

**OHIO
EDUCATION MANAGEMENT INFORMATION SYSTEM
Definitions, Procedures and Guidelines**

For FY2000

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**OHIO EDUCATION MANAGEMENT INFORMATION SYSTEM GUIDELINES
March 1999**

Preface

Statement of Scope

The Ohio Education Management Information System: Definitions, Procedures, and Guidelines, hereafter referred to as the EMIS Guidelines, is a comprehensive reference manual for the Ohio Education Management Information System---an automated system of education information about Ohio's public school students and public education resources.

The EMIS Guidelines communicates the objectives, definitions, procedures, guidelines, and structure of the Ohio Education Management Information System. System development, information acquisition, and reporting procedures stressing uniformity, cost effectiveness, and comparability are referred to throughout the manual, in accordance with Rule 3301-14-01 of the Administrative Code.

The guide will be reviewed and updated as required. A selection of the chapter topics covered in the current guide follows.

- governance and administration of the EMIS
- organization of the EMIS
- data transfer responsibilities for school districts and designated data acquisition sites
- data element definitions
- data processing guidelines

This document was developed through the cooperative efforts of school administrators, treasurers, teachers, the general public, representatives from the Ohio Department of Education and the Ohio Education Computer Network, and education software vendors.

Copies of the data dictionary elements, file descriptions, and error checks are included in this guide .

Questions concerning the EMIS should be directed to the district's designated data acquisition site. The site personnel will attempt to answer questions or call the Department, if necessary. If the designated data acquisition site is not available after a reasonable amount of time, district personnel may call the Department directly at (614) 466-7000. Electronic mail may also be used to send questions. Contact the data acquisition site manager for details. Districts should always attempt to contact the designated data acquisition site before calling the Department.

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Chapter 1 - EMIS Governance

1.1 Introduction

Amended Substitute Senate Bill 140, passed by the 118th Ohio General Assembly in June of 1989, became effective August 2, 1990. In March of 1991, the State Board of Education, in response to the legislative mandate, adopted the rule for school districts requiring the development and implementation of a statewide Education Management Information System (EMIS). The purpose of this system is to assure better accountability for tax dollars and provide better policy understanding of school district programs and accomplishments to help improve the local educational system. Am Sub H.B. 215 enacted June 1997 added data accountability requirements to the EMIS reporting system.

The EMIS system provides information about student performance and participation and the needs of school districts. The information gathered must facilitate comparisons among districts and school buildings within districts. Each school district must periodically collect and report the information required to the Ohio Department of Education.

Specifically, the EMIS requires aggregate information on students, staff, programs, services, and costs. Information must be collected in such detail that costs can be associated with specific programs and services, and therefore, with student performance. In addition to compiling these data for school districts as a whole, the EMIS must include data for each building and each grade level.

The Ohio Education Computer Network (OECN) serves as the central data acquisition vehicle. The sites which comprise the OECN serve as the Designated Data Acquisition Sites of the EMIS---data validation and aggregation points through which school district information passes to the Department.

School districts have the opportunity to review their data prior to the transfer from their acquisition site to the Department. Department personnel in each division review data specific to their program responsibilities.

1.2 EMIS GOVERNANCE

Chapter One provides an overview of the legislative mandate and authority for the Education Management Information System including relevant parts of the Ohio Revised Code, the Ohio Administrative Code, and the corresponding appropriation legislation. All users and participants in the EMIS should be familiar with the contents of this chapter.

Origins and Authorities - An Overview

In 1989, the 118th Ohio General Assembly created Section 3301.0714 of the Ohio Revised Code requiring the State Board of Education to "adopt rules for a statewide Education Management Information System." This legislative solution for accountability in public education necessitated the creation of these rules to more fully evaluate the efficient and effective management of school districts in Ohio. These rules, formulated by the EMIS Standards and Reporting Committee appointed by the State Superintendent of Public Instruction, were proposed to the State Board of Education and became effective in April 1991. These adopted rules provide the organizational framework for the Ohio Education Management Information System (EMIS).

The rules adopted by the State Board of Education also include a prescription for a companion EMIS Guidelines which contains definitions, guidelines, and procedures for implementation of Rule 3301-14-01. The primary purpose of the EMIS Guidelines is to provide a uniform and consistent source of information on regulations and recommended practices affecting the Ohio Education Management Information System.

The rule also called for the creation of a consulting committee. The Ohio Committee for the Education Information Systems was formally organized in 1992. This statewide advisory group was responsible for providing initial advice and recommendations to the State Superintendent of Public Instruction in matters relating to the EMIS.

Since the passage of Amended Substitute Senate Bill 140 in August of 1989 which included the mandate for establishment of the EMIS, numerous meetings and conferences were held to determine system criteria. Materials have been provided to explain various organizational, developmental, administrative and fiscal aspects of the system.

Ohio Administrative Code, Rule 3301-14-01: Rule for the Operation of the Education Management Information System

1 As used in this rule, the following definitions apply:

1 "Education management information system" means an integrated system of statewide data collecting, reporting, and compiling for school districts, including the publication of guidelines as defined in paragraph (A)(4) of this rule and as required by section 3301.0714 of the Revised Code.

2 "Department" means the Ohio Department of Education.

3 "Designated Data Acquisition Site" means a data processing installation pursuant to section 46.01 of Amended Substitute House Bill 111 of the 118th General Assembly, capable of collecting, preparing and transmitting to the department in machine-readable form those data required by the department and the Auditor of State.

4 "Ohio Education Management Information System: definitions, procedures, and guidelines," hereafter referred to as the "EMIS guidelines," means the publication issued by the department containing the school district student, staff, and financial information to be collected and reported, along with data-element definitions, procedures, and guidelines necessary to implement the education management information system.

- The provisions of this rule shall apply to all city, educational service centers, local, exempted village, and joint vocational school districts and Ohio's designated data acquisition sites pursuant to section 3301.0714 of the Revised Code.

- The education management information system shall contain, but not be limited to, automated school district student, staff and financial information. The information to be collected and reported shall be defined in the "EMIS guidelines". This publication shall be developed by the department and shall include, but not be limited to:

1 Definitions of all data pursuant to divisions (A)(1),(B), and (C) of section 3301.0714 of the Revised Code.

2 Procedures for collecting, transferring, and reporting data to the department pursuant to divisions (A)(2) and (D) of section 3301.0714 of the Revised Code.

3 Procedures for the security, privacy, and retention of school district data records collected pursuant to section 3301.0714 of the Revised Code.

4 Procedures for compiling the data pursuant to divisions (A)(3) and (E) of section 3301.0714 of the Revised Code.

5 Procedures for annually reporting the data to the public pursuant to divisions (A)(4) and (F) of sections 3301.0714 of the Revised Code; sections 3319.32 and 3319.321 of the Revised Code; and 20 U.S.C. 1232(G). In accordance with these statutes, no data, such as a social security number, shall be used to release personally identifiable student information to the department.

6 Procedures for user access to the education management information system data.

- School districts shall provide all data required by section 3301.0714 of the Revised Code as set forth in the "EMIS guidelines".

- Data shall be maintained within the education management information system pursuant to division (I) of section 3301.07 of the Revised Code.

- The "EMIS guidelines" shall be periodically reviewed by the department in consultation with a committee of education practitioners and concerned individuals, consisting of no more than fifteen members. The department shall update this document in a manner consistent with changes in law and recommendations from the committee to the State Superintendent of Public Instruction.

- HISTORY:Eff 4-1-91

- Rule promulgated under: RC Chapter 119

- Rule authorized by: RC 3301.0714

- Rule amplifies: 3301.0714

Current authority for the EMIS is found in Section 3301.0714 of the Ohio Revised Code which became effective 1989.

Pursuant to:

1. Amended substitute House Bill 215, effective July 1997

2. Amended substitute House Bill 117, effective July 1995

3. Amended substitute House Bill 152, effective July 1993

4. Amended substitute House Bill 437, effective April 1992

5. Amended substitute Senate Bill 140, effective October 1989

Ohio Revised Code, Section 3301-0714:

- A. *The State Board of Education shall adopt rules for a statewide Education Management Information System. The rules shall require the State Board to establish guidelines for the establishment and maintenance of the system in accordance with this section and the rules adopted under this section. The guidelines shall include:*
 1. *Standards identifying and defining the types of data in the system in accordance with divisions (B) and (C) of this section;*
 2. *Procedures for annually collecting and reporting the data to the State Board in accordance with division (D) of this section;*
 3. *Procedures for annually compiling the data in accordance with division (G) of this section;*
 4. *Procedures for annually reporting the data to the public in accordance with division (H) of this section;*

- B. *The guidelines adopted under this section shall require the data maintained in the Education Management Information System to include at least the following:*
 1. *Student participation and performance data, for each grade in each school district as a whole and for each grade in each school building in each school district, that includes:*
 - a. *The numbers of students receiving each category of instructional service offered by the school district, such as regular education instruction, vocational education instruction, specialized instruction programs or enrichment instruction that is part of the educational curriculum, instruction for gifted students, instruction for handicapped students, and remedial instruction. The guidelines shall require instructional services under this division to be divided into discrete categories if an instructional service is limited to a specific subject, a specific type of student, or both, such as regular instructional services in mathematics, remedial reading instructional services, instructional services specifically for students gifted in mathematics or some other subject area, or instructional services for students with a specific type of handicap. The categories of instructional services required by guidelines under this division shall be the same as the categories of instructional services used in determining cost units pursuant to division (C) (3) of this section.*
 - b. *The numbers of students receiving support or extracurricular services for each of the support services or extracurricular programs offered by the school district, such as counseling services, health services, and extracurricular sports and fine arts programs. The categories of services required by the guidelines under this division shall be the same as the categories of services used in determining cost units pursuant to division (C)(4)(a) of this section.*
 - c. *Average student grades in each subject in grades nine through twelve;*
 - d. *Academic achievement levels in grades one through eight as assessed by the locally developed competency programs required by division (D) of section 3301.07 of the Revised Code;*
 - e. *Academic achievement levels as assessed by the testing of student proficiency under sections 3301.0710 and 3301.0711 of the Revised Code;*
 - f. *The number of students designated as having a handicapping condition pursuant to division (C)(1) of section 3301.0711 of the Revised Code;*
 - g. *The numbers of students reported to the State Board pursuant to division (C)(2) of section 3301.0711 of the Revised Code;*
 - h. *Attendance rates and the average daily attendance for the year;*
 - i. *Expulsion rates;*
 - j. *Suspension rates;*
 - k. *The percentage of students receiving corporal punishment;*
 - l. *Dropout rates;*
 - m. *Rates of retention in grade;*
 - n. *For pupils in grades nine through twelve, the average number of carnegie units, as calculated in accordance with State Board rules;*
 - o. *Graduation rates, to be calculated in a manner specified by the Department of Education that reflects the rate at which students who were in the ninth grade three years prior to the current year complete school and that is consistent with nationally accepted reporting requirements.*
 - 2.- *Personnel and classroom enrollment data for each school district, including:*
 - a. *The total numbers of certificated employees and noncertificated employees and the numbers of full-time equivalent certificated employees and noncertificated employees providing each category of instructional service, instructional support service, and administrative support service used pursuant to division (C)(3) of this section. The guidelines adopted under this section shall require these categories of data to be maintained for the school district as a whole and, wherever applicable, for each grade in the school district as a whole, for each school building as a whole, and for each grade in each school building.*

- b. *The total number of employees and the number of full-time equivalent employees providing each category of service used pursuant to divisions (C)(4)(a) and (B) of this section, and the total numbers of certificated employees and noncertificated employees and the numbers of full-time equivalent certificated employees and noncertificated employees providing each category used pursuant to division (C)(4)(c) of this section. The guidelines adopted under this section shall require these categories of data to be maintained for the school district as a whole and, wherever applicable, for each grade in the school district as a whole, for each school building as a whole, and for each grade in each school building.*
 - c. *The total number of regular classroom teachers teaching classes of regular education and the average number of pupils enrolled in each such class, in each of grades kindergarten through five in the school district as a whole and in each school building in the school district.*
 - d. *Student Demographic data for each school district, including information regarding the gender ratio of the school district's pupils, the racial make-up of the school district's pupils, and an appropriate measure of the number of the school district's pupils who reside in economically disadvantaged households. The demographic data shall be collected in a manner to allow correlation with data collected under division (B)(1) of this section. Categories for data collected pursuant to division (B)(3) of this section shall conform, where appropriate, to standard practices of agencies of the federal government.*
- C. The Education Management Information System shall include cost accounting data for each school district as a whole and for each school building in each school district. The guidelines adopted under this section shall require the cost data for each school district to be maintained in a system of mutually exclusive cost units and shall require all of the costs of each school district to be divided among the cost units. The guidelines shall require the system of mutually exclusive cost units to include at least the following:*
1. *Administrative costs for the school district as a whole. The guidelines shall require the cost units under this division (C)(1) to be designed so that each of them may be compiled and reported in terms of average expenditure per pupil in average daily membership in the school district, as determined pursuant to section 3317.03 of the Revised Code.*
 2. *Administrative costs for each school building in the school district. The guidelines shall require the cost units under this division (C)(2) to be designed so that each of them may be compiled and reported in terms of average expenditure per full-time equivalent pupil receiving instructional or support services in each building.*
 3. *Instructional services costs for each category of instructional service provided directly to students and required by guidelines adopted pursuant to division (B)(1)(a) of this section. The guidelines shall require the cost units under division (C)(3) of this section to be designed so that each of them may be compiled and reported in terms of average expenditure per pupil receiving the service in the school district as a whole and average expenditure per pupil receiving the service in each building in the school district and in terms of a total cost for each category of service and, as a breakdown of the total cost, a cost for each of the following components:*
 - a. *The cost of each instructional services category required by guidelines adopted under division (B)(1)(a) of this section that is provided directly to students by a classroom teacher;*
 - b. *The cost of the instructional support services, such as services provided by a speech-language pathologist, classroom aide, multimedia aide, or librarian, provided directly to students in conjunction with each instructional services category;*
 - c. *The cost of the administrative support services related to each instructional services category, such as the cost of personnel that develop the curriculum for the instructional services category and the cost of personnel supervising or coordinating the delivery of the instructional services category.*
 4. *Support or extracurricular services costs for each category of service directly provided to students and required by guidelines adopted pursuant to division (B)(1)(b) of this section. The guidelines shall require the cost units under division (C)(4) of this section to be designed so that each of them may be compiled and reported in terms of average expenditure per pupil receiving the service in the school district as a whole and average expenditure per pupil receiving the service in each building in the school district and in terms of a total cost for each category of service and, as a breakdown of the total cost, a cost for each of the following components:*
 - a. *The cost of each support or extracurricular services category required by guidelines adopted under division (B)(1)(b) of this section that is provided directly to students by a certificated employee, such as services provided by a guidance counselor or any services provided by a certificated employee under a supplemental contract;*
 - b. *The cost of each such services category provided directly to students by a noncertificated employee, such as janitorial services, cafeteria services, or services of a sports trainer;*
 - c. *The cost of the administrative services related to each services category in division (C)(4)(a) or (B) of*

this section, such as the cost of any certificated or noncertificated employees that develop, supervise, coordinate, or otherwise are involved in administering or aiding the delivery of each services category.

D. The guidelines adopted under this section may require school districts to collect information about individual students, staff members, or both in connection with any data required by division (B) or (C) of this section or other reporting requirements established in the Revised Code. The guidelines may also require school districts to report information about individual staff members in connection with any data required by division (B) or (C) of this section or other reporting requirements established in the Revised Code. The guidelines may authorize school districts to request social security numbers of individual students so that school districts and the data acquisition sites operated under section 3301.075 of the Revised Code can assure accuracy and avoid errors in collecting the data. However, the guidelines shall prohibit the reporting under this section of any personally identifiable information about any student, including a student's social security number, name, or address, to the State Board of Education or the Department of Education or to any other person unless such person is employed by the school district or the data acquisition site and is authorized by the district or acquisition site to have access to such information. The guidelines may require school districts to provide the social security numbers of individuals staff members.

- *E. The guidelines adopted under this section may require school districts to collect and report data, information, or reports other than that described in divisions (A), (B), and (C) of this section for the purpose of complying with other reporting requirements established in the Revised Code. The other data, information, or reports may be maintained in the Education Management Information System but are not required to be compiled as part of the profile formats required under division (G) of this section or the annual statewide report required under division (H) of this section.*
- *F. Beginning with the school year that begins July 1, 1991, the board of education of each school district shall annually collect and report to the State Board, in accordance with the guidelines established adopted by the board, the data required pursuant to this section. A school district may collect and report these data notwithstanding section 2151.358 or 3319.321 of the Revised Code.*
- *G. The State Board shall, in accordance with the procedures it adopts, annually compile the data reported by each school district pursuant to division (D) of this section. The State Board shall design formats for profiling each school district as a whole and each school building within each district and shall compile the data in accordance with these formats. These profile formats shall:
 1. *Include all of the data gathered under this section in a manner that facilitates comparison among school districts and among school buildings within each school district.*
 2. *Present the data on academic achievement levels as assessed by the testing of student proficiency maintained pursuant to division (B)(1)(e) of this section so that the academic achievement levels of students who are excused from taking any such test pursuant to division (C)(1) of section 3301.0711 of the Revised Code are distinguished from the academic achievement levels of students who are not so excused.**
- *H.
 1. *The State Board shall, in accordance with the procedures it adopts, annually prepare a statewide report for all school districts and the general public that includes the profile of each of the school districts developed pursuant to division (G) of this section. Copies of the report shall be sent to each school district.*
 2. *The State Board shall, in accordance with the procedures it adopts, annually prepare an individual report for each school district and the general public that includes the profiles of each of the school buildings in that school district developed pursuant to division (G) of this section. Copies of the report shall be sent to the superintendent of the school district and to each member of the school district board of education.*
 3. *Copies of the reports received from the State Board under divisions (H)(1) and (2) of this section shall be made available to the general public at each school district's offices. Each district board of education shall make copies of each report available to any person upon request and payment of a reasonable fee for the cost of reproducing the report. The board shall annually publish in a newspaper of general circulation in the school district, at least twice during the two weeks prior to the week in which the reports will first be available, a notice containing the address where the reports are available and the date on which the reports will be available.**
- *I. Any data that is collected or maintained pursuant to this section and that identifies an individual pupil is not a public record for the purposes of section 149.43 of the Revised Code.*
- *J. As used in this section:*

1. "School district" means any city, local, exempted village, or joint vocational school district.
 2. "Cost" means any expenditure for operating expenses made by a school district excluding any expenditures for debt retirement except for payments made to any commercial lending institution for any loan approved pursuant to section 3313.483 of the Revised Code.
- K. 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 Revised Code prohibiting tampering with data.
 - L. Any time the Department of Education determines that a school district has taken any of the actions described under division (L)(1),(2), or (3) of this section, it shall make a report of the actions of the district, send a copy of the report to the superintendent of such school district, and maintain a copy of the report in its files:
 1. The school district fails to meet any deadline established pursuant to this section for the reporting of any data to the Education Management Information System;
 2. The school district fails to meet any deadline established pursuant to this section for the correction of any data reported to the Education Management Information System;
 3. The school district reports data to the Education Management Information System in a condition, as determined by the department, that indicates that the district did not make a good faith effort in reporting the data to the system.

Any report made under this division shall include recommendations for corrective action by the school district. Upon making a report for the first time in a fiscal year, the department shall withhold ten percent of the total amount due during that fiscal year under chapter 3317. to the school district to which the report applies. Upon making a second report in a fiscal year, the department shall withhold an additional twenty percent of such total amount due during that fiscal year to the school district to which the report applies. The department shall not release such funds unless it determines that the district has taken corrective action. However, no such release of funds shall occur if the district fails to take corrective action within ninety days of the date upon which the report was made by the department.
 - M. The Department of Education, after consultation with the Ohio Education Computer Network, may provide at no cost to school districts, uniform computer software for use in reporting data to the Education Management Information System, provided that no school district shall be required to utilize such software to report data to the Education Management Information System if such district is so reporting data in an accurate, complete, and timely manner in a format compatible with that required by the Education Management Information System.
 - N. The State Board of Education, in accordance with sections 3319.31 and 3319.311 of the revised code, may suspend or revoke a license as defined under division (a) of section 3319.31 of the revised code that has been issued to any school district employee found to have willfully reported erroneous, inaccurate, or incomplete data to the Education Management Information System.

System Overview

Rule 3301-14-01 contains specific guidelines, requirements and administrative procedures requiring interpretation. Specific authorities and responsibilities, provided by the Department through the Division of Information Management Services, include but are not limited to the following:

Scope

All public school districts are subject to the provisions of Rule 3301-14-01:

"The provisions of this rule shall apply to all city, county, local, exempted village, and joint vocational school districts and Ohio's designated data acquisition sites pursuant to Section 3301.0714 of the Revised Code." [Rule 3301-14-01(B)]

System Objectives

Rule 3301-14-01 emphasizes data definitions, collection and transfer procedures from the district to the Department, and end-user access.

Specifically, the regulations:

1. Satisfy the mandates of Section 3301.0714 of the Ohio Revised Code.
2. Develop a uniform, coordinated management information system for public education that will provide better

policy understanding of school district programs, accomplishments and needs.

3. Address the concept of a management information system that will assure accurate and timely information exchange between school districts and the Department of Education.
4. Encourage the effective and efficient use of computer resources and technology.

System Planning and Development

Although the primary thrust of Rule 3301-14-01 is the development and maintenance of the Education Management Information System, specific developmental aspects needed to be addressed to insure uniformity of applications for the purpose of multilevel comparisons of Ohio's school districts. To obtain valid information the staff of the Division of Information Management Services and numerous advisory committees have established activities to:

1. Evaluate the current collection and reporting of education information by school districts to the Department of Education.
2. Promote the systematic and coordinated development of the Education Management Information System for districts.
3. Provide for specifications which will standardize the education information and formats transferred to Designated Data Acquisition Sites from districts.
4. Encourage the efficient and effective use of information systems by all participants in the EMIS.
5. Encourage the use of current technology by all participants in the EMIS.
6. Adapt to changing education needs and legislative requirements.
7. Develop and maintain procedures for Designated Data Acquisition Sites.

Special Purpose Appropriation Item 200-446, Appropriation Levels, and Distribution Formula Categories Amended Substitute Senate Bill 140, effective August 2, 1990, contained the original funding authority for the Ohio Education Management Information System. Legislative language authorizing the support of the EMIS for the current biennium is contained in Amended Substitute House Bill 215 (Appendix A).

The Ohio General Assembly in Amended Substitute House Bill 215 has provided \$12,060,658 million for the development of the education management information system during each year of the 1998-99 biennium. This funding allocates 7% to the Department, 23% to the designated data acquisition sites, and 50% to individual school districts distributed on a per-pupil basis per year with a minimum amount for smaller districts, vocational schools and county offices of education (now known as education service centers). 20% will be allocated to a student software package.

Subsidy to School Districts and Designated Data Acquisition Sites

This funding recognizes the added costs for coordination, staff and support responsibilities, and related overhead incurred by a school district and the designated data acquisition site that provides services to a multi-district area. The amounts distributed to *school districts* shall be used solely for costs associated with the requirements of the EMIS. These costs may include hardware purchases, software development, data entry, data verification and correction (personnel), travel to seminars, designated data acquisition site fees, computer supplies and other costs associated with the requirements of the EMIS. Also, districts may forward this money to their computer consortium to help defray the expenses of establishing this system.

The Auditor of State has established Fund 432 within the Uniform School Accounting System for school districts to track revenues and expenditures associated with the EMIS. Receipt code 3200 should be used to receipt these monies. It is important that districts accurately track these expenditures so that the true cost of implementing this system can be reported. If the cost of implementing this system exceeds the revenue provided by the state, money may be transferred from the General Fund into Fund 432. School districts need to account for the funds by fiscal year, July 1 through June 30.

The amounts distributed to Designated Data Acquisition Sites shall be used solely for costs associated with the requirements of the EMIS. These costs may include hardware purchases, software development, personnel, travel to seminars, computer supplies, and other costs associated with the requirements of the EMIS.

Fund 025 within the Uniform School Accounting System will be used by designated data acquisition sites for tracking the expenditures of the EMIS. A Special Cost Center must be used to differentiate these monies from the normal quarterly subsidy payments. Receipt code 3200 should be used to receipt these monies.

The EMIS Guidelines Manual

The EMIS guidelines manual is provided as a comprehensive resource document for use by those local and state personnel who have primary responsibilities for the management and operation of EMIS data acquisition. The document may also be used to provide information concerning the EMIS to other interested parties.

Separate sections of the guide provide EMIS information relative to governance; organization; data element definitions; reporting and data transfer; as well as school district requirements and recommended procedures. Specific forms, documents, procedures and sections of legislative language pertinent to the EMIS are referenced in the text and included as appendices.

A copy of the guide and any subsequent updates will be made available to each school district and other participants in the EMIS via the ODE Web page or through the designated data acquisition sites.

Readers' suggestions for improving the content or utility of the guide are welcomed. Such suggestions should be submitted to the Division of Information Management Services.

Chapter 2 - EMIS ORGANIZATION

Chapter Two describes the organizational structure of the EMIS, including Division of Information Management Services and Designated Data Acquisition Sites. A listing of the geographic service areas that Designated Data Acquisition Sites will serve is also a part of this chapter. All users and participants in the EMIS should be familiar with the contents of this chapter.

2.1 Organizational Structure

2.1.1 Division of Information Management Services

Division of Information Management Services is responsible for management (including technical expertise) of the EMIS for the State Board of Education, Superintendent of Public Instruction, and staff of the Ohio Department of Education as required by Section 3301.0714 of the Ohio Revised Code. The division will administer the State Board of Education EMIS standard (Rule 3301-14-01) and the EMIS state subsidy distributions. The division also provides leadership and assistance to school districts in the EMIS.

2.1.2 Data Acquisition Sites

The Ohio Department of Education identified the sites responsible for the compilation and aggregation of school district record data. This resulting information is then forwarded to the Ohio Department of Education for inclusion in the state EMIS database. Only aggregated student data is forwarded to the Department.

2.1.3 School District Participants

All city, exempted village, local, vocational, and educational service centers have been required to report data through the EMIS. Since the inception of public "community" schools in FY199, those districts also are required to submit data via the EMIS.

2.1.4 Geographic Service Area Designations

Geographic service areas were essentially established for the Ohio Education Computer Network (OECN) data acquisition sites when the required Data Acquisition Site permits were issued and state funding was first provided to support fiscal services to their customer districts (see Section VII). Several regional educational data centers that were functioning at the 1979 inception of the computer network program were licensed as the first OECN Data Acquisition Sites and were permitted to retain, as OECN consortium member districts, those districts to which they were providing fiscal services. In subsequent years, the OECN geographic service area for such Data Acquisition Sites has expanded to include additional districts located in the same counties as their initial consortium member districts. For those OECN consortia that were established after 1979, service areas were initially defined by local school district administrators and boards of education when their districts voluntarily became members of a specific consortium created to serve the districts in that region.

A data acquisition site's designated service area will include not only its current consortium member districts, but also other districts in the same region that are not currently OECN participants. Consequently, every district is located within the designated service area of a Designated Data Acquisition Site. If a school district is currently using the services of two acquisition sites, the acquisition site providing financial software will act as the designated data acquisition site.

The current service area designations for all EMIS Designated Data Acquisition Sites are provided in the following section. In these designations, unless otherwise specified, the term "district" should be interpreted as meaning a city, exempted village, local, public "community" school or vocational school district or an education service center.

Because district boundaries frequently cross county lines, the location of each district's central administrative office determines the county affiliation for that district. The county reference for each district is contained in the Department's annual "Ohio Educational Directory" publication.

The following provides a listing of the designated data acquisition sites and the school districts within each OECN service area. This listing uses the following definitions: SD means school district, JVSD means joint vocational school district, and EDUC SRV CTR means education service center.

IRN	DISTRICT	COUNTY	A-#	A-SITE
043919	EAST LIVERPOOL CITY SD	COLUMBIANA	13	ACCESS
044735	SALEM CITY SD	COLUMBIANA	13	ACCESS
045328	COLUMBIANA EX VILL SD	COLUMBIANA	13	ACCESS
045443	LEETONIA EX VILL SD	COLUMBIANA	13	ACCESS
046417	COLUMBIANA EDUC SRV CTR	COLUMBIANA	13	ACCESS
046425	BEAVER LOCAL SD	COLUMBIANA	13	ACCESS
046458	UNITED LOCAL SD	COLUMBIANA	13	ACCESS
050906	COLUMBIANA COUNTY JVSD	COLUMBIANA	13	ACCESS
043703	CAMPBELL CITY SD	MAHONING	13	ACCESS
044859	STRUTHERS CITY SD	MAHONING	13	ACCESS
045161	YOUNGSTOWN CITY SD	MAHONING	13	ACCESS
048280	MAHONING EDUC SRV CTR	MAHONING	13	ACCESS
048298	AUSTINTOWN LOCAL SD	MAHONING	13	ACCESS
048306	BOARDMAN LOCAL SD	MAHONING	13	ACCESS
048314	CANFIELD LOCAL SD	MAHONING	13	ACCESS
048322	JACKSON-MILTON LOCAL SD	MAHONING	13	ACCESS
048330	LOWELLVILLE LOCAL SD	MAHONING	13	ACCESS
048348	POLAND LOCAL SD	MAHONING	13	ACCESS
048355	SEBRING LOCAL SD	MAHONING	13	ACCESS
048363	SOUTH RANGE LOCAL SD	MAHONING	13	ACCESS
048371	SPRINGFIELD LOCAL SD	MAHONING	13	ACCESS
048389	WEST BRANCH LOCAL SD	MAHONING	13	ACCESS
048397	WESTERN RESERVE LOCAL SD	MAHONING	13	ACCESS
051243	MAHONING COUNTY JVSD	MAHONING	13	ACCESS
134072	YOUNGSTOWN COMMUNITY	MAHONING	13	ACCESS
045500	MILFORD EX VILL SD	CLERMONT	24	HCCA
045559	NEW RICHMOND EX VILL SD	CLERMONT	24	HCCA
046292	CLERMONT EDUC SRV CTR	CLERMONT	24	HCCA
046300	BATAVIA LOCAL SD	CLERMONT	24	HCCA
046318	BETHEL-TATE LOCAL SD	CLERMONT	24	HCCA
046334	FELICITY-FRANKLIN LOCAL SD	CLERMONT	24	HCCA
046342	GOSHEN LOCAL SD	CLERMONT	24	HCCA
046367	WILLIAMSBURG LOCAL SD	CLERMONT	24	HCCA
062802	US GRANT JVSD	CLERMONT	24	HCCA
043851	DEER PARK COMMUNITY CITY SD	HAMILTON	24	HCCA
044289	MADEIRA CITY SD	HAMILTON	24	HCCA
044313	MARIEMONT CITY SD	HAMILTON	24	HCCA
044412	MOUNT HEALTHY CITY SD	HAMILTON	24	HCCA
044511	NORTH COLLEGE HILL CITY SD	HAMILTON	24	HCCA
044719	ST BERNARD-ELMWOOD PLACE CITY	HAMILTON	24	HCCA
044867	SYCAMORE COMMUNITY CITY SD	HAMILTON	24	HCCA
044081	WINTON WOODS CITY SD	HAMILTON	24	HCCA
045146	WYOMING CITY SD	HAMILTON	24	HCCA
045435	INDIAN HILL EX VILL SD	HAMILTON	24	HCCA
047324	HAMILTON EDUC SRV CTR	HAMILTON	24	HCCA
047332	FINNEYTOWN LOCAL SD	HAMILTON	24	HCCA
047340	FOREST HILLS LOCAL SD	HAMILTON	24	HCCA
047373	OAK HILLS LOCAL SD	HAMILTON	24	HCCA
047381	SOUTHWEST LOCAL SD	HAMILTON	24	HCCA
047399	THREE RIVERS LOCAL SD	HAMILTON	24	HCCA
134106	HARMONY COMM SCH	HAMILTON	24	HCCA
043547	BAY VILLAGE CITY SD	CUYAHOGA	18	LEECA
043976	FAIRVIEW PARK CITY SD	CUYAHOGA	18	LEECA
044529	NORTH OLMSTED CITY SD	CUYAHOGA	18	LEECA
046573	OLMSTED FALLS CITY SD	CUYAHOGA	18	LEECA
044842	STRONGSVILLE CITY SD	CUYAHOGA	18	LEECA
045062	WESTLAKE CITY SD	CUYAHOGA	18	LEECA
046821	VERMILION LOCAL SD	ERIE	18	LEECA
047720	NEW LONDON LOCAL SD	HURON	18	LEECA
048124	AVON LAKE CITY SD	LORAIN	18	LEECA
043943	ELYRIA CITY SD	LORAIN	18	LEECA
044263	LORAIN CITY SD	LORAIN	18	LEECA
044537	NORTH RIDGEVILLE CITY SD	LORAIN	18	LEECA
044594	OBERLIN CITY SD	LORAIN	18	LEECA
044768	SHEFFIELD-SHEFFIELD LAKE CITY	LORAIN	18	LEECA

IRN	DISTRICT	COUNTY	A-#	A-SITE
045195	AMHERST EX VILL SD	LORAIN	18	LEECA
045658	WELLINGTON EX VILL SD	LORAIN	18	LEECA
048108	LORAIN EDUC SRV CTR	LORAIN	18	LEECA
048116	AVON LOCAL SD	LORAIN	18	LEECA
048132	CLEARVIEW LOCAL SD	LORAIN	18	LEECA
048140	COLUMBIA LOCAL SD	LORAIN	18	LEECA
048157	FIRELANDS LOCAL SD	LORAIN	18	LEECA
048165	KEYSTONE LOCAL SD	LORAIN	18	LEECA
048173	MIDVIEW LOCAL SD	LORAIN	18	LEECA
051227	LORAIN COUNTY JVSD	LORAIN	18	LEECA
044388	MEDINA CITY SD	MEDINA	18	LEECA
048454	MEDINA EDUC SRV CTR	MEDINA	18	LEECA
048462	BLACK RIVER LOCAL SD	MEDINA	18	LEECA
048470	BUCKEYE LOCAL SD	MEDINA	18	LEECA
048488	CLOVERLEAF LOCAL SD	MEDINA	18	LEECA
048496	HIGHLAND LOCAL SD	MEDINA	18	LEECA
062109	MEDINA COUNTY JVSD	MEDINA	18	LEECA
043554	BEACHWOOD CITY SD	CUYAHOGA	06	LGCA
045005	WARRENSVILLE HEIGHTS CITY SD	CUYAHOGA	06	LGCA
045286	CHAGRIN FALLS EX VILL SD	CUYAHOGA	06	LGCA
047159	GEAUGA EDUC SRV CTR	GEAUGA	06	LGCA
047167	BERKSHIRE LOCAL SD	GEAUGA	06	LGCA
047175	CARDINAL LOCAL SD	GEAUGA	06	LGCA
047183	CHARDON LOCAL SD	GEAUGA	06	LGCA
047191	KENSTON LOCAL SD	GEAUGA	06	LGCA
047209	LEDGEMONT LOCAL SD	GEAUGA	06	LGCA
047217	NEWBURY LOCAL SD	GEAUGA	06	LGCA
047225	WEST GEAUGA LOCAL SD	GEAUGA	06	LGCA
045369	FAIRPORT HARBOR EX VILL SD	LAKE	06	LGCA
047860	LAKE EDUC SRV CTR	LAKE	06	LGCA
047878	KIRTLAND LOCAL SD	LAKE	06	LGCA
044628	PAINESVILLE CITY LOCAL SD	LAKE	06	LGCA
047894	PAINESVILLE TOWNSHIP LOCAL SD	LAKE	06	LGCA
047902	PERRY LOCAL SD	LAKE	06	LGCA
051169	AUBURN JVSD	LAKE	06	LGCA
043562	BEDFORD CITY SD	CUYAHOGA	26	LNOCA
043646	BRECKSVILLE-BROADVIEW HEIGHTS	CUYAHOGA	26	LNOCA
043653	BROOKLYN CITY SD	CUYAHOGA	26	LNOCA
043901	EAST CLEVELAND CITY SD	CUYAHOGA	26	LNOCA
044040	GARFIELD HEIGHTS CITY SD	CUYAHOGA	26	LNOCA
044198	LAKESIDE CITY SD	CUYAHOGA	26	LNOCA
044305	MAPLE HEIGHTS CITY SD	CUYAHOGA	26	LNOCA
044545	NORTH ROYALTON CITY SD	CUYAHOGA	26	LNOCA
046581	ORANGE CITY SD	CUYAHOGA	26	LNOCA
044636	PARMA CITY SD	CUYAHOGA	26	LNOCA
044701	ROCKY RIVER CITY SD	CUYAHOGA	26	LNOCA
044792	SOUTH EUCLID-LYNDHURST CITY SD	CUYAHOGA	26	LNOCA
046532	CUYAHOGA EDUC SRV CTR	CUYAHOGA	26	LNOCA
046557	CUYAHOGA HEIGHTS LOCAL SD	CUYAHOGA	26	LNOCA
046565	INDEPENDENCE LOCAL SD	CUYAHOGA	26	LNOCA
046599	RICHMOND HEIGHTS LOCAL SD	CUYAHOGA	26	LNOCA
050922	CUYAHOGA VALLEY JVSD	CUYAHOGA	26	LNOCA
134098	OLD BROOKLYN MONESSORI SCH	CUYAHOGA	26	LNOCA
044115	HEATH CITY SD	LICKING	08	LACA
044453	NEWARK CITY SD	LICKING	08	LACA
045393	GRANVILLE EX VILL SD	LICKING	08	LACA
047977	LICKING EDUC SRV CTR	LICKING	08	LACA
047985	JOHNSTOWN-MONROE LOCAL SD	LICKING	08	LACA
047993	LAKESIDE LOCAL SD	LICKING	08	LACA
048009	LICKING HEIGHTS LOCAL SD	LICKING	08	LACA
048025	NORTH FORK LOCAL SD	LICKING	08	LACA
048033	NORTHRIDGE LOCAL SD	LICKING	08	LACA
048041	SOUTHWEST LICKING LOCAL SD	LICKING	08	LACA
051201	LICKING COUNTY JVSD	LICKING	08	LACA
048850	MAYSVILLE LOCAL SD	MUSKINGUM	08	LACA
048884	WEST MUSKINGUM LOCAL SD	MUSKINGUM	08	LACA

IRN	DISTRICT	COUNTY	A-#	A-SITE
045633	VERSAILLES EX VILL SD	DARKE	22	MDECA
046615	DARKE EDUC SRV CTR	DARKE	22	MDECA
046623	ANSONIA LOCAL SD	DARKE	22	MDECA
046631	ARCANUM BUTLER LOCAL SD	DARKE	22	MDECA
046649	FRANKLIIN-MONROE LOCAL SD	DARKE	22	MDECA
046672	MISSISSINAWA VALLEY LOCAL SD	DARKE	22	MDECA
046680	TRI-VILLAGE LOCAL SD	DARKE	22	MDECA
043968	FAIRBORN CITY SD	DARKE	22	MDECA
044644	PIQUA CITY SD	MIAMI	22	MDECA
044925	TROY CITY SD	MIAMI	22	MDECA
045229	BRADFORD EX VILL SD	MIAMI	22	MDECA
045336	COVINGTON EX VILL SD	MIAMI	22	MDECA
048603	MIAMI EDUC SRV CTR	MIAMI	22	MDECA
048611	BETHEL LOCAL SD	MIAMI	22	MDECA
048629	MIAMI EAST LOCAL SD	MIAMI	22	MDECA
048637	NEWTON LOCAL SD	MIAMI	22	MDECA
048751	HUBER HEIGHTS CITY SD	MONTGOMERY	22	MDECA
044396	MIAMISBURG CITY SD	MONTGOMERY	22	MDECA
048728	NORTHMONT CITY SD	MONTGOMERY	22	MDECA
044586	OAKWOOD CITY SD	MONTGOMERY	22	MDECA
048694	TROTWOOD-MADISON CITY SD	MONTGOMERY	22	MDECA
048660	MONTGOMERY EDUC SRV CTR	MONTGOMERY	22	MDECA
048678	BROOKVILLE LOCAL SD	MONTGOMERY	22	MDECA
048686	JEFFERSON TOWNSHIP LOCAL SD	MONTGOMERY	22	MDECA
048710	NEW LEBANON LOCAL SD	MONTGOMERY	22	MDECA
048736	NORTHRIDGE LOCAL SD	MONTGOMERY	22	MDECA
048744	VALLEY VIEW LOCAL SD	MONTGOMERY	22	MDECA
134247	CITY DAY COMM SCH	MONTGOMERY	22	MDECA
044206	LANCASTER CITY SD	FAIRFIELD	11	MEC
046839	FAIRFIELD EDUC SRV CTR	FAIRFIELD	11	MEC
046847	AMAMDA-CLEARCREEK LOCAL SD	FAIRFIELD	11	MEC
046854	BERNE UNION LOCAL SD	FAIRFIELD	11	MEC
046862	BLOOM CARROLL LOCAL SD	FAIRFIELD	11	MEC
046870	FAIRFIELD UNION LOCAL SD	FAIRFIELD	11	MEC
046888	LIBERTY UNION-THURSTON LOCAL SD	FAIRFIELD	11	MEC
046896	PICKERINGTON LOCAL SD	FAIRFIELD	11	MEC
046904	WALNUT TOWNSHIP LOCAL SD	FAIRFIELD	11	MEC
047027	DUBLIN CITY SD	FRANKLIN	11	MEC
046961	GAHANNA-JEFFERSON CITY SD	FRANKLIN	11	MEC
044073	GRANDVIEW HEIGHTS CITY SD	FRANKLIN	11	MEC
047019	HILLIARD CITY SD	FRANKLIN	11	MEC
047001	REYNOLDSBURG CITY SD	FRANKLIN	11	MEC
045070	WHITEHALL CITY SD	FRANKLIN	11	MEC
046938	FRANKLIN EDUC SRV CTR	FRANKLIN	11	MEC
046946	CANAL WINCHESTER LOCAL SD	FRANKLIN	11	MEC
046953	HAMILTON LOCAL SD	FRANKLIN	11	MEC
046995	PLAIN LOCAL SD	FRANKLIN	11	MEC
044255	LONDON CITY SD	MADISON	11	MEC
048249	MADISON EDUC SRV CTR	MADISON	11	MEC
048256	JEFFERSON LOCAL SD	MADISON	11	MEC
048264	JONATHAN ALDER LOCAL SD	MADISON	11	MEC
048272	MADISON-PLAINS LOCAL SD	MADISON	11	MEC
063511	CENTRAL OHIO JVSD	MADISON	11	MEC
043760	CIRCLEVILLE CITY SD	PICKAWAY	11	MEC
049072	PICKAWAY EDUC SRV CTR	PICKAWAY	11	MEC
049080	LOGAN ELM LOCAL SD	PICKAWAY	11	MEC
049098	TEAYS VALLEY LOCAL SD	PICKAWAY	11	MEC
049106	WESTFALL LOCAL SD	PICKAWAY	11	MEC
045476	MARYSVILLE EX VILL SD	UNION	11	MEC
050328	FAIRBANKS LOCAL SD	UNION	11	MEC
050336	NORTH UNION LOCAL SD	UNION	11	MEC
046227	CLARK EDUC SRV CTR	CLARK	09	MVECA
046284	CLARK-SHAWNEE LOCAL SD	CLARK	09	MVECA
046235	MAD RIVER-GREEN LOCAL SD	CLARK	09	MVECA
046250	NORTHEASTERN LOCAL SD	CLARK	09	MVECA
046268	NORTHWESTERN LOCAL SD	CLARK	09	MVECA

