an IIEP code is reported above, circle the codes below for which this child should be included in an aggregate count:

EYERCCNTB	Received eye exam	Within three months of beginning special education services.
EYENRCCNT1	Received eye exam	More than three months after beginning services
EYENRCCNT2	Received eye exam	Within nine months immediately prior to being identified
EYENRCCNT3	No eye exam	Withdrew within three months of beginning services
EYENRCCNT4	No eye exam	Student's hospitalization
EYENRCCNT5	No eye exam	Parent refusal.
EYENRCCNT6	No eye exam	Lack of a conveniently available provider
EYENRCCNT7	No eye exam	Are still within three months of beginning services.
EYENRCCNT8	No eye exam	Other reason

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
Use for events from July 1 through June 30 of the reporting year

---

**Special Education Event Code Sheet**

**Date Type Element**

<b>PSTC</b>	<b>Preschool Transition Conference Date</b> - This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district. The conference is for a student who has been enrolled in Help Me Grow, and is suspected of having a disability and may be transitioning from Part C Early Intervention/Help Me Grow to Part B preschool special education services. It is federally mandated that a representative of the district attend this conference. The conference generally occurs between 90 and 120 days before the child's 3rd birthday. <b>This option can be only used for preschool students transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education. It is NOT to be used for any other type of preschool conference.</b>
<b>RFRL</b>	<b>Referral for Evaluation Date</b> - The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.
<b>CNST</b>	<b>Parent/Guardian Consent for Evaluation Date</b> - 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.).
<b>IETR</b>	<b>Evaluation Team Report Completion Date-Initial</b> - 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.
<b>RETR</b>	<b>Evaluation Team Report Completion Date-Reevaluation</b> - 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.
<b>TETR</b>	<b>Transfer Evaluation Team Report Completion Date</b> - Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.
<b>NIEP</b>	<b>No Valid IEP in this District</b> – This date that the district first began providing services based on an IEP that they have not yet adopted. The IEP in which services are described might have been developed by another district prior to the student's enrollment in the current district, or could have been written by the current district but was not reviewed within one year of its adoption. This code provides ODE with a TEMPORARY means to include a student in funding calculations, but must be followed by a code reflecting the development of a current IEP within a reasonable time period. Students with an NIEP code as their most recent IEP event will be included in funding calculations for up to 30 days after the start date of the event. If reviewing and revising an IEP requires more than 30 days, or if the noncompliance reason code is 12, districts may report the NIEP code multiple times. However, district data will be analyzed for patterns of repeated NIEP reporting.
<b>IIEP</b>	<b>IEP Completion Date-Initial</b> - 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. The event date is the date of the IEP team meeting; the start date is decided by the IEP team but cannot precede the parental receipt of the PR-01, and the end date must be <b>within 364 days of the start date and reflect the last day services will be provided.</b>
<b>AIEP</b>	<b>Amended IEP</b> – The date when an existing IEP has been amended. Must be reported for amendments that change LRE, test types, or decisions related to graduation, such as OGT consequences. The event date is the amendment date on the PR-07; the start date is decided by the IEP team but cannot precede the parental receipt of the PR-01, and the end date must match that of the IEP being amended.
<b>RIEP</b>	<b>IEP Completion Date-Periodic Review or Review Other than Annual Review</b> - 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. The event date is the date of the IEP team meeting; the start date is decided by the IEP team but cannot precede the parental receipt of the PR-01, and the end date must be within 364 days of the start date and reflect the last day services will be provided.
<b>IISP</b>	<b>Initial Individual Services Plan</b> – Date the District and the Non-pub completed the first Individual Services Plan. The outcome is always IE-39.
<b>RISP</b>	<b>Initial Individual Services Plan</b> – Reviewed or Revised Date the District and the Non-pub revised or updated an existing Individual Services Plan. The outcome is always IE-39.
<b>TIEP</b>	<b>Transfer Student IEP Adoption Date</b> - 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).
<b>CIEP</b>	<b>IEP consent withdrawn by parent</b> - The date the parent/guardian withdraws consent for a previously written IEP that is still in effect. When reporting CIEP, the only valid outcome id is IEPR.
<b>SEMD</b>	<b>Manifestation Determination</b> : Date a district holds a manifestation determination meeting.