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046276	SOUTHEASTERN LOCAL SD	CLARK	09	MVECA
046243	TECUMSEH LOCAL SD	CLARK	09	MVECA
051532	SPRINGFIELD-CLARK COUNTY JVSD	CLARK	09	MVECA
045112	WILMINGTON CITY SD	CLINTON	09	MVECA
046375	CLINTON-FAYETTE-HIGHLAND EDUC	CLINTON	09	MVECA
046383	BLANCHESTER LOCAL SD	CLINTON	09	MVECA
046391	CLINTON-MASSIE LOCAL SD	CLINTON	09	MVECA
046409	EAST CLINTON LOCAL SD	CLINTON	09	MVECA
045013	WASHINGTON COURT HOUSE CITY SD	FAYETTE	09	MVECA
046920	MIAMI TRACE LOCAL SD	FAYETTE	09	MVECA
045153	XENIA CITY SD	GREENE	09	MVECA
045674	YELLOW SPRINGS EX VILL SD	GREENE	09	MVECA
047233	GREENE EDUC SRV CTR	GREENE	09	MVECA
047258	CEDAR CLIFF LOCAL SD	GREENE	09	MVECA
047266	GREENVIEW LOCAL SD	GREENE	09	MVECA
047274	SUGARCREEK LOCAL SD	GREENE	09	MVECA
051045	GREENE COUNTY JVSD	GREENE	09	MVECA
044123	HILLSBORO CITY SD	HIGHLAND	09	MVECA
043687	BUCYRUS CITY SD	CRAWFORD	17	NCOCC
044024	GALION CITY SD	CRAWFORD	17	NCOCC
045344	CRESTLINE EX VILL SD	CRAWFORD	17	NCOCC
046516	COLONEL CRAWFORD LOCAL SD	CRAWFORD	17	NCOCC
046524	WYNFORD LOCAL SD	CRAWFORD	17	NCOCC
045096	WILLARD CITY SD	HURON	17	NCOCC
048819	NORTHMOR LOCAL SD	MORROW	17	NCOCC
044776	SHELBY CITY SD	RICHLAND	17	NCOCC
123521	MID-OHIO EDUC SRV CTR	RICHLAND	17	NCOCC
049411	CLEAR FORK VALLEY LOCAL SD	RICHLAND	17	NCOCC
049429	CRESTVIEW LOCAL SD	RICHLAND	17	NCOCC
049437	LEXINGTON LOCAL SD	RICHLAND	17	NCOCC
049445	LUCAS LOCAL SD	RICHLAND	17	NCOCC
049478	ONTARIO LOCAL SD	RICHLAND	17	NCOCC
049460	PLYMOUTH LOCAL SD	RICHLAND	17	NCOCC
051417	PIONEER CAREER & TECHNOLOGY JV	RICHLAND	17	NCOCC
043513	ASHTABULA AREA CITY SD	ASHTABULA	10	NEOMIN
043810	CONNEAUT AREA CITY SD	ASHTABULA	10	NEOMIN
044057	GENEVA AREA CITY SD	ASHTABULA	10	NEOMIN
045849	ASHTABULA EDUC SRV CTR	ASHTABULA	10	NEOMIN
045856	BUCKEYE LOCAL SD	ASHTABULA	10	NEOMIN
045864	GRAND VALLEY LOCAL SD	ASHTABULA	10	NEOMIN
045872	JEFFERSON AREA LOCAL SD	ASHTABULA	10	NEOMIN
045880	PYMATUNING VALLEY LOCAL SD	ASHTABULA	10	NEOMIN
050815	ASHTABULA COUNTY JVSD	ASHTABULA	10	NEOMIN
044065	GIRARD CITY SD	TRUMBULL	10	NEOMIN
044495	NILES CITY SD	TRUMBULL	10	NEOMIN
044990	WARREN CITY SD	TRUMBULL	10	NEOMIN
045427	HUBBARD EX VILL SD	TRUMBULL	10	NEOMIN
045567	NEWTON FALLS EX VILL SD	TRUMBULL	10	NEOMIN
050088	TRUMBULL EDUC SRV CTR	TRUMBULL	10	NEOMIN
050096	BLOOMFIELD-MESPO LOAL SD	TRUMBULL	10	NEOMIN
050112	BRISTOL LOCAL SD	TRUMBULL	10	NEOMIN
050120	BROOKFIELD LOCAL SD	TRUMBULL	10	NEOMIN
050138	CHAMPION LOCAL SD	TRUMBULL	10	NEOMIN
050161	HOWLAND LOCAL SD	TRUMBULL	10	NEOMIN
050179	JOSEPH BADGER LOCAL SD	TRUMBULL	10	NEOMIN
050245	LABRAE LOCAL SD	TRUMBULL	10	NEOMIN
050187	LAKEVIEW LOCAL SD	TRUMBULL	10	NEOMIN
050195	LIBERTY LOCAL SD	TRUMBULL	10	NEOMIN
050203	LORDSTOWN LOCAL SD	TRUMBULL	10	NEOMIN
050211	MAPLEWOOD LOCAL SD	TRUMBULL	10	NEOMIN
050153	MATHEWS LOCAL SD	TRUMBULL	10	NEOMIN
050229	MCDONALD LOCAL SD	TRUMBULL	10	NEOMIN
050237	SOUTHINGTON LOCAL SD	TRUMBULL	10	NEOMIN
050252	WEATHERSFIELD LOCAL SD	TRUMBULL	10	NEOMIN
051631	TRUMBULL COUNTY JVSD	TRUMBULL	10	NEOMIN
044164	KENT CITY SD	SUMMIT	23	NEONET

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043539	BARBERTON CITY SD	SUMMIT	23	NEONET
049981	COPLEY-FAIRLAWN CITY SD	SUMMIT	23	NEONET
043836	CUYAHOGA FALLS CITY SD	SUMMIT	23	NEONET
050047	NORDONIA HILLS CITY SD	SUMMIT	23	NEONET
044552	NORTON CITY SD	SUMMIT	23	NEONET
044834	STOW-MUNROE FALLS CITY SD	SUMMIT	23	NEONET
044883	TALLMADGE CITY SD	SUMMIT	23	NEONET
050070	TWINSBURG CITY SD	SUMMIT	23	NEONET
049965	SUMMIT EDUC SRV CTR	SUMMIT	23	NEONET
049999	COVENTRY LOCAL SD	SUMMIT	23	NEONET
050013	GREEN LOCAL SD	SUMMIT	23	NEONET
050005	MANCHESTER LOCAL SD	SUMMIT	23	NEONET
050039	MOGADORE LOCAL SD	SUMMIT	23	NEONET
050054	REVERE LOCAL SD	SUMMIT	23	NEONET
050062	SPRINGFIELD LOCAL SD	SUMMIT	23	NEONET
049973	WOODRIDGE LOCAL SD	SUMMIT	23	NEONET
063495	PORTAGE LAKES JVSD	SUMMIT	23	NEONET
046508	BUCKEYE CENTRAL LOCAL SD	CRAWFORD	01	NOECA
044131	HURON CITY SD	ERIE	01	NOECA
044743	SANDUSKY CITY SD	ERIE	01	NOECA
125690	ERIE-OTTAWA EDUC SRV CTR	ERIE	01	NOECA
046789	BERLIN-MILAN LOCAL SD	ERIE	01	NOECA
046797	KELLEYS ISLAND LOCAL SD	ERIE	01	NOECA
046805	MARGARETTA LOCAL SD	ERIE	01	NOECA
046813	PERKINS LOCAL SD	ERIE	01	NOECA
051029	EHOVE JVSD	ERIE	01	NOECA
043596	BELLEVUE CITY SD	HURON	01	NOECA
044560	NORWALK CITY SD	HURON	01	NOECA
047704	HURON EDUC SRV CTR	HURON	01	NOECA
047712	MONROEVILLE LOCAL SD	HURON	01	NOECA
047738	SOUTH CENTRAL LOCAL SD	HURON	01	NOECA
047746	WESTERN RESERVE LOCAL SD	HURON	01	NOECA
044651	PORT CLINTON CITY SD	OTTAWA	01	NOECA
048926	BENTON CARROLL SALEM LOCAL SD	OTTAWA	01	NOECA
048934	DANBURY LOCAL SD	OTTAWA	01	NOECA
048942	GENOA AREA LOCAL SD	OTTAWA	01	NOECA
048959	MIDDLE BASS LOCAL SD	OTTAWA	01	NOECA
048967	NORTH BASS LOCAL SD	OTTAWA	01	NOECA
048975	PUT-IN-BAY LOCAL SD	OTTAWA	01	NOECA
044016	FREMONT CITY SD	SANDUSKY	01	NOECA
045302	CLYDE-GREEN SPRINGS EX VILL SD	SANDUSKY	01	NOECA
045385	GIBSONBURG EX VILL SD	SANDUSKY	01	NOECA
049551	SANDUSKY EDUC SRV CTR	SANDUSKY	01	NOECA
049569	LAKOTA LOCAL SD	SANDUSKY	01	NOECA
049577	WOODMORE LOCAL SD	SANDUSKY	01	NOECA
051458	VANGUARD-SENTINEL JVSD	SANDUSKY	01	NOECA
043992	FOSTORIA CITY SD	SENECA	01	NOECA
044891	TIFFIN CITY SD	SENECA	01	NOECA
123257	NORTH CENTRAL OHIO EDUC SRV CT	SENECA	01	NOECA
049692	BETTSVILLE LOCAL SD	SENECA	01	NOECA
049700	HOPEWELL-LOUDON LOCAL SD	SENECA	01	NOECA
049718	NEW RIEGEL LOCAL SD	SENECA	01	NOECA
049726	OLD FORT LOCAL SD	SENECA	01	NOECA
049684	SENECA EAST LOCAL SD	SENECA	01	NOECA
045583	PERRYSBURG EX VILL SD	WOOD	01	NOECA
050674	EASTWOOD LOCAL SD	WOOD	01	NOECA
050682	ELMWOOD LOCAL SD	WOOD	01	NOECA
050716	NORTHWOOD LOCAL SD	WOOD	01	NOECA
043885	DELPHOS CITY SD	ALLEN	05	NOACSC
044222	LIMA CITY SD	ALLEN	05	NOACSC
045211	BLUFFTON EX VILL SD	ALLEN	05	NOACSC
045740	ALLEN EDUC SRV CTR	ALLEN	05	NOACSC
045757	ALLEN EAST LOCAL SD	ALLEN	05	NOACSC
045765	BATH LOCAL SD	ALLEN	05	NOACSC
045773	ELIDA LOCAL SD	ALLEN	05	NOACSC
045781	PERRY LOCAL SD	ALLEN	05	NOACSC

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045799	SHAWNEE LOCAL SD	ALLEN	05	NOACSC
045807	SPENCERVILLE LOCAL SD	ALLEN	05	NOACSC
050773	APOLLO JVSD	ALLEN	05	NOACSC
044727	ST MARYS CITY SD	AUGLAIZE	05	NOACSC
044982	WAPAKONETA CITY SD	AUGLAIZE	05	NOACSC
043984	FINDLAY CITY SD	HANCOCK	05	NOACSC
047407	HANCOCK EDUC SRV CTR	HANCOCK	05	NOACSC
047415	ARCADIA LOCAL SD	HANCOCK	05	NOACSC
047423	ARLINGTON LOCAL SD	HANCOCK	05	NOACSC
047431	CORY-RAWSON LOCAL SD	HANCOCK	05	NOACSC
047449	LIBERTY-BENTON LOCAL SD	HANCOCK	05	NOACSC
047456	MCCOMB LOCAL SD	HANCOCK	05	NOACSC
047464	VAN BUREN LOCAL SD	HANCOCK	05	NOACSC
047472	VANLUE LOCAL SD	HANCOCK	05	NOACSC
045187	ADA EX VILL SD	HARDIN	05	NOACSC
043729	CELINA CITY SD	MERCER	05	NOACSC
045310	COLDWATER EX VILL SD	MERCER	05	NOACSC
048546	MERCER EDUC SRV CTR	MERCER	05	NOACSC
048595	FORT RECOVERY LOCAL SD	MERCER	05	NOACSC
048553	MARION LOCAL SD	MERCER	05	NOACSC
048579	PARKWAY LOCAL SD	MERCER	05	NOACSC
048587	ST HENRY CONSOLIDATED LOCAL SD	MERCER	05	NOACSC
045575	PAULDING EX VILL SD	PAULDING	05	NOACSC
048983	PAULDING EDUC SRV CTR	PAULDING	05	NOACSC
048991	ANTWERP LOCAL SD	PAULDING	05	NOACSC
049031	WAYNE TRACE LOCAL SD	PAULDING	05	NOACSC
049304	PUTNAM EDUC SRV CTR	PUTNAM	05	NOACSC
049312	COLUMBUS GROVE LOCAL SD	PUTNAM	05	NOACSC
049320	CONTINENTAL LOCAL SD	PUTNAM	05	NOACSC
049338	JENNINGS LOCAL SD	PUTNAM	05	NOACSC
049346	KALIDA LOCAL SD	PUTNAM	05	NOACSC
049353	LEPSIC LOCAL SD	PUTNAM	05	NOACSC
049361	MILLER CITY-NEW CLEVELAND LOCAL	PUTNAM	05	NOACSC
049379	OTTAWA-GLANDORF LOCAL SD	PUTNAM	05	NOACSC
049387	OTTOVILLE LOCAL SD	PUTNAM	05	NOACSC
049395	PANDORA-GILBOA LOCAL SD	PUTNAM	05	NOACSC
044966	VAN WERT CITY SD	VAN WERT	05	NOACSC
050344	VAN WERT EDUC SRV CTR	VAN WERT	05	NOACSC
050351	CRESTVIEW LOCAL SD	VAN WERT	05	NOACSC
050369	LINCOLNVIEW LOCAL SD	VAN WERT	05	NOACSC
051672	VANTAGE JVSD	VAN WERT	05	NOACSC
050708	NORTH BALTIMORE	WOOD	05	NOACSC
043869	DEFIANCE CITY SD	DEFIANCE	07	NWOCA
045419	HICKSVILLE EX VILL SD	DEFIANCE	07	NWOCA
046706	AYERSVILLE LOCAL SD	DEFIANCE	07	NWOCA
046714	CENTRAL LOCAL SD	DEFIANCE	07	NWOCA
046722	NORTHEASTERN LOCAL SD	DEFIANCE	07	NWOCA
124297	NORTHWEST OHIO EDUC SRV CTR	FULTON	07	NWOCA
047043	ARCHBOLD-AREA LOCAL SD	FULTON	07	NWOCA
047050	EVERGREEN LOCAL SD	FULTON	07	NWOCA
047068	GORHAM FAYETTE LOCAL SD	FULTON	07	NWOCA
047076	PETTISVILLE LOCAL SD	FULTON	07	NWOCA
047084	PIKE-DELTA-YORK LOCAL SD	FULTON	07	NWOCA
047092	SWANTON LOCAL SD	FULTON	07	NWOCA
044438	NAPOLEON AREA CITY SD	HENRY	07	NWOCA
047571	HOLGATE LOCAL SD	HENRY	07	NWOCA
047589	LIBERTY CENTER LOCAL SD	HENRY	07	NWOCA
047597	PATRICK HENRY LOCAL SD	HENRY	07	NWOCA
050963	FOUR COUNTY JVSD	HENRY	07	NWOCA
044362	MAUMEE CITY SD	LUCAS	07	NWOCA
044602	OREGON CITY SD	LUCAS	07	NWOCA
044875	SYLVANIA CITY SD	LUCAS	07	NWOCA
048199	LUCAS EDUC SER CT	LUCAS	07	NWOCA
048207	ANTHONY WAYNE LOCAL SD	LUCAS	07	NWOCA
048215	OTTAWA HILLS LOCAL SD	LUCAS	07	NWOCA
048223	SPRINGFIELD LOCAL SD	LUCAS	07	NWOCA

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134114	TOLEDO VILLAGE SHULE	LUCAS	07	NWOCA
134122	M.O.D.E.L. COMM SCHOOL	LUCAS	07	NWOCA
134148	AURORA ACADEMY	LUCAS	07	NWOCA
134155	THE JADES ACADEMY	LUCAS	07	NWOCA
134171	VAIL MEADOWS CHOICE	LUCAS	07	NWOCA
043679	BRYAN CITY SD	WILLIAMS	07	NWOCA
045526	MONTPELIER EX VILL SD	WILLIAMS	07	NWOCA
050617	EDGERTON LOCAL SD	WILLIAMS	07	NWOCA
050625	EDON-NORTHWEST LOCAL SD	WILLIAMS	07	NWOCA
050633	MILLCREEK-WEST UNITY LOCAL SD	WILLIAMS	07	NWOCA
050641	NORTH CENTRAL LOCAL SD	WILLIAMS	07	NWOCA
050658	STRYKER LOCAL SD	WILLIAMS	07	NWOCA
045609	ROSSFORD EX VILL SD	WOOD	07	NWOCA
050666	WOOD EDUC SRV CTR	WOOD	07	NWOCA
050690	LAKE LOCAL SD	WOOD	07	NWOCA
050724	OTSEGO LOCAL SD	WOOD	07	NWOCA
051359	PENTA COUNTY JVSD	WOOD	07	NWOCA
043570	BELLAIRE CITY SD	BELMONT	21	OMERESA
044347	MARTINS FERRY CITY SD	BELMONT	21	OMERESA
045997	ST CLAIRSVILLE-RICHLAND CITY SD	BELMONT	21	OMERESA
045203	BARNSVILLE EX VILL SD	BELMONT	21	OMERESA
045237	BRIDGEPORT EX VILL SD	BELMONT	21	OMERESA
045989	BELMONT EDUC SRV CTR	BELMONT	21	OMERESA
046003	SHADYSIDE LOCAL SD	BELMONT	21	OMERESA
046011	UNION LOCAL SD	BELMONT	21	OMERESA
050856	BELMONT-HARRISON JVSD	BELMONT	21	OMERESA
045278	CARROLLTON EX VILL SD	CARROLL	21	OMERESA
043927	EAST PALESTINE CITY SD	COLUMBIANA	21	OMERESA
045450	LISBON EX VILL SD	COLUMBIANA	21	OMERESA
046433	CRESTVIEW LOCAL SD	COLUMBIANA	21	OMERESA
046441	SOUTHERN LOCAL SD	COLUMBIANA	21	OMERESA
043828	COSHOCTON CITY SD	COSHOCTON	21	OMERESA
046474	RIDGEWOOD LOCAL SD	COSHOCTON	21	OMERESA
046482	RIVER VIEW LOCAL SD	COSHOCTON	21	OMERESA
065227	COSHOCTON COUNTY JVSD	COSHOCTON	21	OMERESA
043695	CAMBRIDGE CITY SD	GUERNSEY	21	OMERESA
123281	GUERNSEY-MONROE-NOBLE EDUC SRV	GUERNSEY	21	OMERESA
069682	EAST GUERNSEY LOCAL SD	GUERNSEY	21	OMERESA
047308	ROLLING HILLS LOCAL SD	GUERNSEY	21	OMERESA
045245	HARRISON HILLS CITY SD	HARRISON	21	OMERESA
047548	CONOTTON VALLEY UNION LOCAL SD	HARRISON	21	OMERESA
044826	STEUBENVILLE CITY SD	JEFFERSON	21	OMERESA
044917	TORONTO CITY SD	JEFFERSON	21	OMERESA
047779	JEFFERSON EDUC SRV CTR	JEFFERSON	21	OMERESA
047787	BUCKEYE LOCAL SD	JEFFERSON	21	OMERESA
047795	EDISON LOCAL SD	JEFFERSON	21	OMERESA
047803	INDIAN CREEK LOCAL SD	JEFFERSON	21	OMERESA
051128	JEFFERSON COUNTY JVSD	JEFFERSON	21	OMERESA
045179	ZANESVILLE CITY SD	MUSKINGUM	21	OMERESA
125252	MUSKINGUM VALLEY EDUC SRV CTR	MUSKINGUM	21	OMERESA
048835	EAST MUSKINGUM LOCAL SD	MUSKINGUM	21	OMERESA
048843	FRANKLIN LOCAL SD	MUSKINGUM	21	OMERESA
048876	TRI-VALLEY LOCAL SD	MUSKINGUM	21	OMERESA
051300	MID-EAST OHIO JVSD	MUSKINGUM	21	OMERESA
045252	CALDWELL EX VILL SD	NOBLE	21	OMERESA
048900	NOBLE LOCAL SD	NOBLE	21	OMERESA
043778	CLAYMONT CITY SD	TUSCARAWAS	21	OMERESA
043893	DOVER CITY SD	TUSCARAWAS	21	OMERESA
044487	NEW PHILADELPHIA CITY SD	TUSCARAWAS	21	OMERESA
045542	NEWCOMERSTOWN EX VILL SD	TUSCARAWAS	21	OMERESA
050260	TUSCARAWAS EDUC SRV CTR	TUSCARAWAS	21	OMERESA
050278	GARAWAY LOCAL SD	TUSCARAWAS	21	OMERESA
050286	INDIAN VALLEY LOCAL SD	TUSCARAWAS	21	OMERESA
050294	STRASBURG-FRANKLIN LOCAL SD	TUSCARAWAS	21	OMERESA
050302	TUSCARAWAS VALLEY LOCAL SD	TUSCARAWAS	21	OMERESA
051656	BUCKEYE JVSD	TUSCARAWAS	21	OMERESA

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061903	ADAMS COUNTY/OHIO VALLEY LOCAL	ADAMS	15	SCOCA
045377	GEORGETOWN EX VILL SD	BROWN	15	SCOCA
046029	BROWN EDUC SRV CTR	BROWN	15	SCOCA
046037	EASTERN LOCAL SD	BROWN	15	SCOCA
046045	FAYETTEVILLE-PERRY LOCAL SD	BROWN	15	SCOCA
046078	RIPLEY-UNION-LEWIS LOCAL SD	BROWN	15	SCOCA
046060	WESTERN BROWN LOCAL SD	BROWN	15	SCOCA
050799	SOUTHERN HILLS JVSD	BROWN	15	SCOCA
045401	GREENFIELD EX VILL SD	HIGHLAND	15	SCOCA
047613	BRIGHT LOCAL SD	HIGHLAND	15	SCOCA
047621	FAIRFIELD LOCAL SD	HIGHLAND	15	SCOCA
047639	LYNCHBURG-CLAY LOCAL SD	HIGHLAND	15	SCOCA
047761	OAK HILL UNION LOCAL SD	JACKSON	15	SCOCA
044149	IRONTON CITY SD	LAWRENCE	15	SCOCA
045294	CHESAPEAKE UNION EX VILL SD	LAWRENCE	15	SCOCA
047910	LAWRENCE EDUC SRV CTR	LAWRENCE	15	SCOCA
047928	DAWSON-BRYANT LOCAL SD	LAWRENCE	15	SCOCA
047936	FAIRLAND LOCAL SD	LAWRENCE	15	SCOCA
047944	ROCK HILL LOCAL SD	LAWRENCE	15	SCOCA
047951	SOUTH POINT LOCAL SD	LAWRENCE	15	SCOCA
047969	SYMMES VALLEY LOCAL SD	LAWRENCE	15	SCOCA
051185	LAWRENCE COUNTY JVSD	LAWRENCE	15	SCOCA
049148	WAVERLY CITY SD	PIKE	15	SCOCA
049114	PIKE EDUC SRV CTR	PIKE	15	SCOCA
049122	EASTERN LOCAL SD	PIKE	15	SCOCA
049130	SCIOTO VALLEY LOCAL SD	PIKE	15	SCOCA
049155	WESTERN LOCAL SD	PIKE	15	SCOCA
051375	PIKE COUNTY AREA JVSD	PIKE	15	SCOCA
043745	CHILLICOTHE CITY SD	ROSS	15	SCOCA
049486	ROSS EDUC SRV CTR	ROSS	15	SCOCA
049494	ADENA LOCAL SD	ROSS	15	SCOCA
049502	HUNTINGTON LOCAL SD	ROSS	15	SCOCA
049510	PAINT VALLEY LOCAL SD	ROSS	15	SCOCA
049528	SCIOTO VALLEY LOCAL SD	ROSS	15	SCOCA
049536	UNION-SCIOTO LOCAL SD	ROSS	15	SCOCA
049544	ZANE TRACE LOCAL SD	ROSS	15	SCOCA
051433	PICKAWAY-ROSS COUNTY JVSD	ROSS	15	SCOCA
044669	PORTSMOUTH CITY SD	SCIOTO	15	SCOCA
125658	SOUTH CENTRAL OHIO EDUC SRV CTR	SCIOTO	15	SCOCA
049593	BLOOM-VERNON LOCAL SD	SCIOTO	15	SCOCA
049601	CLAY LOCAL SD	SCIOTO	15	SCOCA
049619	GREEN LOCAL SD	SCIOTO	15	SCOCA
049627	MINFORD LOCAL SD	SCIOTO	15	SCOCA
044461	NEW BOSTON LOCAL SD	SCIOTO	15	SCOCA
049635	NORTHWEST LOCAL SD	SCIOTO	15	SCOCA
049643	VALLEY LOCAL SD	SCIOTO	15	SCOCA
049650	WASHINGTON-NILE LOCAL SD	SCIOTO	15	SCOCA
049668	WHEELERSBURG LOCAL SD	SCIOTO	15	SCOCA
051490	SCIOTO COUNTY JVSD	SCIOTO	15	SCOCA
043521	ATHENS CITY SD	ATHENS	20	SEOVEC
044446	NELSONVILLE-YORK CITY SD	ATHENS	20	SEOVEC
045898	ATHENS EDUC SRV CTR	ATHENS	20	SEOVEC
045906	ALEXANDER LOCAL SD	ATHENS	20	SEOVEC
045914	FEDERAL HOCKING LOCAL SD	ATHENS	20	SEOVEC
045922	TRIMBLE LOCAL SD	ATHENS	20	SEOVEC
051607	TRI-COUNTY JVSD	ATHENS	20	SEOVEC
125682	GALLIA-VINTON EDUC SRV CTR	GALLIA	20	SEOVEC
065680	GALLIA COUNTY LOCAL SD	GALLIA	20	SEOVEC
062067	GALLIA-JACKSON-VINTON JVSD	GALLIA	20	SEOVEC
044248	LOGAN-HOCKING LOCAL SD	HOCKING	20	SEOVEC
044156	JACKSON CITY SD	JACKSON	20	SEOVEC
045021	WELLSTON CITY SD	JACKSON	20	SEOVEC
048504	MEIGS EDUC SRV CTR	MEIGS	20	SEOVEC
048512	EASTERN LOCAL SD	MEIGS	20	SEOVEC
048520	MEIGS LOCAL SD	MEIGS	20	SEOVEC
048538	SOUTHERN LOCAL SD	MEIGS	20	SEOVEC

IRN	DISTRICT	COUNTY	A-#	A-SITE
048652	SWITZERLAND OF OHIO LOCAL SD	MONROE	20	SEOVEC
048777	MORGAN LOCAL SD	MORGAN	20	SEOVEC
044479	NEW LEXINGTON CITY SD	PERRY	20	SEOVEC
045351	CROOKSVILLE EX VILL SD	PERRY	20	SEOVEC
125674	PERRY-HOCKING EDUC SRV CTR	PERRY	20	SEOVEC
049056	NORTHERN LOCAL SD	PERRY	20	SEOVEC
049064	SOUTHERN LOCAL SD	PERRY	20	SEOVEC
050393	VINTON COUNTY LOCAL SD	VINTON	20	SEOVEC
043604	BELPRE CITY SD	WASHINGTON	20	SEOVEC
044321	MARIETTA CITY SD	WASHINGTON	20	SEOVEC
050476	WASHINGTON EDUC SRV CTR	WASHINGTON	20	SEOVEC
050484	FORT FRYE LOCAL SD	WASHINGTON	20	SEOVEC
050492	FRONTIER LOCAL SD	WASHINGTON	20	SEOVEC
050500	WARREN LOCAL SD	WASHINGTON	20	SEOVEC
050518	WOLF CREEK LOCAL SD	WASHINGTON	20	SEOVEC
051698	WASHINGTON COUNTY JVSD	WASHINGTON	20	SEOVEC
125666	CARROLL-HARRISON EDUC SRV CTR	CARROLL	25	SPARCC
046177	BROWN LOCAL SD	CARROLL	25	SPARCC
049171	AURORA CITY SD	PORTAGE	25	SPARCC
044685	RAVENNA CITY SD	PORTAGE	25	SPARCC
049239	STREETSBORO CITY SD	PORTAGE	25	SPARCC
045666	WINDHAM EX VILL SD	PORTAGE	25	SPARCC
049163	PORTAGE EDUC SRV CTR	PORTAGE	25	SPARCC
049189	CRESTWOOD LOCAL SD	PORTAGE	25	SPARCC
049197	FIELD LOCAL SD	PORTAGE	25	SPARCC
049205	JAMES A GARFIELD LOCAL SD	PORTAGE	25	SPARCC
049213	ROOTSTOWN LOCAL SD	PORTAGE	25	SPARCC
049221	SOUTHEAST LOCAL SD	PORTAGE	25	SPARCC
049247	WATERLOO LOCAL SD	PORTAGE	25	SPARCC
051391	MAPLEWOOD AREA JVSD	PORTAGE	25	SPARCC
043497	ALLIANCE CITY SD	STARK	25	SPARCC
049874	LOUISVILLE CITY SD	STARK	25	SPARCC
044354	MASSILLON CITY SD	STARK	25	SPARCC
049825	STARK EDUC SRV CTR	STARK	25	SPARCC
049833	CANTON LOCAL SD	STARK	25	SPARCC
049841	FAIRLESS LOCAL SD	STARK	25	SPARCC
049858	JACKSON LOCAL SD	STARK	25	SPARCC
049866	LAKE LOCAL SD	STARK	25	SPARCC
049882	MARLINGTON LOCAL SD	STARK	25	SPARCC
049890	MINERVA LOCAL SD	STARK	25	SPARCC
049908	NORTHWEST LOCAL SD	STARK	25	SPARCC
049916	OSNABURG LOCAL SD	STARK	25	SPARCC
049924	PERRY LOCAL SD	STARK	25	SPARCC
049932	PLAIN LOCAL SD	STARK	25	SPARCC
049940	SANDY VALLEY LOCAL SD	STARK	25	SPARCC
049957	TUSLAW LOCAL SD	STARK	25	SPARCC
062026	STARK COUNTY AREA JVSD	STARK	25	SPARCC
046094	EDGEWOOD CITY SD	BUTLER	02	SWOCA
046102	FAIRFIELD CITY SD	BUTLER	02	SWOCA
044107	HAMILTON CITY SD	BUTLER	02	SWOCA
044404	MIDDLETOWN-MONROE CITY SD	BUTLER	02	SWOCA
046151	TALAWANDA CITY SD	BUTLER	02	SWOCA
046086	BUTLER EDUC SRV CTR	BUTLER	02	SWOCA
046110	LAKOTA LOCAL SD	BUTLER	02	SWOCA
046128	MADISON LOCAL SD	BUTLER	02	SWOCA
046136	NEW MIAMI LOCAL SD	BUTLER	02	SWOCA
046144	ROSS LOCAL SD	BUTLER	02	SWOCA
050880	BUTLER COUNTY JVSD	BUTLER	02	SWOCA
044271	LOVELAND CITY SD	HAMILTON	02	SWOCA
134064	OAK TREE MONTESSORI	HAMILTON	02	SWOCA
043935	EATON CITY SD	PREBLE	02	SWOCA
049254	PREBLE EDUC SRV CTR	PREBLE	02	SWOCA
049270	C R COBLENTZ LOCAL SD	PREBLE	02	SWOCA
064964	COLLEGE CORNER LOCAL SD	PREBLE	02	SWOCA
049288	PREBLE-SHAWNEE LOCAL SD	PREBLE	02	SWOCA
091397	TRI-COUNTY NORTH LOCAL SD	PREBLE	02	SWOCA

IRN	DISTRICT	COUNTY	A-#	A-SITE
049296	TWIN VALLEY COMMUNITY LOCAL SD	PREBLE	02	SWOCA
044008	FRANKLIN CITY SD	WARREN	02	SWOCA
044214	LEBANON CITY SD	WARREN	02	SWOCA
050450	MASON CITY SD	WARREN	02	SWOCA
050427	SPRINGBORO COMMUNITY CITY SD	WARREN	02	SWOCA
050401	WARREN EDUC SRV CTR	WARREN	02	SWOCA
050419	CARLISLE LOCAL SD	WARREN	02	SWOCA
050435	KINGS LOCAL SD	WARREN	02	SWOCA
050443	LITTLE MIAMI LOCAL SD	WARREN	02	SWOCA
050468	WAYNE LOCAL SD	WARREN	02	SWOCA
051474	WARREN COUNTY JVSD	WARREN	02	SWOCA
043505	ASHLAND CITY SD	ASHLAND	19	TCCSA
045468	LOUDONVILLE-PERRYSVILLE EX VIL	ASHLAND	19	TCCSA
045823	HILLSDALE LOCAL SD	ASHLAND	19	TCCSA
045831	MAPLETON LOCAL SD	ASHLAND	19	TCCSA
062042	ASHLAND COUNTY-WEST HOLMES JVS	ASHLAND	19	TCCSA
047688	EAST HOLMES LOCAL SD	HOLMES	19	TCCSA
047696	WEST HOLMES LOCAL SD	HOLMES	19	TCCSA
044974	WADSWORTH CITY SD	MEDINA	19	TCCSA
044610	ORVILLE CITY SD	WAYNE	19	TCCSA
045120	WOOSTER CITY SD	WAYNE	19	TCCSA
045591	RITTMAN EX VILL SD	WAYNE	19	TCCSA
050526	TRI-COUNTY EDUC SRV CTR	WAYNE	19	TCCSA
050534	CHIPPEWA LOCAL SD	WAYNE	19	TCCSA
050542	DALTON LOCAL SD	WAYNE	19	TCCSA
050559	GREEN LOCAL SD	WAYNE	19	TCCSA
050567	NORTH CENTRAL LOCAL SD	WAYNE	19	TCCSA
050575	NORTHWESTERN LOCAL SD	WAYNE	19	TCCSA
050583	SOUTHEAST LOCAL SD	WAYNE	19	TCCSA
050591	TRIWAY LOCAL SD	WAYNE	19	TCCSA
051714	WAYNE COUNTY JVSD	WAYNE	19	TCCSA
134197	HOPE ACADEMY CHAPELSIDE	CUYAHOGA	16	TRECA
134205	HOPE ACADEMY CATHEDRAL	CUYAHOGA	16	TRECA
043877	DELAWARE CITY SD	DELAWARE	16	TRECA
046730	DELAWARE-UNION EDUC SRV CTR	DELAWARE	16	TRECA
046748	BIG WALNUT LOCAL SD	DELAWARE	16	TRECA
046755	BUCKEYE VALLEY LOCAL SD	DELAWARE	16	TRECA
046763	OLENTANGY LOCAL SD	DELAWARE	16	TRECA
050989	DELAWARE JVSD	DELAWARE	16	TRECA
044420	MOUNT VERNON CITY SD	KNOX	16	TRECA
047811	KNOX EDUC SRV CTR	KNOX	16	TRECA
047829	CENTERBURG LOCAL SD	KNOX	16	TRECA
047837	DANVILLE LOCAL SD	KNOX	16	TRECA
047845	EAST KNOX LOCAL SD	KNOX	16	TRECA
047852	FREDERICKTOWN LOCAL SD	KNOX	16	TRECA
051144	KNOX COUNTY JVSD	KNOX	16	TRECA
044339	MARION CITY SD	MARION	16	TRECA
048413	ELGIN LOCAL SD	MARION	16	TRECA
048421	PLEASANT LOCAL SD	MARION	16	TRECA
048439	RIDGEDALE LOCAL SD	MARION	16	TRECA
048447	RIVER VALLEY LOCAL SD	MARION	16	TRECA
065268	TRI-RIVERS JVSD	MARION	16	TRECA
134080	EAGLE HTS ACADEMY	MAHONING	16	TRECA
045534	MOUNT GILEAD EX VILL SD	MORROW	16	TRECA
048793	CARDINGTON-LINCOLN LOCAL SD	MORROW	16	TRECA
048801	HIGHLAND LOCAL SD	MORROW	16	TRECA
134213	HOPE ACADEMY UNIV CAMPUS	SUMMIT	16	TRECA
134221	HOPE ACADEMY BROWN CAMPUS	SUMMIT	16	TRECA
045260	CAREY EX VILL SD	WYANDDOT	16	TRECA
045625	UPPER SANDUSKY EX VILL SD	WYANDOT	16	TRECA
050740	MOHAWK LOCAL SD	WYANDOT	16	TRECA
045930	AUGLAIZE EDUC SRV CTR	AUGLAIZE	12	WOCO
045948	MINSTER LOCAL SD	AUGLAIZE	12	WOCO
045955	NEW BREMEN LOCAL SD	AUGLAIZE	12	WOCO
045963	NEW KNOXVILLE LOCAL SD	AUGLAIZE	12	WOCO
045971	WAYNESFIELD-GOSHEN LOCAL SD	AUGLAIZE	12	WOCO

IRN	DISTRICT	COUNTY	A-#	A-SITE
044941	URBANA CITY SD	CHAMPAIGN	12	WOCO
045484	MICHANICSBURG EX VILL SD	CHAMPAIGN	12	WOCO
046185	CHAMPAIGN EDUC SRV CTR	CHAMPAIGN	12	WOCO
046201	TRIAD LOCAL SD	CHAMPAIGN	12	WOCO
046219	WEST LIBERTY-SALEM LOCAL SD	CHAMPAIGN	12	WOCO
047480	HARDIN EDUC SRV CTR	HARDIN	12	WOCO
047498	HARDIN NORTHERN LOCAL SD	HARDIN	12	WOCO
047506	RIDGEMONT LOCAL SD	HARDIN	12	WOCO
047514	RIVERDALE LOCAL SD	HARDIN	12	WOCO
047522	UPPER SCIOTO VALLEY LOCAL SD	HARDIN	12	WOCO
048058	LOGAN EDUC SRV CTR	LOGAN	12	WOCO
048074	BENJAMIN LOGAN LOCAL SD	LOGAN	12	WOCO
048082	INDIAN LAKE LOCAL SD	LOGAN	12	WOCO
048090	RIVERSIDE LOCAL SD	LOGAN	12	WOCO
051334	OHIO HI-POINT JVSD	LOGAN	12	WOCO
062125	UPPER VALLEY JVSD	MIAMI	12	WOCO
049742	SHELBY EDUC SRV CTR	SHELBY	12	WOCO
049759	ANNA LOCAL SD	SHELBY	12	WOCO
049767	BOTKINS LOCAL SD	SHELBY	12	WOCO
049775	FAIRLAWN LOCAL SD	SHELBY	12	WOCO
049783	FORT LORAMIE LOCAL SD	SHELBY	12	WOCO
049791	HARDIN-HOUSTON LOCAL SD	SHELBY	12	WOCO
049809	JACKSON CENTER LOCAL SD	SHELBY	12	WOCO
049817	RUSSIA LOCAL SD	SHELBY	12	WOCO

Chapter 3 - Data Transfer Responsibilities and Guidelines

This chapter outlines the responsibilities of school districts, data acquisition sites, and the Ohio Department of Education in the creation, collection, and transfer of data that comprise the EMIS. Also included in the chapter are guidelines for insuring the security of a school district's data in the system and data processing guidelines including methods of data transfer between school districts and data acquisition sites, and retention of data files. The information in this chapter will be used by school district administrators and personnel responsible for the final content and/or transfer of data files, data acquisition site personnel, and Department personnel involved in the use of the EMIS.

The responsibilities listed in this chapter will vary depending on the school district's method of creating the EMIS data files. Some districts will create all data files on local computers and transfer them to the data acquisition site; other districts will create their files at the data acquisition site; and some districts will do a combination of both by creating some files on local school district computers before transferring them and by creating other files at the data acquisition site. Each method will have varying responsibilities.

3.1 RESPONSIBILITIES

July 1, 1991 at the start of the 1991-92 school year, the board of education of each school district shall annually collect and report to the State Board, in accordance with the procedures adopted by the board, the data required by the board pursuant to Section 3301.0714 of the Ohio Revised Code.

To insure successful implementation of the Education Management Information System (EMIS), school districts, data acquisition sites, and the Department each have specific responsibilities. These responsibilities are divided as follows:

3.1.1 School District Responsibilities

School districts will collect/create, maintain, and transfer the information required by the EMIS standard to their data acquisition site in accordance with the specifications and time lines provided in this guide. It is the school district's responsibility to provide the data on a medium that can be processed by the data acquisition site. In arranging for transfer of the data to the data acquisition sites, districts must recognize that time is needed to process the data. Consequently, it is important that districts follow delivery schedules established by their respective data acquisition sites so data can be transferred to the Department for the designated reporting periods. (See Appendix N)

School districts will be informed of errors found during the editing process by the data acquisition site. Data acquisition sites will produce validation and error reports for each district in their geographic service area utilizing software provided by the Department. School districts will review the errors and provide corrections in a timely manner by correcting the errors and resubmitting the data in the specified format to the data acquisition sites. The correctness of the data is the sole responsibility of the school district.

Data acquisition sites may require the completion of forms in accordance with security policies. Am H.B 215 modified 3301.0714 to include provisions regarding the timeliness and accuracy of the EMIS data. Beginning in FY98, data accuracy verification forms were created which require the superintendent's and treasurer's signature attesting to the accuracy of the data for the district. These forms must be submitted to IMS, ODE, according to the timelines established by ODE.

3.1.1.1 EMIS Coordinators

Each school district participating in the EMIS must designate an individual to serve as the EMIS Coordinator for the school district. The EMIS Coordinator is the person in the district who will receive all EMIS mailings and carry the responsibility of disseminating EMIS information to all appropriate people within the district involved with the EMIS.

If a district has a new superintendent, the district is instructed to reconfirm the EMIS coordinator appointment. Please notify both Information Management Services and your data acquisition site administrator if the EMIS Coordinator is replaced. In keeping this information updated, we will be able to assure that school districts continue to receive prompt information about the EMIS, legal mandates, reminders on deadlines, etc.

3.1.1.2 Electronic Media Specifications

When submitting tapes with EMIS data, files with 120-byte records and files with 300-byte records must be submitted on separate tapes. Refer to Chapter V to determine the byte capacity for the EMIS files. Districts may submit as many tapes as they prefer depending on the policy of their respective data acquisition site.

- A. 9-Track Magnetic Tape Specifications

1. Unlabeled EBCDIC
2. 1600 or 6250 BPI (6250 preferred)
3. Multiple files on tape must be separated by an 'end-of-file' mark.
4. Blocking factor: 10 records per block (Differing blocking factors must be specified on an external label.)
All files on a tape must use the same blocking factor.
5. No multi-volume files will be accepted. The entire file must be contained on one tape.
6. Tape may contain multiple data types (Sort Types) provided they are of the same record length. 120-byte records must be on a separate tape from 300-byte records.

B. Diskette:

1. MS-DOS only
2. 3 1/4 (720KB or 1.44MB) [preferred] OR 5 1/2 (1.2 MB)
3. Files should be named "*.SEQ" and placed in top-level directory.
4. ASCII files only.

C. General

1. Media must have an external label containing:
 - a. District name and IRN
 - b. Reporting period and fiscal year
 - c. Submission Date
 - d. Indicate if data is:
 - 1.. New (first for reporting cycle)
 - 2.Replacement (supersedes previously submitted data)
 3. Update/Addition (contains updates and/or additions to previously submitted data)
 - e. List of Sort Types included on media
2. Each batch of records must begin with an EMIS header record and end with a valid trailer record. Refer to Chapter V for an explanation and description of header and trailer records. A file may contain one or more batches. Each batch may contain one or more different Sort Types in any combination or order.
3. The Record Number field on the EMIS records (positions 1-7) may be filled with any value appropriate to the district. It need not be filled with consecutive numbers. This field will appear on the validation error listings for records in error but will not be used for any other purpose.

Each tape or diskette should be clearly marked according to specifications of the respective data acquisition site. Pertinent information would include but may not be limited to:

- District name
- Type of data (e.g., student, staff, etc.)
- Data format
- Reporting period
- Number of data types

NOTE: The following are the required specifications to be used if submitting tapes or diskettes with EMIS data. However, the School District and the Data Acquisition Site may agree on alternative forms of data transmission. For example, if agreed to, the School District could use an FTP (File Transfer Protocol) utility to transfer their EMIS data to the Data Acquisition Site.

3.1.1.3 Extenuating circumstances

If extenuating circumstances exist that may impede or prevent the successful transfer of data files from a school district to a data acquisition site, the school district is instructed to contact Information Management Services at the Department as soon as the situation is recognized.

3.1.2 Data Acquisition Site Responsibilities

Data acquisition sites will coordinate the collection, submission and aggregation of the data for all districts in their service area. To facilitate the accurate and timely delivery of the data, the data acquisition site will assist the Department in explaining the overall data transfer requirements to school district personnel and in training them to adequately meet these requirements.

Each data acquisition site will also play a consulting role. To assist the school district in preparing the data transfer and to ensure compliance with the schedules, the data acquisition site will designate a contact person and alternate who will coordinate data acquisition site assistance by:

- 1 Organizing data flow and delivery schedule;
- 2 Answering questions about the edit specifications;
- 3 Answering questions about the edit and validation reports;
- 4 Organizing the error correction schedule; and
- 5 Operating the computer version of the data entry/correction routines.

After receiving the school districts' data files, the data acquisition site will be responsible for loading the data onto the computer system at the data acquisition site. Once the data has been loaded onto the computer, only

school district personnel or their designees may have access to or process the data. All personnel at the data acquisition site shall be bonded against the unauthorized use or release of the EMIS data. [3301.0714(K)ORC] The data acquisition site will run validation programs supplied by the Department and provide validation and error listings to the school districts. The school districts will make corrections by correcting the errors and resubmitting the data in the same manner as the original data. After the corrections have been made by the school districts, the data acquisition sites will aggregate the student data using programs supplied by the Department. Aggregation reports reflecting the aggregated student data will then be produced and sent to the district for verification. Using the validation and aggregation reports the districts will verify the correctness of the data. With the district approval (in the form of the superintendent's signature), data acquisition sites will forward the data required by the EMIS to the Department in the format specified in this guide by the required dates. The data acquisition site will schedule the data transfer from districts to the data acquisition site to meet the above deadlines. Data acquisition sites are required to notify districts when district data have been received by the Department.

If the data received by the data acquisition site from a school district is complete and in the specified format, the data acquisition site may not charge the district for processing the district's EMIS data. Charges may be assessed if a school district requires the assistance of the data acquisition site in reformatting data files or in the entry of incomplete data.

3.1.2.1 Data Acquisition Site Data Transfer Guidelines

The following requirements are for use by the data acquisition site in transmitting data to the Department. Failure to adhere to these standards can delay processing of the data or cause the data to be returned. The data acquisition site is requested to check all files to make sure they meet these requirements before the data are sent to the Department.

1. Records will be in specified finance, staff, student, and miscellaneous file formats from each district for the reporting periods specified.
2. Because the student information will be aggregated before being sent to the Department, files may be sent by the data acquisition sites to the Department as they are completed. It is not necessary to wait until all school districts within the region have been processed.
3. Individual student records remain the property of the school district of the student. Use of these records other than that which is specifically prescribed by these procedures is not allowed without the formal authorization of the school district of the student. See the Security section in this chapter.

3.1.3 Ohio Department of Education Responsibilities

To facilitate the training process, the Department's Division of IMS will explain the overall data requirements to data acquisition site personnel and assist them in understanding the data requirements. To facilitate the editing process, the Department will provide the data acquisition sites, education software vendors, and school districts with standard editing specifications. Vendors will be notified about the procedure for obtaining copies of the edit specifications.

Specifications for the EMIS, validation and error program code, and options definitions file will be the essential parts of the delivered package. The software will permit additions and changes to the edit specifications to be incorporated through modifications to the options definitions file. Specifically, the Department will provide the following:

- edit criteria;
- validation and error program (executable code or run module, whichever is needed);
- options definitions files as required by the validation and error program; and
- documentation.

No changes in the edit program or the edit specifications will be made after specified dates. This is designed to provide unalterable edits at least 30 days prior to the reporting period date. Distribution of the edit specifications to data acquisition sites will be made on or before that date.

In the process of loading the state EMIS files received from the data acquisition sites, the Department will perform identical edits. Any serious errors found will result in return of the file to the data acquisition site for correction.

In addition, the Department will notify the data acquisition sites when district data are received.

The Division of Information Management Services shall also provide the following assistance to school district administrators, EMIS Coordinators, and other school district personnel:

1. Instructional services, including multiple regional workshops annually and the comprehensive EMIS Guidelines;
2. Onsite Technical Assistance work session clinics;
3. EMIS coordinator training session for new district EMIS coordinators;
4. EMIS consulting services via telephone and/ or e-mail.

3.2 EMIS VALIDATION AND AGGREGATION SOFTWARE

To meet the requirements of Section 3301.0714 of the ORC and the Education Management Information System, school districts in this system must collect and report data in the form prescribed in Chapter V of the EMIS Guidelines. The methods used by a school district to gather and report EMIS information will vary depending on the student, staff, and financial software currently used and the relationship of the district to its EMIS data acquisition site.

Independent districts process all of their information locally and do not currently use the services of an acquisition site in the OECN. These districts use the software of an education software vendor and/or software created and maintained by district employees. For these districts, one of the end products of such software must be the EMIS files (containing the data elements) as described in Chapter V. The district and acquisition site will mutually determine a suitable method for transferring these files from the district to the acquisition site.

Member districts are electronically connected to their data acquisition site and use the data processing services of an acquisition site. These districts may use some or all software relevant to the EMIS (i.e., financial, staff, and student). For the Department of Education-supported software packages [e.g., Uniform School Payroll System (USPS) and Uniform School Accounting System (USAS)], EMIS data will be extracted from the existing programs. For vendor software at the acquisition sites, private vendors will have altered their software to allow for the collection and extraction of the EMIS data. In these cases, the information is already located at the acquisition site as the state or vendor software is being used.

If a member district processes some of its EMIS data locally, the district (or the district's vendor) must produce the EMIS files and transfer them to the acquisition site. A common example is a district that uses financial software at an acquisition site and uses student services software on local computers. The method of transfer is determined by the district and data acquisition site.

The EMIS files are then placed in a common area on the acquisition site's computers when they are received. At this point, the EMIS state software can process the files.

Before the EMIS information can be reported to the Department, it will be checked for accuracy. The EMIS state software examines the data and produces validation and error reports with sufficient information for a district to determine the accuracy of its EMIS files. The error reports will be provided to the district by the data acquisition sites. School districts are to verify their information and correct any errors.

The correction of errors will take one of two forms. (1) For districts that are not connected electronically to their acquisition site, they will correct their EMIS files locally and resubmit the files to their acquisition site. (2) For districts which are electronically connected to their acquisition site, they can correct errors utilizing EMIS programs that exist to update and correct the EMIS files after they have been submitted to the data acquisition site. These data entry programs can also be used to enter any data elements not produced by a district's local software. In fact, these data entry programs may be the only method by which an education service center can create their EMIS Course Master files.

Validation and error reports will be produced until all errors have been corrected. Once corrected and verified by the district, the data can be prepared by the acquisition site for aggregation and reporting. The student data are then aggregated and reports are produced for the district that reflect the aggregations. Finally, the staff, financial, and aggregated student files are transferred to the Department.

For further technical detail on the EMIS software used at the data acquisition sites refer to Education Management Information System User Manual.

3.3 SECURITY

The data acquisition sites will be responsible for ensuring that all EMIS data received and processed are secure and that the data are under the control of the school district personnel or its designee. The data acquisition site will use programs provided by the Department to aggregate individual student records. Only the detailed staff and financial data and the aggregate student data may be transferred to the Department. Individual student information will not be sent to the Department. The data acquisition site may not provide any EMIS data to any individual, company or agency without the expressed written consent of the school district, other than the data that are to be sent to the Department.

Data acquisition sites must develop and implement a security policy that specifies procedures for access to their computers and to all data that reside on the computers by July 1, 1991. Copies of this policy shall be provided to all school districts whose EMIS data are being processed by the data acquisition site and to the Department. Included in this policy must be procedures for assigning new user accounts, security and rotation of user passwords, and procedures to be followed when users or employees leave member districts or the data acquisition site.

All personnel at the data acquisition site shall be bonded against the unauthorized use or release of the EMIS data. Pursuant to section (K) of 3301.0714 of the ORC. the following is in effect: (K)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 Revised Code prohibiting tampering with data.

3.4 Report Filing Dates

collection of EMIS data will include the files for the reporting periods shown.

Table 1-1 EMIS Report Filing Dates

Data Type	Reporting Period							
	K	L	M	P	B	E	N	H
Student	10/15	10/30	12/20	12/31	1/30	4/30	6/30	7/30
Demographics	X		*X				X	
Attendance	X		*X				X	
Subject	X						X	
Program	X		*X				X	
Proficiency Testing							X	
Competency-Based Education							X	
Summer School	X							
Exp before KDG	X						X	
Discipline Record							X	
Staff	10/15	10/30	12/20	12/31	1/30	4/30	6/30	7/30
Demographics	X						X	
Employment	X						X	
Course Master	X						X	
VE Correlated Classes	X						X	
VE Student Employment						X		
Financial	10/15	10/30	12/20	12/31	1/30	4/30	6/30	7/30
Financial Summary		X			X	X		X
Receipts and Expenditures								
Financial Budgets		X						
Detailed Receipts / Expenditures								X
Miscellaneous Schedules								X
Operational Units								X
5 Year Forecast				X				
5 Year Forecast Notes				X				
Other District Information	10/15	10/30	12/20	12/31	1/30	4/30	6/30	7/30
District General Info	X						X	
Building General Info							X	

Chapter 4 - Data Element Definitions

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

Elements are listed for the following files:

- Student Demographics
- Student Attendance
- Student Testing
- Student Course
- Student Program
- Experience Before Kindergarten
- Discipline
- Staff Demographics
- Staff Employment
- Course Master
- District
- Building
- Student Summer School
- Vocational Education Correlated Class
- VE Student Employment
- Financial

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

- Student
- Staff
- Financial

Within these categories, there are further groupings:

Student:	Demographics, Attendance, Testing, Courses, Program, Experience Before Kindergarten, and Discipline
Staff:	Demographics, Position(s), General District, Course Masters, and Support/Extracurricular Services
Financial:	Receipts, Budget/Appropriation, and Expenses

Various types of information will be entered for the data elements depending upon the type of element. The data required may be text, dates, yes/no, numeric counts, or multiple options from which to choose. Available options/codes for courses/subjects, vocational Course Types, Program Codes, Position Codes, and Assignment Areas are listed in separate appendices as indicated in the Table of Contents. The appendices are also indicated within the element definitions of this chapter.

Because the responsibility for some students overlaps school districts, information for a student may be the responsibility of multiple school districts. For example, information about vocational students is required by both the school of enrollment and the vocational school. The following are the general responsibilities for EMIS information listed by element type:

Data Type	School District Responsible
Student Demographics	Resident district of student and all districts involved with instructing the student
Student Course/Course Master	District employing the staff member providing the course (Except the Resident district reports school-age students for the education service center programs.)
Student Program	District offering the program
Experience Before Kindergarten	Resident District and Districts Educating the Child
Student Attendance	'Home' district and/or district of attendance

Testing - Proficiency	District at year end <u>AND</u> district administering test
Summer School	'Home' district
Discipline	District administering the discipline is required to report it
Staff	District employing staff member
Financial	District incurring expenses

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

School district administrators will use this EMIS information for local needs, e.g., grade reports, curriculum decisions and Section 3301.0714 of the Ohio Revised Code requirements. The data elements and this reference guide should be shared with all appropriate staff members in your district and with any other individuals involved with your district in software development (Superintendent, Treasurer, EMIS reporting and monitoring personnel).

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

Note: Education Service Centers are required to report preschool students with a disability condition and kindergarten students electronically in the EMIS beginning with the 1997-98 school year. Data reported by the ESC will be used to generate unit funding for Preschool and Kindergarten special education students served by ESCs.

For students, ages 0-2 and in child day-care programs, data will only be reported for children identified as having a disability and enrolled in programs operated by district employees. A Demographic record, Program record, and Attendance record (only selected elements) will be required for these children. Refer to Situation 13 of Appendix J for specific details.

If an Ohio student is placed in an out-of-state school for any reason and his parents still reside in Ohio (i.e., their last known address is located in Ohio), there are no reporting requirements for EMIS. However, the district is advised to include the child in the district's database and identify him/her as out-of-state placement.

Also, students receiving parental home schooling are to be reported in the EMIS if these students are provided programs, such as driver education or specific courses from the district.

4.1 STUDENT DATA ELEMENTS

It is important to understand the difference between district level elements and building level elements. The Student Demographic and Attendance elements are usually district level fields. For example, the Student Percent of Time element on the Student Demographic file is the percent of time a student spends in a district (i.e., the percentage of time that a student receives instruction from an employee of the district). The Attending/Home District IRN from the Student Attendance file is the district where the student attends or resides, depending on which district is reporting.

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

The Course Master and Student Course files are basically building level data. In other words, though a student may attend classes in different buildings, each class occurs in only one building. This means classes won't be duplicated, even though students may attend multiple buildings. The students are simply scheduled into classes. The Course Master data is reported from only the building in which the class occurs. The Location IRN on the Course Master file indicates in which building the class is located within the district and, therefore, which building(s) the student attends for each class.

EXAMPLE: A student resides in and attends district A. The student attends classes in buildings B and C (both in district A). Building B is selected (for whatever reasons) as the "home" building. Building B reports Student Demographics and Attendance records:

Building IRN = Building B's IRN
District of Residence = District A's IRN
Percent of time = 100

Building B and Building C report Course Master data for each class and Student Course records for each class the student attends in their respective buildings. When the EMIS files are created, the course records from all buildings are merged to form district Course Master and Student Course files.

Nonpublic Student Reporting for EMIS

The following situations illustrate the conditions under which nonpublic students are reported under EMIS. In all circumstances the students are actually attending programs run by public districts.

1. Nonpublic student attends public district part-time for driver education, vocational education or other classes - The public district reports the student for the percent of time that he/she attends classes operated by the public district. The Student Status should either be resident (0) or one of the non-tuition statuses.
2. Nonpublic student attends classes instructed by a JVSD employee - The "home" public district must enroll the student and report information according to Situation 2 in Appendix J. Because the JVSD will be reporting the student, failure of the public district to enroll the student and submit student records will result in a loss of funding for the public district at the rate of 25% of the FTE of the student. The JVSD reports student as if the student was enrolled in the public district.
3. Nonpublic student attends special education classes operated by the public school district - The public school district providing the instruction must report the student with Student Status = 6. Refer to Situation 14 of Appendix J for more details.
4. Nonpublic student is receiving Title I services provided at the non-public school by an employee of the school district - The public school district providing the instruction must report the student with a Student Status - 6. Refer to Situation 14 of Appendix J for more details.

Summer school nonpublic students are not to be reported in the EMIS.

4.1.1 STUDENT - DEMOGRAPHICS

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

4.1.1.1 Student ID Number:

Student ID number is the federal social security number or a state-assigned number which uniquely identifies each student within the district. If the social security number is unobtainable, the school district will assign a number which uniquely identifies the student. If a student transfers to another public district in Ohio, the new district can request this information from the previous district. For local system use only. The format will be as follows:

First three digits

State-assigned three digits that uniquely identify the school district in which the student is enrolled. *This prefix will refer to city, exempted village, local, and public "community" school districts only.* Vocational school districts can only assign student ID numbers for child day-care students. Education Service Centers will not assign student ID numbers. Refer to Appendix H for a listing of these codes.

Last six digits

Unique number assigned to each student by the school district in which the student is enrolled.

Note: If the student with a state-assigned number transfers to another district in Ohio, the original number is to be retained by the student.

Q & A re: Student ID

- Q1: If a student comes up with a Social Security number at a later date after a district has created an ID for the student, can the SS# be substituted as his/her number?
A1: The number can be changed but not until the next reporting period.
- Q2: If a student's state ID was initially assigned by District A, is that same ID to follow the student when he or she leaves District A and enrolls in District B. Is District B to obtain the ID from District A?
A2: The original ID should follow the student from district to district as part of the student's records. At this point in the EMIS, the new district can create a new Student ID.
- Q3: What if two Social Security numbers exist for one student?
A3: Ask the parent to verify which one is accurate.

4.1.1.2 Student Name: (Optional - For local system use only)

- Last Name
- Appendage (e.g., Jr., III, etc.)
- First Name

- Middle/Maiden Name or Initial
- Format: Last name Appendage, First name Middle
- Example: Smith Jr., Joe S

4.1.1.3 Gender:

Indicates whether the student is male or female.

- M Male
- F Female

4.1.1.4 Racial/Ethnic Category:

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

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

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

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

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

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

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

4.1.1.5 Date of Birth:

The date on which the student was born.

4.1.1.6 Building IRN:

The state-assigned six-digit Information Retrieval Number (IRN - found in the Ohio Educational Directory) for the *school building which is reporting the student*. The district IRN can be indicated if the student is being educated full-time by employees outside of the reporting district. **THIS IRN MUST BE A PUBLIC SCHOOL BUILDING LOCATED WITHIN THE DISTRICT WHICH IS REPORTING THE STUDENT. FOR ESC'S REPORTING PRE-SCHOOL HANDICAPPED STUDENTS, THE DISTRICT IRN IS TO BE USED IN THE BUILDING IRN FIELD.**

For buildings without IRNs use the following guidance.

Preschool classes located in non-district, temporary buildings (Buildings without IRNs) - If all the students in a preschool class have been relocated from the same building, the district can use the IRN of the building from which they came when reporting the students and the class on all Student files and the Course Master file. If the students in a preschool class have been relocated from multiple buildings, the district can use the IRN of the building which each student will enter in the following school year or the district IRN for the Student Demographics and Attendance files. Use the district IRN for the Location IRN element on the Course Master file.

Kindergarten classes located in non-district, temporary buildings (Buildings without IRNs) - If the students in a kindergarten class have been relocated from the same building, the district can use the IRN of this building (in elements that require a building IRN) when reporting the students and the class. [On all Student files and the Course Master file.] If the students in a kindergarten class have been relocated from multiple buildings, the district must obtain an IRN from the Department of Education for the building in which the class(es) will be located. This IRN will then be the building IRN for the students and the class.

4.1.1.7 Student Percent of Time:

Indicates the average percentage of time per week the student participates in any instruction provided *by an employee of the district only*. Resident districts do not include time spent in classes taught by employees of the education service center or postsecondary courses. [SEE BELOW FOR ADDITIONAL REPORTING INSTRUCTIONS FOR PRESCHOOL STUDENTS WITH A DISABILITY AND KINDERGARTEN STUDENTS]

Example:

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

FOR PRESCHOOL STUDENTS WITH A DISABILITY CONDITION:

The student percent of time field should be 50% if the child attends 4 half days (10-19 hours per week) OR receives a MINIMUM of 4 hours of itinerant service per month. The student percent of time should be 100% if the child attends 4 5+ hour days per week (20+ hours per week) OR attends both 4 half days (10-19 hours per week) AND receives a MINIMUM of 4 hours of itinerant service per month.

FOR KINDERGARTEN STUDENTS:

Indicates the average percentage of time per week the student participates in any instruction provided by a CERTIFICATED employee of the district only.

COURSE TYPES		Student % Time Should be:	Total Hrs per wk
Kindergarten and Regular Preschool Course Types			
E03	Full-day every other day	50-69%	>12.5<17.5
E04	Full-day every day	100%	25
E20	Extended Day Kindergarten	70-99%	>17.5<24
E21	Half-day Everyday Kindergarten or Half-day Everyday Preschool	50-69%	>12.5<17.5
E22	Title I Supplementary Kindergarten	1-50%	>1<12.5
*5 hours to be considered a full day.			
COURSE TYPES		Student % Time Should be:	Total Hrs per wk
Preschool Special Education			
D03	Half-day class attends only 1/2 day (2.5 hrs) for 4 days a wk	50%	10-19
D04	Full-day attends all day (5+ hrs) for 4 days	100%	20+
D05	Itinerant services at student's residence or preschool for a min of 4 hours each per month	50%	4+ hrs/month
D06	Combination program spends 100% of time in a center-based program for 2.5 hours, 4 days a week and 4 hours itinerant service per month at the student's residence or preschool	100%	#hrs/centerbased per week 4 hrs itinerant service per month

Note: The above clarification will also appear in the "Course Type" definition.

Q & A re: Student Percent of Time

- Q1: Three spaces are allotted in the file descriptions. Will a decimal be included as a placeholder?
 A1: The file description will be defined as 999. The data element description will indicate that a half-time student would be shown as 050 to better match the definition with the name of the field.
- Q2: We have 120 students (grades 5 and 6) who participate in an elementary gifted and talented program that is housed in a building (within our district) without an IRN. The students are transported by bus from 13 elementary schools to the gifted and talented program for one full day each week. This means that each student spends 80% in their home school and 20% in the gifted and talented program. How is the student percent of time recorded in the Student Demographics?
 A2: The Building IRN for each student should be the IRN of the building in which they spend the 80% of their time. The Student Percent of Time is 100%.
- Q3: In the case where a full-time JVS student takes an additional class at the resident district, what should the "home" school and the JVS report in the Student Percent of Time.
 A3: The JVS should report 100% and the "home" district should report the actual percentage of time the student was in instruction at the "home" district, even if it is only for one period a day.

4.1.1.8 Grade Level:

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

- UG - No grade level
 - DC - Preschool (ages 0-2)
 - PS - Preschool (ages 3-5)
 - KG - Kindergarten
 - 01-12 - First through twelfth grade
 - 13 - Enrolled, completed course requirements but has not passed proficiency
 - 23 - Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated
 - 30 - Adult, non-high school completer
 - 31 - Adult, high school completer
- Indicates the student's current grade level during the reporting period.

For new students, the determination of grade level placement can most easily be done by a transcript received from the previous school. Section 3321.04 of the ORC provides some direction for students who were

previously in home schooling. The State Board rules in OAC Chapter 3301-34 provide that parents hold a continuing obligation to demonstrate reasonable academic progress. There are also requirements of subjects, teacher qualifications, 900 hours per year rule, etc. After the first school year of home schooling, the parents must provide the superintendent with an academic assessment report for each child - which must include the results of a nationally-normed, standardized achievement test or written narrative, etc.

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

Q1: For grade level (Student Demographics) how would special education - ungraded be coded?

A1: Students must be reported in a specific grade level or they may be coded as UG for ungraded.

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

A2: Yes, these students are to be reported. Report as grade level "23" on the student demographic record.

4.1.1.9 Grade Level, Next Year: (Required for June only)

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

- ** - Not applicable
- UG - No grade level
- DC - Preschool (ages 0-2)
- PS - Preschool (ages 3-5)
- KG - Kindergarten
- 01-12 - First through twelfth grade
- 13 - Enrolled, completed course requirements but did not pass proficiency
- 23 - Student who has been identified as having a disability condition, who has completed educational requirements and elects to remain for further training, is under age 22, and has not graduated
- 30 - Adult, non-high school completer
- 31 - Adult, high school completer
- GR - Student will complete educational requirements

4.1.1.10 Legal District of Residence:

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

- If parent(s) resides out-of-state or is deceased and student resides in-state with guardian, enter the guardian's district IRN.
- If student lives alone in-state, enter the IRN number for the school district in which the student resides.
- If the student resides out-of-state with parent(s), guardian, or alone, then enter "999999".
- JVSD's must enter a city, local, or exempted village IRN of the district sending a student to the JVSD.
- For students living in foster homes, this is based on where the parents resided at time of placement, except as defined for student identified as having a disability condition.
- Indicate the public district of residence for nonpublic school students.
- For the student whose parents have joint custody and reside in different districts, the Ohio Revised Code defines parent as the custodial parent (Section 3313.64 ORC). District of Residence is where the parent(s) reside at the time of placement. The district that is educating the student should report that IRN at the time of placement.

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

1. The school district in which the child's parents reside, or if not so determined;
2. The last school district in which the child's parents are known to have resided if the parents' whereabouts are unknown, or if not so determined;
3. The school district determined by the court under section 2151.357 of the Revised Code, or if no district has been so determined, the school district as determined by the probate court of the county in which the child resides. The school district of residence that had been established under this section on December 12, 1983 shall remain the child's school district of residence unless a district of residence can be determined under divisions (1) or (2) above.
4. Notwithstanding (1) to (3) above, if a school district is required by section 3313.65 of the Revised Code to pay tuition for a child, that district shall be the child's school district of residence.
5. If students identified as having a disability condition are placed in districts other than their district of residence, enter the parent's current resident district. (Parent may refer to natural or adoptive parent.)

Q & A re: Legal District of Residence

- Q1: What is the District of Residence if each parent resides in a different school district and joint custody exists?
- A1: The Ohio Revised Code defines parent as the custodial parent. (Section 3313.64 of the ORC)
- Q2: In the case of a student placed outside his/her district of residence, Section 3313.64 of the ORC says the district of residence is the where the parents reside at the time of placement. What happens if the parents later move? What should the attending district report as the District of Residence?
- A2: If the student is non-handicapped and if the parent(s) move out of their original district, the attending district should still report the IRN of the district at the time of the placement in the District of Residence element.
- Q3: If the student resides with the grandparent and parents reside in a different district what are the appropriate codes? What does the district where the student is residing report?
- A3: Student status = 7; Attending/Home District IRN - District of Residence; Attending/Home District IRN Indicator - 0.

4.1.1.11 Student Status:

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

- **0** - Resident student (legal resident of school district - Do not use for court-placed students living within the district whose parents do not live in district.) Do not use for resident students court placed in a local/county institution for the neglected or delinquent.
- **1** - In-state, non-resident tuition student (Do not use for non-resident Special Education, court-placed students, nor direct-pay tuition students.)
- **2** - In-state, non-resident, vocational contract student
- **3** - In-state, non-resident, non-tuition, non-contract student (unauthorized student)
- **4** - Out-of-state, tuition student
- **5** - Out-of-state, non-tuition student
- **6** - In-state student attending nonpublic school (receiving Special Education or Title I services only)
- **7** - Non-resident residing with grandparent (per 3313.64 ORC)
- **8** - Non-resident senior attending (per 3313.64 ORC)
- **9** - Non-resident, Open Enrollment - Inter-district
- **A** - Non-resident student whose parent is a district employee
- **B** - Non-resident, special education program including special education cooperative programs
- **C** - Foster care placement (includes both students with and without disabilities)
(NOTE: Students placed in foster homes must be reported in the EMIS by all districts involved.)
- **D** - Direct Pay Tuition (non-SF14, parent pays)
- **F** - Not enrolled, PUBLIC student receives vocational evaluation services only
- **H** - ESC providing instruction (and related services as needed) in the name of the legal school district of residence. ONLY used by the ESC.
- **I** - Not Enrolled, ESC or district NOT providing instruction. Providing ONLY non-instructional support, supplementary or related services. For example: special education related services. Do not use when student is placed in a local/county institution for the neglected or delinquent.
- **L** - Non-resident, open enrollment student, student counted in district October ADM - Section 3313.981 (only valid for June reporting)
- **M** - Student who attends a community school (ORC 3313.844, 3314.01-11)
- **P** - ALL court ordered institutional placements other than foster care (includes both students with and without disabilities).
- **S** - Non-resident student attending district based on District Superintendent's agreement for the student well being - as per Section 3313.64 ORC.

4.1.1.12 Disability Condition(s):

(Disability is required for all reporting periods: October, December and June) Indicates *students below 22 years of age* who have one or more handicaps as defined by the options listed below. Refer to the definition of each option in the DEFINITIONS section of this manual. Students coded here are those who have been officially

identified with an MFE (multi-factored evaluation), an IEP, and one of the options listed. Those not identified should not be reported.

- ** - Not applicable
- 01 - Multihandicapped (other than deaf-blind)
- 02 - Deaf-blind
- 03 - Hearing handicapped
- 04 - Visually handicapped
- 05 - Speech handicapped
- 06 - Orthopedically handicapped
- 07 - Other health handicapped
- 08 - Severe behavior handicapped
- 09 - Developmentally handicapped
- 10 - Specific learning disabled
- 11 - Preschool child with disability (ages 0-5)
- 12 - Autism
- 13 - Traumatic Brain Injury (TBI)

4.1.1.13 Disadvantage:

(Required for October and June) Indicates individuals who have economic or academic disadvantage (because of reasons other than handicapped). Disadvantage is required to be reported for grades K-12. Academic disadvantage applies to Voc Ed students only.

- * - Not applicable
- 1 - Economic disadvantage
- 2 - Academic disadvantage (vocational education only)
- 3 - Both economic and academic disadvantage (vocational education students only)

Economic Disadvantage refers to:

1. Students whose parents' income is known to be at or below national poverty level as defined by the U.S. Department of Commerce (see below); [see vocational education guidelines] and/or
2. Students who are known to be recipients of or whose guardians are known to be recipients of public assistance; and/or
3. Students who are known to be eligible to receive the free or reduced-price lunch (a program through the National School Lunch and Child Nutrition Programs). [Only upon receipt of signed permission - USDA/SFS Waiver of Confidentiality - from parent.]

For the purposes of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, an "economically disadvantaged family or individual" is a family unit that falls below the poverty threshold established by the Bureau of the Census, U.S. Department of Commerce. THE EDUCATION DEFINITIONS SECTION OF THIS MANUAL PROVIDES A MORE DETAILED DEFINITION OF DISADVANTAGED.

The poverty threshold for a particular family unit is dependent on its size and the age of its members and is updated annually. The current poverty thresholds established by the Bureau of the Census are given below:

Size of Family Unit	Poverty Guideline
1	\$8,050
2	\$10,850
3	\$13,650
4	\$16,450
5	\$19,250
6	\$22,050
7	\$24,850
8	\$27,650

For family units with more than eight members, add \$2,800 for each additional member (rev. 5/98) Additional Revision is due out in May 1999.

Academic Disadvantage (Vocational Education) refers to:

- Persons who lack reading and writing skills, lack math skills, or perform below their grade level (score below the 25th percentile on a standardized achievement test or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale, or fail to attain minimum academic competencies).

Both Economic and Academic Disadvantage (Vocational Education) refers to:

- see the previous two definitions.

4.1.1.14 Homeless:

Indicates a student who lacks a fixed regular and adequate night-time residence and who has a primary night-time residence that is:

- ** - Not Applicable
- A - Transitional/Emergency Shelter
If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children, they should be considered homeless while in the emergency or transitional shelter. Once placed in a foster home or a home for neglected children or youth, they should no longer be considered homeless.
- B - Trailer Parks/Camps
Children and youth staying temporarily in trailer parks or camping areas because they lack adequate living accommodations should be considered homeless. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.
- C - Doubled-Up
Children and youth who are living in "doubled-up" accommodations, that is are sharing housing with other families or individuals, are considered homeless if they are doubled-up because of a loss of housing or other similar situation. Families living in doubled-up accommodations voluntarily to save money generally should not be considered homeless.
- D - Runaways
Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the streets, or other inadequate accommodations are considered homeless, even if their parents have provided and are willing to provide a home for them.
- E - School-Age Unwed Mothers
In general, if school-age unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they should be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they should not be considered homeless.
- F - Sick or Abandoned
There are instances where children and youth remain in a hospital beyond the time that they would normally stay for health reasons because they have been abandoned by their families. These children and youth should be considered homeless because they have no other place to live. Children and youth who were homeless prior to hospitalization should be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.
- G - Throwaways
Throwaway children or youth (i.e., those whose parents or guardians will not permit them to live at home) are considered homeless if they live on the streets, in shelters, or in other transitional or inadequate accommodations.
- H - Multiple
Used to identify homeless youth who have experienced more than one type of living arrangement while homeless.
- U - Unknown
Used when there is certainty that the student is homeless, but there is little or no verifiable data as to the type of residence.

4.1.1.15 Limited English Proficiency:

(Required for October and June) Indicates a student with Limited English Proficiency. A Limited English Proficiency student is one who:

- Was not born in the U.S. and whose native language is other than English; or
 - Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
 - Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency;
 - AND
 - Who as a result of the above has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.
- N - No, student is not of Limited English Proficiency
 - Y - Yes, the student is of Limited English Proficiency

4.1.1.16 Migrant:

Indicates a student who is or whose parent, spouse or guardian is a migratory worker.

- N - No
- Y - Yes

4.1.1.17 Prior Disability Condition:

(Required for October, December, and June) When students, who were previously identified with an MFE (multi-factored evaluation) as having one or more handicaps (as defined by the options listed below) and were provided with special education services based on an IEP, exit special education and remain in the district in non-special education classes, the prior disability condition is entered.

The prior disability field records the disability condition under which the student was served at the time of exit from special education (no longer receiving services according to the IEP). The options are the same as provided in the disability condition field (Section 4.1.1.12) in the Student - Demographic record (Section 4.1.1). This is entered for students who have received special education services and have not withdrawn from the district, but are now being educated in regular education programs. Use with students, below 22 years of age. The default is ** - Not Applicable.

The Disability Condition will be removed when the Prior Disability Condition is entered. This remains on the student's record for the current fiscal year and is reset to not applicable for each new fiscal year.

- ** - Not applicable
- 01 - Multihandicapped (other than deaf-blind)
- 02 - Deaf-blind
- 03 - Hearing handicapped
- 04 - Visually handicapped
- 05 - Speech handicapped
- 06 - Orthopedically handicapped
- 07 - Other health handicapped
- 08 - Severe behavior handicapped
- 09 - Developmentally handicapped
- 10 - Specific learning disabled
- 11 - Preschool child with disability (ages 0-5)
- 12 - Autism
- 13 - Traumatic Brain Injury (TBI)

4.1.1.18 Kindergarten Experience:

(Required for October, and June) This element is to indicate the type of experience that students had as a Kindergartener. It will indicate whether they attended Kindergarten for a full week of services or half time, receiving a half-a-week of services.

- H = Half a week of Kindergarten
- F = Full week of Kindergarten

4.1.2 STUDENT - ATTENDANCE

In July 1998, the State Board of Education passed a new attendance rule: 3301-18-01 RULE FOR CALCULATING STUDENT ATTENDANCE RATE TO MEET MINIMUM PERFORMANCE STANDARDS. Appendix O contains the full text of the Attendance Rule.

THE GUIDELINES FOR REPORTING STUDENT ATTENDANCE HAVE BEEN MODIFIED AND ARE PRESENTED BELOW TO REFLECT THE PROVISIONS OF THE NEW RULE.

There are four attendance elements to report: Attendance Days, Excused Absence Days, Unexcused Absence Days, and Non-attending Reasons. These attendance and absence elements will be reported by one building within a district and will contain the district attendance and absence totals of a student for the reporting period.

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

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

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

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

Expulsions:

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

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

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

Until more complete information can be provided, the interpretation of instructional services may include the following:

1. Home tutoring of the student
2. Assigning class work to the student, where a teacher either goes to the student to check the results or the student comes to the teacher to have the results checked. The work may be checked during the expulsion/suspension period or once the student returns to school.
3. The student satisfactorily makes up all required work once he/she returns to school.

Calamity Days

Students should not be reported in attendance nor absence when there is a calamity day, i.e. snow day, utility failure, flu epidemic. Days-in-session would not include calamity days. Staff who are not required to report to work on calamity days should also not be reported as in attendance or absence.

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

4.1.2.1 Re-entry:

Indicates the student was previously enrolled in this school district, withdrew from the district, and returned within the current school year. Include students who withdrew near the end of the previous school year and who have returned to the district.

- * Not applicable
- 1 Yes, re-entry

4.1.2.2 Admission Date:

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

4.1.2.3 Attending/Home District IRN:

Indicates the district to which a student is sent or a district from which a student is received. Use the following guidelines: (See Appendix J for specific situations.) When referring to an out-of-state school use '999999'. IF TWO DISTRICTS ARE REPORTING A STUDENT, THIS ELEMENT ALWAYS REFERS TO THE OTHER DISTRICT.

- 1: For the resident district, if a student attends his/her district of residence only, this element is blank and the Attending/Home IRN Indicator is '0'.
- 2: For the resident district, if a student attends a school district other than his/her district of residence, this element indicates which district the student attends and the Attending/Home IRN Indicator is between '1' and '9' or the appropriate letter.
- 3: For an educating district which is not the district of residence, this element indicates the district/entity sending the student to that educating district and the Attending/Home IRN Indicator is '0'.
- 4: If you receive the student from one district, and then send the student to another district for instruction, consult Appendix J on how to code these three-way district combinations.

4.1.2.4 Attending/Home IRN Indicator:

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

- 0 - Resident district of student (Used by resident district if student is instructed by resident district only. The ATT/HOME IRN Field is left blank. See guidelines in ATT/HOME IRN element definition above).
OR Resident district *when used by the non-resident district to indicate the resident/sending district/entity.* The Att/Home IRN would reflect the IRN of that resident/sending district.
- 1 - District which a tuition student is attending (Does not include non-resident Special Education or court-placement)
- 2 - District which is providing contract vocational education to a student
- 3 - Vocational school district which is instructing student
- 4 - Education Service Center cooperative which is instructing student
- 5 - Postsecondary institution which student is attending
- 6 - MR/DD or state school which student is attending
- 7 - Public district providing Special Education (Does not include education service centers) to the student
- 8 - Departments of Youth Services or Rehabilitation and Corrections which student is attending
- 9 - Proprietary institution which student is attending
- C - Foster Placement
- E - Open Enrollment district which student is attending
- M - Student who attends a community school (ORC 3313.844, 3314.01-11)
- P - All court ordered institutional placements other than foster care (includes both students with and without disabilities)
- S - Attending district based on District Superintendent's agreement per 3313.64 ORC (includes student following parent, residing with grandparent, senior attending, etc.)

4.1.2.5 Majority of Attendance IRN:

(Only required for the June 30 reporting) Indicates the building IRN within the district (or the district IRN) where the student was enrolled for at least ninety-one consecutive school days. The length of the school year is based on the number of days in session.

For EMIS reporting of this data element, an 'enrolled' student is any student who:

1. Is educated by an employee of your district (student percent of time greater than 0%) and has been in enrolled for at least 91 consecutive school days.
OR
2. Your district is reporting student as being educated by an ESC, Postsecondary Institution or a JVSD (ie: attending/home IRN indicator = 3,4,5)

DO NOT ENTER AN IRN FOR A BUILDING OR DISTRICT WHICH IS NOT LOCATED WITHIN YOUR DISTRICT.

Use the following Guidelines - Enter the:

Building IRN	If the student was enrolled in a building within your district for ninety-one consecutive days, enter the building IRN
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District IRN	If the student was not enrolled in a building within your district for ninety-one consecutive days, but was enrolled in multiple buildings within the district for ninety-one consecutive days, enter the district IRN.
Asterisks	If the student was not enrolled in your district for ninety-one consecutive days.

This is not applicable for the ESC's reporting preschool handicapped students.

4.1.2.6. Attendance Days:

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

The attendance days will include:

1. The number of days the student was in attendance in the DISTRICT for the reporting period. (When reported in the fall, this refers to the first full week in October only. For the June reporting, this refers to the full school year.) This element is the actual number of days in attendance.
2. In-school suspensions
3. School-sponsored field trips
4. The number of days a student received instructional services from the school district while expelled or while serving an out-of-school suspension if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.

DO NOT INCLUDE pupils absent due to:

1. Personal Illness
2. Legal Excuse
3. Religious Holiday
4. Illness in the Home
5. Truancy
6. Or Any Other Reason.

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

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

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

Examples for School Age and Preschool follow.

EXAMPLE: School Age Students:

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

June Reporting: If the student percent of time is 20% and the student is enrolled in the district for 180 days, the aggregate attendance/absence days would be equal to 36. The sum of the student attendance and absence days could not exceed 36 for the year as reported in June.

If the student percent of time is 50% and the student is enrolled in the district for 180 days, the aggregate attendance/absence days would be equal to 90.

EXAMPLE: Preschool Students:

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

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

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

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

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

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

- Itinerant services of 1 hour Minimum per week - 1.0

June Reporting: If the student percent of time is 100% and the student is in a preschool (regular or special education) program, the sum of attendance and absence days would be as follows:

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

If the student percent of time is 0% and the student is in a preschool (regular or special education) program, the sum of attendance and absence days would be as follows:

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

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

# days in operation	Sum of attendance & absence days
Itinerant services	36

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

4.1.2.7 Excused (formerly referred to as Authorized) Absence Days:

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

1. Personal illness
2. Illness in the family
3. Quarantine of the home
4. Death of a relative
5. Home work due to the absence of parents or guardians
6. Observance of a religious holiday
7. Emergency set of circumstances which in the judgement of the superintendent of schools constitutes a good and sufficient cause for absence from school

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

The types of absence included as excused absence are listed in the Non-Attending Reason element. (When reported in October, this will refer to the first full week in October only. When the data is reported in June, this will refer to the full school year.)

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

4.1.2.8. Unexcused (formerly referred to as Unauthorized) Absence Days:

For enrolled students, indicate the number of days the student was absent for any unexcused reasons in the district for the reporting period. The types of absence included as unexcused absence include any reason not listed as excused (in 4.1.2.6.2), including truancy. Absences due to out-of-school suspensions are considered an unexcused absence if the district is not providing instructional services. Do not include expulsions.

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

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

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

4.1.2.9. Non-Attending Reason: (Required for October only)

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

- * - Not Applicable
- 1 - Personal Illness
- 2 - Illness in the Family
- 3 - Quarantine of Home
- 4 - Death of Relative
- 5 - Home work due to absence of parents or guardians. Any absence arising because of this shall not extend beyond the period for which the parents or guardians were absent.
- 6 - Observance of Religious Holiday
- 7 - Emergency or set of circumstances which in the judgment of superintendent of school constitutes a good and sufficient cause for absence from school.

4.1.2.10. Corporal Punishment:

Indicates the number of times a student has received corporal punishment during the school year. Since the number of instances of corporal punishment is to be reported, 0 may be the default. This element will be reported only in June.

4.1.2.11 Suspension Elements - Deleted; replaced with new Discipline Record

4.1.2.12 Expulsion Elements - Deleted; replaced with new Discipline Record

4.1.2.13 Date of Withdrawal/Dropout/Truancy Proceedings:

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

4.1.2.14 Withdrawal/Dropout/Truancy Reason:

Indicates the reason for the most recent withdrawal from the school district.