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
Use for events from July 1 through June 30 of the reporting year

---

**Outcome Element**

****	Not Applicable
CNDP	Consent Moved to Due Process
CNGI	Consent Granted for Initial Evaluation (IETR)
CNGR	Consent Granted for a Reviewed Evaluation (RETR)
CNGO	Consent Granted for Other Special Education Activity (Neither IETR nor RETR)
CNNR	Consent Not Returned
CNRF	Consent Refused
ETDP	ETR Resulted in Due Process
ETEX	Exiting Special Education. THIS CODE IS TO BE USED WHEN THE IEP TEAM determines a child no longer requires specialized instruction or related services. It is NOT to be used if a student graduates or withdraws or a parent revokes consent
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 Disability (Most recently previously Cognitive Disabilities, Formerly Mental Retardation or Developmentally Handicapped)
ET10	Specific Learning Disabilities
ET12	Autism
ET13	Traumatic Brain Injury (TBI)
ET14	Other Health Impaired (Major)
ET15	Other Health Impaired (Minor)
ET16	Developmental Delay (students ages 3 - 5 only)
IEDP	IEP Resulted in Due Process
IENS	IEP Complete – Not Served
IEPR	IEP Complete – Parental Refusal

The IEP start date is the date that services can begin after a parent has received a PR-01. In cases where the PR-01 has been provided at the IEP team meeting, the start date can coincide with the event date. The end date to be reported in EMIS is the last day that the instruction and services described in the IEP will be provided. This end date can be any date within 364 days of the start date. Your student software may request or calculate an IEP review date that is based on the event date – this is NOT reported to EMIS.

**FN 270: Least restrictive environments for 5-year-old students:** A preschool LRE is appropriate as the outcome of the IEP for a student age 5, if the IEP is written while the student is in preschool. However, when the student transitions to Kindergarten, ODE needs to also have a school-age code. To report an LRE that differs from what was written in the previous year in a still-effective IEP, use the FN270 data element to provide a school age LRE code there.

**FN 270: Changes in least restrictive environments due to changes in school schedule.** Many students' environments change as the student moves from grade to grade. For example, a fifth-grade student who is in self-contained general education classroom for all but related services might move to middle school, where each subject is taught in a separate classroom, and the change could affect whether an IE13 or IE 14 code is appropriate. To report an LRE that differs from what was written in the IEP, use the FN270 data element.

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
Use for events from July 1 through June 30 of the reporting year

**Least Restrictive Environments are reported as outcomes of IEP events:** The chart below can be used to calculate LRE for school-age children not in separate or correctional facilities .

A. Activity	B. In an average week, minutes spent in a setting that is comprised of more than 50% SWDs	C. Total minutes in school week	D. Percent time outside "regular class"	E. Percent of time INSIDE "regular class"
Related services (OT, PT, speech, counseling) required by IEP			(B/C) * 100	100-D
Academic and vocational coursework			(B/C) * 100	100-D
Other coursework (music, PE, art)			(B/C) * 100	100-D
Non-course activities (homeroom, lunch, recess)			(B/C) * 100	100-D
Work/study experiences			(B/C) * 100	100-D
Total			(B/C) * 100	100-D

If the setting reported as an outcome of the IEP on the date it was written differs from the setting that results from the IEP implementation on the date of the Federal Child Count (usually October 31) , the district must also enter an FN270 code. For example, and IEP written while a 5-year-old child younger preschool could have an IE 51 code; the same IEP implemented when she is in kindergarten the following October would result in an IE13 code reported in the FN270 record. A youth who is briefly incarcerated over the child count date might have an IE13 code reported as an outcome of his IEP on the special education event record, but an IE21 reported in the FN270 record.

- IE13 Special Education outside the regular class less than 21% of the day.** (Full inclusion. ) Student with a disability receiving special education and related services outside the regular classroom for less than 21% of the school day. This may include placement in:
  - Regular classes with special education/related services provided within the regular classes;
  - Regular classes with special education/related 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.** (Partial inclusion.) This may include placement in:
  - Resource rooms with special education/related 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.** (Limited inclusion.) Student with a disability receiving special education and related 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.
  - Students who are receiving services after a disciplinary expulsion that do not need to be delivered in the student’s home- for example a student meets with a teacher in a public library.
- IE16 Public Separate School.** Student with a disability receiving special education and related 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 DD;

## Data Collection Tool for Students with Suspected/Identified Disabilities

Use for events from July 1 through June 30 of the reporting year

---

- Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities;
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
- Community Schools can use the code for their students when the IEP written by the Community school places the child in a different school.

**IE17 Private Separate School.** A student with a disability receiving education programs in private separate day school facilities. This includes children with disabilities receiving special education and related 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
- Community Schools should use the code for their students when the IEP written by the Community school places the child in a private school with more than 50% of its student population having disabilities

**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 related services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week) ;
- Public residential schools for students with disabilities;
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day.
- 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 related 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 related 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 in any correctional facility, regardless of the amount of time spent with typically developing peers including

- DYS;
- County jails; and
- Juvenile detention 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.** The private school is NOT a school specializing in serving students with disabilities; in those cases, report IE17.