OPTIONS REVISED for FY2000 - WITHDRAWAL/ DROPOUT/ TRUANCY

FY2000	Definitions	FY1999 OPTIONS
01	Completed Course requirements	01
41	Transferred to another School District - local, exempted village or city (transcript request on file)	02, 03
42	Transferred to a private school (transcript request on file)	04, 05, 31, 32
43	Transferred to home schooling (superintendent's approval on file)	09

FY2000	Definitions	FY1999 OPTIONS
44	Transferred to a Public Community School (transcript request on file)	02
45	Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education)	11, 26, 28, 35
46	Transferred out of the United States	34
47	Withdrew pursuant to <i>Yoder vs Wisconsin</i>	30
48	Expelled	25
51	Verified Medical Reasons (doctor's authorization on file)	07
52	Death	08
71	Withdrew due to truancy/nonattendance	17, 18, 19, 20, 21, 22, 23, 24, 29, 30
72	Pursued employment/work permit (Supt. Approval on file)	06, 15, 27, 33
73	Over 18 years of age	16
74	Moved; not known to be continuing	13, 14

CLARIFICATION/GUIDANCE re: Withdrawal/Dropout/Truancy ELEMENT

DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
1. LEGAL DISTRICT OF RESIDENCE	Student is NO LONGER a legal resident of your district AND is not being educated by your district	41 Transferred to Another School District (transcript request on file) 45 Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education) 46 Transferred out of the United States	71 Withdrew due to truancy /nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing
2. LEGAL DISTRICT OF RESIDENCE	Student is still a legal resident of your district BUT no longer being provided instruction /services by a public school district	42 Transferred to a private school (transcript request on file) 43 Transferred to home schooling (superintendent's approval on file) 47 Withdrew pursuant to <i>Yoder v Wisconsin</i> 48 Expelled 51 Verified Medical Reasons (doctor's authorization on file) 52 Death	71 Withdrew due to truancy /nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing
3. EDUCATING DISTRICT	Your district WAS providing instruction to a student who is NOT a resident of your district but YOUR district is NO LONGER providing instruction or services to the student EXCEPTION: See 6 below	41 Transferred to Another School District (transcript request on file) 42 Transferred to a private school (transcript request on file) 43 Transferred to home schooling (superintendent's approval on file) 44 Transferred to Community School (transcript request on file) 45 Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education) 46 Transferred out of the United States 47 Withdrew pursuant to <i>Yoder v Wisconsin</i> 48 Expelled 51 Verified Medical Reasons (doctor's authorization on file) 52 Death	71 Withdrew due to truancy/nonattendance 72 Pursued employment/work permit (Supt. approval on file) 73 Over 18 years of age 74 Moved; not known to be continuing
4. LEGAL DISTRICT OF RESIDENCE OR EDUCATING DISTRICT	Student has completed course requirements	01 Completed Course requirements	

DISTRICT REPORTING	SITUATION	WITHDRAWALS NOT COUNTED AS DROPOUTS	WITHDRAWALS COUNTED AS DROPOUTS
5. LEGAL DISTRICT OF RESIDENCE	District is NOT providing the instruction but ANOTHER public district (includes Exempted Village, City, Local, JVSD, ESC, Community Schools, Post Secondary Institutions) is providing instruction	DO NOT WITHDRAW STUDENT Report with 0% of time in the Student Percent of Time Data Element Report the appropriate Attending/Home IRN and Indicator	Examples: Special Education Cooperative Agreement, Community Schools, Post Secondary, Open Enrollment situations.
6. RECEIVING DISTRICT OR SENDING DISTRICT	District is NOT the resident school district and the district is NOT providing the instruction but the student is enrolled in the school district and receiving instruction/services from an ESC or JVSD	DO NOT WITHDRAW STUDENT Report with 0% of time in the Student Percent of Time Data Element Report the appropriate Attending/Home IRN and Indicator	Examples: An open enrollment student attending a JVSD or ESC full time.

Placement in Juvenile Detention Center

If students are placed in a juvenile detention center (JDC) and are receiving instruction from the district in which the juvenile detention center is located, the district of residence should point to the district where the JDC is located. This is a court-placed situation and Situation 15 of Appendix J is applicable. The district in which the JDC is located should enroll the student. Student Percent of Time = 100%. The District of Residence is the actual district of residence. The district where the JDC is located will indicate option 'P' in the Student Status. Attending Home IRN/IND will point to resident district. Once the student is released, the district in which the JDC is located, withdraws the student and the resident district re-enrolls the student if the student returns. If the student is not receiving an education by a school district with a State Board of Education approved curriculum, the student is considered "Not enrolled" and is to be withdrawn by the resident district. If the state is responsible for the instruction (and not another district), Situation 10 of Appendix J in the guide applies. These same scenarios hold for any type of institution/ rehabilitation placement.

Q & A re: Returning Withdrawals/Dropouts:

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

A1: Records for students reported as withdrawn in June are not required to be reported in the following October. However, if a student returns by the following October and the Withdrawal Reason in June indicated the student was a dropout, the district would need to report the previous year's Withdrawal Date and Reason in the October record for this student to allow the Department to adjust the district's dropout rate and not count the student as a dropout. Information about completers is needed for the follow-up records only and should not appear in any other records the subsequent year.

Q2: Do we report as withdrawn in October, students who did not return from the summer?

A2: If the student withdraws over the summer, his/her demographic and attendance records would need to be reported in October. Students who do not return to the school district in the fall (i.e., students who leave the school district during the summer months) are to be reported as withdrawn prior to August 30.

Example:

Student enrolled in the school district on September 1, 1987. Student withdrew on May 1, 1998 to pursue employment. Student re-enrolled in the district on September 2, 1998.

June 1998 (FY98 N)

- Admission Date = September 1, 1987
- Withdrawal Date = May 1, 1998
- Withdrawal Reason = 15 (Pursued employment/work permit)

October 1998 (FY99 K)

- Admission Date = September 2, 1998
- Withdrawal Date = May 1, 1998
- Withdrawal Reason = 15 (Pursued employment/work permit)

The student will be counted as a dropout in June 1998. The student will be counted as a returning/withdrawal in October 1998 and then backed out of the FY98 June dropout count for the calculation of the Dropout Rate.

4.1.2.15 Graduation Credit Units:

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

Q1: How are the units to be entered in the four positions in the file descriptions (GH250)?

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

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

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

4.1.2.16 Diploma Date:

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

4.1.2.17 Diploma Type:

Indicates the type of diploma received by a graduating student. [Refer to *Ohio's Statewide Testing Program: Rules for Proficiency Testing* published by the Ohio Department of Education for information on the criteria for the Diploma with Honors.]

- * - Not Applicable (not a graduating student)
- 1 - Regular Diploma
- 2 - Diploma With Honors

4.1.2.18 Curriculum/Completer Status:

Indicates a student completing the twelfth year or its equivalent and who completed a college prep curriculum as defined by the school district; OR indicates whether a student completed a vocational job training program.

- * - Not Applicable (Student is taking neither a college prep or vocational education job training program.)
- 1 - Completed college prep curriculum** and twelfth year or equivalent
- 2 - Completed a vocational education job training program***
- 3 - Completed both college prep curriculum (and twelfth year or equivalent) and vocational education job training program.

4.1.2.18.1 For Students in Vocational Education

(For Vocational Education Q & A See 4.2.4.12.1) Option '2' of this element is reported by the district operating the vocational job-training program. The district that employs the instructor and reported the data for the vocational classes in October report this element. Use the definition of a Completer (secondary) in the DEFINITIONS section of this manual to determine if either option '2' or '3' is applicable. This status in conjunction with class information is used for Vocation Education Follow-up.

DO NOT REPORT A CURRICULUM/COMPLETER STATUS of '2' or '3' for the student who ONLY participated in any of the following vocational programs:

- 0901XX-- Work and Family Life
- 252525-- Career Based Intervention Program
- 990361-- Entrepreneurship
- 990362-- Employability Skills

** College Prep Curriculum Requirements - Refer to section A in the next element, Award of Merit, for an example of college prep curriculum requirements.

***Vocational Education Job Training Program - Refers to any student who finished a planned sequence of courses, services, or activities designed to meet a vocational occupational objective. This person must meet all the requirements of the institution for program completion whether or not he or she graduates from the institution. (See Completer definition in the Education Definitions - Vocational Education.)

4.1.2.19 Award of Merit:

Indicates whether student met the criteria for the Award of Merit and indicates which award.

- * - Not Applicable
- 3 - Met criteria for the college prep curriculum Award of Merit
- 4 - Met criteria for the vocational curriculum Award of Merit

The requirements following have been adopted for the "Award of Merit," beginning in the 1990-91 school year. This certificate will be awarded by the State Board of Education to all those who meet the criteria.

- A. College Prep Curriculum Requirements - Requires the completion of the following minimum requirements:
 - English - 4 units (May include 1 unit of fundamentals of speech.)
 - Mathematics - 3 units (Must include 1 unit of algebra and 1 unit of geometry.)
 - Science - 3 units (Must include 2 units from among Biology, chemistry, and physics.)
 - Social Studies - 3 units (Must include 2 units of history and 1/2 unit of civics or government.)
 - Foreign Language - 3 units (Must include no less than 2 units of any language for which credit is sought, i.e., 3 units of one language or 2 units each of two languages.)
 - Complete two units from one or more of the following, or two additional units from one or more of the areas listed above.
 - Business
 - Computer Science
 - Visual or Performing Arts
 - Courses for which high school credit has been given in the eighth grade, or as part of the postsecondary option, apply to the criteria for the "Award of Merit." However, at least 18 credits must be earned in grades 9-12 for graduation.
- B. Vocational Curriculum Requirements
 1. Complete a vocational occupational preparation program
 2. Complete the following curriculum requirements
 - English - 4 units
 - Mathematics - 3 units
 - Science - 2 units
 - Social Studies - 3 units
 Applied academics credits earned via vocational education shall apply to the criteria for the "Award of Merit."
 3. Complete two units from one or more of the following, or two additional units from one or more of the areas listed in B.2. above
 - Business
 - Computer Science
 - Foreign Language
 - Visual or Performing Arts
- C. Performance Criteria (applies to both curricula)
 1. Maintain above average attendance for grades nine through twelve (compared to a rolling four-year state average)
 2. Demonstrate outstanding achievement in the curriculum as evidenced by one of the following: earning the equivalent of an overall grade point average of 3.25 on a four point scale for grades nine through twelve; earning the equivalent of an overall grade point average of 3.5 on a four point scale for grades eleven and twelve; or ranking in the top 25 percent of the class, whichever is more inclusive.
 3. Participate in co-curricular, extracurricular or community activities in accordance with procedures established by the district board of education.
 4. Demonstrate outstanding citizenship/character traits in accordance with criteria established by the district board of education.

4.1.3 STUDENT - PROFICIENCY TESTING

Fourth Grade/Sixth Grade/Ninth Grade/Twelfth Grade Proficiency Testing (Sections 3301.0710 and 3301.0711 ORC)

The fourth, sixth, ninth and twelfth grade proficiency tests are reported by any district which administered the test during the current school year AND by the district in which the student was most recently enrolled during the current school year. Additionally beginning with the FY2000 data collection, JVSAs are also required to report the applicable proficiency results for students that they educate. Please note that the ninth grade proficiency test data will be reported for all students who are in the ninth grade, tenth grade, 11th grade, and 12th grade during the 1999-2000 school year. Ninth grade proficiency test data are also to be reported for eighth graders in districts that administer the test to eighth grade students. ESCs DO NOT REPORT PROFICIENCY TESTING RESULTS.

When a student transfers between public school districts in Ohio, results of the student's proficiency test should be reported to the new district. This is necessary because of Ohio graduation requirements. Districts are required to send the proficiency test results as part of the official transcript.

Please refer to Ohio's Statewide Testing Program: Rules for Proficiency Testing published by the Ohio Department of Education for detailed information on the proficiency testing program rules. This information is on the Internet at: <http://www.ODE.OHIO.GOV/www/ae/ae.html> or contact the Assessment Center at: 614-466-0223. [Note: In the spring (before yearend reporting), The Division of Assessment and Evaluation sends the district test coordinators a letter and instructions on how the proficiency testing information is to be reported

through EMIS. This is also sent electronically to the Data Acquisition Sites and is to be shared with EMIS Coordinators.]

Beginning with FY98 EMIS data collection, June EMIS proficiency records should be updated to include Ninth Grade Proficiency results from the summer testing administration where applicable. This allows students who pass the test in the summer to be included in the pass percentages for the prior school year.

For students who have option '2' (Exempted, did NOT take test) in the 'subject' Test-taking Status, enter an '*' in the 'subject' Proficiency Test Score.

Currently (FY2000), there are no EMIS reporting requirements for reporting Proficiency results for adult students.)

4.1.3.1 Building IRN:

Indicates the IRN of the building the student most recently attended within the district in which the student was most recently enrolled during the current school year, even if the test was administered in a different building or district.

4.1.3.2 Testing Grade Level:

Indicates whether the test administered was fourth grade, sixth grade, ninth grade, or twelfth grade proficiency.

4.1.3.3 Reading Proficiency Test Score:

Indicates the student's *most recent* outcome on the reading component.

- * - Not Applicable (This code should be used to indicate those students for whom none of the other Test Score options apply. This can only be used in combination with Test-Taking Status of '2', '3' or '8')
- 1 - Passed Ninth Grade Proficiency
- 2 - Passed Twelfth Grade Proficiency - did not meet standard for honors diploma
- 3 - Passed Twelfth Grade Proficiency - met standard for honors diploma
- 4 - Failed, did not meet 9th or 12th grade proficiency requirements
- 5 - Waiver Requested - Pending/Granted (This code should be assigned to students for whom a written request for a waiver was submitted to the Ohio Department of Education)
- 6 - Waiver Requested - denied (This code should be assigned to students for whom a written request for a waiver was denied by the Ohio Department of Education.)
- 7 - Demonstrated minimum proficiency, but not advanced proficiency (Use for Fourth and Sixth Grade Tests only)
- 8 - Did not demonstrate minimum proficiency, may have met partial proficiency (Use for Fourth and Sixth Grade Tests only)
- 9 - Demonstrated advanced proficiency (Use for Fourth and Sixth Grade Tests only)
- I - Invalidated This code is assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education. (Only the Department of Education can grant an Invalidation.)

Q & A re: Reporting Test Scores

- Q1: If a student is exempted for the most recent attempt of a portion of the proficiency tests after not passing it on a prior attempt, what test score should be reported? The previous attempt or exempted?
- A1: Indicate the most recent result. In this case, the most recent status is exempted. The test score should remain 'failed' as was previously reported.

4.1.3.4 Reading Test-Taking Status:

Indicates the status of the student's participation for the reading test score reported.

- 1 - Took test without IEP or Section 504 Plan accommodations (Not exempted)
- 2 - Exempted, did not take test
- 3 - Not enrolled in the reporting district at time of test
- 4 - Exempted, took test with IEP or Section 504 Plan accommodations
- 5 - Exempted, took test without IEP or Section 504 Plan accommodations
- 6 - Took test with IEP or Section 504 Plan accommodations (Not exempted)
- 7 - Test required, did NOT take test
- 8 - Test Not required (May apply to 8th graders or Foreign Exchange Students)
- 9 - Not required in this district due to part-time student status - home school or non-public student
- a - Temporarily excused due to less than two years of ESL instruction (pending legislation)

4.1.3.5 Reading Grade Level:

Indicates the grade level of the student at the time the test was administered for the reading test score reported.

4.1.3.6 Reading Test Date:

Indicates the date the reading test was administered for the reading test score reported.

4.1.3.7 Reading Attempt:

Indicates the number of reading test attempts for the reading test score reported. Exemptions and Waivers do not count as an attempt.

If you cannot obtain the actual number of test attempts, please use the following guidelines to estimate the number of test attempts and enter the number of estimated attempts.

For example:

- If a 10th grade student transfers into your district and hasn't passed the 9th grade test, assume the student has taken it two times a year--> Report attempts as "4".
- If a student transfers into the district and has passed the test, look at the passing date and assume 2 times a year. For example: FY97 10th grade student transfers in to district and has a pass date of March 1996--2 attempts.
- If a new student moves into the district from out of state, the next attempt would be the first, regardless of grade.

4.1.3.8 Reading Proficiency Test Scaled Score:

Proficiency Test Scaled Scores: The scaled score is derived through a statistical procedure. The scaled score permits the translation of raw scores at each test level in "standard scores" so that one can compare across years at the same grade for the same test. There is no comparability of scaled scores across tests or grades. The State Board of Education set the original proficient and advanced levels and at the same time, established incremental increases in some areas. The Department of Education used scaled scores of 200 and 250 to represent the initial performance levels of proficient and advanced as set by the State Board. The writing score is given as a total score, the score on each writing prompt/task is combined to create the total score. -

Reading Proficiency Test Scaled Score

Writing Proficiency Test Total Score

Writing Proficiency Test Score

Writing Test-taking Status

Writing Grade Level

Writing Test Date

Writing Attempt

Mathematics Proficiency Test Scaled Score

Mathematics Proficiency Test Score

Mathematics Test-taking Status

Mathematics Grade Level

Mathematics Test Date

Mathematics Attempt

Citizenship Proficiency Test Scaled Score

Citizenship Proficiency Test Score

Citizenship Test-taking Status

Citizenship Grade Level

Citizenship Test Date

Citizenship Attempt

Science Proficiency Test Scaled Score

Science Proficiency Test Score

Science Test-taking Status

Science Grade Level

Science Test Date

Science Attempt

4.1.3.9 Schedule of Score Standards Established by the State Board of Education:

The score standards listed below are the cut-off scores for determination of proficiency and advanced proficiency in grades, 4, 6 and 12. At grade 12, advanced proficiency is called Honors. At grade 9, there are only proficient standards; there is no advanced or honors content on the 9th grade tests.

GRADE 4 SCALED SCORE STANDARDS

	1996	1997	1999	ADVANCED
WRITING	4 OF 8	5 OF 8	5 OF 8	7 OF 8
READING	200	210	217	250
MATHEMATICS	200	210	218	250
CITIZENSHIP	200	208	218	250
SCIENCE	200	200	215	250

GRADE 6 SCALED SCORE STANDARDS

	1996	1998	1999	ADVANCED
WRITING	5 OF 8	5 OF 8	5 OF 8	7 OF 8
READING	200	211	222	250
MATHEMATICS	200	200	200	250
CITIZENSHIP	200	200	200	250
SCIENCE	200	200	200	250

GRADE 9 SCALED SCORE STANDARDS

	1999
WRITING	5 OF 8
READING	200
MATHEMATICS	200
CITIZENSHIP	200
SCIENCE	200

GRADE 12 SCALED SCORE STANDARDS

	1994	1996	1998	HONORS
WRITING	6 OF 12	7 OF 12	7 OF 12	10 OF 12
READING	200	207	215	250
MATHEMATICS	200	209	218	250
CITIZENSHIP	200	210	221	250
SCIENCE	NA	200	200	250

4.1.4 PROFICIENCY - ONLY TEST RECORD

Ninth Grade Proficiency Testing for students not enrolled - The following elements are required for students who have completed their course requirements, are not enrolled in the district, and take the proficiency test.

Student ID Number

Student Name (Optional)

Gender

Racial/Ethnic Category

Diploma Date

Building IRN - Indicates the IRN of the building administering the test.

Courses Completed Date - Indicates the date the student completed course requirements for diploma.

Courses Completed IRN - Indicates the district in which the student completed course requirements.

Reading Proficiency Test Score - Indicates the student's most recent outcome on the reading component.

- 1 - Previously passed
- 2 - Passed
- 3 - Exempted
- 4 - Failed

Reading Proficiency Test Scaled Score

Proficiency Test Scaled Scores: The scaled score is derived through a statistical procedure. The scaled score permits the translation of raw scores at each test level in "standard scores" so that one can compare across years at the same grade for the same test. There is no comparability of scaled scores across tests or grades. The State Board of Education set the original proficient and advanced levels and at the same time, established incremental increases in some areas. The Department of Education used scaled scores of 200 and 250 to represent the initial performance levels of proficient and advanced as set by the State Board. The writing score is given as a total score, the score on each writing prompt/task is combined to create the total score. -

Writing Proficiency Test Score

Writing Proficiency Test Total Score

Mathematics Proficiency Test Score

Mathematics Proficiency Test Scaled Score

Citizenship Proficiency Test Score

Citizenship Proficiency Test Scaled Score

Science Proficiency Test Score
Science Proficiency Test Scaled Score

4.1.4.1 Schedule of Score Standards Established by the State Board of Education:

For schedule of score standards, see 4.1.3.9

4.1.5 STUDENT - CBE

Competency-Based Education - DISTRICTS ARE REQUIRED TO REPORT ALL AVAILABLE DATA FOR ALL GRADE LEVELS BETWEEN 1 AND 8 FOR MATHEMATICS, READING, COMPOSITION, SCIENCE and SOCIAL STUDIES. 'Satisfactory progress' is determined by district standards.

4.1.5.1 Reading Progress:

Indicates whether the student made satisfactory progress towards achieving specified objectives based on current year assessment.

- * - No longer used
- 0 - Did not make satisfactory progress toward achieving specified objectives
- 1 - Made satisfactory progress toward achieving specified objectives
- 2 - Exempted, Did NOT Take CBE ASSESSMENT
- 3 - Not Assessed, Not Exempted
- 4 - Exempted due to IEP, took CBE assessment.

4.1.5.2 Reading Intervention:

Indicates whether intervention, as defined by the district's intervention program, was provided to the student.

- ** - No Longer Used
- 00 - No Longer Used
- 01 - No Longer Used
- 02 - Intervention provided on the basis of assessment (districtwide or continuous) completed in CURRENT year.
- 03 - Intervention provided on the basis of assessment completed in PREVIOUS year.
- 04 - Intervention provided on the basis of assessment (districtwide or continuous) completed in CURRENT year and also on the basis of assessment completed in PREVIOUS year.
- 05 - Intervention provided on the basis of IEP [exempted from CBE assessment but intervention provided].
- 06 - Intervention not required (student successfully passed local standard)
- 07 - Intervention required, but not provided this year
- 08 - Student did not take assessment

Composition Progress
Composition Intervention

Mathematics Progress
Mathematics Intervention

Science Progress
Science Intervention

Social Studies Progress
Social Studies Intervention

4.1.6 STUDENT - COURSE

Local Classroom Code provides the link to the teacher through the Course Master file which provides detail information about the class including Course Code.

- For students in grade levels 9 through 12:

Information will be required for each classroom in which the student participates. Example: If a student participates in seven subjects, then the Local Classroom Code and Course Grade(s) will occur seven times - once for each classroom/course.

- For students in grade levels 6 through 8 (above grade level 5) who do not have the majority of courses scheduled in the same classroom (i.e., the majority of courses are scheduled for different classrooms):

Information will be reported for each course in the same manner as students in grade levels 9-12 except for course grades, which will not be reported.

- For students in grade levels below grade level 9 (Preschool to grade level 8) who have the majority of courses scheduled in the same classroom (Students in grade levels Preschool - Grade level 5 must be reported as self-contained):

Students will have one course reported. The Local Classroom Code will uniquely identify the classroom within a building and the Course Code element (on the Course Master file) will indicate an elementary self-contained classroom (180119 Grade levels 1-8--Appendix C). For these students, information will not be required for any specific courses including music, physical education, and art.

- For School-age Special Education students, reporting of Student course code information is optional. For preschool Special Education students, reporting of course code information is required.

If the student is assigned to a special class/learning center, the Course Code element (on the Course Master file) will indicate a Special Education classroom using the Special Education subject codes (Appendix C). If the student also participates in a regular elementary classroom or specific course/subject, follow the above guidelines and enter additional course information.

For special education classes for students at the departmentalized level (i.e., not self-contained), districts have three options when reporting the students course information:

1. They can be reported in several classes using the actual subject codes (e.g., General Mathematics, Integrated Language Arts, etc.) from Appendix C. The Course Type must indicate Special Education (D01). This is preferred for students at the High School level.
2. They can be reported in several classes using one of the Special Education subject codes in Appendix C. The Course Type indicates Special Education (D01).

- Vocational Satellite Courses (including all GRADS courses)

The Student Course information for vocational satellite courses (vocational courses housed in a district taught by a teacher employed by a different district) must be reported by the district that employs the instructor. This district (the one that employs the instructor) must also report Student Demographics and Student Attendance files.

- Correspondence Courses

Districts will indicate that a student participates in a correspondence course option on the Student Program file using code 115001 from Appendix E under Educational Options. No Student Course or Course Master record(s) will be created.

For students who are taking correspondence courses only to complete graduation requirements:

1. If the course happened during the summer, report this information in the Summer School record in October.
2. If the course happened during the regular school year and these are the only courses the student is taking, report the student during June only with a Diploma Date.

- Adult/Continuing Students

Q1: Are adult students to be included in the EMIS?

A1: Adult students may comprise one-half of a vocational job-training unit. Therefore, these adult students must be reported in the EMIS. (Refer to Situations 18 and 19 in Appendix J.) Otherwise, only financial information and some staff information will be collected about adult/continuing education.

Subject Information Elements

The following elements will provide information about each student's specific courses according to the following two categories.

4.1.6.1 Local Classroom Code:

Indicates the code used by the school district that uniquely identifies a specific classroom (i.e., specific period and section) within a district. (This element will match with the corresponding Local Classroom Code element on the Course Master file.) If a coding system does not exist at a building or district, the school district will need to create a unique number which identifies each classroom. A classroom is defined per subject, teacher, building, and period. This code, which uniquely identifies a class (i.e., a body of students within a district), must refer to the same class in both the October and June reporting periods. If a class is eliminated, no other class can use this unique identifier for the June reporting. New Local Classroom Codes may be used in June to identify classes added after the October reporting period. Local Classroom Codes created in October must refer to the same class for the entire school year. Codes can be changed for the succeeding school years.

4.1.6.2 District IRN:

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

4.1.6.3 Course Status:

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

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

4.1.6.4 Course Grade: (June reporting only)

COURSE GRADE WILL BE REPORTED FOR GRADE LEVELS 9-12 ONLY. Indicates the grade (to be determined by each school district) for each class translated to the following scale: The subject code entitled "Grade 1-8" is to be used for any course in grade levels 108 that are self-contained. No grades are required below Grade 9.

- 1 - Failing
- 2 - Below Average
- 3 - Average
- 4 - Above Average
- 5 - Excellent
- 6 - Incomplete
- 7 - Successfully completed the course in a pass/fail or ungraded setting.

4.1.6.5 First Semester Grade:

Indicates the final grade for the first semester received by the student in the classroom listed above. If the final grade for the entire year is to be reported, this element must be blank and the Second Semester or Final Grade element will contain the final grade received by the student.

4.1.6.6 Second Semester or Final Grade:

Indicates the final grade for the second semester received by the student in the classroom listed above. If the final grade for the entire year is available, the first semester grade must be blank and this element will contain the final grade received by the student.

Note: When reporting a final grade only, the First Semester Grade must be blank and the final grade indicated in the Second Semester/Final Grade element. The First Semester Grade would only be used for a course which is completed in the first semester or for a course in which semester grades, but no final grade, are given.

4.1.7 STUDENT PROGRAM

The element listed below will exist for all programs in which a student participates. The number of programs in which a student can participate is unlimited. A program code is to be reported in June for each program in which the student participated at any time during the year. If the student was in the program and then withdrawn during the year, the program code should still be reported.

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

For October: Child Day-care, Postsecondary Enrollment Options, Open Enrollment Options, Placement Options for Disability Programs, Related Services for Children with Disabilities, ECE Service Delivery Options and Vocational Programs (Vocational Evaluation Unit, TECH PREP and WECEP) are the only program areas required.

For December: Placement Options for Disability Programs, Related Services for Children with Disabilities, and ECE Service Delivery Options are the only programs required for all students who are considered residents of the district for Title VI-B Flow-through purposes, regardless of the location of the program. If this code is not reported, the student will not be eligible for Title VI-B funding.

For June: Report all programs in which the student has participated through the district during the school year.

4.1.7.1 Program Code:

Indicates the program (from the Program Code table - Appendix E) in which the student is receiving service. If the programs listed do not exactly match the service being provided, select one which best describes the program. NOTE: Program Code 420013, Other Interscholastic Athletics, should be used for cheerleading. Student managers, statisticians, etc. should be coded as part of the athletic team which they assist.

Vocational Evaluation Unit (VEU) – Program Code required

The district receiving vocational funding for vocational evaluation unit(s) is required to report the students and the VEU program code. If a student who is located at a resident district is receiving only the VEU program from another district's employee (e.g., a JVS), the resident district does NOT report anything about that program.

For the vocational district, one student with a VEU program code is required in October. In June, the VEU program codes and an Employee ID for each student are required to be reported by the district receiving the vocational funding

4.1.7.2 Employee ID:

Indicates the ID number from the Staff Demographics file for the staff member associated with the program code. THIS ELEMENT MUST BE THE SAME NUMBER USED ON THE STAFF DEMOGRAPHICS. This

element is to be used only with program code 305003, Vocational Evaluation. It is required for October and June.

4.1.8 STUDENT EXPERIENCE BEFORE KINDERGARTEN RECORD

DESCRIPTION:

Collection of "preschool" information by program type through EMIS is one of three new requirements Am Sub HB 215 set forth for accountability for Early Childhood programs administered by ODE (Head Start, Public School Preschool and Preschool Special Education).

Am Sub HB 215 Section 50.02 (F) reads in part: "The Ohio Department of Education shall require school districts to collect "preschool" information by program type. All data will be reported via the Education Management Information System (EMIS)."

The purpose of this requirement is to track long-term effects that Early Childhood programs may have on children as like groups of children progress through the public education system. Data are to be collected from all students entering Kindergarten regarding their "preschool" experiences prior to entering Kindergarten. These data will be entered into EMIS on this record. The Department, having field tested several forms for this data collection, has provided a model questionnaire to districts for parents to use in reporting their child's experiences.(See Appendix R)

Data are required for reporting on students entering Kindergarten beginning with the 1998-99 school year and entered into the EMIS system starting with the October (K) 1999 reporting period. These data are part of the DATA ACCOUNTABILITY requirements from June 99(N) and for October and June each year thereafter.

Each student shall have at least one entry and may have multiple records per age. This is reported in October (K) and June (N).

4.1.8.1 Age:

Enter the student's age when participating in the experience using the options listed below. Enter an age for each experience listed.

- Options:
- 3 - 3 years old up to 4 years old
- 4 - 4 years old up to 5 years old
- 5 - 5 years old up to 6 years old

4.1.8.2 Type of Experience Before Kindergarten:

- Options:
- ** = None
- NK = Not Known
- NR = No Response
- 01 = Child care center
- 02 = Head Start Program
- 03 = Preschool Program in a public school
- 04 = Preschool Program NOT in a public school
- 05 = Special Education Services provided by a school district (or MRDD) with an IEP

4.1.8.3 Number of Months Experience:

The number of months the student participated in the particular experience during the year.

- Options:
- 01 thru 12 months possible

See Appendix R for forms and definitions of the terms listed above.

4.1.9 DISCIPLINE RECORD (new for FY2000)

The elements in this record replace Suspension and Expulsion elements that were formerly on the ATTENDANCE RECORD. The data requested here is required in order to meet the reporting requirements of federal and state law for all students including those with disabilities.

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

4.1.9.1 Date of Discipline:

Indicates the date for each offense or infraction and is needed for each offense or infraction by the student within the school district.

4.1.9.2 Type of Discipline:

The number of months the student participated in the particular experience during the year.

- 01 = Expulsion
The involuntary removal of a student from school by the superintendent.
- 02 = Out of school suspension
The denial of attendance at school and the suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons.
- 03 = In school suspension
The suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do school work but does not specifically address the behavior(s) that resulted in discipline.
- 04 = In school alternative discipline class/program/building
The suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends a special class, program or building that specifically addresses the behavior(s) that resulted in discipline. This may occur within or outside of the district.
- 05 = Saturday school
Suspension served on a Saturday due to discipline reasons.

4.1.9.3 Discipline Reason:

Multiple reasons are allowed for each occurrence. These are the offenses or infractions incurred.

- ** = Not applicable
- 01 = Truancy (Unexcused absence from school.)
- 02 = Behavioral problems (Repeated behavior of a disruptive nature that interferes with the learning environment.)
- 03 = Fighting/Violence (Intentional behavior which causes, attempts or threatens physical injury.)
- 04 = Vandalism (Damaging or attempting to damage property on school grounds.)
- 05 = Theft (Stealing or attempting to steal property on school grounds.)
- 06 = Use/possession of a gun (Using or possessing any kind of firearm or look-alike or replica of a firearm.)
- 07 = Use/possession of a weapon other than a gun or explosive (Using or possessing any kind of weapon other than a firearm or explosive such as a knife, razor, club, chain, etc., used to inflict harm on another person or to intimidate any person.)
- 08 = Use/possession of any explosive, incendiary or poison gas
- 09 = Use/possession of tobacco (Using or possessing any substance containing tobacco including smokeless tobacco.)
- 10 = Use/possession of alcohol (Using or possessing any substance containing alcohol.)
- 11 = Use/possession of other drugs (Using or possessing drugs other than alcohol or prescription medication that has been administered in accordance with the district's policies.)
- 12 = Sale/distribution of weapons
- 13 = Sale/distribution of alcohol and/or other drugs
- 14 = False alarms/bomb threats
- 15 = Other
- 16 = Hearing Officer removal - likely injury (Student with disabilities ONLY. This would occur only as part of a due process hearing.)

4.1.9.4 Total Discipline Days each occurrence:

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

4.1.9.5 Discipline modified on Per Exception Basis:

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

- Y - Yes
- N - No

4.1.9.6 Referred for Alternate Program:

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

- Y - Yes
- N - No

4.2 STAFF DATA ELEMENTS

Information will be reported for each staff member, including certificated and classified employees. Certificated employees under the supervision of the superintendent during the first full week of October must be in compliance with Sections 3317.061 and 3301.12 of the Ohio Revised Code.

Use the following guidelines to determine which staff members must be reported for the October and June reporting periods.

Substitutes - No information should be reported for substitutes unless they are employed for an extended period of time (e.g., after approximately 60 consecutive days and having been placed on the payroll) in a manner similar to a regular or temporary teacher. If information is reported for a long-term substitute, do not report information for the staff member for whom he/she is substituting. The district must decide whether to report the substitute or the permanent staff member.

Leaves of Absence: If a staff member was placed on leave of absence prior to the first full week in October and is replaced by another individual and is not expected to return during the current school year, then both staff members should be reported in the EMIS. The staff member on leave should be given the "Leave of Absence" Position Status. The substitute should be reported with a relevant Position Status.

If the staff member placed on leave of absence prior to the first full week in October is expected to return during the current school year and is replaced by another individual, the district has two options to report in the district's EMIS. As a rule, the person who will be present for the majority of the school year should be reported.

1. District reports both the substitute, and the person on leave should be given the "Leave of Absence" Position Status. **OR**
2. District chooses to report only the person that is on leave, and the substitute should not be reported. The Position Status should not be "Leave of Absence" for the permanent staff member because that indicates the individual is not to be included in any of the district's counts for that school year.

For the October reporting period:

1. Report:
 - a. Individuals employed by the school district as of the first week in October.
 - b. Individuals contracted by the school district as of the first week in October for duties normally performed by school district personnel. (e.g., bus drivers, food service staff, and special education therapists)
 - c. Individuals who are on leaves of absences and who are expected to return during the school year.
 - d. Long-term substitutes who are replacing individuals on leaves of absences and who are not expected to return during the school year.
 - e. Individuals no longer employed as of the first week of October, for whom the district would like to claim extended service from the previous summer.
 - f. Full-time adult vocational teachers.
 - g. Individuals employed during the previous reporting period, who are no longer employed.
2. Do not report:
 - a. Individuals who were employed during the current school year but who left prior to the first full week in October.
 - b. Individuals who are on leaves of absences and are not expected to return during the school year. Report the person who replaced the individual on leave described in (1)(c) above.
 - c. Substitute employees who are replacing individuals on leave who are expected to return during the school year.
 - d. Student employees
 - e. Board of education members
 - f. Adult education teachers who are not full-time vocational
 - g. Game officials, ticket takers
 - h. Part-time summer help
 - i. Volunteers serving in the district.

For the June reporting period: The staff records for the June reporting period are identical in format to the staff records for the October reporting period. The difference is that the June staff data should reflect the status as of

the end of the school year. For example, if an individual's contracted salary changed since fall, the June data may or may not reflect the change. Data should be extracted at year-end from personnel and/or payroll systems.

1. Report:

- a. Individuals employed by the school district as of the end of the school year.
- b. Individuals contracted by the school district as of the end of the school year to perform duties normally performed by school district personnel. (e.g., bus drivers, food service staff, and special education therapists)
- c. Individuals who were reported as part of the October staff data, even if they are no longer employed.
- d. Full-time adult vocational education teachers
- e. All supplemental contracts. This includes individuals whose only position is a supplemental contract.

2. Do not report:

- a. Individuals hired after the first full week in October, but who left before the end of the school year.
- b. Student employees
- c. Board of education members
- d. Adult education teachers who are not full-time vocational education teachers.
- e. Game officials, ticket takers
- f. Part-time summer help

Note: The term "individuals" refers to both certificated and classified staff members.

4.2.1 STAFF - DEMOGRAPHICS

One record for each staff member

4.2.1.1 Employee ID/Social Security Number:

Number assigned to an individual by the Social Security Administration. [primarily for local requirements; to maintain one electronic system. This number will be replaced by a randomly-generated number in the EMIS software at the designated data acquisition site before it is sent to the Department.]

4.2.1.2 Employee Name:

Legal name of staff member.

- Last Name
- Appendage (e.g., Jr., III, etc.)
- First Name
- Middle/Maiden Name or Initial

Last name Appendage, First name Middle

Example: Smith Jr., Joe S

4.2.1.3 Date of Birth:

The date on which the staff member was born.

4.2.1.4 Gender:

Indicates the staff member is male or female.

- M - Male
- F - Female

4.2.1.5 Racial/Ethnic Category:

Racial/ethnic group to which the staff member belongs or with which the staff member identifies.

- **W White, Non-Hispanic:** Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **B Black, Non-Hispanic:** Persons having origins in any of the black racial groups in Africa.
- **H Hispanic:** Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
- **A Asian or Pacific Islander:** Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- **I American Indian or Alaskan Native:** Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

4.2.1.6 Degree Type (Certificated Only):

Indicates the type of degree for the highest level of education achieved.

- 0 - Non-degree
- 1 - Associate
- 2 - Bachelors

- 3 - Masters
- 4 - Education Specialist
- 5 - Doctorate
- 6 - Other

4.2.1.7 Semester Hours (Certificated Only):

Indicates the total number of semester hours of recognized college training. The term "recognized college" is defined as any institution from which credit is accepted for certification by the Ohio Department of Education, Division of Teacher Education and Certification. (Round fractions to the nearest whole number.)

Note: To convert quarter hours to semester hours, multiply the number of quarter hours by 2/3 and round to the nearest whole number.

4.2.1.8 Attendance Days:

(Not required for staff member with 800-899 position assignments only.) Total number of days the staff member was in attendance during the period from July 1 - June 15. Maintain attendance according to district policy, but when reporting for June, round partial attendance to the nearest tenth. Include attendance at professional meetings approved by the district. (This includes parent-teacher conference days.) Do not count vacation days or holidays. Do not count staff as in attendance prior to the actual starting date of their contract. Do not include days for staff members who have resigned or been dismissed from and after the effective date of such resignation or dismissal. Include extended service days.

4.2.1.9 Absence Days:

(Not required for staff members with 800-899 position assignments only.) Total number of days the staff member was absent during the period from July 1 to June 15 due to all causes **except professional meetings**, vacations or holidays. Maintain absence according to district policy, but when reporting for June, round partial attendance to the nearest tenth. Include absences which are covered by sick leave, personal leave, or other forms of leave. Do not count staff as absent prior to the actual starting date of their contract. Do not include days for staff members who have resigned or been dismissed from and after the effective date of such resignation or dismissal. Include extended service days

4.2.1.10 Absence Days/Long-term Illness:

Indicate the number of school days missed because of a long-term illness of a staff member, if the number of days missed is greater than three weeks for one continuous period of absence. There is no minimum for a work day. Staff members work different hours per day. Therefore, this element also applies to an individual who works part time and is absent for 15 or more consecutive work days.

Note: For the previous three elements, a day is defined as the period of time the staff member normally spends at his/her work site(s) during a 24-hour period. This may vary from person to person

Q & A re: Absence Days - Long-Term Illness

- Q1: Are long term days of absence reported in both Absence Days and Absence Days/Long-term Illness?
 A1: Yes
- Q2: If a teacher is granted an unpaid leave of absence, i.e., parental or non-illness related after October, should the unpaid time be reported as long-term illness? Should the attendance of the long-term substitute (i.e., more than 60 days) be reported?
 A2: The teacher's absence is not long-term illness. The days must be reported in the Absence Days element only. The attendance of the long-term substitute should not be reported.
- Q3: What happens if the teacher is on paid sick leave in October but the long-term substitute is also in paid status?
 A3: Only one of these individuals is reported in October. The attendance/absence data should be reported for only one of the individuals. If the teacher on sick leave is reported and his/her paid sick leave is more than three weeks, the days of absence should be included for that teacher in both the Absence Days and Absence Days/Long-term Illness elements.
- Q4: If a teacher begins an unpaid leave in March, do you report the remainder of the year as long-term illness?
 A4: If the leave is illness related, the days in the remainder of the year should be included for the teacher in both the Absence Days and Absence Days/Long-term Illness elements. If the leave was not illness related nor professional leave, the days in the remainder of the year should be included for that teacher in the Absence Days only. If the leave was for professional reasons, do not report the days as attendance nor absence.
- Q5: If an employee is granted a non-medical leave of absence for longer than a three week period, is this included in the Absence Days/Long-term Illness?
 A5: All days of absence are reported as staff Absence Days only, except professional leave and long-term illness. Non-medical leave is not reported as long-term illness. If the non-medical leave is professional leave, it is not reported under long-term illness. Professional leave should not be reported as attendance or absence.
- Q6: If an employee is granted a medical leave of absence because they do not have enough sick leave accumulated to cover all the time they must be off work, does this time (if it extends beyond three weeks) qualify under the Absence Days/Long-term Illness or must the employee be on sick leave the entire time?
 A6: Yes, the medical leave of absence would qualify under the long-term illness. If the employee is on sick leave

the entire time, this would also qualify. Determination of medical leave is based on the local school district policy/union contract.

Q7: If a teacher has a long term illness, how does this effect the district's staff attendance rate?

A7: Long term illness does NOT count against the staff attendance rate for the district.

4.2.1.11 Authorized Experience Years:

(Certificated Only) Indicates the total years of authorized teaching experience. Determination is based on the following criteria.

1. Certificated employees employed in the same public school district the preceding school year who have 11 or more years of approved experience should be credited with the maximum allowable 11 years of experience.
2. Certificated employees new to the district cannot be credited with more than 10 years of authorized experience, regardless of the actual total years of authorized experience.
 - a. New employees are defined as not having been under an annual contract with the filing district the previous year; as not having been on a leave of absence from the filing district; or as returning to the filing district from active duty in the armed services.
 - b. A board of education, having granted a leave of absence to an employee, shall not consider the leave to be a break in service. However, experience shall not accrue while on such leave.
 - c. Employees having left the employment of the reporting district to serve on active duty in the armed forces of the United States may accrue experience, as outlined in (4c) below.
3. General criteria for determining authorized years of experience--- 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 in regular or substitute, elementary or secondary instruction (Section 3317.13, ORC).
4. Required criteria for determining authorized years of experience.
 - a. Teaching service by a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code, performed in one or more of the following educational institutions operated by the state, or in a subdivision or other local governmental unit of the state: a chartered school, an institution that subsequently became chartered, a chartered special education program, or a special education program that subsequently became chartered.
 - b. Teaching service performed in any other elementary and/or secondary public school district in Ohio; in compliance with Sections 3317.13 and 3317.14 of the Ohio Revised Code.
 - c. Active military service in the armed forces of the United States, as defined in Section 3307.02 of the Ohio Revised Code, to a maximum credit of five years. A partial year of active military service of eight continuous months or more should be credited as a full year.
 - d. Teaching service by a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code, performed in a chartered, nonpublic school located in Ohio.
 - e. Teaching service performed in the filing school district.
5. Optional criteria for determining authorized years of experience.
 - a. Teaching service performed in elementary and/or secondary public school districts in states other than Ohio.
 - b. Teaching service in an overseas dependent school operated by one of the armed forces of the United States or in an elementary or secondary school operated by a state agency, approved by the State Board of Education.
6. Nonauthorized experience--- Teaching service in a college, a university, or a related institution (including the Peace Corps) should not be credited.

4.2.1.12 Total Experience Years (Certificated Only):

Indicates the total number of years of all certificated educational service (authorized and non-authorized) in elementary schools, secondary schools, colleges, universities, and any other public or non-public educational institutions. Includes active military service up to the maximum allowable five years.

4.2.2 STAFF - EMPLOYMENT

Staff members require one Staff Employment record for each position for which they are employed by the reporting district. In general, only one Staff Employment record is necessary for individuals who are employed in more than one building for the same Position Code. For staff members with multiple contracts, information is to be reported for *each contract position*. For example, multiple coaching or advisor assignments should be reported as multiple positions. If a staff member has more than one contract position, enter the requested information for each contract position. If a staff member has a supplemental contract (e.g., coaching, class advisor, club advisor) different from her/his regular position(s), information will be entered as a separate position. For example, if a staff member has a teaching assignment and a coaching assignment, enter information as two separate positions. If a staff member has a regular teaching assignment and extended service in the same position, enter information as one position. If the extended service is in a position different from a

staff member's normal position, enter information as a separate position. If teachers hired to teach summer school from the previous summer are not employed by the district during the regular school year, they are to be reported in the EMIS if extended service is being claimed. The Position Type would be "supplemental"

Supplemental Contracts

All supplemental contracts are to be reported for the June reporting period. This includes individuals whose only position in the district is a supplemental contract.

Staff Employment data for supplemental contracts should reflect data for the specific supplemental contract. Estimates may have to be made in some areas, like scheduled work days. This does not refer to extended service in the same position as a regular position.

Q1: A regular teacher functions two periods per day as an assistant athletic director. He also has a supplemental contract for extended service in the assistant athletic director position that has two lump-sum payments. Hence, it has traditionally been a separate job. Currently, I have 1 job for "in school" time, and one for the supplemental time. How many positions should I report in the EMIS and what is the FTE for each position?

A1: Report two positions for this staff member. The teaching position has an FTE of 0.75 (or whatever is the equivalent of two periods) and 1.0 for the assistant AD position that would include the extended service.

4.2.3 POSITION DATA

4.2.3.1 Building IRN:

The six-digit number for the school building in which the staff member is assigned. If the employee's position is located in multiple buildings or if the employee is contracted, use the district IRN of the contractor. This is the Information Retrieval Number (IRN) found in the Ohio Educational Directory.

- a. Assignment of IRNs--- Employees with district-wide responsibilities should use the district's IRN. Education Service Center staff should use the education service center's IRN. (For staff employed by the education service center and reported by the education service center, use the education service center IRN in the Building IRN element on the Staff-Employment record even when the position is physically located at a district). Staff members assigned to more than one school, and those under contract and assigned to nonpublic schools, should use the district's IRN. If a staff member serves more than one school but is assigned to a specific school for payroll or other purposes, he or she should use the assigned school's IRN.
- b. Personnel transferred within the district--- Change the IRN to reflect the new organizational unit.

4.2.3.2 Position Code:

The code associated with the position assignment of the employee as provided in the Position Assignment Code table (Appendix D). Also, see Appendix F for guidance re: JOB POSITION CODES plus Recommendations for CERTIFICATION/LICENSEURE. This appendix will assist in guiding appropriate coding of staff.

For Educational Service Personnel (ESP) Positions (which include Position codes 211, 202, 203, 320, 323 and 330), if the persons are teaching at both the elementary and secondary levels, two employment records should be provided for those persons one with Position Code of 211 and one with Position Code of 205. Persons serving as TUTORS should be given a Position Code of 208. An Assignment Area is required with this Position Code.

4.2.3.3 Local Contract Code:

A unique number, assigned by the school district, which differentiates between multiple contracts of a staff member within the same position code. This element is only required when a staff member has multiple positions within the same position code.

4.2.3.4 Position Status:

Identifies the employee's current employment relationship with the school board. Used for all individuals who are reported on the staff records regardless of Position Type or Type of Employment.

- R - Returning from leave of absence
- N - New to district
- C - Active/continuing position (even if different position)
- A - Contracted personnel - Agency
- I - Contracted personnel - Individual
- P - Leave of absence
- U - No longer employed by district in this position

Definitions:

Individuals who are currently employed by the school district and are paid through the payroll system fall under one of three position status':

Returning from a leave of absence - An individual was employed by the current district, was granted a leave of absence and is now returning.

New to the district - This means that the individual was not employed by the district in the prior year and is not returning from a leave of absence. The individual may have worked for the district in prior years.

Active/Continuing - All other current employees.

Individuals who are currently providing services under a contractual arrangement with the district and are not employees of the district, i.e., are not paid through the payroll system, are contractual personnel and fall under one of the following:

Contracted Personnel - Agency - The contractual arrangement is with an agency, private or public, not with the individual.

Contracted Personnel - Individual - The contractual arrangement is directly with the individual, not through an agency.

Districts contracting with other agencies or boards for personnel to meet educational service personnel requirements should indicate these staff members as contracted personnel.

Other options:

Leave of Absence - The individual was employed by the current district during the last reporting period, but was granted a leave of absence. It does not matter if the employee is being paid while on leave.

No longer employed by district in this position - The individual was employed by the current district during the last reporting period in this position, but is not employed in this position this year and was not granted a leave of absence. Employees need only to be reported once under this status.

Q&A re: Staff Reporting:

Q1: A teacher in my district resigned and we hired a teacher to fill the position. Which teacher does the district report?

A1: A Staff Demographics record and Employment record is required to be reported in the EMIS in June for the teacher who resigned, if he/she was reported in October. Report the Attendance Days and Absence Days until the day of resignation. The Position Status would indicate option "U - No longer employed by the district in this position." Appropriate staff records should be reported for the newly hired teacher. Attendance and absence days for the new teacher include days from the first day of work through the end of the school year.

4.2.3.5 Position Start Date:

The date on which the staff member began work in this position with the school district. Position Start Date should indicate the starting date for the specific position, not when the employee started at the district in any position.

4.2.3.6 Position FTE:

The full-time equivalency of the position assignment (to the nearest whole percent). 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.) For one full-time equivalency, the employee's services are required each working day for at least the number of hours equal to a regular working day for that position.

EXAMPLE 1: If a full-time teacher instructs students for six hours a day, then a teacher who instructs students for three hours a day would have a position FTE of 0.50.

EXAMPLE 2: A district employs ten bus drivers. Seven drive morning and afternoon routes and average five hours per day; one drives only in the morning, averaging two-and-a-half hours per day; and two drive morning and afternoon routes and also drive an additional kindergarten route at noon, requiring one extra hour per day. The FTE for each of the seven regular drivers is 1.0 ($1 \times 7 = 7$); for the morning only driver it is 0.5 ($1 \times 0.5 = 0.5$); and for the extra kindergarten route drivers it is 1.2 ($1.2 \times 2 = 2.4$).

EXAMPLE 3: 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 FTE for the cooks who work five hours per day is 1.0 ($3 \times 1.0 = 3$), for the four-hour-per-day cooks it is 0.8 ($2 \times 0.8 = 1.6$), and for the three-hour-per-day cooks it is 0.6 ($3 \times 0.6 = 1.8$).

EXAMPLE 4: A district employs an individual to drive a bus half the time and to supervise the transportation system the other half. The individual should be reported as 0.5 FTE. If an individual is employed as a transportation supervisor and as a bus driver, his time should be divided between the two assignments.

4.2.3.7 Position Fund Source:

Identify up to three fund sources *and corresponding percentages* from which the employee is paid for the position code indicated. Though the FTE for a position may be 1.0 or less, all positions are funded a total of 100%.

- L - Local Funds and/or State Foundation Funds (Other than state unit funding)
- U - State Unit Funding
- A - State Auxiliary Funds

- I - State DPIA Funds
- B - Other State Funds
- F - Federal VI-B Funds
- P - Federal Preschool Funds
- G - Title I Funds
- O - Other Federal Funds
- Z - Preschool State Unit Funding
- T - Private/Tuition

EXAMPLE 1 - An employee serves as a guidance counselor and is paid 60 percent from local funds and 40 percent from DPIA. For the first position, enter 60 as the percent of time and L for the funding source. For the second position, enter 40 as the percent of time and I for the funding source.

EXAMPLE 2 - If a full-time computer operator receives \$14,000 of her \$20,000 annual salary from the General Fund, enter 0.7 in "Item 11, Column B;" 0.3 in "Item 11, Column D;" and \$20,000 in the "Total Annual Salary" column.

4.2.3.8 Position Type:

Identifies the type of employment with the school board:

- R - Regular
- T - Temporary
- S - Supplemental (coaches, student activities, etc.)

4.2.3.9 Type of Appointment:

Indicates the classification of a staff member position.

- 1 - Certificated
- 2 - Classified
- 3 - Internship
- 4 - Six-hour lay teacher

4.2.3.10 Length of Work Day:

(Do not enter information for temporary or supplemental position types.) Total hours worked during a normal day, excluding lunch. Include breaks and planning periods. Report to the nearest quarter hour.

4.2.3.11 Scheduled Work Days:

(Not for temporary/substitute teachers.) The number of days the staff member is scheduled to work during the year. Include parent/teacher conference days and paid vacation days. Do not include extended service days or holidays. If an employee has extended service for the same Position Code as the regular job or if this position is an extended service position different from the regular position(s), report the extended service days in the extended service element only.

Q & A:

- Q1: For the June reporting period, what should the Scheduled Work Days field on the Staff Employment file and the Attendance/Absence fields on the Staff Demographics contain for staff members who work in the district on an "as needed basis", such as teacher's aides?
- A1: Scheduled Work Days for "as needed" staff should contain the same data in June as it did in October. Attendance and Absence Days should reflect what occurred during the days the individual was scheduled to work.

4.2.3.12 Contracted Salary Elements:

Indicates the amount the board of education is obligated to pay for the current contract. If type is not hourly, annualize salary. Exclude fringe benefits and extended service allowance.

Indicates whether the type of pay is an hourly rate or an annual salary.

- H - Hourly rate
- A - Annual salary

4.2.3.13. Contracted Salary Amount/Rate:

If the type is annual salary, round to the nearest whole dollar. If type is hourly, indicate the hourly rate. Include employees whose salaries result from their involvement in federal, state, and special reimbursement programs.

For contracted personnel, enter the contract amount for one year of service.

Note: If the Position Code for the extended service portion is the same as the regular position, the pay amount for the extended service is not to be reported in the EMIS. The Department will calculate this amount based on a daily rate determined from the Scheduled Work Day and this element. If the Position Code for the extended service portion is different than the regular position, a separate employee record must be created which includes the pay amount for the extended time.

4.2.3.14 Extended Service:

EXPLANATION

(For certificated only - Not applicable to contracted personnel or personnel employed by County Boards of MR/DD) Indicate the number of days or the full-time equivalency for which the supplemental salary is claimed. The maximum number of days shall not exceed 60. Any number 0.50 or greater should be raised to the next whole number. Determination is based on the following criteria. Refer to the Education Definitions of this manual for a description of vocational education extended service.

The following position codes are eligible for extended service if a compatible certificate is held by the person filling the position (Refer to the Position Code table - Appendix D): Educational Administrative Specialist (Position Code 114); Supervisor or Director (Position Code 110), with the exception of vocational supervisors or directors who are reimbursed with federal vocational education funds; Audio Visual Staff (Position Code 209); Counseling Assignment (202); Librarian (203); Registered Nursing Assignment (320); all position codes listed for Special Education Personnel, with the exception of Special Education Physical Therapist (Position Code 325); all position codes listed for vocational personnel; and Regular Teaching Assignment (Position Code 205). Section 3317.024 of the Ohio Revised Code provides "An amount to each school district for supplemental salary allowances proportional to the length of extended term or service for each certificated employee except superintendent, assistant superintendent, principal, and assistant principal whose term of service in any year is extended beyond the terms of service of regular classroom teachers." Each biennium, a specific sum is appropriated for extended service. Total claims for supplemental salary are prorated to stay within the appropriation.

1. Employees for whom a supplemental salary allowance is claimed must be employed in a position that requires a certificate. The employee's certificate must qualify him or her for that position.
2. To be eligible for a supplemental salary allowance, an employee must be employed by a city, local, exempted village, or joint vocational school board of education and must perform the extended service under the supervision of such board and its administrative personnel. The "days of service" shall be based on the preceding summer's employment period, as shown in the minutes of the employing board of education. Vacation time shall not be included in the number of days reported.
3. Personnel paid from federal program funds, Disadvantaged Pupil Program Funds, or auxiliary service funds are not eligible for a supplemental salary allowance.
4. An extended service day shall not be less than five hours for elementary teachers and not less than five and one-half hours for all other employees. The "days of service" shall reflect the full-time equivalency for service less than the minimum day. Any number .50 or greater should be raised to the next whole number. Do not use decimals or fractions.

Extended Service Exceptions:

Certificated personnel not currently employed by the filing district, or employed by the filing district but with a different position code than the one for which the extended service is claimed, may be eligible for extended service under the following circumstances:

- a. A teacher who has a regular-year contract with another school district is employed by the filing district to teach summer school.
- b. A teacher employed by the filing district teaches summer school and then leaves the filing district.
- c. A teacher is reported under a position code that differs from the position code reported for the preceding summer's extended service.

Days of Extended Service Calculation:

Enter the number of days or the full-time equivalency for which the supplemental salary is claimed. The maximum number of days shall not exceed 60. Any number .50 or greater should be raised to the next whole number. Do not use decimals or fractions.

HOW TO CALCULATE DAYS OF EXTENDED SERVICE

A K-6 employee works 2 hours and 15 minutes a day for 10 days.

10 days * 2 hours = 20.0 hours

10 days * 15 min. = 2.5 hours

TOTAL = 22.5 hours

Divide the total hours by the state minimum hours per day.

22.5 hours divided by 5 hours = 4.50 days

CLAIM 5 DAYS; DO NOT EXCEED 60 DAYS.

4.2.3.15 Separation Reason:

The reason the employee left the district.

- * - Not applicable
- 1 - Retirement
- 2 - Resignation
- 3 - Employer initiated
- 4 - Other

4.2.3.16 Assignment Area:

(For each position this element may appear three times.) Indicates the code(s) which more completely defines the assignment of certain positions, such as, Assistant Superintendents, Principals and Assistant Principals, Special Education Teachers, Education Administrative Specialists, Supervisors, Managers, Directors, Counselors, Attendants, Teachers' Aides, and Tutors. Appendix D lists the Position Assignment Codes and indicates which positions require an Assignment Area. (Refer to Appendix B for the Assignment Area codes.)

Also, see Appendix F for guidance re: JOB POSITION CODES plus Recommendations for CERTIFICATION/LICENSURE. This appendix will assist in guiding appropriate coding of staff.

Do not use this element to report subject codes for teaching position codes 205 and 207.

For positions which do not require an assignment area (as listed above), the assignment areas should contain all zeroes or blanks.

4.2.3.17 Certificate Application (Certificated Only):

Indicates that the staff member has applied for, but has not received the required certification for this position.

- * - Not applicable
- 1 - Yes

4.2.3.18 Grade Levels Assigned

Indicate the lowest and highest grade in the range that this person is assigned to teach or supervise. **FOR FY2000** - required for paraprofessionals hired under DPIA funding; desired for Principals and Assistant Principals.

- 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

4.2.4 COURSE MASTER

All courses must have a Course Master record. Except for postsecondary courses and Education Service Center courses reported by local, exempted, or city districts (use 999's in the Teacher Social Security Number), courses must be associated with a teacher. In the case of a course without a scheduled teacher, use the Social Security number of the staff member who has the authority to assign a grade or completer status. Course Master information is required for every unique course taught by a teacher in the district except as indicated below:

- For courses with students in grade levels 9 through 12:

A Course Master record will be required for each class in which students participate. For Special Education course taught at the secondary level, the actual subject code (e.g., Mathematics, Language Arts, etc.) should be used. The Course Type element must indicate a Special Education classroom (D01).

- For courses with students in grade levels 6 through 8 (above grade level 5) who do not have the majority of courses scheduled in the same classroom (i.e., the majority of courses are scheduled for different classrooms):

Information will be reported for each course in the same manner as courses with students in grade levels 9-12.

- For courses with students in grade levels below grade level 9 (Preschool to grade level 8) who have the majority of courses scheduled in the same classroom (Courses with students in grade levels Preschool through Grade level 5 must be reported as self-contained):

A Course Master record will not be required for specific subjects except for courses which are not part of the self-contained class. The Local Classroom Code will uniquely identify the self-contained class within a building and the Course Code element will indicate an elementary self-contained classroom (180119 Grades 1-8--from Appendix C). Art, Music, Physical Education and Foreign Language teachers will require a record for each building in which they teach, but will not require students to be scheduled in these classes.

- For Special Education classrooms

For courses taught by a Special Education teacher, enter the Special Education subject codes (Appendix C) in the Course Code element. The Course Type element must indicate a Special Education classroom (D01). Gifted and talented teachers require a Course Master record.

- For Special Education home instruction teachers

Each unit of special education students who are provided home instruction is to be reported as one class (i.e., one record on the Course Master file) with the corresponding students scheduled into the class. In general, this refers to students who are individually served at their place of residence by a Special Education teacher.

- For courses taught by Education Service Center (ESC) employees

The education service centers are responsible for creating a Course Master file which contains a record for each class provided by an employee of the education service center. For more detailed instructions for students in classes taught by education service center employees refer to one of the following situations in Appendix J: Preschool Students at the ESC refer to Situation 20; School-age Special Education Students at the ESC refer to Situation 22; Vocational Education at the ESC, refer to Situation 17

- If more than one teacher is teaching a course, create two Course Master records for the class.

Make sure that a minimum of one student with the appropriate grade level is scheduled into each class.

Notes: THE ONLY COURSES WHICH CAN CONTAIN ADULT STUDENTS ARE THOSE IN VOCATIONAL EDUCATION WHERE ADULTS CAN BE INCLUDED UP TO 50% TO SATISFY STUDENT MINIMUMS. OTHERWISE, NO COURSE INFORMATION WILL BE REPORTED FOR ADULT EDUCATION. Also, do not enter information on courses taught by personnel employed by county boards of MR/DD.

4.2.4.1 Course Code:

Indicates the subject from the Subject Code table (Appendix C) for the course which is being taught. For courses taught in succession, such as Algebra I, Algebra II and Spanish I, Spanish II, enter the appropriate code for the subject (e.g., 110301 for Algebra) and enter the level (e.g., I or II) in the Course Level element below.

If a subject matter area does not exactly fit the subject being taught, select one that best describes the subject.

The list contains over 400 subject matter areas, which are in agreement with the State of Ohio's Uniform School Accounting System, the Ohio Department of Education's Division of Teacher Education and Certification's coding scheme, the U.S. Department of Education Handbook, the Ohio Department of Education's Teacher Certification Dictionary, and the Division of Vocational and Adult Education code numbers.

Use 19xxxx codes only for self-contained classes. Do not use for individual courses at the high school or middle school levels.

For Vocation Education Q & A – See section 4.2.4.12.1

Q & A re: Subject Codes

Q1: What subject code do you use if you offer a course that is not listed in Appendix C?

A1: Select the code which represents the subject definition most closely related to your subject. The best match should be used. Not every course title will fit precisely into the listings. If a district cannot find a satisfactory match, the Office of Information Management Services, Ohio Department of Education, may be contacted. A new code may be added, but probably not for the current school year. For example:

Local Subject Code	EMIS Subject Code	
Advanced English	050001	English & Course Level on Course Master = 'A'
Aquatic Instruction	080405	Lifetime Sports or
	080300	Physical Education
Biochemistry	132230	Biology/Life Science or
	130301	Chemistry
Foreign language not listed	060900	Foreign Language

Q2: Can we assume that the subject codes containing the word 'Applied' are appropriate for vocational academic courses?

A2: Yes, these classes may be used for vocational academic courses. Any academic course may be used as long as the academic class is integral to the vocational program.

Q3: Should the scheduling of courses follow the subject codes in the EMIS?

A3: There is no requirement that the codes used in student scheduling software be the subject codes provided by EMIS. A crosswalk should be available by the software vendors to map the district-defined codes to the EMIS codes before data submission to the designated data acquisition sites.

Q4: WORK STUDY PROGRAMS: Our district has two students with disabilities who are being served by education service center employees in a program that places them in an employment situation in the afternoon for which they are receiving credit. What should the subject code be for that "course"?

A4: In general, if the special education student is placed by the school district in an employment situation for high school credit, then this employment must be supervised by the work/study coordinator. The course

code and the assignment areas must reflect this.

1. If the staff member providing employment supervision as part of the course of study for the student with a disability is the special education classroom teacher, then the subject code will be from the Special Education subject codes in Appendix C. (e.g., DH, MH, etc.)
2. If the staff member providing employment supervision for the student with a disability is a vocational education program (job training coordinator), then the subject code will be 990371 - Vocational Job Training Coordinating.

Q5: How should "Inclusion" classes be reported?

A5: Inclusion refers to classrooms that include both students with disability conditions and non-handicapped students. The classroom also includes a regular teacher (position code 205) and a Special Education teacher (position code 206). For these classrooms, districts will need to create two Course Master records. One record will be for the Special Education teacher and the students with disabilities will be scheduled into the class. The other record will be for the regular teacher and the non-handicapped students.

4.2.4.2 Course Level:

Indicates the level of the course. I through V provide distinctions between courses that (1) have identical course codes as defined by the Department and (2) are usually taken in a series and are prerequisites for one another. (See the Education Definitions section of this manual for a definition of an advanced course.)

Examples:

- Integrated Language Arts (English) See Appendix C English/Integrated Language Arts for courses requiring this element.
- Foreign Languages
- Science courses (See Appendix C Integrated Science for courses requiring this element.)

Instructions for Vocational Education Course Level:

For Vocation Education Q & A – See section 4.2.4.12.1

All one year programs should be identified as Course Level I (Career Based Intervention Program -CBIP). Combined first year/second year programs should be identified as Level I. Classes offered as the second year of a two-year program should be Level II. Horticulture (010500) and Natural Resources (010600) programs that extend beyond two years should be reported as Level III or IV. Consumer Homemaking should be reported as Level I.

Course level designations are not to be used to distinguish between groups of students in the same grade level taking the same subjects. Not applicable (*) applies for all other courses including all elementary courses. This category (*) will be used for most courses.

- * - Not applicable
- 1 - I
- 2 - II
- 3 - III
- 4 - IV
- 5 - V
- 6 - Advanced course

4.2.4.3 Program Provider IRN:

For courses being provided by an entity other than the reporting district indicates the IRN of the other entity employing the staff member who is instructing the course. (e.g., education service center classes report by a student's district of residence) Vocational satellite courses are to be reported by the district employing the teacher only.

4.2.4.4 Local Classroom Code:

Indicates the code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district. This code is completely defined by the user but must match between the Student Course and Course Master files. This code provides the link to the courses on the Student Course file. If a coding system does not exist at a building or district, the school district will need to create a unique number which identifies each classroom. A classroom is defined per teacher, period, subject, and building. (e.g., Mr. Smith's 4th period Biology class in Building A.)

A district can create the Local Classroom Code using any method. However, this code is only a unique identifier of 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. Building IRN, subject, and teacher will be obtained from other elements on the Course Master file.

This code, which uniquely identifies a class (i.e., a body of students within a district), **MUST REFER TO THE SAME CLASS IN BOTH THE OCTOBER AND JUNE REPORTING PERIODS.** If a class is eliminated, no

other class can use this unique identifier for the June reporting. New Local Classroom Codes may be used in June to identify classes added after the October reporting period. Local Classroom Codes created for October must refer to the same class for the entire school year. Codes can be changed for the succeeding school years.

4.2.4.5 Teacher Social Security Number:

[Primarily for local requirements; to maintain one electronic system. This number will be removed and replaced, as necessary, at the data acquisition site.] The Social Security number of the course teacher. Resident districts will enter all 9's in this element when reporting data about classes provided by education service centers and postsecondary enrollment option courses. Education service centers will enter the actual Social Security number for their classes. If the course has multiple teachers, indicate the primary teacher in this element.

4.2.4.6 Semester Code:

For each subject assignment, enter the semester code that specifies the length of time the subject is taught.

- 1 - 1st semester only
- 2 - 2nd semester only
- 3 - All year
- 4 - 12 weeks
- 5 - 9 weeks
- 6 - 6 weeks
- 7 - Summer School
- 8 - Other

4.2.4.7 Length of Scheduled Instruction:

Indicates the hours per year that a specific class is scheduled to meet. This element is based on the time a teacher spends in instruction. For the elementary (self-contained) classes this element is the amount of time of the school day at the district minus lunch times the days-in-session. For elementary music, physical education, and art teachers, this element is defined as the amount of time a teacher spends in a building in instruction. The time scheduled in labs for non-vocational courses such as chemistry should be included.

4.2.4.8 Location IRN:

The six-digit number for the building in which the course is held. For postsecondary enrollment option courses, refer to Appendix P for the appropriate IRN.

4.2.4.9 Vocational Advisory Committee (For Vocational Education Courses Only):

OPTIONAL FOR VOCATIONAL EDUCATION. Indicates whether the vocational educational unit has an active board-approved advisory committee. All vocational courses, except Work and Family Life courses (0901XX), are required to have an active vocational advisory committee. The option chosen in this element should be the same for all classes within a vocational program. This includes technical related classes and/or academic classes taught in conjunction with a vocational anchor class.

- Y - Yes, there is an approved vocational advisory committee
- N - No, there is not an approved vocational advisory committee

4.2.4.10 Course Type:

Indicates the type of instructional program. Note the following codes are three digits composed of a letter followed by a zero (not the letter O) and another number.

	COURSE TYPES
S01	Postsecondary enrollment option course
D01	Special Education (Not to be used for Preschool Special Education Teachers.)
D02	Home Instruction (Special Education)
R00	Regular Instruction (Not listed above)
I00	Interactive Distance Learning (Regular Instruction)
V00	Interactive Distance Learning (Vocational Education)
D00	Interactive Distance Learning (Special Education or Gifted Instruction)
X00	Educational Options (e.g., Independent study)

Kindergarten & REGULAR Preschool

	COURSE TYPES	Student % Time Should be:	Total Hrs per wk
E03	Full-day every other day	50-69%	>12.5<17.5
E04	Full-day every day	100%	25

E20	Extended Day Kindergarten	70-99%	>17.5<24
E21	Half-day Everyday Kindergarten or Half-day Everyday Preschool	50-69%	>12.5<17.5
E22	Title I Supplementary Kindergarten	1-50%	>1<12.5

For all Preschool Education Teachers, report the course type on the Course Master that best describes the way that each unit is operating:

E22 - Title I Supplementary Kindergarten (formerly Title I Extended Day Kindergarten) funded for .01 to .50 FTE (> 1 < 12.5 hours per week) to supplement the regular kindergarten.

E20 - Extended Day Kindergarten (defined in ORC 3317.03) the student FTE is 70% - 99% time in the same classroom for greater than 17.5 but less than 24 hours per week.

All districts need to accurately report the average percent of time per week the student participates in any kindergarten instruction provided by a certificated employee of the district only.

Preschool **Special Education**

	COURSE TYPES	Student % Time Should be:	Total Hrs per wk
D03	Half-day class attends only 1/2 day (2.5 hrs) for 4 days a week	50%	10-19
D04	Full-day attends all day (5+ hrs) for 4 days	100%	20+
D05	Itinerant services at student's residence of preschool for a minimum of 4 hours each per month	50%	4+ hrs/month
D06	Combination program spends 100% of time in a center-based program for 2.5 hours, 4 days a week and 4 hours itinerant service per month at the student's residence or preschool	100%	#hrs/centerbased per week 4 hrs itinerant service per month

*5 hours to be considered a full day.

REGULAR Preschool ONLY

	COURSE TYPES	Student % Time Should be:	Total Hrs per wk
E05	A.M. - meets every other day in morning only	Optional	Optional
E06	P.M. - meets every other day in afternoon only	Optional	Optional
E07	Home-based only (Itinerant preschool instruction)		

- VOCATIONAL EDUCATION COURSE TYPES

	COURSE TYPES	Description
VV1	Anchor	Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with all non-cooperative based programs. A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment.
VV2	Anchor, Cooperative	Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with cooperative programs only. Cooperative programs are those requiring all students to be involved in PAID work-site-based instruction. A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment. All VV2 classes MUST be correlated with at least one VV3 class in the Vocational Education Correlated Class Record.
VV3	Vocational, other	Used to designate a class as vocational education. Use with all classes not identified as an anchor class (see VV1 or VV2.) Must be connected with an anchor class (VV1 or VV2) in the Vocational Education Correlated Class Records. This course type is also to be used for intervention academic classes when a part of a Career Based Intervention Program. It is also used to designate GRADS (subject code 090194, 090193, or 090192) instructional support time.
VV4	Instructional support	Designates a period of time for funding (maximum of 21% of a vocational program) that is not a class. This period of time must be a part of a teacher's paid contract, focused solely on the program to which this period of time is correlated, and be used for the following purposes: supervision of work-based learning experiences, integrated teaching planning, family and agency linkages, and vocational student organization activities directly related to the program's course of study. This NOT a teacher's normal planning period. Must be connected with an anchor class (VV1 or VV2) in the Vocational Education Correlated Class Record.
VA1	Applied Academic	Used to designate a class as an applied academic class that is integral to the vocational

		program.. Must be connected with a workforce development program anchor class and limited to mathematics (11XXXX), science (13XXXX, and English (05XXXX). This course type is NOT TO BE USED for Career Based Intervention Programs. It must be connected with an anchor class (VV1 or VV2) in the Vocational Education Correlated Class Record. The length of scheduled instruction of these classes may only account for 54% of a vocational program.
V91	Vocational Contract Program	Used to designate a vocational program that is contracted to a source outside the school district's realm. Limited availability, must be prior approved.
V99		A vocational program that cannot be described within the preceding course types. Limited availability, must be approved.
PV1	Anchor-designed exclusively for students with disabilities	Establishes a class as an anchor class that exclusively serves students with disabilities. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with all non-cooperative based programs. A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment.
PV2	Anchor, Cooperative, designed exclusively for students with disabilities	Establishes a class as an anchor class that exclusively serves students with disabilities. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with cooperative programs only. Cooperative programs are those requiring all students to be involved in PAID work-site-based instruction. A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment. All PV2 classes (except subject code 990371)MUST be correlated with at least one PV3 class in the Vocational Education Correlated Class Record.
PV3	Vocational, other, designed exclusively for students with disabilities	Used to designate a class as vocational education that exclusively serves students with disabilities. Use with all classes not identified as an anchor class (see PV1 and PV2). Must be connected with an anchor class (PV1 and PV2) in the Vocational Education Correlated Class Record.
PV4	Instructional Support, designed exclusively for students with disabilities	Designates a period of time for funding (maximum of 21% of a vocational program that exclusively serves students with disabilities) that is not a class. This period of time must be a part of a teacher's paid contract, focused solely on the program to which this period of time is correlated, and be used for the following purposes: supervision of work-based learning experiences, integrated teaching planning, family and agency linkages, and vocational student organization activities directly related to the program's course of study. This is NOT a teacher's regular planning period. Must be connected with an anchor class (PV1 or PV2) in the Vocational Education Correlated Class Records.
P91	Vocational Contract Program, designed exclusively for students with disabilities	A vocational program designed for students with disabilities that is contracted to a source outside the school district's realm. Limited availability, must be prior approved.
P99	A vocational program that cannot be described within the preceding course types. Limited availability, must be prior approved.	A vocational program designed exclusively for students with disabilities that cannot be described within the preceding course types. Limited availability, must be prior approved.

4.2.4.11 Hours of Operation Elements (For Preschool and Vocational Education Courses Only):

OPTIONAL FOR VOCATIONAL EDUCATION FOR FY98. Indicates the beginning and ending time of program operation. Each element indicates the hour, minutes, and whether the time is A.M. or P.M. Note that 8 is entered as 08.

Districts may use this element for vocational education classes to report daily hours of operation for vocational classes.

Beginning Hours of Operation
Ending Hours of Operation

4.2.4.12 Program Builder Code (For Vocational Education Courses Only):

OPTIONAL FOR VOCATIONAL EDUCATION. Indicates the code used by the school district that uniquely identifies a specific vocational program (a coherent set of courses leading students to a career objective) within a district. It may be used to build vocational programs too complex for the correlated class record. It is used to put multiple anchor classes together to form a vocational program. It allows two or more classes and/or set of correlated classes to be connected together into a vocational program.

If a coding system does not exist at a building or district, the school district will need to create a unique number which identifies each vocational program. A district can create the Program Builder Code using any method. However, this code is only a unique identifier of a vocational program within a district. This code, which uniquely identifies a vocational program, **MUST REFER TO THE SAME VOCATIONAL PROGRAM IN BOTH THE OCTOBER AND JUNE REPORTING PERIODS**. If a program builder code is eliminated, no other vocational program can use this unique identifier for June reporting. Program builder codes created for October must refer to the same vocational program for the entire school year. Codes can be changed for the succeeding school years.

The program builder code is from 1 to 15 alpha-numeric characters and is found on the COURSE MASTER. **PLEASE DO NOT USE ALL ZEROES** for the program builder code. It will normally be put on the anchor classes (those classes designated with vocational course types VV1, VV2, PV1 or PV2).

If a teacher teaches multiple single period vocational Agriculture classes (those classes with subject code 01XXXX) or the teacher teaches multiple single period vocational Family and Consumer Sciences Work and Family Life classes (those classes with subject code 0901xx) and the instructional support is being reported for funding purposes (class designated with course type VV4 or PV4), then the district should use the program builder code on **ALL** the classes the teacher teaches in order for the funding of the VV4/PV4 to work correctly. The program builder code should be the same for all of the teacher's classes.

Using the program builder code will allow a district to maximize the student FTE's required for funding, in essence average students across a vocational program.

EXAMPLE: A district has a junior welding anchor (lab) with 25 students for 450 hours length of scheduled instruction. These students also take 2 related classes (each with the same 25 students at 120 hours each for length of scheduled instruction) or a total (anchor + 2 related) of 690 hours of length of scheduled instruction. This district also has a senior welding anchor (lab) with 8 students for 450 hours of length of scheduled instruction. These students also take 2 relateds (each with the same 8 students and each class at 120 hours of length of scheduled instruction) for a total (anchor + 2 related) of 690 hours of length of scheduled instruction. The program builder code would "tie" the junior welding to the senior welding (a natural progression of the students from the 1st year to the 2nd year) in essence creating the districts welding program.

The unit calculations with and without using a program builder code follow:

For funding there must be 690 hours and 7.66 FTE's for 1.00 unit, so there are two calculations that need to be done, one based on students (FTE) and one based on hours. The district gets the lesser of the two.

In the above example, if the district did not use the program builder code the funding would be as follows:

Junior classes would generate 1.00 unit

FTE CALCULATION $((25 * 690)/1080)/7.66 = 2.09$

HOUR CALCULATION $690/690 = 1.00$

Senior classes would generate .667 unit

FTE CALCULATION $((8 * 690)/1080)/7.66 = .667$ unit

HOUR CALCULATION $690/690 = 1.00$ unit

With the program builder code:

The school would combine the enrollment from the junior and senior classes and do the calculations:

FTE CALCULATION $((25 + 8) * 690)/1080)/7.66 = 2.75$

HOUR CALCULATION $(690 + 690)/690 = 2.00$ unit

The district would then receive 2.00 units for the total program, an increase over the individual program levels of .33 units.

4.2.4.12.1 Vocation Education Q & A:

A. Career Based Intervention Program (CBIP) (formerly OWE and OWA)

Career Based Intervention Programs (CBIP) are designed for students ages 12 and in 7th grade and above who are at risk of dropping out of school. The program supports student career development and academic achievement through classroom and workbased instruction. The workbased learning experiences may include paid employment, workforce development lab/or lab rotation, job shadowing, career mentorship, field experience, internship, volunteer, and service learning. Both the academic and work experience interventions assist in guiding the student through the development and implementation of an Individual Career Plan (ICP).

Career Based Intervention Programs provide flexibility and instructional time to allow local school districts to design models that reflect prevention, intervention, or a combination of both to best serve the diversity of the students at risk of dropping out of school.

Caution: The Ohio Department of Education encourages extreme caution when providing opportunities for students 12-13 years of age. The younger students cannot participate in the WECEP program.

Any 14-15 year old student in a paid work experience must be in an approved WECEP program and students must be coded as WECEP students by using program code 305007.

A special program code (305007) distinguishes between the WECEP students who are in a paid work experience and those students in a non-paid work experience. This program code must be reported in October and in June.

Students enrolled in CBIP (Career Based Intervention Program) should either be designated with one of the options in the Disadvantages element (a value of 1, 2, or 3) or the student must be identified as having a disability condition and this vocational program must be a part of his/her Individualized Education Plan (IEP).

Q1: When CBIP (formerly OWE) and Coop programs are scheduled as one, how do I schedule?

A1: All CBIP vocational programs, are to have separate time periods and separate Local Classroom Codes for each part of the total program. The related/correlated or applied academic courses must be reported separate from the large block and given separate Local Classroom Codes. The correlated or applied academics must have the appropriate Course Code for the academic subject being taught.

B. Child Care (Vocational Education)

Q1: Vocational education provides job training programs for child care. In these classes are secondary students (grades 11 and; 12) who are receiving vocational training and the preschool children (ages 5 and below) receiving the services. How do we report both the secondary students and the preschool students. These classes receive vocational funding for the secondary students. They may also be eligible for a grant from Early Childhood Education for the preschool students.

A1: Two Course Master records with different Local Classroom Codes need to be created for this class. One Course Master record would have the vocational information needed (vocational course type, vocational subject code, etc.). The same Local Classroom Code used for the vocational course will be reported on the secondary student records. The other Course Master record would have the preschool day-care information (Course Code, Course Type, etc.) The same Local Classroom Code used for the preschool class would be reported on the preschool Student Course records.

C. Education Service Center Students - Vocational Units

ESCs that hire a vocational education teacher and receive vocational education funding for these teacher units are required to report the students served in EMIS. The data required is the same types of data that are required for Preschool Special Education students served by ESCs.

D. Extended Service - Vocational Education

Q1: We hired a vocational education teacher late for the school year and were not able to provide that teacher the adequate number of days of extended service last summer. What should we do?

A1: Extended service is no longer required for vocational education teachers. However, the Division of Vocational and Adult Education highly recommends it. See Extended Service in Educational Definitions section of this manual for extended service usage and recommendations.

E. Follow-Up (Vocational and Non-Vocational)

Student Follow-up data will not be reported through the EMIS for FY2000.

F. GRADS (Vocational Education)

When reporting information about the Graduation Reality and Dual-Role Skills (GRADS), a district must first determine how GRADS instruction is being delivered: as a daily class, as the alternative structure or as minimal intervention (non-jvs districts only).

Regardless of how GRADS is delivered, a Course Master record must be reported with the Course Type VV1. The daily class structure would use subject code 090194. The alternative structure, where a student is pulled from an existing class to receive GRADS instruction, would be coded as subject code 090193. The minimal intervention structure, where a student was in GRADS and returns the following year but does not have time in his/her schedule for support services would use subject code 090192.

Here are some guidelines for reporting alternative GRADS, subject code 090193, courses meet a minimum of 80 minutes each week, and are 48 hours minimum and 119 hours maximum for the school year.

Example: A teacher might be in one school Monday and Wednesday mornings. One group of students could be scheduled for the GRADS course for the 8:00-8:45 class period each of the two mornings -- this would be one course. Another group of students could be scheduled for the GRADS course for the 8:50-9:35 class period each of the two mornings -- this would be a second GRADS course at that school. It is important to have the GRADS teacher's actual course schedule to work from.

Students must be enrolled for a minimum of 80 minutes each week. Students who attend the GRADS class for less than 80 minutes a week cannot be enrolled as a

GRADS student.

Also for GRADS there may be instructional support time. This time is used to provide support and intervention services, coordinate home and community-based Action Projects, Family, Career and Community Leaders of America (FCCLA, formerly FHA/HERO) activities, and parental/family contacts. This time would be reported with a Course Master record with the Course Type VV3. The subject code would be the same subject code that was reported in the VV1 course. No students would be reported enrolled in this "course". This instructional support time for a GRADS teacher must be correlated to ONE of the VV1 classes that is being taught by that teacher in the Vocational Education Correlated Class Record.

All students reported for GRADS must have attendance/absence information and a percent of time. The October EMIS report must contain at least one course record for each school the GRADS teacher is assigned to, even if the October enrollment is zero (0). The June closing enrollment can be entered only when a course record has been opened in October. It is important that the June closing enrollment data be accurate.

G. Job Training Partnership Act (JTPA)

For at-risk classes funded by JTPA report as program code only (305001 from Appendix E). Course information is not required.

H. Option IV - Vocational Education/Special Education

Option IV refers to Vocational Job Training Coordinating units. This vocational program is a specialized community-based job training program designed for those students with disabilities who are unable to participate in regular vocational education programs even when supplemental aides and/or specialized support personnel are available. This program is designed to match the students' interests, abilities and special needs to specific jobs in the community by providing the specific job training and transitional support to maintain the student in gainful employment. Students in this program must be at least 16 years of age and have an Individualized Education Program (IEP) plan which specifies this program for the student.

These units may be operated by city, exempted village, local or JVS districts. The entity that employs the staff member teaching Option IV, must create a Course Master Record with subject code 990371. Use the following course types for Option IV:

- PV1 Anchor, not all students are paid to work
- PV2 Anchor, all students PAID to work (does not require a VV3 course)
- PV3 Related instruction (optional), must be correlated to a VV1 or VV2 anchor class
- PV4 Instructional support (must be correlated to a VV1 or VV2 anchor class)

I. Satellite Vocational Programs

The vocational school operates the entire vocational program at the "home" school where each student attends a complete vocational program. In this case, the vocational school and "home" school report these students as if the classes were located at the vocational school. That is, the "home" school reports on courses they provide and the vocational school reports the courses their employees instruct. The exception would be the Location IRN on the vocational school Course Master record, where the IRN of the "home" school (the actual location of the classes) would be reported. The employer of the staff member determines which situation from Appendix J to follow. In this case, the vocational school employs the staff members. The location of the class does not determine who reports the classes.

J. Vocational Education Courses

- Q1: Home districts grant different amounts of credit for the same course offered by the JVS. To satisfy this demand, the JVS has created multiple courses for what really is one course. When we aggregate this data it will appear that they have many more courses but fewer students per course. Will this affect the calculation of their funding and should they be concerned about this?
- A1: Regardless of the method or software used by a district to schedule students for a particular class, the class must be reported to the Department in EMIS as one class for funding accountability and for an audit trail. This includes examples, such as: creating multiple sections for differing amounts of credit; creating multiple sections for students of different grade levels; creating multiple sections for a combined Vocational Anchor (first year and second year students); creating multiple sections for students from different "home" (sending) districts; or creating multiple sections (semester classes) for a class that runs all year with the same students. The reporting district must combine these sections, any time before aggregation at the data acquisition site, to form the one class that is being taught under one Local Classroom Code. The EMIS screen that can be used to form this one class is EMSVXR - Vocational Ed Class Cross Reference Program or what is sometimes referred to as the "Mapping" screen.
- Q2: Our district operates a combined vocational class of juniors and seniors and we listed them as two separate courses in our scheduling and EMIS packages. How do we resolve this situation to meet minimum enrollment criteria?
- A2: The EMIS State Software can be used to combine the two classes that have been artificially split for this purpose. The EMIS State Software screen to use is EMSVXR - Vocational Ed Class Cross Reference Program or what is sometimes referred to as the "Mapping" screen. For more information on how to use these screens the school districts should contact their data acquisition site.
- Q3: Can students who have earned all credits for graduation but have not received a diploma be enrolled in school and receive credit, particularly those students who are handicapped?
- A3: Under Ohio law, students who have not attained their 22nd birthday, nor have received a high school diploma, are eligible to be enrolled in school and counted for ADM and vocational education enrollment in

classes. Students in this situation can be reported under grades 11 and 12 or grade 23 (if the student has a disability). Grade 23, as indicated in the EMIS manual, is appropriate for students who have a disability and who have received all their credits for graduation, have not received a diploma, and have chosen to remain in school to participate in further training.