**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.** The student receives special education and related 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 related services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA; do not include on an IEP developed for Scholarship students. This code can only be used as an outcome of an ISP.

**IE51 Services Regular Early Childhood Program (More Than 10 Hours).** Children attending a regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in the regular early childhood program

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
Use for events from July 1 through June 30 of the reporting year

---

- IE53 Services Regular Early Childhood Program (Less Than 10 Hours).** Children attending a regular early childhood program less than 10 hour per week and receiving the majority of special education and related services in the regular early childhood program
- IE55 Other Location Regular Early Childhood Program (More Than 10 Hours).** Children attending a regular early childhood program at least 10 hour per week and receiving the majority of special education and related services in some other location
- IE56 Other Location Regular Early Childhood Program (Less Than 10 Hours).** Children attending a regular early childhood program less than 10 hour per week and receiving the majority of special education and related services in some other location
- IE60 Preschool Special Education Program – Separate Class.** A preschool 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 Preschool Special Education Program – Separate School.** A special education program in which a student receives all of his/her special education and related 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 Preschool Special Education Program – Residential Facility.** A special education program in which a student receives all of his/her special education and related 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 Preschool at Home.** A program in which a child receives all of his/her special education and related 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 Preschool Service Provider Location.** A program in which a student receives all of his/her special education and related 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.

**Note:** The event date for *Outcome ID Element* ETEX is considered the date on which the student exited Special Education as a result of the IEP team decision. ETEX is NOT reported when a student graduates or withdraws. Once a student has exited Special Education “\*\*\*” are reported in the *Disability Condition Element* on the Student Attributes-Effective Date Record (FD).

**Non-Compliance ID Element**

- \*\* Not Applicable)
- 01 No Identified Reason (Includes weather related delays)
- 02 Staff Not Available-Summer Months
- 03 Staff Not Available-School Year
- 04 Scheduling conflicts with family
- 05 Parental Choice
- 06 Parent Refused Consent (OR repeatedly didn’t show up at scheduled meeting)
- 07 Child’s Health
- 08 Student’s Incarceration
- 09 District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior reporting period
- 10 Student newly transferred in – IEP adoption determination not complete, service being provided based on prior IEP
- 11 IEP expired, new IEP not in place – service being provided based on prior IEP
- 12 IEP current but not reported in EMIS in prior reporting period, services provided based on current IEP

**Secondary Planning Element**

- \*\*\*\* 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 (CPE – Planned Continuation of Ed services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in

## Data Collection Tool for Students with Suspected/Identified Disabilities

Use for events from July 1 through June 30 of the reporting year

---

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.

For a student to be reported with a grade level 23 in September, the IEP meeting date should precede the graduation date of the district. The IEP must include special education services. For example, a student with OHI disability can't be code 23, and take all courses via PSEO.

### Assessment Codes

**Required Test Type Element .** Reminder – the test type and accommodations are based on the needs of the student as determined by the IEP team, and NOT the potential of the student's score helping or hurting a district's AYP performance. In general, the test type required by an IEP affects all tests to be taken by the student, including both classroom assessments and standardized tests such as the OAT. Thus, as student with a "STA" code entered here would be expected to have the same accommodations for a math test given weekly as he would for the math section of the OAA.

STR	Standard (regular)
ALT	Alternate Assessment (Standards-based alternate assessment) as required by IEP
STA	Standard with Accommodations

### Accommodations

Y1	504 plan accommodations
Y2	IEP accommodations
Y3	LEP accommodations other than the use of a dictionary and/or extended time

### Student Special Education Graduation Requirement Record Data Elements

**Assessment Area Code-** A code that identifies the assessment area (subject) for which the student has been granted a graduation exemption or is no longer exempt.

**Assessment Type Code -** 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.

**Exemption Flag – This flag must be reported each year.** Indicates the status of the graduation exemption for the reported Assessment Type/Area as determined by the student's IEP team:

- "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
- IEP Date - Date of the IEP, as reported on the Special Education (GE) record, on which the graduation assessment requirement was determined.
- IEP Date Type Code -- Type of the IEP, as reported on the Special Education (GE) record, on which the graduation assessment requirement was determined.

### Reporting Discipline Events for SWD:

Discipline data will have increased prominence in calculations that the federal Office of Special Education Programs requires ODE to submit.

- **The code for removal to alternate setting in lieu of expulsion remains a program code, 211001.** *This code is used for when a child is placed temporarily in any appropriate setting determined by the child's IEP team or a hearing officer for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.*