- Q4: Can a Comprehensive Business certificated teacher teach Business Communications as an applied communications credit?
- A4: Certificated Comprehensive Business Education teachers are allowed to teach Business English if they are teaching that course to Business Education students only.
- Q5: Are students who have a disability condition allowed to participate in Career Based Intervention Programs that are designed to serve only disadvantaged students?
- A5: Any student who has a disability condition, and has an Individual Education Plan (IEP) that gives him/her permission to enter a Career Based Intervention Program is eligible to enroll in this program. Students with disabilities may participate in ANY vocational program.
- Q6: A number of school districts have error reports that are E01 errors which indicate that the minimum enrollment does not meet the requirement for funding. Is this correct?
- A6: Enrollment of less than 8 students in a class with course type VVx is a fatal error. For classes with course type PV?, enrollment of less than 8 students is a fatal error unless the class is comprised exclusively of students with the disability multi-handicapped, then the number is less than 6 students for a fatal error.
- Q7: Are level II classes that have 12 students reported in them below enrollment?
- A7: If this is in reference to the Vocational Education three year below enrollment policy the answer is no. In FY1999, the Vocational Education three year below enrollment policy (where level II classes required 12 students and level I classes required 15 students in a three year cycle) is no longer in place.
- Q8: Why are M02 errors indicated in situations where no student enrollment is present?
- A8: M02 errors are present where there is no enrollment, no disadvantaged enrollment, no handicapped enrollment, or the Course Type is not a vocational course type. Vocational course types always begin with a "V" or "P".
- Q9: Enrollment of less than 8 students in a class with course type VVx is a fatal error. For classes with course type PVx, enrollment of less than 8 students is a fatal error unless the class is comprised exclusively of students with the disability multi-handicapped, then the number is less than 6 students for a fatal error.
- A9: The school district where the student will eventually earn the diploma is the district that determines grade level. The 'home' high school determines the grade level. The important question is, "Does the student qualify for enrollment in a vocational education job-training program?" The state policy is that the student must be 16 years of age by October 15th or have junior standing.

4.2.4.13 High School Credit:

(To be completed in FY2000 Only for courses offered at Middle school level for High school credit; OPTIONAL for all other high school courses) This is a three digit field allowing for two decimal places. Enter the amount of credit to be allowed for the given course, for example: 1.00 or 0.50.

4.2.4.14 Subject Area for Credit:

OPTIONAL for FY2000. Use this field to indicate the first two digits for the Subject Area in which credit will be granted to students appropriately completing this course toward meeting the Graduation requirements. See Appendix C for the two digits for the course credit to be used. For example a course that will be granted English credit will have 05 entered.

4.3 Miscellaneous Data Elements:

4.3.1 DISTRICT ELEMENTS

Service Centers are not required to report the following District information.

4.3.1.1 District IRN:

The six-digit number which identifies the school district.

4.3.1.2 Days in Session:

For the October reporting period, this indicates the number of days the schools will be open for instruction. For the June reporting, this indicates the actual number of days the schools were open. DO NOT COUNT days the schools were closed for school holidays, teachers' meetings, disease epidemics, public calamities, or other similar reasons. Do not include parent-teacher conference days.

Please Note: The number of days in session reported here are not used to determine a district's adherence to minimum state standards. They are used only to calculate an accurate average daily membership figure.

4.3.1.3 Instruction Plan:

Indicates the instructional plan.

S - Semester

T - Trimester
Q - Quarter
P - Pentamester

4.3.1.4 Last Day of School:

Indicates the last scheduled day of instruction for students.

4.3.1.5 Kindergarten Days in Session Elements:

Half-day Everyday/Days in Session: For kindergarten programs that meet for a half-day everyday, indicate the actual number of days the schools were open for instruction.

Alternate Full-day/Days in Session: For kindergarten programs that meet for a full day every other day, indicate the actual number of days the schools were open for instruction.

All-day Everyday/Days in Session: For kindergarten programs that meet all day everyday, indicate the actual number of days the schools were open for instruction.

4.3.1.6 Title I Eligible/Unserved Count:

Aggregate number of eligible Title I students who do not receive Title I services.

4.3.1.7 Participation Eligibility:

OPTIONAL for the district to enter information. For those districts that have an adopted policy indicating the amount of time a student must be attending the district in order to participate in extra curricular activities in the district, this element can be used to enter the FTE equivalent necessary for participation. For example if the district policy indicates the student must be receiving services for 0.25 of FTE in order to participate, then 0.25 will be entered in this element. This element will then be used to calculate eligibility criteria.

4.3.2 BUILDING ELEMENTS

These data elements should be reported for every building in operation with a valid IRN in the district and for the Central Office.

Education Service Centers are not required to report the following building information.

4.3.2.1 Building IRN:

The six-digit number which identifies the school building.

4.3.2.2 District IRN:

The six-digit number which identifies the school district.

4.3.2.3 Transportation Percentage*:

Indicates the total number of students bused for this building divided by the total number of students bused in the district. This includes the number of auxiliary service students bused. The T1 report which is prepared monthly will be helpful in providing the number of students who ride the school bus and/or alternate sources of transportation to the school site.

4.3.2.4 Lunchroom Percentage*:

Indicates the percentage of meals served for this building. This equals the total number of meals served for this building divided by the total number of meals served in the district. The CN-7 report prepared monthly will be helpful in providing the number of meals served.

4.3.2.5 Building Square Feet*:

Indicates the square footage of the building. (For the Central Office, this should include the square footage of any other facilities directed by the central office and not already reported under a separate IRN.)

* (As required by the Expenditure Flow Model [EFM], Section 3301.12 of the ORC)

4.3.2.6 Building Program:

- 0 - Not Title I - School/building did not receive Title I funded services.
- 1 - Title I Targeted Assistance School (TAS) - School/building in which Title I funded services were provided for a specific group of eligible students selected for service based on multiple selection criteria.
- 2 - Title I Targeted Assistance School (TAS) in Schoolwide Program (SWP) Planning Year - School/building in which Title I funded services were provided for a specific group of eligible students selected for service based on multiple selection criteria and in which staff personnel engaged in the planning process required to implement a Title I funded schoolwide program in the following year.
- 3 - Title I Schoolwide Program School (SWP) - School/building in which Title I funded services were provided based on meeting the educational needs of all students in attendance. All students in the school

were eligible for Title I service based on the school's classification and operation as a Title I schoolwide program school.

- 4 - Title I public "Community" school (Chartered school) - School/building classified as a public "community" school (Charter School) in which Title I funded services were provided. This is a public school, in accordance with an enabling state statute, that is exempted from significant state or local rules that inhibit flexible operation and management. The school is under contract, or charter, from a public agency to groups of parents, teachers, administrators, or others who want to create more alternatives and choice within the public school system.
- 5 - Title I Extended Learning Opportunities School - School/building in which Title I funded services were provided in the form of student learning opportunities scheduled outside the regular school year or school day such as: extended school year; before school day began; after school day ended; weekends; summer; Title I supplementary (extended day) kindergarten (EDK); etc.

NOTE: A Title I served school/building may have more than one code.

Valid Combinations are as follows:

- If '0' cannot have '1','2','3','4' or '5'.
- '1' cannot be in combination with '2' or '3'
- '2' cannot be in combination with '1' or '3'
- '3' cannot be in combination with '1' or '2'
- If '1', could be '1' only OR '1','4' OR '1','5' OR '1','4','5'
- If '2', could be '2' only OR '2','4' OR '2','5' OR '2','4','5'
- If '3', could be '3' only OR '3','4' OR '3','5' OR '3','4','5'

4.3.2.7 PARENT INVOLVEMENT

Parent Involvement - INFORM:

Does the school inform parents of the board-adopted policy on parent involvement? Each building is required to respond to this question.

- Y - Yes
- N - No

Parent Involvement - EVENING:

Does the school offer at least one school-wide parent/teacher conference during evening hours? Each building is required to respond to this question.

- Y - Yes
- N - No

Parent Involvement - WORKSHOP:

Does the school offer workshops or other activities that will help families support their children's learning? Each building is required to respond to this question.

- Y - Yes
- N - No

4.3.3 STUDENT SUMMER SCHOOL

This file includes data about students attending summer school. This is the only file to be reported about students in the summer. Include students whether or not a fee was required. Summer school data should be reported if (1) the class consisted of 30 or more hours of instruction and attendance was required for successful completion of the course; or (2) the summer school program allowed a student to graduate, complete a vocational job training program or progress to the next grade level. Tutoring for disabled students provided by the education service center would be reported by the district of residence if the tutoring met the above criteria.

Some Student Demographic and Attendance elements are included on this file.

Student ID Number
Student Name (Optional)
Date of Birth
Gender
Racial/Ethnic Category
Building IRN (Home District)

The building IRN entered in this field for the summer school record needs to be the building IRN of the school where the student last attended school in the prior year. Note: this is important because this data element is used to adjust/update the promotion/retention rates used in the school district report cards.

Grade Level (upon entry to summer school)
Student Disability Condition
Student Limited English Proficiency
Curriculum/Completer Status
Diploma Date

Diploma Type
Award of Merit
Attendance
Authorized Absence
Unauthorized Absence

Do **not** report any course information for students attending summer school.

Students attending enrichment courses and workshops during summer school should be reported if the work taken counts toward graduation; or if the class consisted of 30 or more hours of instruction and attendance was required for successful completion of the course.

4.3.3.1 Retained Status:

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

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

4.3.4 VOCATIONAL EDUCATION CORRELATED CLASS

To form a vocational program, the Vocational Education Correlated Class file is used to indicate the relationship between a vocational anchor and its associated applied academic and/or technical related classes. One or more records may be used for a vocational anchor class. This file is comprised of Local Classroom Codes.

4.3.4.1 Primary Local Classroom Code:

Indicates the primary Local Classroom Code from the Course Master file (CN060).

4.3.4.2 First Correlated:

Indicates the Local Classroom Code (from the Course Master file) of the first correlated class.

4.3.4.3 Second Correlated:

Indicates the Local Classroom Code (from the Course Master file) of the second correlated class.

Rules for Determining Primary, First and Second Correlated Classes for the Vocational Education Correlated Class

The Vocational Correlated Class file is used to associate the vocational anchor class with its technical related and/or applied academic classes to form a vocational program.

Primary - Rules for the Primary Class of a Vocational Block:

1. The Vocational Correlated Class record must have a Primary Local Classroom Code with a valid vocational course code and vocational course type.
2. The valid Course Types for the Primary Local Classroom Code are as follows: VV1, VV2, PV1, PV2.
3. The valid Course Codes for the Primary Local Classroom Code are found in Appendix C of this guide under the following headings:
 - Agricultural Education
 - Marketing Education
 - Health Occupations Education
 - Family and Consumer Sciences Education
 - Business Vocational Education
 - Trade and Industrial Education
 - Career Based Intervention

First and Second Correlated - Rules for the Correlated Classes of a Vocational Block:

4. The First and Second Correlated Local Classroom Codes must have a valid vocational Course Type.
5. The valid Course Types for the First and Second Correlated Local Classroom Codes are as follows: VA1, VV3, VV4, PV3, PV4.
6. If the Course Type of the First or Second Correlated Local Classroom Code is VA1, then the Course Code of the First or Second Local Classroom Code must be either a valid mathematics, science or English Course Code.
7. If the Course Type of the First or Second Correlated Local Classroom Code is VV3 or PV3, the Course Code must be a valid vocational course code (see number 3). For Career Based Intervention Programs the Course Code may also be a valid mathematics, science, English or social studies course code.

Academic Courses for Vocational Programs:

- Applied Communication 030600 for business teachers teaching business English
- 050001 for general English being taught by an English teacher

- 05xxxx whatever language arts, except reading, the teacher is certificated to teach
- Applied Mathematics 11xxxx whatever mathematics the teacher is certificated to teach
- Science 13xxxx whatever science the teacher is certificated to teach

NOTE: OWA Academics Elementary education certification (K-8) permits the OWA teacher to teach any academic to OWA students at the junior high/middle school level, through the 8th grade only.

4.3.5 VOCATIONAL EDUCATION STUDENT EMPLOYMENT Record

The data collected on this record is the data formerly collected on the paper form EDU0177 or VE23. It is data about students that completed a vocational education program and is collected 6-8 months AFTER graduation or the student has left school.

4.3.5.1 VE student work:

Indicates the status of the student's employment 6 - 8 months after completing the specific vocational program.

- 01 = Entered military (related)
- 02 = Entered military (non related)
- 03 = Employed related and pursuing related education
- 04 = Employed related and pursuing non-related education
- 05 = Employed related and not pursuing additional education
- 06 = Employed non-related and pursuing related education
- 07 = Employed non-related and pursuing non-related education
- 08 = Employed non-related and not pursuing additional education
- 09 = Pursuing related education only
- 10 = Pursuing non-related education only
- 11 = Not working, but actively seeking employment
- 12 = Not working, not seeking employment (i.e., welfare, prison, homeless)
- 13 = In the voluntary labor force (i.e., work of the family)
- 14 = Status unknown

4.3.5.2 VE student salary:

If codes 03, 04, or 05 is used in the VE employment after graduation element, then the Salary that the student is making is to be entered in this element.

4.4 FINANCIAL DATA ELEMENTS

4.4.1 UNIFORM SCHOOL ACCOUNTING SYSTEM

Uniform School Accounting System structure involves an account number with distinct dimensions. To meet the requirements of Section 3301.0714 of the Ohio Revised Code, 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.

1. Fund - Three-digit code assigned by the State Auditor's Office to assure money is spent for the purposes specified. Required.
2. Function - Four-digit code which classifies expenditures for comparisons of data.
 - 1100 - 2 Digits 2600 - 2 Digits
 - 1200 - 4 Digits 2700 - 2 Digits
 - 1300 - 3 Digits 2800 - 2 Digits
 - 1400 - 3 Digits 2900 - 3 Digits (except 296X)
 - 1900 - 2 Digits 296X - 4 Digits
 - 2100 - 3 Digits 3000 - 3 Digits
 - 2180 - 4 Digits 4X00 - 2 Digits (except 4500)
 - 2200 - 4 Digits 4500 - 3 Digits
 - 2300 - 2 Digits 5000 - 2 Digits
 - 2400 - 4 Digits 6000 - 2 Digits
 - 2500 - 2 Digits 7000 - 3 Digits
3. Object Code - Three-digit code assigned by Auditor's Office to define expenditure as "goods or service."
 - a. A minimum of two significant digits is required for all object codes except those listed in part b. below.
 - b. Three significant digits are required in the following areas:
 1. 111, 113 - Salaries, certificated - regular & supplemental
 2. 112, 114 - Substitutes and Overtime - certificated
 3. 141, 143 - Salaries, non-certificated - regular & supplemental
 4. 142, 144 - Substitutes and Overtime - non-certificated
 5. 450 - Utilities
 6. 810 - Redemption

- 7. 820 - Interest
- 8. 941 - Grant payments to other schools
- 9. 942 - Grant payments to community-based organizations/individuals
- 4. Special Cost Center - Four-digit code which tracks costs for temporary or specific needs in defining funds.
 - a. Required by state and federal mandates to subdivide funds into project year, etc.
- 5. Subject - Six-digit code which identifies specific educational costs.
 - a. 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.)
- 6. Operational Unit (OPU) - Three-digit code which identifies the permanent operational entity (e.g., building, office, etc.)
 - a. Building or logical physical unit
 - b. If expenditure is not limited to a specific number of buildings, no OPU is required and the district-wide/undistributed OPU will be assumed.
- 7. Instructional Level - Two-digit code which specifies the various grade levels or educational levels in the district.
 - a. Required for Elementary level.
 - 00 - District-wide/Undistributed
 - 01 - 1st grade
 - 02 - 2nd grade
 - 03 - 3rd grade
 - 04 - 4th grade
 - 05 - 5th grade
 - 06 - 6th grade
 - 07 - 7th grade
 - 08 - 8th grade
 - 09 - 9th grade
 - 10 - 10th grade
 - 11 - 11th grade
 - 12 - 12th grade
 - 13 - Preschool
 - 14 - Kindergarten
 - 15 - postsecondary
 - 16 - Multiple grades
 - b. Subject code will be used to define secondary level.
- 8. Job Assignment - Three-digit code to relate staff costs to assigned activity. (Not required)
- 9. Receipt codes - Four-digit code that classifies receipts by source and type for the various funds to which they are applied.
 - 1110 - 4 Digits 2000 - 2 Digits
 - 1120 - 3 Digits 3100 - 3 Digits
 - 1130 - 3 Digits 3200 - 2 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 - 3 Digits 5300 - 2 Digits

4.4.1.1 Expenditures:

The following table indicates whether the subject code, operational unit and instructional level for each function and object combination are required in the reporting for the EMIS. 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.

The following codes are used in the tables:

- 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 are required

Object code definitions:	
111 & 113	Certificated Regular and Certificated Supplemental Salaries
112 & 114	Certificated Substitutes and Certificated Overtime
141 & 143	Non-certificated Regular and Non-certificated Supplemental Salaries
142 & 144	Non-certificated Substitutes and Non-certificated Overtime
1X0 & 2X0	Other Salaries and Benefits
45X	Utilities
4X0	Contracted Services
520	Textbooks
530	Library Books
5X0	Supplies and Materials
6X0 & 7X0	Capital Outlay, Equipment
81X, 82X & 83X	Principal, Interest, Other Debt Service
8X0	Insurance, Judgments, Taxes and Other Miscellaneous

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.

(REGULAR EDUCATION)

Function 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

(SPECIAL EDUCATION)

Function Codes	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1210	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1221	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1222	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1223	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1224	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1225	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1226	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1227	O	P	O	P	N/A	P	O	O	O	O	N/A	O
1229	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

(VOCATIONAL EDUCATION)

Function 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
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

(ADULT/CONTINUING EDUCATION)

Function 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

(OTHER INSTRUCTION)

Function Codes	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
1900	O	P	O	P	N/A	P	O	O	O	O	N/A	O

(SUPPORT SERVICE – PUPILS)

Function 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
2130	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2140	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2150	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2160	O	P	PO	P	N/A	P	N/A	O	O	O	N/A	O
2170	O	P	O	P	N/A	P	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 of 999810 for VE only, not needed for other
(SUPPORT SERVICE – INSTRUCTIONAL STAFF)

Function Codes	111 113 142 144	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
2211	O	P	O	P	N/A	P	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
2214	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2215	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2216	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	P	O	P	N/A	P	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	N/A	O	O	O	N/A	O
2225	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2229	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

(SUPPORT SERVICE – BOARD OF EDUCATION)

Function 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	

(SUPPORT SERVICE – ADMINISTRATION)

Function 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
2217	O	P	O	P	N/A	P	N/A	O	O	O	N/A	O
2420	O	P	O	P	N/A	P	N/A	N/A	O	O	N/A	O
2490					N/A		N/A	N/A			N/A	

(FISCAL SERVICES)

Function 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	

(SUPPORT SERVICE – BUSINESS)

Function 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	

(OPERATION & MAINTENANCE OF PLANT)

Function 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

(SUPPORT SERVICE – TRANSPORTATION)

Function Codes	111 113 142	112 114	141 143	1X0 2X0	45X	4X0	520 83X	530 7X0	5X0 82X	6X0	81X	8X0
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	144											
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

(SUPPORT SERVICE – CENTRAL)

Function 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	
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	
2961					N/A		N/A	N/A			N/A	
2962					N/A		N/A	N/A			N/A	
2963					N/A		N/A	N/A			N/A	
2964					N/A		N/A	N/A			N/A	
2965					N/A		N/A	N/A			N/A	
2966					N/A		N/A	N/A			N/A	
2968					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	

(OPERATION OF NON-INSTRUCTIONAL SERVICES)

Function 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	
3900											N/A	

(EXTRACURRICULAR ACTIVITIES)

Function 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

(FACILITIES ACQUISITION & CONSTRUCTION SERVICES)

Function 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

(DEBT SERVICES)

Function 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

NOTES: 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. For example, if the instruction level (I) is used to code expenditures for supplies from the General Fund, Function 1100, Object 510, the instructional level must be used for all supplies within that function area.

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.

4.4.1.2 Receipts:

The coding requirements for receipts are Fund/SCC and Receipt Code. The Receipt Codes are required at the level of detail indicated below:

(TAXES)

- 1111 GENERAL PROPERTY TAX - REAL UNRESERVED
- 1112 GENERAL PROPERTY TAX - REAL RESERVED
- 1120 TANG PERSONAL PROP TAX (GRS)
- 1130 INCOME TAX
- 1190 OTHER RECEIPTS (LOCAL TAXES)

(TUITION)

- 1211 REGULAR DAY SCHOOL
- 1212 SUMMER SCHOOL
- 1213 SPECIAL EDUCATION
- 1214 VOCATIONAL EDUCATION
- 1215 ADULT/CONTIN ED - BASIC ED
- 1216 ADULT/CONTIN ED-H.S. CONTIN
- 1217 ADULT/CONTIN ED-OTHER PROGS
- 1219 MISC TUITION FROM PATRONS

(TUITION FROM OTHER DISTRICTS)

- 1221 REGULAR DAY SCHOOL
- 1222 SUMMER SCHOOL
- 1223 SPECIAL EDUCATION
- 1224 VOCATIONAL EDUCATION
- 1225 ADULT/CONTIN ED - BASIC ED
- 1226 ADULT/CONTIN ED-H.S. CONTIN
- 1229 MISC TUITION - OTHER DISTRICT

(TUITION FROM OTHER SOURCES)

- 1231 REGULAR DAY SCHOOL
- 1232 SUMMER SCHOOL
- 1233 SPECIAL EDUCATION
- 1234 VOCATIONAL EDUCATION
- 1235 ADULT/CONTIN ED - BASIC ED
- 1236 ADULT/CONTIN ED-H.S. CONTIN
- 1239 MISC TUITION - OTHER SOURCES
- 1290 OTHER TUITION

(TRANSPORTATION FEES - OTHER DISTRICTS)

1312	SUMMER SCHOOL
1313	SPECIAL SCHOOL
	(TRANS FEES-OTHER DISTRICTS IN-STATE)
1321	REGULAR SCHOOL
1322	SUMMER SCHOOL
1323	SPECIAL SCHOOL
	(TRANS FEES OTHER DIST OUT-STATE)
1331	REGULAR SCHOOL
1332	SUMMER SCHOOL
1333	SPECIAL SCHOOL
	(TRANS FEES - OTHER SOURCES)
1341	REGULAR SCHOOL
1342	SUMMER SCHOOL
1343	SPECIAL SCHOOL
1344	EXTRACURRIC (STUDENT) ACTIV
1390	OTHER TRANSPORTATION FEES
	(EARNINGS ON INVESTMENTS)
1410	INTEREST ON INVESTMENTS
1420	DIVIDENDS ON INVESTMENTS
1430	GAIN OR LOSS ON SALE OF INVESTMENTS
1440	RENT REAL-PROPERTY HELD FOR INCOME
1490	OTHER EARNINGS ON INVESTMENTS
	(FOOD SERVICES - STUDENTS)
1511	SALES OF BREAKFASTS TO STUDENTS
1512	SALE OF TYPE A LUNCH TO STUDENTS
1513	SALES OF ALA CARTE TO STUDENTS
1514	SALES OF MILK TO STUDENTS
	(FOOD SERVICES - ADULTS)
1521	SALES OF BREAKFASTS TO ADULTS
1522	SALES OF TYPE A LUNCH-ADULTS
1523	SALES OF ALA CARTE TO ADULTS
1524	SALES OF MILK TO ADULTS
	(FOOD SERVICES - ELDERLY PERSONS)
1541	SALES OF BREAKFASTS-ELDERLY
1542	SALES OF TYPE A LUNCH-ELDERLY
1543	SALES OF ALA CARTE - ELDERLY
1544	SALES OF MILK - ELDERLY
	(FOOD SERVICES - SPECIAL FUNCTIONS)
1551	EXTRACURRICULAR (STUDENT) ACTIVITIES
1559	OTHER RECEIPTS-SPECIAL FUNCTION
1590	FOOD SERVICES-OTHER RECEIPTS
	(EXTRACURRICULAR STUDENT ACTIVITIES)
1610	ADMISSIONS
1620	SALES
1630	DUES AND FEES
1640	BOOKSTORE SALES
1690	OTHER EXTRACURRICULAR (STUDENT) ACTIVITIES
	(CLASSROOM MATERIALS AND FEES)
1710	CLASSROOM SUPPLIES
1720	SALE OF WORKBOOKS
1730	SALE OF TEXTBOOKS
1740	CLASS FEES
1790	OTHER CLASSROOM MATERIAL & FEE
	(MISCELLANEOUS RECEIPTS - LOCAL SOURCES)
1810	RENTALS
1820	CONTRIBUTIONS & DONATIONS - PRIVATE
1830	SERVICE PROVIDED OTHER ENTITIES
1840	REVENUE-COMMUNITY SERV ACTIVITIES
1850	COMMISSIONS
1860	FINES
1870	CHARGES FOR SELF-INSURANCE
1880	PAYMENTS TO COMPENSATE FOR PROPERTY TAX EXEMPTIONS
1890	OTHER MISCELLANEOUS RECEIPTS
	(OTHER RECEIPTS - LOCAL SOURCES)
1910	PREM ACCR INTEREST ON BONDS & NOTES SOLD
1920	SALE OF BONDS
1930	SALE & LOSS OF ASSETS
1940	PROCEEDS FROM SALE OF NOTES
	(RCPTS FROM INTERMEDIATE SOURCE)
2100	UNRESTRICTED GRANTS-IN-AID
2200	RESTRICTED GRANTS-IN-AID
2300	REVENUE FOR/ON BEHALF SCHOOL DISTRICT
2400	REVENUE IN LIEU OF TAXES
	(RECEIPTS FROM STATE SOURCES)
3100	UNRESTRICTED GRANTS-IN-AID

3110	SCHOOL FOUNDATION BASIC ALLOWANCE
3120	SPECIAL EDUCATION
3130	PROPERTY TAX ALLOCATION
3140	VOCATIONAL EDUCATION
3150	PUPIL TRANSPORTATION
3160	DISADVAN PUPIL IMPACTED AID
3170	BUS PURCHASE ALLOWANCE
3180	SCHOOL LUNCH
3190	OTHER UNRESTRC GRANTS-IN-AID
3200	RESTRICTED GRANTS-IN-AID
3210	RESTRICTED GRANTS-AID RECEIVED DIRECTLY FROM STATE GOV.
3211	DISADVANTAGED PUPIL IMPACT AID
3212	BUS PURCHASE ALLOWANCE
3213	SCHOOL LUNCH
3214	TEXTBOOK - INSTRUCTIONAL MATERIALS
3219	OTHER RESTRICTED GRANTS-IN-AID RECEIVED FROM THE STATE
3300	REVENUE FOR/ON BEHALF SCHOOL DISTRICT
3400	REVENUE IN LIEU OF TAXES
	(RECEIPTS FROM FEDERAL SOURCES)
4110	UNRESTRICTED GRANT DIRECT - FEDERAL GOVERNMENT
4120	UNRESTRICTED GRANT FEDERAL FROM STATE
4130	UNRESTRICTED GRANT FEDERAL FROM INTERMEDIATE
4210	RESTRICTED GRANT DIRECT - FEDERAL GOVERNMENT
4220	RESTRICTED GRANT FEDERAL FROM STATE
4230	RESTRICTED GRANT FEDERAL FROM INTERMEDIATE
4300	REVENUE FOR/ON BEHALF SCHOOL DISTRICT
4400	REVENUE IN LIEU OF TAXES
	(OTHER REVENUE SOURCES)
5100	TRANSFERS-IN
5210	ADVANCES IN - INITIAL
5220	ADVANCES IN - RETURN
5300	REFUND OF PRIOR YEAR EXPENDITURES

4.4.1.3 Financial Data Files:

Cash Record: To be provided for each Fund/Special Cost Center.

Account

Transaction Indicator	Numerical identifier to denote specific accounting transaction.
Fund	Three-digit code assigned by the State Auditor's Office to assure money is spent for the purposes specified.
Special Cost Center	Four-digit code which tracks costs for temporary or specific needs in defining funds.
Account Description	Description of account structure as maintained by State Auditor.
Fund Type	Funds shall be one of the following types: Governmental, Fiduciary, or Proprietary.
Fund Class	General Fund, Special Revenue, Capital Project, Debt Service, Enterprise, Internal Service, Trust, Agency
July 1 Cash Balance	Beginning fiscal year available cash
Fiscal Year Receipts	Receipts capable of being expended
Fiscal Year Expend	Monies expended during fiscal year for goods or services.
Current Cash Encumbered	Monies encumbered for orders in process.
Current Fund Balance	Balance of particular fund at given time.
Current Payables	Invoices for goods/services received and not yet (optional) paid.

Expenditure Record: To be provided for each account number as indicated in the financial detail documentation.

Account

Transaction Indicator	Numerical identifier to denote specific accounting transaction.
Fund	Three-digit code assigned by the State Auditor's Office to assure money is spent for the purposes specified.
Special Cost Center	Four-digit code which tracks costs for temporary or specific needs in defining funds.
Function	Four-digit code which classifies expenditures for comparisons of data.
Object	Three-digit code assigned by Auditor's Office to define expenditure as "goods or service".

Subject	Six-digit code which identifies specific educational costs.
Operational Unit	Three-digit code which identifies the permanent operational entity.
Instructional Level	Two-digit code which specifies the various grades or educational levels in the district.
Job	Three-digit code to relate staff costs to assigned activity.
Prior Fiscal Year Encumbered	(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	Budget showing projected spending for current fiscal year.
Fiscal Year Actual Expenditure	Total monies expended for fiscal year.
Current Encumbered	Monies encumbered, but goods/services not received.

Receipt Record: To be provided for each fund/SCC/receipt code as indicated in the financial detail documentation.

Fiscal Year Estimated Revenue	Forecast of expendable revenue to be received during fiscal year.
Fiscal Year Actual Receipts	Actual monies received during fiscal year.
Fiscal Year Receivable	Monies due the district, but not yet (optional) received.

Operational Unit (OPU) Description Record:

If the OPU is a school building, use the building IRN for the entity IRN. If the OPU is not a school building and refers to districtwide expenditures, the district IRN should be used for the entity IRN and the entity type should be blank. If the OPU is the central office then the entity IRN should be the district IRN and the entity type should be a 'C'.

4.4.1.4 Exhibit 1:

Cash and Fund Balance Reconciliation is designed to disclose the position of the school district as of the last day of the fiscal year.

Gross Depository Balances	The total of all depository (bank) balances, except the payroll, other clearance accounts, bond and coupon accounts.
Adjustments to Bank Balance	Designates the cash in transit and amount of money evidenced by outstanding checks recorded in the records, but not charged against the depository balances.
Investments	Subtotals of all types of investments, including investments made from the Payroll or Bond and Coupon Accounts.
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.

4.4.1.5 Statement J:

The Schedule of Indebtedness-Bonds is designed to disclose the status of each issue of serial bonds.

Description/Purpose of Issue	Specific building or project, for which voted bond monies are used.
Interest Rate	Nominal rate charged on bonds sold.
Interest Dates	Dates when interest on bonds is due (YYYYMMDD format).
Issue Date	Date of Bond issue (YYYYMMDD format).
Maturity Date	Date of Bond Maturity (YYYYMMDD format).
New Issues During Period	Any new bonded indebtedness issued to district during fiscal year.
Principal Redemptions During Period	Any part of the principal of bond paid during the fiscal year.
Amount Outstanding End of Period	Amount of bond still unpaid at end of fiscal year.

4.4.1.6 Statement K:

The Schedule of Indebtedness-Notes (short-term) is designed to disclose the amount, source, and receiving fund for each borrowing.

4.4.1.7 Statement L:

The Schedule of Indebtedness-Notes (long term) is designed to disclose the amount, source and receiving fund for each borrowing.

Description/Purpose of Issue	Specific use of borrowed monies.
Receiving Fund	Fund into which borrowed monies are received.
Receiving Special Cost Center	Special Cost Center of Fund if applicable.
Statutory Authority	Board minutes, Ohio Revised Code, etc.
Source	Bank, Fund, etc., from where money was borrowed.
Interest Rate	Nominal rate charged for notes.
Interest Dates	Dates when interest on Note(s) is due (YYYYMMDD format).
Issue Date	Date of Note(s) issue (YYYYMMDD format).
Maturity Date	Date of Note(s) Maturity (YYYYMMDD format).
New Issues During Period	Any new note(s) issued to district during fiscal year.
Principal Redemptions During Period	Any part of the principal of note(s) paid during the fiscal year.
Amount Outstanding End of Period	Amount of note(s) still unpaid at end of fiscal year.

4.4.1.8 Statement M:

The Schedule of Debt Service Requirements to Maturity is designed to disclose the number of dollars required in each year to satisfy outstanding debt.

Year	Listing of fiscal year's payments to be applied to indebtedness.
Principal	Total amount of principal payment to be applied to indebtedness.
Interest	Total amount of interest payment to be applied to indebtedness.
Total	Total amount of dollars required in each year to satisfy outstanding debt.

4.4.1.9 Statement N:

The memorandum data is designed to disclose the information relating to the district's tax base.

Tax Valuation Assessed	Real property valuations and personal property valuations are those closest chronological valuations reported by, or available from, the county auditor as of June 30 of the year prior to the reporting year.
Tax Receipts	The total dollar amount per category of tax receipts for the fiscal year.
Total tax receipts	The sum of the following six property categories:
Real	Commercial/Industrial
Real	Residential/Agricultural
Real	Public Utilities
Real	Minerals
Personal	General
Personal	Public Utilities
Tax Rate	Tax rate assessed is the millage rate assessed against the taxable table.
Adjusted Rate	The tax rate adjusted for H.B. 920 tax reduction factors and 10% rollback and homestead.

4.4.1.10 Schedule of Federal Assistance:

Listing of federal programs and governmental agency administering the program monies. Occurs in Summary and Detail.

Entity Name	District or subdivision receiving funds.
County Name	County in which district is located.
Fiscal Year Ending	Fiscal year in which report is being made.
Total Federal Receipt Group	Federal agency that administers program.
CFDA Number	Five-digit number from grantor that identifies that program.
Grant Title	Description of and name given to the federal program supplying federal monies.
USAS Fund	Fund which receives the federal monies.
USAS Special Cost Center	Special cost center for fund, if applicable.
Federal Contribution Received in Current Fiscal Year	All monies received and available for expenditures during the current fiscal year.
Federal Expenditure during current Fiscal Year	Amount of Expenditures of federal funds.

4.4.1.11 Statement R:

Civil proceedings information sheet which contains all data pertaining to any civil proceedings pending in court involving the board of education.

4.4.1.12 Statement S:

The combined financial report of the board of education. this statement is required by the State Auditor's Office to be published in a local newspaper.

4.4.1.13 Fund Type:

Funds shall be one of the following types: governmental, fiduciary, or proprietary.

4.4.1.14 Fund Class:

Funds shall be one of the following classes: special revenue, debt service, capital project, expendable trust, enterprise, internal service, non-expendable trust or agency.

4.4.1.15 Index of Funds:

Districts are no longer required to submit the Index of Funds record. The record can be generated from the cash record.

4.4.2 FIVE YEAR FORECAST

The Five Year Forecast is a financial projection required by Sub. H.B 412. For details or assistance in preparing the forecast contact the State Auditors Office or the Division of School Finance. The Auditors Office maintains a web site with the latest HB 412 information at: Auditor's HB 412 Information.

The forecast is required to be filed with ODE at the time the annual appropriation measure is passed but no later than December 30 of the fiscal year. The forecast records are collected during the December 31 EMIS reporting period (Reporting Period P).

The remainder of this section describes the fields required on the Five Year Forecast. See <REFERENCE>(desc_forecast_rec) for the detailed record layout.

4.4.2.1 Category/Line Number (QF050)

The Category/Line Number field is a code value which 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 table below contains 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 total lines.

Table 4-1 Five Year Forecast Line Numbers

Line Number	Description	Revenue Codes	Object Codes
1.0 Revenue:			
1.010	General Property (Real Estate)	1111 thru 1119	
1.020	Tangible Personal Property Tax	1120	
1.030	Income Tax	1130	
1.035	Unrestricted Grants-in-Aid	All 3100 except 3130	
1.040	Resricted Grants-in-Aid	All 3200's	
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 Revenues		Total lines 1.010 Thru 1.070
2.0 Other Financing Sources			
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 Financial Sources	1951, 1933 and all 5000 except 5100 & 5200	
2.070	Total Other Financing Sources		Total of lines 2.010 thru 2.060
2.080	Total Revenues and Other Financing Sources		Total of lines 1.070 & 2.070

3.0 Expenditures:

3.010	Personal Services	100 Thru 199
3.020	Employees' Retirement/Insurance Benefits	200 Thru 299
3.030	Purchased Services	400 Thru 499
3.040	Supplies and Materials	500 Thru 599
3.050	Capital Outlay	600 Thru 799
3.060	Intergovernmental	Any object with Function 7600 or 7700
4.010	Debt Service: All Principal (Historical)	810 thru 819
4.020	Debt Service: Principal-Notes	812 and 813
4.030	Debt Service: Principal-State Loans	815
4.040	Debt Service: Principal-State Advancements	816
4.050	Debt Service: Principal-HB 264 Loans	814
4.055	Debt Service: Principal - Other	819
4.060	Debt Service: Interest and Fiscal Charges	820 Thru 829
4.300	Other Objects	840 Thru 899
4.500	Total Expenditures	Total Lines 3.010 Thru 3.060 & 4.010 Thru 4.300

5.0 Other Financing Uses

5.010	Operational Transfers-Out	910
5.020	Advances-Out	921
5.030	All Other Financing Uses	930, 940, 941, & 942
5.040	Total Other Financing Uses	Total of Lines 5.010 Thru 5.030
5.050	Total Expenditure and Other Financing Uses	Total Line 4.080 & 5.040

6.0 Excess Of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses

6.010	Excess Of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses	Line 2.080 minus 5.050
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7.0 Cash Balance July 1

7.010	Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	
7.020	Cash Balance June 30	Line 6.010 plus 7.010

8.0 Estimated Encumbrances June 30

8.010	Estimated Encumbrances June 30	
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9.0 Reservation of Fund Balance:

9.010	Textbook and Instructional Materials	
9.020	Capital Improvements	
9.030	Budget Reserve	
9.040	DPIA	
9.050	Debt Service	
9.060	Property Tax Advances	
9.070	Bus Purchases	
9.080	Subtotal	Total of lines 9.010 thru 9.070

10.0 Fund Balance June 30 For Certification of Appropriations

10.010	Fund Balance June 30 For Certification of Appropriations	Line 7.020 Less Line 8.010 + Line 9.080
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11.0 Revenue from Replacement / Renewal Levies:

11.010	Income Tax - Renewal	
11.020	Property Tax - Renewal or Replacement	
11.300	Cumulative Balance of Replacement/Renewal Levies	

12.0 Fund Balance June 30 For Certificates of Contracts Salary Schedules, and Other Obligations

12.010	Fund Balance June 30 For Certificates of Contracts Salary Schedules, and Other Obligations	Line 10.010 + 11.010 + 11.020
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13.0 Revenue from New Levies:

13.010	Income Tax -New	
13.020	Property Tax - New	
13.030	Cumulative Balance of New Levies	

14.0 Revenue from Future State Advancements

14.010	Revenue from Future State Advancements	
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4.4.2.2 Prior Years Actual (QF060):

The Prior Years Actual field contains the actual expenditure or revenues for the line number. Each row in the forecast contains three prior year actual values containing the three most recent fiscal years.

4.4.2.3 Average Annual Change (QF070):

Contains the average annual change between the prior year actual values.

4.4.2.4 Forecasted Year's Amounts (QF080):

Contains forecasted amounts for each fiscal year. Each row contains values for five forecasted years. The first value is the first year being forecasted, which is always the current fiscal year. Remaining four values contain subsequent fiscal years.

4.4.3 FIVE YEAR FORECAST NOTES

The Five Year Forecast is not complete unless accompanied by the Notes to the Forecast. The notes contain explanations of the assumptions used to calculate the forecast. The "Five Year Forecast Notes" record must be used to submit the notes. Each record contains one line of text for the notes. Up to 99,999 lines may be submitted as necessary. This records is very simple and only includes relevant fields described below.

4.4.3.1 Line Number (QN050):

Indicates the relative line number of the text within the notes. The text will be kept in line number order regardless of the order of the physical records. The line numbers should start from one (1) and be numbered consecutively.

4.4.3.2 Note Text Line (QN060):

Contains a single line of text for the notes. The text line must contain only printable characters and may not include any special characters for formatting, line feeds, etc. If blank lines are to be included, then a record with a blank text line may be submitted.

Chapter 5 - Rules for School District Data Formatting

File Descriptions

Due to Year 2000 issues, all file descriptions have been updated to include a four-digit Fiscal Year field. Beginning with the file descriptions for FY2000, the four digits Fiscal Year is included in the required section for each sort type. Also included on every file description is a Record Format Indicator field. This field will be used to distinguish between changes to the layout made from year to year. The record format indicator will be "C" for all FY2000 record descriptions, except for Student Program File which will be an "A". For FY2000 all prior formats will continue to be supported.

This chapter presents the file descriptions for each of the EMIS data files to be transferred to the designated data acquisition site. Each file description includes the data elements, their characteristics, field number, position in the file, field size, and most field values. Also included are file descriptions to be used for field validations, as provided by the Ohio Department of Education.

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 staff, or the Ohio Department of Education staff involved in the creation or use of the EMIS data.

5.1 General Data Characteristics

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 must use a trailing separate character.

Formatting Rules and Notes:

1. Unless otherwise stated, alphanumeric fields must be left justified and filled with spaces.
2. Numeric fields must be right justified and filled with leading zeroes.
3. All signed numeric fields must contain a trailing separate sign character. 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.
4. For date fields, CCYYMMDD represents the required format for the date. For example, the value for May 2, 1999 is 19990502.
5. For time fields (shown as HHMMA or HHMMP) enter the hours, minutes and "A" for A.M. or "P" for P.M. For example, 8:00 in the morning is entered as 0800A, 6:00 in the evening is 0600P.
6. A field format of Y/N indicates that the field is entered as either "Y" or "N."
7. Areas defined as "Filler" are blank areas to pad records to an appropriate size. These areas should be left blank (filled with spaces) and are reserved for use in the future.
8. Employee Name format (element on the Staff-Demographics file): Last name and appendage (if any) followed by a comma (,); then first and middle name or initial. Maiden name may also be specified in place of the middle name. The following are examples of valid formats for this element:
 - Smith, John E
 - Smith Sr., Mark A
 - Jones, Susan

Leaving Fields Unspecified

A record may have some fields unspecified. The software used at the data collection site will be capable of ignoring certain fields. If a field is filled entirely with commercial at-signs (@), the field will be ignored and will not be loaded into the district's EMIS database.

This might be useful if the software system producing the record does not contain sufficient information to complete the entire record. In this case, the software system producing the detail record should fill all unknown fields with "@".

Note: This does not imply that the data is optional. The fields will be provided from another source.

For example, a student attendance system may not contain information about in-school suspensions that is contained in a student discipline tracking system. The attendance system could produce a detail EMIS attendance record with the attendance and absence

fields completed and the In-school Suspension field filled with at-signs (@). The discipline tracking system would likewise produce a record with in-school suspension fields completed and attendance fields filled with at-signs.

When these two files are loaded into the designated data acquisition site's computer system, the fields containing at-signs will be ignored. Records with matching key values will be merged into a single record.

To work properly, the "key" fields for each record type must be specified. The "key" fields are ones that can be used to uniquely identify each record. These fields are identified in the table below. For example, the student ID must (not) contain at-signs.

Furthermore, the key fields from the various systems producing EMIS files must use the same values to identify records. In the above example, the attendance system and discipline tracking system must use matching student IDs to identify students.

EMIS Identifying Fields

The following table contains fields for each record type that are considered "key" fields. Key fields are those that can be used to uniquely identify each record. These fields are the minimum numbers of fields that must be specified for the record to be considered valid. These fields cannot contain at-signs (@).

Note: This table does not imply that the data are optional for EMIS reporting. It is expected that the data will be supplied from another source.

For student and staff records, the first 22 positions of each record are always required. For financial records the first 35 characters are required. The fields listed in the table below are in addition to the preliminary parts of each record.

RECORD TYPE	REQUIRED FIELDS	
Student Demographics	Student ID	(GI050)
Student Summer School	Student ID	(GL050)
Student Attendance	Student ID	(GK050)
Student Proficiency Testing	Testing type	(GT060)
	Student ID	(GT050)
	Testing grade	(GT090)
Proficiency-only Test Record	Student ID	(GP050)
Student Competency-based Education Results	Testing type	(GT060)
	Student ID	(GT050)
	Local Test Sequence	(GT080)**
Student Course	Student ID	(GN050)
	Local Classroom Code	(GN080)
Student Program files	Student ID	(GQ050)
	Program Code	(GQ060)
Preschool Experience	Student ID Number	(GE050)
	Age	(GE060)
	Experience Before Kindergarten	(GE070)
Discipline	Student ID	(GD050)
Date of Discipline	Date of Discipline	(GD060)
Staff Demographics	Social Security Number	(CI050)
Staff Employment	Social Security Number	(CK050)
	Position Assignment Code	(CK060)
	Local Contract Code	(CK250)
Course Master	Local Classroom Code	(CN060)
Vocational Education Correlated Class Record	Local Classroom Code	(CV060)
VE Student Employment	Student ID	(GV050)
	First Correlated Classroom	(CV080)
	Second Correlated Classroom	(CV080)
	Cash receipts	(QC110)
	Special Cost Center	(QC120)
Expenditure record	Fund	(QC110)
	Special Cost Center	(QC120)
	Function	(QC130)
	Object	(QC140)
	Subject	(QC150)
	Operational unit	(QC160)
	Instructional level	(QC170)
	Job	(QC180)
Receipt Record	Fund	(QC110)
	Special cost center	(QC120)
	Receipt	(QC310)
	Subject	(Qc150)
	Operational unit	(QC160)
Operational Unit description	Operational unit	(QC160)
Exhibit 1	(None beyond position 35)	
Statement J	(None beyond position 35)	
Statement K	(None beyond position 35)	
Statement L	(None beyond position 35)	
Statement M	(None beyond position 35)	
Statement N – Tax Val./Receipt	(None beyond position 35)	
Statement N – Tax Rates	(None beyond position 35)	
Schedule of Federal Assistance Summary	(None beyond position 35)	
Schedule of Federal Assistance Detail	CFDA number	(QC780)
Statement R (header)	(None beyond position 35)	
Statement R (description)	(None beyond position 35)	
Statement S	(None beyond position 35)	
Spending Plan	(None beyond position 35)	
Five Year Forecast	Category/Line Number	(QF050)
Five Year Forecast Notes	Line Number	(QN050)
District general information	(None beyond position 22)	
Batch header and trailer	All fields required	

**Note: While these are key fields, they may contain blanks.

5.1.1 Batch Header & Trailer Records

Each file (batch) that is transmitted to a designated data acquisition site must contain a header and trailer record. These records assist the designated data acquisition site to identify the reporting district and to ensure the batch is complete and valid.

The record length of the header and trailer must be the same as the record length of the detail records in the file.

Batch Header Record - Sort Type " H" (space H)

NUMBER	POSITION	NAME	PIC/SIZE
H001	1-7	Record Number	PIC 9(7)
H005	8	Record Status	PIC X
		A-Add/Update	
H010	9-10	Sort Type	PIC X(2)
		"H" Header record (space followed by H)	
H015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
H020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
H030	16	Report Period	PIC X
		A-All	
H040	17-22	District IRN	PIC X(6)
H050	23-30	File date (The date that this batch of records was prepared, formatted as CCYYMMDD)	PIC 9(8)
H060	31-36	File Time (The time that this batch of records was prepared, formatted as HHMMSS)	PIC 9(6)
	37-56	FILLER (reserved by ODE)	PIC X(20)
	57-96	User/Vendor Defined Area (Optional) This area may be used by the producer of the file to include other information about the file. This field should contain only printable characters.	PIC X(40)
	97-120	Filler	PIC X(24)
	97-300	Filler	PIC X(204)

NOTE: The FILLER size at the end of the record depends on the record size of the records included in the batch. The size of the header record must match the size of the records being reported in the batch.

Number	Position	Name	Pic/Size
T001	1-7	Record Number	PIC 9(7)
T005	8	Record Status	PIC X
		A-Add/update	
T010	9-10	Sort Type	PIC X(2)
		"T" Header record (space followed by T)	
T015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
T020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
T030	16	Reporting Period	PIC X
		A-All	
T040	17-22	District IRN	PIC X(6)
T050	23-30	File date	PIC 9(8)
		The date that this batch of records was prepared, formatted as CCYYMMDD	
T060	31-36	File time	PIC 9(6)
		The time that this batch of records was prepared, formatted to HHMMSS	
T070	37-43	Record Count	PIC 9(7)
		The number of records in this batch including the header and trailer records.	
T080	44-50	Checksum of record numbers	PIC 9(7)
		This field should contain an arithmetic total of all the record numbers (position 1-7) in this batch, including the Header and Trailer records. Truncated on left to 7 digits.	
T090	51-56	Checksum of IRNs	PIC 9(6)

		This field should contain an arithmetic total of all IRNs in positions 17-22 from each record in this file, including header and trailer records. IRNs in positions other than 17-22 should not be included. Truncated on left to 6 digits.	
57-96		User/Vendor Defined Area (Optional) This area may be used by the producer of the file to include other information about the file. This field should contain only printable characters. Note that the value of this field does not have to match that of the header record.	PIC X(40)
97-120		FILLER	PIC X(24)
97-300		FILLER	PIC X(204)

NOTE: The FILLER size at the end of the record depends on the record size of the records included in the batch. The size of the trailer record must match the size of the records being reported in the batch.

5.1.2 STUDENT DEMOGRAPHICS

One Record per Student per District per Reporting Period

Number	Position	Name	Pic/Size
GI001	1-7	Record Number	PIC 9(7)
GI005	8	Record Status	PIC X
GI010	9-10	A-Add/Update Sort Type Always "GI"	Pic X(2)
GI015	11	Record Format Indicator "C" to indicate Format C	PIC X
GI020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GI030	16	Reporting Period K-October 15 M-December 20 N-June 30	PIC X
GI040	17-22	Building IRN	PIC X(6)
GI050	23-31	Student ID Number	PIC X(9)
GI060	32-73	Student Name (Optional) Format – Last name appendage, First, Middle/Maiden or Initial	PIC X(42)
GI070	74-81	Date of Birth (CCYYMMDD)	PIC 9(8)
GI080	82	Gender M-Male - F-Female	PIC X
GI090	83	Racial/Ethnic Category W-White (non-Hispanic) B-Black (non-Hispanic) H-Hispanic A-Asian or Pacific Islander I-American Indian or Alaskan Native M-Multiracial	PIC X
GI100	84-89	District of Residence	PIC X(6)
	90-91	Filler	PIC XX
GI120	92	Student Status 0-Resident student (Legal resident of district) 1-In-state, non-resident tuition student 2-In-state, vocational contract student 3-In-state, non-resident, non-tuition, non-contract 4-Out-of-state, tuition student 5-Out-of-state, non-tuition student 6-In-state student attending non-public school special education program 7-Non-resident residing with grandparent 8-Non-resident senior attending 9-Non-resident, Open Enrollment A-Non-resident student whose parent is a district employee B-Non-resident, special education not including Special Education cooperative C-Foster Placement	PIC X

		<p>D-Direct Pay Tuition (non-SF14, parent pays) F-Not enrolled, Public student served in vocational evaluation unit only H-ESC providing instruction and services in name of legal district of residence I-Not Enrolled, ESC or district NOT providing instruction. Providing ONLY non-instructional support, supplementary or related services. For example: Special Education or related services or Title I supplementary services J-No longer used K-No longer used L-Non-Resident Open Enrollment – Counted in district October ADM (only valid for June reporting) M-Community School P-All court ordered institutional placements other than foster care S-Non-Resident attending district based on District Superintendent Agreement for student well being per 3313.64 ORC</p>	
GI130	93-94	<p>Grade Level UG-No grade level DC-preschool (Ages 0-2) PS-Preschool (Ages 3-5) KG-Kindergarten 01-First grad 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-Enrolled, completed course requirements but has not passed proficiency 23-Student has completed educational requirements and elects to remain 30-Adult, non-high school completer 31-Adult, high school completer</p>	PIC X(2)
GI140	95-96	<p>Grade Level, Next Year **Not applicable UG-No grade level DC-Preschool (Ages 0-2) PS-preschool (Ages 3-5) KG-Kindergarten 01/12-First through twelfth grade 13-Enrolled, completed course requirements but did not pass proficiency 23-Student has completed educational requirements and elects to remain 30-Adult, non high school completer 31-Adult, high school completer</p>	PIC X(2)
GI150	97-99	GR-Student will complete educational requirements	PIC 9(3)
GI160	100-101	<p>Student Percent of Time Disability Condition **Not applicable 01-Multihandicapped (other than deaf-blind) 02-Deaf-Blind 03-Hearing handicapped 04-Visually handicapped 05-Speech handicapped</p>	PIC X(2)

		06-Orthopedically handicapped 07-Other health handicapped 08-Severe behavior handicapped 09-Developmentally handicapped 10-Specific learning disabled 11-Preschool child with disability (Ages 0-5) 12-Autism 13-Traumatic Brain Injury	
GI170	102	Disadvantagement *Not applicable	PIC X
		1-Economic disadvantagement 2-Academic disadvantagement 3-Both economic and academic disadvantagement	
GI190	103	Homeless Status *Not applicable	PIC X
		A-Transitional/emergency shelter B-Trailer parks camps C-Doubled-up D-Runaways E-School-age unwed mothers F-Sick or Abandoned G-Throwaways H-Multiple U-Unknown	
GI230	105-106	Filler	PIC XXX
GI240	107	Limited English Proficiency (Y/N)	PIC X
GI240	108	Migrant Status (Y/N)	PIC X
GI250	109-110	Prior Disability Condition **Not applicable	PIC X(2)
		01-Multihandicapped (other than deaf-blind) 02-Deaf-Blind 03-Hearing handicapped 04-Visually handicapped 05-Speech handicapped 06-Orthopedically handicapped 07-Other health handicapped 08-Severe behavior handicapped 09-Developmentally handicapped 10-Specific learning disabled 11-Preschool child with disability (Ages 0-5) 12-Autism 13-Traumatic Brain injury	
GI260	111-111	Kindergarten Experience H-Half week of Kindergarten F-Full week of Kindergarten	
	112	Filler	PIC X(9)

5.1.3 STUDENT ATTENDANCE

One Record per Student per District per Reporting Period

Number	Position	Name	Pic/Size
GK001	1-7	Record Number	PIC 9(7)
GK005	8	Record Status	PIC X
		A-Add/Update	
GK010	9-10	Sort Type Always "GK"	PIC X(2)
GK015	11	Record Format Indicator "C" to indicate Format C	PIC X
GK020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GK030	16	Reporting Period K-October 15	PIC X

		N-June 30	
GK040	17-22	Building IRN	PIC X(6)
GK050	23-31	Student ID Number	PIC X(9)
GK060	32-33	Filler	PIC X(2)
GK070	34	Re-entry *Not applicable 1-Yes, re-entry	PIC X
GK080	35-42	Admission Date CCYYMMDD	PIC 9(8)
GK110	43-47	Attendance	PIC 999V99
GK120	48-52	Authorized Absence	PIC 999V99
GK130	53-57	Unauthorized Absence	PIC 999V99
GK140	58-59	Corporal Punishment	PIC 9(2)
	60-89	Filler	PIC X(30)
GK150 -		Moved to Discipline Record	
GK220		Moved to Discipline Records	
GK230	90-97	Date of District Withdrawal/Truancy Proceedings 00000000-Not applicable CCYYMMDD-Date	PIC 9(8)
GK240	98-99	Withdrawal/Dropout/Truancy Reason ** -Not applicable (did not withdraw/was not truant) 01-Completed course requirements 02 – 35 No longer used 41-Transferred to another School District – local, exempted village or city (transcript request on file) 42-Transferred to a private school (transcript request on file) 43-Transferred to home schooling (superintendent’s approval on file) 44-Transferred to a Public Community School (transcript request on file) 45-Transferred by Court Order/Adjudication (If Court has designated a public district other than yours as district responsible for paying for the education) 46-Transferred out of the United States 47-Withdrew pursuant to Yoder vs Wisconsin 48-Expelled 51-Verified Medical Reasons (doctor’s authorization on file) 52-Death 71-Withdrew due to truancy/nonattendance 72-Pursued employment/work permit (Supt. Approval on file) 73-Over 18 years of age 74-Moved: not known to be continuing	PIC X(2)
GK250	100-103	Graduation Credit Units (9-12)	PIC 99V99
GK260	104-111	Diploma Date 00000000-Not Applicable CCYYMMDD-Date	PIC 9(8)
GK270	112	Diploma Type *-Not applicable 1-Regular Diploma 2-Diploma with Honors	PIC X
GK280	113	Curriculum/Completer Status *-Not applicable 1-Completed college prep curriculum 2-Completed vocational job training program 3-Completed both college prep Curriculum and vocational job training program	PIC X
GK290	114	Award of Merit *-Not applicable 3-Met criteria for the college prep curriculum Award of Merit 4-Met criteria for the vocational curriculum Award of Merit	PIC X
GK300	114-120	Attending/Home District IRN	PIC X(6)
GK305	121	Attending/Home District IRN Indicator 0-Resident district of student	PIC X

		1-IRN of district which a tuition student is attending 2-IRN of district which a contract vocational student is attending 3-IRN of vocational school district which student is attending 4-IRN of education service center cooperative which student is attending 5-IRN of postsecondary institution which student is attending 6-IRN of MR/DD or state schools which student is attending 7-IRN of Special Education district (not education service center) which student is attending 8-IRN of Departments of Youth Services and Rehabilitation and Corrections which student is attending 9-IRN of proprietary institution which student is attending C-Foster Placement D-No longer used E-Open Enrollment district which student is attending N-No longer used M-IRN of Community School which student is attending P-All court ordered institutional placements other than foster care S-Student Attending Based on Superintendent Agreement per 3313.64 ORC	
GK310	122	Non-Attending Reason *-Not applicable 1-Personal illness 2-Illness in the family 3-Quarantine of home 4-Death of relative 5-Home work because of absence of parents or guardians 6-Observance of religious holiday 7-Superintendent;s judgement	PIC X
GK320	123-128 129-300	Majority of Attendance IRN Filler	PIC X(6) PIC X(172)

5.1.4 STUDENT COURSE FILE

Multiple records if student has more than four subjects

Number	Position	Name	Pic/Size
GN001	1-7	Record Number	PIC 9(7)
GN005	8	Record Status	PIC X
		A-Add/Update	
GN010	9-10	Sort Type	PIC X(2)
		Always GN	
GN015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
GN020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GN030	16	Reporting Period	PIC X
		K-October 15	
		N-June 30	
GN040	17-22	District IRN	PIC X(6)
GN050	23-31	Student ID Number	PIC X(9)
GN060	32-100	Subject Information (OCCURS 3 TIMES)	
GN080		Local Classroom Code	PIC X(20)
GN090		Course Status	PIC X
		0-Active	
		1-Inactive	
GN100		First Semester Grade	PIC X
		1-Failing	
		2-Below Average	
		3-Average	
		4-Above Average	
		5-Excellent	
		6- Incomplete	

GN110	7-Successfully completed course in pass/fail or ungraded setting Second Semester or Final Grade 1-Failing 2-Below Average 3-Average 4-Above Average 5-Excellent 6-Incomplete 7-Successfully completed course in pass/fail or ungraded setting	
101-120	Filler	PIC X(20)

5.1.5 STUDENT PROGRAM FILE

Report multiple records if student has more than ten programs.

Number	Position	Name	Pic/Size
GQ001	1-7	Record Number	PIC 9(7)
GQ005	8	Record Status A-Add/Update	PIC X
GQ010	9-10	Sort Type Always "GQ"	PIC X(2)
GQ015	11	Record Format Indicator "A" to indicate Format A	PIC X
GQ020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GQ030	16	Reporting Period K-October 15 M-December 20 N-June 30	PIC X
GQ040	17-22	Building IRN	PIC X(6)
GQ050	23-31	Student ID Number	PIC X(9)
GQ060	32-91	Program Code occurs 10 times	PIC X(6) See Appendix E
	92-120	Filler	PIC X(29)

5.1.5.1. STUDENT PROGRAM FILE

This file is required for program code 305003; it is optional for all other program codes. Report one record for each program code.:

Number	Position	Name	Pic/Size
GQ001	1-7	Record Number	PIC 9(7)
GQ005	8	Record Status A-Add/Update	PIC X
GQ010	9-10	Sort Type Always "GQ"	PIC X
GQ015	11	Record Format Indicator "C" to indicate Format C	PIC X
GQ020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GQ030	16	Reporting Period K-October 15 M-December 20 N-June 30	PIC X
GQ040	17-22	Building IRN	PIC X(6)
GQ050	23-31	Student ID Number	PIC X(9)
GQ060	32-37	Program Code (See Appendix E)	PIC X(6)
GQ070	38-46	Employee ID	PIC X(9)
	47-120	Filler	PIC X(74)

5.1.6 STUDENT PROFICIENCY TESTING

One Record per Student per District per Reporting per Testing Level

Number	Position	Name	Pic/Size
GT001	1-7	Record Number	PIC 9(7)
GT005	8	Record Status	PIC X
		A-Add/Update	
GT010	9-10	Sort Type	PIC X(2)
		Always "GT"	
GT015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
GT020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GT030	16	Reporting Period	PIC X
		N-June 30	
GT040	17-22	Building IRN	PIC X(6)
GT050	23-31	Student ID Number	PIC X(9)
GT060	32	Testing Type	PIC X
		Always "P"	
	33-37	Filler	PIC X(5)
GT090	38-39	Testing grade level (04,06,09 or 12)	PIC 9(2)
		'Subject' Test-taking Status options	
		1-Took test without IEP or Section 504 Plan modifications (Not exempted)	
		2-Exempted, did not take test	
		3-Not enrolled in the reporting district at time of test	
		4-Exempted, took test with IEP or Section 504 Plan modifications	
		5-Exempted, took test without IEP or Section 504 Plan modifications	
		6-Took test with IEP or Section 504 Plan modifications (Not exempted)	
		7-Test required, did NOT take test	
		8-Test Not required (May apply to 8 th graders or Foreign Exchange Students)	
		9 - Not required in this district due to part-time student status - home school or non-public student	
		a - Temporarily excused due to less than two years of ESL instruction (pending legislation)	
		'Subject' Proficiency Test Score options	
		*-Not applicable	
		1-Passed Ninth Grade Proficiency Test	
		2-Passed Twelfth Grade Test – Did not meet honors score	
		3-Passed Twelfth Grade Test – Met honors score	
		4-Failed, did not meet 9 th or 12 th grade proficiency requirements	
		5-Wavier requested – pending/granted	
		6-Wavier requested – denied	
		7-Demonstrated minimum proficiency, but not advanced proficiency (Fourth and Sixth Grade Tests only)	
		8-Did not demonstrate minimum proficiency, (use for Fourth and Sixth Grade Tests only)	
		9-Demonstrated advanced proficiency (Use for Fourth and Sixth Grade Tests only)	
		I-Invalidated	
	40	Filler	PIC 9
GT312	41	Reading Test-taking Status	PIC X
GT314	42-43	Reading Grade Level	PIC XX
GT316	44-49	Reading Date (CCYYMM)	PIC X(6)
GT320	50	Reading Proficiency Test Score	PIC X
	51	Filler	PIC 9
GT332	52	Writing Test-taking Status	PIC X
GT334	53-54	Writing Grade Level	PIC XX
GT336	55-60	Writing Date (CCYYMM)	PIC X(6)
GT340	61	Writing Proficiency Test Score	PIC X
	62	Filler	PIC 9
GT352	63	Math Test-taking Status	PIC X
GT354	64-65	Math Grade Level	PIC XX

GT356	66-71	Math Date (CCYYMM)	PIC X(6)
GT360	72	Math Proficiency Test Score	PIC X
	73	Filler	PIC 9
GT372	74	Citizenship Test-taking Status	PIC X
GT374	75-76	Citizenship Grade Level	PIC XX
GT376	77-82	Citizenship Date (CCYYMM)	PIC X(6)
GT380	83	Citizenship Proficiency Test Score	PIC X
GT310	84-85	Reading Attempt	PIC 99
GT330	86-87	Writing Attempt	PIC 99
GT350	88-89	Math Attempt	PIC 99
GT370	90-91	Citizenship Attempt	PIC 99
GT390	92-93	Science Attempt	PIC 99
GT382	94	Science Test-taking Status	PIC X
GT384	95-96	Science Grade Level	PIC XX
GT386	97-102	Science Date (CCYYMM)	PIC X(6)
GT388	103	Science Proficiency Test Score	PIC X
GT400	104-1-6	Reading Scaled Score	PIC X(3)
GT410	107-109	Writing Scaled Score	PIC X(3)
GT420	110-112	Math Scaled Score	PIC X(3)
GT430	113-115	Citizenship Scaled Score	PIC X(3)
GT440	116-118	Science Scaled Score	PIC X(3)
	119-120	Filler	PIC X(2)

5.1.6.1 STUDENT PROFICIENCY-ONLY TEST RECORD
One Record per Student

Number	Position	Name	Pic/Size
GP001	1-7	Record Number	PIC 9(7)
GP005	8	Record Status	PIC X
		A-Add/Update	
GP010	9-10	Sort Type	PIC X(2)
		Always "GP"	
GP015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
GP020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GP030	16	Reporting Period	PIC X
		N-June 30	
GP040	17-22	IRN of Building giving test	PIC X(6)
GP050	23-31	Student ID Number	PIC X(9)
GP060	32-73	Student Name (optional)	PIC X(42)
		Format: Last Name Appendage, First Middle/Maiden or Initial	
GP070	74	Gender	PIC X
		M-Male	
		F-Female	
GP080	75	Racial/Ethnic Category	PIC X
		W-White (Non-Hispanic)	
		B-Black (Non-Hispanic)	
		H-Hispanic	
		A-Asian or Pacific Islander	
		I-American Indian or Alaskan Native	
		M-Multiracial	
GP090	76-81	Courses Completed Date (CCYYMM)	PIC 9(6)
GP100	82-87	Courses Completed IRN	PIC X(6)
		Proficiency Test Score options	
		1-Previously passes	
		2-Passed	
		3-Exempted	
		4-Failed	
GP110	88	Reading Proficiency Test Score	PIC X
GP120	89	Writing Proficiency Test Score	PIC X
GP130	90	Math Proficiency Test Score	PIC X
GP140	91	Citizenship Proficiency Test Score	PIC X

GP150	92	Science Proficiency Test Score	PIC X
GP160	93-100	Diploma Date (CCYYMMDD)	PIC 9(8)
GP170	101-103	Reading Scaled Score	PIC X(3)
GP180	104-106	Writing Scaled Score	PIC X(3)
GP190	107-109	Math Scaled Score	PIC X(3)
GP200	110-112	Citizenship Scaled Score	PIC X(3)
GP210	113-115	Science Scaled Score	PIC X(3)
	116-120	Filler	PIC X(5)

5.1.7 STUDENT COMPETENCY-BASED EDUCATION RESULTS

One Record per Student (Grade Levels 1-8) per District per Reporting Period (Grade Levels 1-8 only):

Number	Position	Name	Pic/Size
GT001	1-7	Record Number	PIC 9(7)
GT005	8	Record Status	PIC X
		A-Add/Update	
GT010	9-10	Sort Type	PIC X(2)
		Always "GT"	
GT015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
GT020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GT030	16	Reporting Period	PIC X
		N-June 30	
GT040	17-22	Building IRN	PIC X(6)
GT050	23-31	Student ID Number	PIC X(9)
GT060	32	Testing Type	PIC X
		Always "C"	
GT070	33-35	Filler	PIC X(3)
GT080	36-37	Filler	PIC X(2)
GT090	38-39	Testing Grade Level	PIC 9(2)
		"Subject" Progress elements	
		*No longer used	
		0-Did not make satisfactory progress toward achieving specified objectives	
		1-Made satisfactory progress toward achieving specified objectives	
		2-Exempted, Did NOT take CBE ASSESSMENT	
		3-Not Assessed, Not Exempted	
		4-Exempted due to IEP, took CBE assessment	
		"Subject" Intervention elements	
		**No Longer Used	
		00_No Longer Used	
		01-No Longer Used	
		02-Intervention provided on the basis of assessment (district-wide or continuous) completed in CURRENT year	
		03-Intervention provided on the basis of assessment completed in PREVIOUS year	
		04-Intervention provided on the basis of assessment (districtwide or continuous) completed in CURRENT year and also on the basis of assessment completed in PREVIOUS year	
		05-Intervention provided on the basis of IEP (exempted from CBE assessment but intervention provided.)	
		06-Intervention not required (student successfully passed local standard)	
		07-Intervention required, but not provided this year	
		08-Student did not take assessment (CBE Progress coded as "2" or "3")	
GT500	40	Reading Progress	PIC X
GT510	41-42	Reading Intervention	PIC X(2)
GT520	43	Composition Progress	PIC X
GT530	44-45	Composition Intervention	PIC X(2)
GT540	46	Math Progress	PIC X

GT550	47-48	Math Intervention	PIC X (2)
GT560	49	Science Progress (Required as of FY97)	PIC X
GT570	50-51	Science Intervention (Required as of FY97)	PIC X(2)
GT580	52	Social Studies Progress (Required as of FY97)	PIC X
GT590	53-54	Social Studies Intervention (Required as of FY97)	PIC X(2)
	55-120	Filler	PIC X(66)

5.1.8 STUDENT – SUMMER SCHOOL

One Record per Student per District per Reporting Period (For all student attending summer school):

Number	Position	Name	Pic/Size
GL001	1-7	Record Number	PIC 9(7)
GL005	8	Record Status A-Add/Update	PIC X
GL010	9-10	Sort Type Always "GL"	PIC X(2)
GL015	11	Record Format Indicator "C" to indicate Format C	PIC X
GL020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GL030	16	Reporting Period K-October 15	PIC X
GL040	17-22	Building IRN (Home District)	PIC X(6)
GL050	23-31	Student ID Number	PIC X(9)
GL060	32-73	Student Name (optional) Format: Last Name Appendage, First Middle/Maiden or Initial	PIC X(42)
GL070	74-81	Date of Birth CCYYMMDD	PIC 9(8)
GL080	82	Gender M-Male F-Female	PIC X
GL090	83	Racial/Ethnic Category W-White (Non-Hispanic) B-Black (Non-Hispanic) H-Hispanic A-Asian or Pacific Islander M-Multi-racial I-American Indian or Alaskan Native	PIC X
GL100	84	Curriculum/Completer Status *Not Applicable 1-Completed college prep curriculum 2-Completed vocational job training program 3-Completed both college prep curriculum and vocational job training program	PIC X
GL110	85	Retained Status *Not previously retained 1-Previously retained, and still retained 2-Previously retained, but advanced because of successful completion of summer school	PIC X
GL120	86-93	Diploma Date 0000000-Not applicable CCYYMMDD-Date	PIC 9(8)
GL130	94	Diploma Type *-Not applicable 1-Regular Diploma 2-Diploma with Honors	PIC X
GL140	95	Award of Merit *-Not applicable 3-Met criteria for the college prep curriculum Award of Merit 4-Met criteria for the vocational curriculum Award of Merit	PIC X
GL150	96-100	Attendance	PIC 999V99
GL160	101-1-5	Authorized Absence	PIC 999V99
GL170	106-110	Unauthorized Absence	PIC 999V99

GL180	111	Filler	PIC X
GL190	112-113	Grade Level	PIC XX
GL200	114-115	Disability Condition	PIC X(2)
		**.-Not applicable	
		01-Multihandicapped (other than deaf-blind)	
		02-Deaf-Blind	
		03-Hearing handicapped	
		04-Visually handicapped	
		05-Speech handicapped	
		06-Orthopedically handicapped	
		07-Other health handicapped	
		08-Severe behavior handicapped	
		09-Developmentally handicapped	
		10-Specific learning disabled	
		11-Preschool child with disability (Ages 0-5)	
		12-Autism	
		13-Traumatic Brain injury	
GL210	116	Limited English Proficiency (Y/N)	PIC X
	117-120	Filler	PIC X(4)

5.1.9 STUDENT – EXPERIENCE BEFORE KINDERGARTEN

One Record per Experience per Student

Number	Position	Name	Pic/Size
GE001	1-7	Record Number	PIC 9(7)
GE005	8	Record Status	PIC X
		A-Add/Update	
GE010	9-10	Sort Type	PIC X(2)
		Always “GE”	
GE015	11	Record Format Indicator	PIC X
		“C” to indicate Format C	
GE020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GE030	16	Reporting Period	PIC X
		K-October 15	
		N-June 30	
GE040	17-22	Building IRN (Home District)	PIC X(6)
GE050	23-31	Student ID Number	PIC X(9)
GE060	32	Age	PIC 9
GE070	33-34	Experience Before Kindergarten	PIC X(2)
		**.-No Experience before Kindergarten, Not Applicable	
		01-Child Care Center	
		02-Head Start Program	
		03-Preschool Program in a Public School	
		04-Preschool Program not in a Public School	
		05-Special Ed Services provided by a school district or MRDD)	
		(IEP)	
		NK-Not Known	
		NR-No Response	
GE080	35-36	Number of Months	PIC 9(2)
	37-120	Filler	PIC X(84)

5.1.10 Student Discipline Record

Number	Position	Name	Pic/Size
GD001	1-7	Record Number	PIC 9(7)
GD005	8	Record Status	PIC X
		A-Add/Update	
GD010	9-10	Sort Type	Pic X(2)
		Always “GI”	

GD015	11	Record Format Indicator "C" to indicate Format C	PIC X
GD020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
GD030	16	Reporting Period K-October 15 M-December 20 N-June 30	PIC X
GD040	17-22	Building IRN	PIC X(6)
GD050	23-31	Student ID Number	PIC X(9)
GD060	32-39	Date of Discipline	PIC X(8)
GD070	40-40	Type of Discipline 1 = Expulsion 2 = Out of school suspension 3 = In school suspension 4 = In school alternative discipline class/program/bldg 5 = Saturday school	PIC X
GD080	41-50	Discipline Reason (Multiple reasons allowed for ea occurrence ** = Not applicable 01 = Truancy 02 = Behavioral problems 03 = Fighting/Violence 04 = Vandalism 05 = Theft 06 = Use/possession of a gun 07 = Use/possession of a weapon other than a gun or explosive 08 = Use/possession of any explosive, incendiary or poison gas 09 = Use/possession of tobacco 10 = Use/possession of alcohol 11 = Use/possession of other drugs 12 = Sale/distribution of weapons 13 = Sale/distribution of alcohol and/or other drugs 14= False alarms/bomb threats 15 = Other 16 = Hearing Officer removal – likely injury (SE only)	PIC X(2)
GD090	51-55	Total Discipline Days each occurrence	PIC 9(3)V99
GD100	56-56	Discipline modified on per exception basis	PIC X
GD110	57-57	Referred for Alternative program	PIC X
	58-120	Filler	PIC X(63)

5.1.11 STAFF DEMOGRAPHICS

One record per staff member per district per reporting period

Number	Position	Name	Pic/Size
CI001	1-7	Record Number	PIC 9(7)
CI005	8	Record Status A-Add/Update	PIC X
CI010	9-10	Sort Type Always "CI"	PIC X(2)
CI015	11	Record Format Indicator "C" to indicate Format C	PIC X
CI020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
CI030	16	Reporting Period K-October 15 N-June 30	PIC X
CI040	17-22	District IRN	PIC X(6)
CI050	23-31	Social Security Number	PIC X(9)
CI060	32-72	Employee Name Format: Lane Name Appendage, First Middle/Maiden or Initial	PIC X(42)
	74-82	Filler	PIC X(9)
CI070	83-90	Date of Birth CCYYMMDD	PIC 9(8)
CI080	91	Racial/Ethnic Category	PIC X

		W-White (Non-Hispanic) B-Black (Non-Hispanic) H-Hispanic A-Asian or Pacific Islander I-American Indian or Alaskan Native	
CI090	92	Gender	PIC X
		M-Male F-Female	
CI100	93	Degree Type	PIC X
		0-Non-degree 1-Associate 2-Bachelors 3-Masters 4-Education specialist 5-Doctorate 6-Other	
CI110	94-96	Semester Hours	PIC 9(3)
	97-98	Filler	PIC XX
CI140	99-102	Attendance Days	PIC 999V9
CI115	103-106	Absence Days – Total	PIC 999V9
CI155	107-110	Absence Days – Long Term Illness	PIC 999V9
	111-114	Filler	PIC X(4)
CI200	115-116	Authorized Experience Years	PIC 9(2)
CI210	117-118	Total Experience Years	PIC 9(2)
	119-120	Filler	PIC X(2)

5.1.12 STAFF EMPLOYMENT

One record per position per employee per district per reporting period

Number	Position	Name	Pic/Size
CK001	1-7	Record Number	PIC 9(7)
CK005	8	Record Status	PIC X
		A-Add/Update	
CK010	9-10	Sort Type	PIC X(2)
		Always “CK”	
CK015	11	Record Format Indicator	PIC X
		“C” to indicate Format C	
CK020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
CK030	16	Reporting Period	PIC X
		K-October 15 N-June 30	
CK040	17-22	District IRN	PIC X(6)
CK050	23-31	Social Security Number	PIC X(9)
CK060	32-34	Position Assignment Code	PIC 9(3)
		See Appendix D	
CK070	35	Position Status	PIC X
		R-Returning from leave of absence N-New to District C-Active/Continuing employee A-Contracted personnel-Agency I-Contracted personnel-Individual P-Leave of absence U-No longer employed by district in this position	
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
	53-64	Position Fund Source (occurs 3 times)	
CK120		Fund Source Percent	PIC 9(3)
CK130		Position Fund Source	PIC X
		L-Local/State Foundation Funds U-State Unit Funding	

		A-State Auxiliary Funds	
		I-State DPIA Funds	
		B-Other State Funds	
		F-Federal VI-B Funds	
		P-Federal Preschool Funds	
		G-Title I Funds	
		O-Other Federal Funds	
		Z-Preschool State Unit Funding	
		T-Private/Tuition	
CK140	65	Position Type	PIC X
		R-Regular	
		T-Temporary	
CK150	66	S-Supplemental (e.g., coaches)	
		Type of Appointment	PIC X
		1-Certificated	
		2-Classified	
		3-Internship	
		4-Six hour lay teacher	
CK160	67-70	Length of Work Day (in hours)	PIC 99V99
CK170	71-73	Scheduled Work Days	PIC 9(3)
CK180	74	Contracted Pay Type	PIC X
		H-Hourly Rate	
		A-Annual Salary	
CK190	75-82	Contracted Pay Amount/Rate	PIC 9(6)V99
CK200	83-84	Filler	PIC 9(2)
CK210	85-86	Extended Service	PIC 9(2)
CK220	87-104	Assignment Area (occurs 3 times) (See Appendix B)	PIC 9(6)
CK230	105	Separation Reason	PIC X
		*-Not applicable	
		1-Retirement	
		2-Resignation	
		3-Employer initiated	
		4-Other	
CK240	106	Certificate Application	PIC X
		*-Not Applicable	
		1-Applied for, but has not received certification	
CK250	107-109	Local Contract Code	PIC X(3)
CK260	110-111	Grade Levels Assigned LOW	PIC X(2)
		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	
CK270	112-113	Grade Levels Assigned HIGH	PIC X(2)
	114-120	Filler	PIC X(7)

5.1.13 COURSE MASTER FILE

One Record per Local Classroom Code per District

Number	Position	Name	Pic/Size
CN001	1-7	Record Number	PIC 9(7)
CN005	8	Record Status	PIC X

CN010	9-10	A-Add/Update Sort Type Always "CN"	PIC X(2)
CN015	11	Record Format Indicator "C" to indicate Format C	PIC X
CN020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
CN030	16	Reporting Period K-October 15 N-June 30	PIC X
CN040	17-22	District IRN	PIC X(6)
CN050	23-28	Course Code – See Appendix C	PIC X(6)
CN060	29-48	Local Classroom Code	PIC X(20)
CN070	49-57	Teacher Social Security Number (All 9's for postsecondary courses)	PIC X(9)
CN080	58	Course Level *-Not Applicable 1-I 2-II 3-III 4-IV 5-V 6-Advanced	PIC X
CN090	59	Semester Code 1-1 st semester only 2-2 nd semester only 3-All year 4-12 weeks 5-9 weeks 6-6 weeks 7-Summer School 8-Other	PIC X
CN100	60-63	Length of Scheduled Instruction	PIC 9(4)
CN110	64-69	Location IRN Number	PIC X(6)
CN120	70-72	Filler	PIC 9(3)
CN130	73-75	Course Type – See Appendix F (Preschool and Kindergarten) E01-No Longer used E02-No Longer used E03-Full-day every other day E04-Full-day every day (Preschool only) E05-A.M. meets every other day in morning only (Preschool only) E06-P.M. meets every other day in afternoon only (Preschool only) E07-Home-based only (Itinerant preschool instruction) (Other) S01-Postsecondary enrollment option course D00-Interactive Distance Learning – Special Educ Gifted Instruction D01-Special Education (Not to be used for Preschool Special Education Teachers.) D02-Home Instruction (Special Education) D03-Half-day Teacher* D04-Full-day Teacher* D05-Itinerant Teacher* D06-Combination Teacher* E20-Extended Day Kindergarten E21-Half-day Everyday Kindergarten/Preschool E22-Title I Supplementary Kindergarten I00-Interactive Distance Learning – Regular Education R00-Regular instruction (Not listed above) V00-Interactive Distance Learning – Vocational Education X00-Educational Options (Independent Study)	PIC X(3)

		Refer to Appendix F for a listing of available vocational course types.	
CN140	76	*-See definitions/explanations in Chapter IV of the EMIS GUIDE Vocational Advisory Committee (Optional FY97) (Y/N)	PIC X
CN150	77-81	Hours of Operation From (Optional for Vocational in FY2000) (HHMMS OR HHMMP) A-AM P-PM	PIC X(5)
CN160	82-86	To (Optional for Vocational In FY1999) (HHMMA OR HHMMP)	PIC X(5)
CN170	87	Filler	PIC X
CN180	88-93	Program Provider IRN	PIC X(6)
CN190	94-108	Program Builder Code (Optional for Vocational in FY2000)	PIC X(15)
CN200	109-111	High School Credit Amount	PIC 9V99
CN210	112-114	High School Credit Area- OPTIONAL for FY2000	PIC X(3)
		** = Not Applicable ENG = English credit MTH = Mathematics credit SOC = Social Studies credit SCI = Science credit FLR= Foreign Language credit VOC = Vocational credit ELE = Elective credit	
	115-120	Filler	PIC X(6)

5.1.14 VOCATIONAL EDUCATION CORRELATED CLASS RECORD

Number	Position	Name	Pic/Size
CV001	1-7	Record Number	PIC 9(7)
CV005	8	Record Status	PIC X
		A-Add/Update	
CV010	9-10	Sort Type Always "CV"	PIC X(2)
CV015	11	Record Format Indicator "C" to indicate Format C	PIC X
CV020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
CV030	16	Reporting Period K-October 15 N-June 30	PIC X
CV040	17-22	District IRN	PIC X(6)
	23-28	Filler	PIC X(6)
CV060	20-48	Primary Local Classroom Code	PIC X(20)
CV080	49-68	First Correlated Local Classroom Code	PIC X(20)
CV080	69-88	Second Correlated Local Classroom Code	PIC X(20)
	89-120	Filler	PIC X(32)

5.1.15 VE Student Employment Record

Number	Position	Name	Pic/Size
GV001	1-7	Record Number	PIC 9(7)
GV005	8	Record Status	PIC X
		A-Add/Update	
GV010	9-10	Sort Type Always "GI"	Pic X(2)
GV015	11	Record Format Indicator "C" to indicate Format C	PIC X
GV030	16	Reporting Period E- April 30	PIC X
GV040	17-22	Building IRN	PIC X(6)
GV050	23-31	Student ID Number	PIC X(9)

GV060	32-33	VE Employment-Student work 01 = Entered military (related) 02 = Entered military (non-related) 03 = Employed related and pursuing related education 04 = Employed related and pursuing non-related education 05 = Employed related and not pursuing additional education 06 = Employed non-related and pursuing related education 07 = Employed non-related and pursuing non-related education 08 = Employed non-related and not pursuing additional education 09 = Pursuing related education only 10 = Pursuing non-related education only 11 = Not working, but actively seeking employment 12 = Not working, not seeking employment (e.g., welfare, prison, homeless) 13 = In the voluntary labor force (e.g., work of the family) 14 = Status unknown	PIC x(2)
GV070	34-39	VE Student Salary	PIC x(6)
	40-120	Filler	PIC X(81)

5.2 FINANCIAL FILE DESCRIPTIONS

These fields are common to all financial records (Sort Type QC) and are defined as filler in all detailed records. All records are 300 characters in length. All codes are defined according to the Uniform School Accounting System. -25

Number	Position	Name	Pic/Size
QC001	1-7	Record Number	PIC 9(7)
QC005	8	Record Status	PIC X
QC010	9-10	A-Add/Update Sort Type Always "QC"	PIC X(2)
QC015	11	Record Format Indicator "C" to indicate Format C	PIC X
QC020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
QC030	16	Reporting Period H-July 30	PIC X
QC040	17-22	District IRN	PIC X(6)
QC050	23-25	Schedule Sequence	PIC X(3)
QC060	26-28	Schedule Frequency	PIC 9(3)
QC070	29-32	Line Number	PIC 9(4)
QC080	33-35	Schedule Number	PIC X(3)
	36-300	Filler	PIC X(265)

5.2.0.1 CASH RECORD

To be provided for each Fund/Special Cost Center

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
	36-37	Filler	PIC X(2)
QC110	38-40	Fund	PIC X(3)
QC120	41-44	Special Cost Center	PIC X(4)
	45-65	Filler	PIC X(21)
QC190	66-151	Account Description	PIC X(86)
QC200	152	Fund Class	PIC X
		G-General	
		S-Special Revenue	
		D-Debt Service	
		C-Capital Projects	
		T-Expendable Trust	
		N-Nonexpendable Trust	
		A-Agency	
		E-Enterprise	
		I-Internal Services	
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)
QC260	213-224	Current Payables (optional)	PIC S9(9)V99(s)
	225-300	Filler	PIC X(76)

5.2.0.2 EXPENDITURE RECORD

To be provided for each account number as indicated in the financial detail documentation.

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
	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	114-114	General Fund Debt-Bond Retire Fund (Y' IF Bond Retirement Fund (002) and expenditures are applicable to the servicing of the General Fund Debt)	PIC X
	115-300	Filler	PIC X(186)

5.2.0.3 RECEIPT RECORD

To be provided for each Fund/SCC/Receipt code as indicated in the financial detail documentation.

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
Account			
	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 (Y' IF Bond Retirement Fund (002) and expenditures are applicable to the servicing of the General Fund Debt)	PIC X
	103-300	Filler	PIC X(198)

5.2.0.4 OPERATIONAL UNIT (OPU) DESCRIPTION RECORD

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
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) "C" = Central Office	PIC X
	91-300	Filler	PIC X(210)

If the OPU is a school building, use the building IRN for the entity IRN. If the OPU is not a school building, the district IRN should be used for the entity IRN.

The following records are for tables from the current AUD/ODE 4502-1. Generally, they are identical to the current requirements except for the Filler at the beginning and the total record size.

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 J – SCHEDULE OF INDEBTEDNESS – BONDS

Number	Position	Name	Pic/Size
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	1-35	Filler	PIC X(35)
QC390	36-70	Description/Purpose of Issue	PIC X(35)
	71-105	Filler	PIC X(35)
QC400	106-111	Interest Rate	PIC 99V9999
QC410	112-143	Interest Dates (CCYYMMDD) OCCURS 4 TIMES	
		Interest Year PIC X(4)	
		Interest Month PIC X(2)	
		Interest Day PIC X(2)	
QC420	144-151	Issue Date (CCYYMMDD)	PIC X(8)
QC430	152-159	Maturity Date (CCYYMMDD)	PIC X(8)
QC435	160-171	Amount Outstanding Beginning of Period	PIC S9(9)V99(s)
QC440	172-183	New Issues During Period	PIC S9(9)V99(s)
QC450	184-195	Principal Redemptions During Period	PIC S9(9)V99(s)
QC460	196-207	Amount Outstanding End of Period	PIC S9(9)V99(s)
	208-300	Filler	PIC X(93)

STATEMENT K – SCHEDULE OF INDEBTEDNESS – SHORT-TERM NOTES

STATEMENT L – SCHEDULE OF INDEBTEDNESS – LONG-TERM NOTES

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
QC390	36-70	Description/Purpose of Issue	PIC X(35)
QC470	71-73	Receiving Fund	PIC X(3)
QC480	74-77	Receiving Special Cost Center	PIC X(4)
QC490	78-85	Statutory Authority (Include decimal point)	PIC X(8)
QC500	86-105	Source	PIC X(20)
QC400	106-111	Interest Rate	PIC 99V9999
QC410	112-143	Interest Dates (CCYYMMDD) OCCURS 4 TIMES	
		Interest Year	PIC X(4)
		Interest Month	PIC X(2)
		Interest Day	PIC X(2)
QC420	144-151	Issue Date (YYMMDD)	PIC X(6)
QC430	152-159	Maturity Date (YYMMDD)	PIC X(6)
QC435	160-171	Amount Outstanding Beginning of Period	PIC S9(9)V99(s)
QC440	172-183	New Issues During Period	PIC S9(9)V99(s)
QC450	184-195	Principal Redemptions During Period	PIC S9(9)V99(s)
QC460	196-207	Amount Outstanding End of Period	PIC S9(9)V99(s)
	208-300	Filler	PIC X(93)

STATEMENT M – SCHEDULE OF DEBT SERVICE REQUIREMENTS TO MATURITY

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
QC510	36-39	Year – Fiscal Year, e.g. 2000(CCYY)	PIC X(4)
QC520	40-51	Principal	PIC S9(9)V99(s)
QC530	52-63	Interest	PIC S9(9)V99(s)
QC540	64-75	Total	PIC X9(9)V99(s)
	76-300	Filler	PIC X(225)

STATEMENT N – MEMORANDUM DATA TAX VALUATION – TAX RECEIPTS

This record is used for tax valuations and tax receipts:

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
QC550	36-47	Tax Valuation – Real – Commercial/Industrial	PIC S9(11)(s)
QC560	48-59	Tax Valuation – Real – Residential/Agricultural	PIC S9(11)(s)
QC570	60-71	Tax Valuation – Real – Public Utilities	PIC S9(11)(s)
QC580	72-83	Tax Valuation – Real – Minerals	PIC S9(11)(s)
QC590	84-95	Tax Valuation – Personal – General	PIC S9(11)(s)
QC600	96-107	Tax Valuation – Personal –Public Utilities	PIC S9(11)(s)
QC610	108-119	Tax Valuation – Total Assessed Valuation	PIC S9(11)(s)
QC620	120-131	Tax Valuation – Tax Exempt	PIC S9(11)(s)
QC630	132-143	Tax Receipts – Real – Commercial/Industrial	PIC S9(11)(s)
QC640	144-155	Tax Receipts – Real – Residential/Agricultural	PIC S9(11)(s)

QC650	156-167	Tax Receipts – Real – Public Utilities	PIC S9(11)(s)
QC660	168-179	Tax Receipts – Real – Minerals	PIC S9(11)(s)
QC670	180-191	Tax Receipts – Personal – General	PIC S9(11)(s)
QC680	192-203	Tax Receipts – Personal – Public Utilities	PIC S9(11)(s)
QC690	204-215	Tax Receipts – Total Tax Receipts	PIC S9(11)(s)
	216-300	Filler	PIC X(85)

STATEMENT N – MILLAGE

This record is used for Tax Rates:

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
	36-203	Millage occurs seven times	
QC700		Millage Line Number (Values 16 to 32)	PIC 999
QC710		Full Assessed Rate	PIC 9(3)V9999
QC720		Adjusted Residential/Agricultural Rate	PIC 9(3)V9999
QC730		Adjusted Commercial/Industrial Rate	PIC 9(3)V9999
	204-300	Filler	PIC X(97)

SCHEDULE OF FEDERAL ASSISTANCE PROGRAMS – SUMMARY

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
QC360	36-65	Entity Name	PIC X(30)
QC740	66-75	County Name	PIC X(10)
QC750	76-79	Fiscal Year Ending e.g. 2000(CCYY)	PIC X(4)
QC760	80	Total Federal Receipt Group “A”, “B”, “C”, “D”, or “E”	PIC X
QC770	81-300	Comments	PIC (220)

SCHEDULE OF FEDERAL ASSISTANCE PROGRAMS – DETAIL

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
QC780	36-40	CFDA Number	PIC X(5)
QC790	41-70	Grant Title	PIC X(30)
QC110	71-73	Fund	PIC X(3)
QC120	74-77	Special Cost Center	PIC X(4)
QC810	78-89	Federal Contribution Received in Current Fiscal Year	PIC S9(9)V99(s)
QC820	90-101	Federal Expenditure during current Fiscal Year	PIC s9(9)V99(s)
	102-300	Filler	PIC X(199)

STATEMENT R – CIVIL PROCEEDINGS

This record is used for all civil proceedings data except description.:

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)	
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

This record is used for the description of the civil proceedings.:

Number	Position	Name	Pic/Size
QC830	36-55	Case Number	PIC X(20)
QC900	56-300	Description of Proceedings	PIC X(245)

STATEMENT S – COMBINED FINANCIAL REPORT OF THE BOARD OF EDUCATION

This record is used for the memoranda data only.:

Number	Position	Name	Pic/Size
	1-35	Filler	PIC X(35)
QC910	36-46	Total Assessed Valuation	PIC 9(11)
	47-57	Filler	PIC X(11)
QC920	58-64	Inside Millage	PIC 9(3)V9999
QC930	65-71	Outside Millage	PIC 9(3)V9999
QC940	72-82	Total Average Daily Membership	PIC 9(9)V99
QC950	83-93	Total Number of Noncertificated Employees	PIC 9(9)V99
QC960	94-104	Total Number of Certificated Employees	PIC 9(9)V99
	105-300	Filler	PIC X(196)

5.2.1 SPENDING PLAN/ACTUAL

Number	Position	Name	Pic/Size
QB001	1-7	Record Number	PIC 9(7)
QB005	8	Record Status	PIC X
		A-Add/Update	
QB010	9-10	Sort Type	PIC X(2)
		Always "QB"	
QB015	11	Record Format Indicator	PIC X
		"C" to indicate Format C	
QB020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
QB030	16	Reporting Period	PIC X
		B-January 30	
		E-April 30	
		H-July 30	
		L-October 30	
QB040	17-22	District IRN	PIC X(6)
QB050	23-25	Schedule Sequence	PIC X(3)
		Always "ZEZ"	
QB060	26-28	Schedule Frequency	PIC 9(3)
		001-Total SM1 appropriations and SM2 records	
		002-July	
		003-August	
		004-September	
		005-October	
		006-November	
		007-December	
		008-January	
		009-February	
		010-March	
		011-April	
		012-May	
		013-June	
QB070	29-32	Line Number (Always equal to 1)	PIC 9(4)
QB080	33-35	Schedule Number	PIC X(3)
		SM1-Spending Plan	
		SM2-Spending Actual	
QB090	36-295	Amount (occurs 26 times)	PIC S9(9)(s)
	296-300	Filler	PIC X(5)

SCHEDULES

Name	Schedule Number	Schedule Sequence	Schedule Frequency	Line Number
Operational Unit	OPU	ACC	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 J	STJ	QAZ	1	*1 to 999
Statement K	STK	RAZ	1	*1 to 999
Statement L	STL	SAZ	1	*1 to 999
Statement M	STM	TAZ	1	*1 to 999
Statement N – Tax Val/Rpt	STN	UAZ	1	*1
Statement N – Millage	STN	UAZ	1	*2 to 4
Federal Asst. – Summary	FAS	YAZ	1	*1
Federal Asst. – Detail	FAD	ZAZ	*1 to 999	1
Statement R – Case	STR	ZBZ	*1 to 999	*1
Statement R – Descrip	STR	ZBZ	*1 to 999	*2 to 999
Statement S	STS	ZCZ	1	*1
Spend Plan/Actual	SM1/SM2	ZEZ	*1 to 13	1

* See Notes

NOTES

SCHEDULE FREQUENCY:

Federal Assistance Schedules	
Summary	1
Detail	1 to 999 (Increase by one for each program)
Statement R	
1 to 999 (Increase by 1 for each proceeding. Case data and description must have same frequency number as the same proceeding.)	
(Spending Plan/Actual) 1-13 (See file description.) Each record will represent one column of data. A complete SM-2 will contain 13 records, one per month and one for the total. There will be one record for the SM-2 submission in any quarter as only the quarter actual information will be submitted.	
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	114-118
Proprietary Fund types	119-121
Fiduciary fund types	122-125
Total balances All funds	126
Other depository Balances	200-298
Total other depository	299
Statement J	
Detail	1 to 998 (Add 1 for each bond)
Total other depository balances	299
Total	999
Statement K	
Detail	1 to 998 (Add 1 for each note)
Total	999
Statement L	
Detail	1 to 998 (Add 1 for each note)
Total	999

	Statement M
Detail	1 to 998 (Add 1 per event.)
Total	999
	Statement N
Tax Val/Rcpt	1
Millage	2 Inside 10 Mill (16) – School Recreation – Current (22) 3 Total Current Expense (23) – School Library – Bond (29) 4 School Recreation – Bond (30) – Total (32)
Note: Amounts for all lines must be entered even if they are zero. Numbers in parentheses are the millage line numbers.	
	Federal Assistance Schedules
Detail	1 to 999 (Increase by 1 for each record)
	Statement R
Case Data	1
Description	2-999 (Increase with each 248 characters of description)
	Statement S
Memorandum	1
Data	

Other Notes

Spending Plan/Actual

The Amount field is derived directly from the SM-1 and SM-2 reports. There are 24 and 26 lines per column on the SM-1, respectively. Amount (1) will be the beginning cash balance, Amount (13) will be Total Receipts (line 12 of the reports), and Amount (24) will be the Ending Cash Balance on both reports. In addition, on the SM-2, Outstanding Encumbrances and the Unencumbered or Deficit Balance will be Amount (25) and Amount (26) respectively.

- Account codes are derived from the State Auditor's USAS Manual.
- Create records only if amounts are non-zero, except for Statement N.
- All dollar fields are to be provided in dollars and cents.
- All date fields shall be in YYMMDD format.
- Amounts for outstanding checks on Exhibit 1 must be negative.

5.2.2 FIVE YEAR FORECAST

This record layout is for reporting the Five Year Forecast required by HB412. The record layout described herein is in standard EMIS format. Because the source of this data is likely to be a spreadsheet application, the EMIS Software used by the DAS will also accept this data as a comma-delimited file.

Number	Position	Name	Pic/Size
QF001	1-7	Record Number	PIC 9(7)
QF005	8	Record Status	PIC X
QF010	9-10	A-Add/Update Sort Type Always "QF"	PIC X(2)
QF015	11	Record Format Indicator "C" to indicate Format C	PIC X
QF020	12-15	Fiscal Year e.g. 2000	PIC X(4)
QF030	16	Reporting Period P-December 31	PIC X
QF040	17-22	District IRN	PIC X(6)
QF050	23-27	Category/Line Number Code value that indicates line number on forecast. See Section 4.4.2.1	PIC 99V999
QF060	28-63	Prior Years Actual (occurs 3 times) 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.	PIC S9(11)(s)
QF070	64-69	Average annual change	PIC S999V99(s)
QF080	70-129	Forecasted Years Amounts (Occurs 5 times) 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.	PIC S9(11)(s)
	130-300	Filler	X(171)

5.2.3 FIVE YEAR FORECAST NOTES

This record layout is used to submit the notes and assumptions for the Five Year Forecast. The notes must be submitted as plain text. Each record should contain one line of text. Blank lines may be submitted by including a record with blank text field.

Number	Position	Name	Pic/Size
QN001	1-7	Record Number	PIC 9(7)
QN005	8	Record Status	PIC X
QN010	9-10	A-Add/Update Sort Type	
QN015	11	Always "QN" Record Format Indicator	
QN020	12-15	"C" to indicate Format C Fiscal Year e.g. 2000	PIC X(4)
QN030	16	Reporting Period P-December 31	PIC X
QN040	17-22	District IRN	PIC X(6)
QN050	23-26	Line Number	PIC 9(5)
QN060	27-106	Contains the line number of the text within the notes. Should be consecutively numbered starting from one. Note Text Line	X(80)
	107-300	Must contain only printable characters. Any non-printable characters (Including carriage returns and line feeds) may cause the record to be rejected. Filler	X(194)

5.2.4 DISTRICT FILES

District General Information (for fall)

Number	Position	Name	Pic/Size
DQ001	1-7	Record Number	PIC 9(7)
DQ005	8	Record	Status PIC X
DQ010	9-10	A-Add/Update Sort Type	PIC X(2)
DQ015	11	Always "DQ" Record Format Indicator	PIC X
DQ020	12-15	"C" to indicate Format C Fiscal Year e.g. 2000(CCYY)	PIC X(4)
DQ030	16	Reporting Period K-October 15	PIC X
DQ040	17-22	District IRN	PIC X(6)
DQ050	23-26	Days in Session	PIC 9(3)V9
DQ060	27	Instruction Plan	PIC X
		S-Semester T-Trimester Q-Quarter P-Pentameter	
DQ070	28-35	Last Day of School (CCYYMMDD)	PIC 9(8)
DQ080	36-38	Participation Eligibility	PIC 9V99
	39-300	Filler	PIC X(262)

District General Information (for June)

Number	Position	Name	Pic/Size
DR001	1-7	Record Number	PIC 9(7)
DR005	8	Record Status	PIC X
DR010	9-10	A-Add/Update Sort Type	PIC X(2)

DR015	11	Always "DR" Record Format Indicator "C" to indicate Format C	PIC X
DR020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
DR030	16	Reporting Period N-June 30	PIC X
DR040	17-22	District IRN	PIC X(6)
DR110	23-26 27-127	Days in Session Filler (Kindergarten Days in Session Worksheet	PIC 9(3)V9 PIC X(101)
DR630	128-131	Half-day Everyday Kindergarten Days in Session	PIC 999V9
DR640	132-135	Alternate Full-day Kindergarten Days in Session	PIC 999V9
DR650	136-139	All-day Everyday Kindergarten Days in Session	PIC 999V9
DR660	140-143	Total Kindergarten Days in Session	PIC 999V9
DR670	144-148 149-300	Title I Eligible/unserved count Filler	PIC 9(5) PIC X(152)

Building General Information Record
(As required by Expenditure Flow Model [EFM])

Number	Position	Name	Pic/Size
DB001	1-7	Record Number	PIC 9(7)
DB005	8	Record Status A-Add/Update	PIC X
DB010	9-10	Sort Type Always "DB"	PIC X(2)
DB015	11	Record Format Indicator "C" to indicate Format C	PIC X
DB020	12-15	Fiscal Year e.g. 2000(CCYY)	PIC X(4)
DB030	16	Reporting Period N-June 30	PIC X
DB040	17-22	District IRN	PIC X(6)
DB050	23-28	Building IRN	PIC X(6)
DB060	29-33	Percent Transportation	PIC 9(3)V99
DB070	34-38	Percent Lunchroom	PIC 9(3)V99
DB080	39-47	Building Square Feet	PIC 9(9)
DB090	48-50	Building Title I Program Occurs 3 times	PIC X
DB100	51-51	Parent Involvement-Inform	PIC X
DB110	52-52	Parent Involvement-Evening	PIC X
DB120	53-53	Parent Involvement-Workshop	PIC X
	54-300	Filler	PIC X(247)

5.2.5 OPTIONS DEFINITION RECORD

(Provided by the Department of Education)

01 Options-Def-Rec.			
03	Record Key		
	05	Sort-Type	PIC X(2)
	05	Data Element Number	
		10 Element Number	PIC X(3)
		10 Option Value	PIC X(8)
03	Data Element Definition		
	05	Data Element Description	PIC X(67)
03	Data Value Range		
	05	Data Element Minimum	PIC X(8)
	05	Data Element Maximum	PIC X(8)
03	Collection-Cycle Occurs 16 Times		PIC X
03	Severity-Code		PIC X
	88	Fatal	Value "F"
	88	Warning	Value "W"

	88	Informational	Value "T"
03	Field Status		PIC X
	88	Active	Value ""
	88	Inactive	Value "T"

Glossary

Advanced Course: An advanced course is determined by measure of difficulty.

The following courses would be defined as advanced:

- designated advanced placement course
- international baccalaureate courses
- post-secondary courses
- courses which have a level of difficulty above the minimum requirements for graduation, college prep, and course of study

Courses which are not considered advanced:

- introductory courses
- state minimum standard courses required for graduation listed in the district's course of study
- college prep curriculum minimum requirements

Advanced Placement: An advanced placement (AP) course is an advanced course labeled as AP that, upon successful completion, grants college credit to the student.

Board of Education: The elected governing body of a school district.

Carnegie Unit: One Carnegie Unit is equal to 120 hours of instruction.

Certificated Staff: Any employee in a position for which he or she is required to have a certificate issued, pursuant to Sections 3319.22 through 3319.31 inclusive, of the Ohio Revised Code (ORC).

Classified Staff: School personnel who are assigned to positions under section 3317.12 of the Revised Code.

Consortium Member: is a district which is a voting member of a data acquisition site, uses or expresses the intent to use services provided by that data acquisition site, and holds the appropriate permit as defined in paragraph (b) of rule 3301-3-03 of the Administrative Code.

Contract Student: A student for which a school district contracts with a comprehensive high school for vocational education.

Course: see "Subject."

Data Acquisition Site: is a consortium of districts which provides or plans to provide information technology services to user districts, and holds the appropriate permit as defined in paragraph (a) of rule 3301-3-03 of the Administrative Code.

Disability Condition: Refer to the specific disability condition.

Enrolled Student: For the purposes of EMIS

1. Admission date \leq (less than or equal to) the last day of the period in question;
2. If a withdrawal has occurred, i.e. withdrawal date not = '000000';
 - a. Withdrawal date > admission date
 - b. Withdrawal date > first day of period

Therefore,

A. For first full week in October, 200X

1. Admission Date \leq 10/9/200X
2. If Withdrawal not = '000000'
 - a. Withdrawal date > admission date
 - b. Withdrawal date > 10/5/200X

B. For December Child Count, 200X

1. Admission Date \leq 12/6/200X
2. If Withdrawal not = '000000'
 - a. Withdrawal date > admission date
 - b. Withdrawal date > 12/2/200X

C. For the year long ADM - Fiscal Year 200(X+1)

1. Admission Date \leq last day of school in FY200(X+1)
2. If Withdrawal not = '000000'

- a. Withdrawal date > admission date
- b. Withdrawal date > first day of school in FY200(X+1))

Handicapping Condition: See the specific handicapping condition.

Home Instruction: Usually a temporary type of instruction in which the student is being taught at home by a school district employee or person acting on behalf of the school district.

Home School: From a vocational school district perspective, this is the school building in a district from which a student enrolls into the JVS.

Home Schooling: An ongoing type of instruction in which the student is being taught outside any school district by an instructor who is not acting in behalf of a school district.

Immigrant Students: Students who were not born in the United States and who have been attending schools in any one or more states for less than three academic years.

In accordance with the Immigration and Nationality Act, as amended by Title 8 of the United States Code (USC) Section 1101 (15), immigrant children will include only the children of lawful permanent resident aliens, refugees, asylees, parolees, persons of other immigrant status, and immigrant residents in the United States without proper identification. The term will exclude children of foreign diplomats, United States citizens' children who were born abroad, and children of foreign residents temporarily in the United States for business or pleasure.)

Independent Site: is any district that does not meet the requirements of the previous definitions of data acquisition site, consortium member, or large city site.

Intervention: Intervention as related to competency-based education means instruction provided in response to learner needs as determined through some process of assessment. The needs may be for remediation, reinforcement, enrichment, or support. The assessment may be formal (e.g., quiz, project, test) or informal (e.g., teacher observation).

CIPD Model Mathematics Curriculum - Intervention is "alternative or supplemental action designed to remediate, reinforce, or support student learning... The teacher must be able to identify the need for intervention, design the instructional form it will take, and implement the action. This requires a great deal of skill in the classroom remediation, reinforcement, and enrichment techniques. The abilities to understand and use various diagnostic instruments, to analyze assessment data, and to teach prescriptively are critical elements of effective intervention."

1983 State Minimum Standards Implementation Series - "Ultimately, intervention is an instructional action taken when a planned learning activity is judged to be wholly or partially inappropriate (isn't working) for helping a student achieve a desired level of competency."

1. Intervention occurs within the classroom and can occur outside the classroom.
2. Intervention occurs whenever it is needed. If it occurs after assessment (CBE test), then it would be anticipated that the teaching strategy would be designed according to the results of the test. Just one example: If the mathematics test showed that a child needs help in addition, then a teaching method (intervention) would be designed to instruct to those needs.

IRN: the Information Retrieval Number (IRN) found in the Ohio Educational Directory.

Large City Site: is a district with an ADM greater than or equal to twenty thousand students that does not meet the requirements of the previous definitions of data acquisition site or consortium member.

Licensed Kindergarten: A kindergarten program monitored under Chapter 5104 of the Ohio Revised Code or a kindergarten program that has been approved by the Ohio Department of Education in a nonpublic school.

Licensed Preschool: A program in child day-care is provided, with or without compensation, for thirteen or more children at one time or any place that is not the permanent residence of the licensee or administrator in which child day-care is provided, with or without compensation, for seven to twelve children at one time and which is monitored under Chapter 5104 of the Ohio Revised Code (ORC). Licensed preschool does not include a place located in and operated by a hospital, as defined in Section 3727.01 of the ORC, in which the needs of children are administered to, if all the children whose needs are being administered to are monitored under the on-site supervision of a physician licensed under Chapter 4731 of the ORC or a registered nurse licensed under Chapter 4723 of the ORC, and the child day-care is provided only for children who, in the opinion of the child's parent, guardian, or custodian, are exhibiting symptoms of a communicable disease or other illness or are injured.

Parent: A person or government agency having responsibility for a child as defined by Section 3321.01 of the ORC.

Preschooler with a Disability: A child between the ages of 3 and 5 who has a disability according to the eligibility criteria of Rule 3301-31 of the Ohio Administrative Code.

Program: A plan of activities and procedures designed to accomplish a predetermined objective or set of objectives.

Subject: A subdivision of a program organized by grade levels at the elementary level and by courses at the secondary level. (Special Education Definitions_sp_ed_defs)

Autism: Means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance. The term does not include children with characteristics of the disability severe behavioral handicap.

Deaf: A hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-Blind: Concomitant hearing and visual impairments, the combination of which causes such severe communications and other developmental and educational problems that the child cannot be accommodated in special education programs solely for deaf or blind children.

Developmentally Handicapped (mentally retarded): (Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects a child's educational performance.)

Hearing Handicapped (hard of hearing and deaf): (A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of deaf.)

Multihandicapped: A severe impairment, and/or such concomitant impairments, that the child's educational problems make it impossible to accommodate the needs of the child in any program but a program for multihandicapped children. (This definition may include deaf-blind; autistic; and moderately, severely or profoundly developmentally handicapped children.)

Orthopedically Handicapped: A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g., clubfoot, spina bifida, absence of some member), impairments caused by disease (e.g., poliomyelitis, muscular dystrophy, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

Other Health Impaired: Limited strength, vitality or alertness because of chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

Preschool Child with Disability: A child between the ages of 3 and 5 who has a disability according to the eligibility criteria of Rule 3301-31 of the Ohio Administrative Code.

Severe Behavior Handicapped: Defined as follows:

1. A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
 - a. An inability to learn, which cannot be explained by intellectual, sensory or health factors;
 - b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - c. Inappropriate types of behavior or feelings under normal circumstances;
 - d. A general pervasive mood of unhappiness or depression; or
 - e. A tendency to develop physical symptoms or fears associated with personal or school problems
2. The term does not include children who are socially maladjusted, unless it is determined that they are severe behavior handicapped.

Specific Learning Disability: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantage.

Speech Handicapped: A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

Traumatic Brain Injury: Traumatic brain injury means an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term does not include brain injuries that are congenital or

degenerative, or brain injuries induced by birth trauma.

Visually Handicapped: A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (Vocational Education Definitions_Voc_ed_defs)

Completer (Secondary Vocational Education): Refers to a competency level of a student training in a vocational education program. As determined by the provider of the program, a student becomes a completer:

1. upon attaining occupationally specific skills sufficient for employment in a cluster of specific occupations; and
2. after having completed of at least a minimum of 450 clock hours of instruction; and
3. being no longer enrolled in the program.

Completer (Post-Secondary Vocational Education): (Refers to a competency level of a student training in a vocational education program. As determined by the provider of the program, a student becomes a completer:)

1. upon attaining occupationally specific skills and being employed in the area relating to the occupational area of study; or
2. having completed the program.

Co-Op Block: A separate time period of at least 150 minutes per day (12.5 hours per week) that provides cooperative work experience through paid employment in preparation for specific occupations.

Cooperative (co-op) Program: A program which provides specific occupational skills through paid employment under a written cooperative arrangement between the school and an employer.

Correlated Academic Class: A separate time period of instruction in math, science, or communications principles that apply directly to the specific occupational training that students receive in the vocational block.

Extended Service/Programming: Extended programming, offering instruction and supervision to students beyond the regular school schedule, can be an effective way to meet student needs and to improve student performance. Extended programming is essential for programs using work-site-based instruction to achieve competencies. It is also critical for programs preparing students for occupations and industries with seasonal changes in work (i.e., agricultural education, environmental education, etc.).

All approved vocational education instructional programs may use extended programming to provide instruction, supervise student work-site-based learning experiences, offer vocational student organization opportunities, and develop business, industry, and agency linkages necessary to provide students with learning experiences. Extended programming provided for these activities is eligible for state reimbursement.

Funded extended programming may not be used for 1) regular school related activities such as laboratory maintenance and record keeping, 2) coursework necessary for certification or re-certification, or 3) coaching of extra-curricular sports teams. The following are recommended amounts of extended programming for specific programs. Final decisions regarding the length of extended programming are made locally. All recommendations are reported on a per unit basis (690 hours of programming during the regular school year).

Agricultural Education

1. Production Agriculture, course code 010104 - 60 days
2. Agriscience, course code 010100 - 60 days
3. Agribusiness, course code 010200 - 20 days
4. Animal Production and Care, course code 010101 - 20 days
5. Natural Resources, course code 010600 - 60 days
6. Horticulture, course code 010500 - 40 days
7. Agricultural Industrial Equipment, course code 010300 - 20 days
8. Food Science, course code 010400 - 10 days
9. Environmental Management, course code 010699 - 10 days

Family and Consumer Sciences

1. Work and Family Life, course codes 0901xx, unless otherwise noted below - 10 days
2. Impact, course code 090195 - 10 days
3. Graduation, Reality, and Dual-Role Skills (GRADS), course code 090194 - 10 days

Cooperative Programs

- Course Types VV2, PV2

Employment should be continuous and immediately prior to the opening and/or immediately following the closing of the school year. Employment immediately following the school year should be limited to a maximum of 5 days.

1. New teacher-coordinators and/or new programs - 20 days
2. Career Based Intervention - 15 days
- 3.- Course type PV2 - 15 days
4. Course type VV2 - 10 days

Full-Time Adult Program: A program designed to provide preparatory training for persons who have already entered the labor market but need retraining in preparing for a new occupation, or who are unemployed

Handicapped Program: A program designed to exclusively serve individuals who have handicapping conditions which require special programs and/or related services in accordance with an IEP.

Independent Program: A program that operates with neither technical-related nor correlated academic classes.

Non-Correlated Program: A program that operates with both a vocational block and at least one technical-related class, but does not include correlated academic classes.

Part-Time Adult Program: A program designed to provide training for persons who have already entered the labor market and who need training to be updated or upgraded in order to achieve stability in the current employment; also, for those people who have already entered the labor market but who need retraining in preparing for a new occupation or who are unemployed.

Postsecondary Program: A program designed for providing training or upgrading of skills in the manners described by part-time adult and full-time adult programs.

Regular Program: A program that does not exclusively serve handicapped students.

Secondary Program: A program designed for grades 7 through 12.

Technical-Related Class: A separate time period of instruction in concepts related specifically to the hands-on experiences that students receive in the vocational block.

Tech Prep Student: Student who, beginning in grade 11 and continuing through the associate degree or two year certificate program, is enrolled in the academic, occupational and employability competency delivery system as identified by a sanctioned Tech Prep demonstration site.

Vocational Block: A separate time period of at least 150 minutes per day (12.5 hours per week) that provides laboratory experience in preparation for specific occupations.

Vocational Program: Instructional activities designed to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world.

CDP Definitions

[Section 521 of the Carl D. Perkins Act (CDP)]

Disadvantagement: Disadvantaged refers to individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. 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.

Economically Disadvantaged Family or Individual: Such families or individuals who are determined to be low-income according to the latest available data from the U.S. Department of Commerce.

Fiscal Year: A twelve-month year beginning July 1 and ending June 30, taking its number from the last six months.

Individual with Handicaps: Any individual with any disability [as defined in Section 3(2) of the Americans With Disabilities Act of 1990].

Limited English Proficiency: has the meaning given such term in Section 703(a)(1) of the Elementary and Secondary Education Act of 1965.

Special Populations: Individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Appendix A - House Bill 215

Amended Substitute House Bill 215

Special Purpose Appropriation Item 200-446

Special Purpose Appropriation Item 200-446: Current Budget Language and Appropriation Levels (Amended House Bill 215 Management Information System)

The foregoing appropriation item 200-446, Education Management Information System, shall be used to provide school districts with the means to implement local automated information systems, and to implement, develop, and improve the Education Management Information System (EMIS).

Up to \$822,706 in fiscal year 1998 and \$843,274 in fiscal year 1999 shall be used by the Department of Education for hardware, personnel, equipment, staff development, software, and forms modification, as well as to support EMIS special report activities in the department that are designed to use the data collected by the system.

Up to \$2,714,234 in fiscal year 1998 and \$2,782,090 in fiscal year 1999 shall be distributed to designated data acquisition sites for costs relating to the processing, storing, and transfer of data for the effective operation of the EMIS. These costs may include, but are not limited to, personnel, hardware, software development, communications connectivity, professional development and support services, and to provide services to participate in the State Education Technology Plan pursuant to section 3301.07 of the Revised Code.

Up to \$6,023,718 in fiscal year 1998 and \$6,174,310 in fiscal year 1999 shall be distributed to school districts and joint vocational school districts on a per-pupil basis. From this money, each school district with enrollment greater than 100 students and each vocational school district shall receive a minimum of \$5,000 for each year of the biennium. Each school district with enrollment between one and one hundred and each county office of education shall receive \$3,000 for each year of the biennium. This money shall be used for costs associated with the development and operation of local automated record based information systems that provide data as required by the management information system, and facilitate local district, school, and classroom management activities.

Of the foregoing appropriation item 200-446, Education Management Information System, up to \$2,500,000 in fiscal year 1998 and up to \$500,000 in fiscal year 1999 shall be used by the Department of Education to procure or develop a common EMIS software. School districts and data acquisition sites shall use the common EMIS software unless the department determines that in a particular case local legacy software is completely compatible, performs tasks required for EMIS, and does not contain year 2000 problems.

Appendix B - Assignment Areas

ASSIGNMENT AREAS

These are codes that more completely define a Position Assignment for Assistant Superintendents, Principals and Assistant Principals, Special Education Teachers, Education Administrative Specialists, Supervisors, Managers, Directors, Coordinators, Counselors, Attendants, Teaching Aides, and Tutors.

Table B-1 Assignment Areas

Code	Description
999010	Administrative Services
999020	Adult/Continuing Education
999030	Affirmative Action/EEO
999040	Alternative Programs
999050	Art Education
999060	Assessment/Testing
999070	Athletics
999071	Attendance
999075	Audiology
999080	Auxiliary Services/Nonpublic Programs
999090	Bilingual/Multicultural
999100	Business/Financial Services
999110	Business Education - Non-vocational
999120	Career Development/Education
999130	Certificated Personnel
999140	Title I Programs
999145	Child Day-care/Preschool
999150	Classified Personnel
999160	Communications
999190	Competency-based Education
999200	Contract Relations
999220	Curriculum/Instructional Services
999240	Disadvantaged Pupils
999250	Data Processing
999260	Drivers Education
999270	Early Childhood Education
999280	Elementary Education
999285	Elementary & Secondary Education
999288	EMIS
999290	Employee Benefits
999300	English/Reading/Language Arts
999310	Facilities
999320	Family Life Education
999330	Federal Programs
999340	Fine Arts
999350	Food Services
999360	Foreign Language Education/ESL
999370	General Education
999380	Gifted and Talented
999390	Grants Administration
999400	Handicapped - High Incidence (For supervisors only)
999401	Handicapped - Low Incidence (For supervisors only)
999402	Handicapped - Multihandicapped
999403	Handicapped - Deaf-blind
999404	Handicapped - Hearing

999405 Handicapped - Visually
 999406 Handicapped - Speech
 999407 Handicapped - Orthopedically
 999408 Handicapped - Other Health
 999409 Handicapped - Severe Behavior
 999410 Handicapped - Developmentally
 999411 Handicapped - Specific Learning
 999412 Preschool Handicapped - Early Education of the Handicapped
 999415 Health/Physical Education/ Safety
 999420 Home Economics Education - Non-vocational
 999430 Industrial Technology Education - Non-vocational
 999450 Instructional Technology/ Support Programs
 999455 Internship (Psychology)
 999460 Labor Relations
 999480 Legal Services
 999490 Legislative Services
 999500 Library/Media Services
 999510 Magnet Schools
 999520 Maintenance/Construction/ Grounds
 999530 Management Information Services
 999540 Management Services
 999550 Mathematics Education
 999560 Middle Childhood Education
 999570 Music Education
 999581 WECEP/SUCCESS (formerly OWA/OWE)
 999583 Work-Study (multi-district)
 999584 Work-Study (single district)
 999600 Personnel Services/ Human Resources
 999610 Planning/Research/Development/Evaluation/Analysis
 999620 Practical Nurse Program/ Health Services
 999630 Psychological Services
 999640 Public/Community Relations/ Information
 999650 Purchasing/Warehousing
 999660 Safety and Security Services
 999670 Site-based Management
 999690 Science Education
 999700 Secondary Education
 999710 Social Studies Education
 999720 Special Education - General(For directors and coordinators only)
 999725 Special Education - Vocational Education
 999730 Special Programs
 999731 Adapted Physical Education (Multihandicapped)
 999732 Adapted Physical Education (Specific Handicapped)
 999741 Speech, (Option I), General ADM
 999742 Speech, (Option II), MH/DH
 999750 Staff Development/Relations
 999760 State Programs
 999770 Student Activities/Services/ Counseling
 999780 Support Services
 999785 Substance Abuse Prevention
 999790 Transportation Services
 999810 Vocational Education - General
 999812 Vocational Education - Career Option Specialist
 999814 Vocational Education - School-to-work Coordinator
 999816 Vocational Education - Career Pathways Specialist
 999820 Vocational Education - Adult

- 999830 Vocational Education - Agricultural
- 999840 Vocational Education - Marketing
- 999850 Vocational Education - Health Occupations
- 999860 Vocational Education - Home Economics
- 999870 Vocational Education - Business
- 999880 Vocational Education - Trade and Industrial
- 999890 Vocational Education - Special Needs

Table B-2 Assignment Area Definitions

CODE	DEFINITION (999)
010	<u>Administrative Services</u> : A grouping of assignment areas comprising various skill levels required to perform management activities, such as developing broad policies for the school district and executing these policies through direction of staff members at all levels of the school district. Those activities performed directly by policy makers are also included here. Administrative services area does not preclude Professional - Educational or Professional - Other status.
020	<u>Adult/Continuing Education</u> : Instructional activities designed to develop knowledge and skills to meet immediate and long-range educational objectives for pupils who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities.
030	<u>Affirmative Action/EEO</u> : Activities include the development, implementation, and administration of district plans for compliance with the federal directives of affirmative action and equal employment opportunity programs.
040	<u>Alternative Programs</u> : Learning experiences concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by pupils, but not offered in the regular educational settings.
050	<u>Art Education</u> : 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.
060	<u>Assessment/Testing</u> : An assignment area involving methods of measuring student achievement including writing samples, mathematical problem solving, as well as the typical paper-and-pencil tests which are administered district-wide. (1) Instructional, intervention, and promotion decisions regarding a particular student, (2) guidance decisions regarding a particular student, and (3) educational program decisions such as making school policy or conducting curriculum evaluation.
070	<u>Athletics</u> : Athletics 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.
071	<u>Attendance</u> : Activities such as promptly identifying nonattendance at school and that attempt to prevent or solve student problems involving the home, the school, and the community.
075	<u>Audiology</u> : Those activities organized for the identification of children with hearing loss; determination of the range, nature, and degree of hearing function; referral for medical or other professional attention as appropriate to the habilitation of hearing; language habilitation; auditory training, speech reading (lip reading), and speech conservation, as necessary; creation and administration of programs of hearing conservation; and counseling and guidance of children, parents, and teachers, as appropriate.
080	<u>Auxiliary Services/Nonpublic Programs</u> : Services and materials to pupils attending nonpublic schools within the school district.
090	<u>Bilingual/Multicultural</u> : Bilingual - Special learning experiences for pupils from homes where the English language is not spoken. Multicultural - Special learning experiences for pupils whose background is so different from that of most pupils that they have been identified as needing additional educational opportunities beyond those provided via regular instruction if they are to be educated to the optimum level of their ability.
100	<u>Business/Financial Services</u> : Those activities concerned with the financial operations of the school district. This function includes budgeting, receiving and disbursing, financial accounting, payroll, inventory control, auditing, and fiscal services rendered by persons in the treasurer's office. Also, those activities concerned with purchasing, receiving, transporting, exchanging, and maintaining goods and services for the school district.

110	Business Education (Non-vocational): Education which includes the body of related subject matter, or related courses, and planned learning experiences which are designed to develop in pupils the attitudes, knowledge, skills, and understanding concerned with business principles and practices having applications for personal use and/or activities in the business world. Business education also includes a wide variety of aspects of general education, e.g., subject matter from other subject areas such as English (language arts), social sciences, social studies, and mathematics.
120	Career Development/Education: Education that provides students with the necessary information and developmental experience to prepare them for living in society. It combines the efforts of home, school, and community and reaches from preschool through adulthood.
130	Certificated Personnel: Personnel in positions for which there is a requirement to have a certificate issued pursuant to Sections 3319.22 through 3319.31, inclusive, of the Ohio Revised Code.
140	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.
145	Child Day-care/Preschool: Those activities concerned with providing supervision and care for children of preschool age and latchkey programs for school-aged children.
150	Classified Personnel: School personnel who are assigned to positions under Section 3317.12 of the Revised Code.
160	Communications: Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services as well as postage machine rental and postage.
190	Competency-based Education: A program which includes (1) a list of carefully defined pupil performance objectives; (2) assessments of student performance on those objectives; (3) standards to judge the adequacy of performance; and (4) intervention geared to meet student needs as shown by the assessment results. (Pursuant to Section 3301-35-02 (B)(2) of the Administrative Code)
200	Contract Relations: Activities concerned with contract relations and the responsibilities for contractual negotiations with both instructional and non-instructional personnel; monitoring the administration of and compliance with contract guidelines.
220	Curriculum/Instructional Services: An assignment area that provides information and guidance to staff members to improve the curriculum of a school district.
240	DPPF: An assignment area relating to the improvement of the educational and cultural status of disadvantaged pupils.
250	Data Processing: Those activities concerned with preparing data for storage, storing data and computations, and retrieving data for reproduction as information for management and reporting
260	Drivers Education: Subject matter and related activities in driver education organized for carrying on learning experiences concerned with developing in the learner the ability to respond appropriately and efficiently in the operation of a motor vehicle and as a pedestrian in traffic.
270	Early Childhood Education: Those activities concerned with improving the quality and number of services to children and implementing the recommendations of the Ohio Commission on Early Childhood Education. These recommendations emphasize preschool, latchkey, early entrance screening, and early identification programs.
280	Elementary Education: Learning experiences which are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics necessary for all pupils as they become aware of the world of work and life within our culture, which should be achieved during the elementary school years as defined by each school district based on state-provided criteria.
285	Elementary and Secondary Education: Those activities primarily concerned with interpreting, implementing, and monitoring the Minimum Standards of Elementary and Secondary Schools.
288	EMIS: Activities concerned with collecting, preparing, and reporting data for the education management information system.
290	Employee Benefits: Those activities which are primarily concerned with processing payments made by the school district for leave benefits, employee retirement, insurance benefits, workers compensation claims, insurance premiums, disability benefits, unemployment benefits, death benefits, employees upon termination, payroll deductions, and reconciliation of tax-sheltered payments (including annuities).
300	English/Reading/Language Arts: The body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with developing (1) an understanding of the language system; (2) proficiency and control in the use of the English language; (3) an appreciation of a variety of literary forms; (4) an understanding and appreciation of various aspects of past and present cultures as expressed in literature; and (5) interests which will motivate lifelong learning.

310	Facilities: Activities concerned with keeping the physical plant open and comfortable for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. Also, those activities concerned with maintaining land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-up equipment, and improving sites.
320	Family Life Education: Programs which include (1) Special classes conducted by Ohio Family Life Education personnel including career and family management, job readiness, entrepreneurship/home industry, or any of the modules included within the Family Life Education programs; (2) Family Life nurseries which serve preschool children of parent participants in Ohio Family Life Education programs; (3) Preschool children who participate with their parent(s) in Parent/Child Interaction; and (4) Programs for adults of socioeconomically depressed areas of the state with components that include Parent/Child Interaction, Parent Education, Family Foods/Nutrition/ Health, Family Development and Human Relations, Home Management and Consumer Education, Job Readiness, and Entrepreneurship/Home Industry.
330	Federal Programs: Those activities concerned with administering educational programs, projects, or services funded by the Federal Government. Use 999140 for an assignment area relating to Title I programs.
340	Fine Arts: The body of subject matter in this area is comprised of Dance, Drama/Theatre, Music, Visual Arts, and Multidisciplinary Arts. Subject offerings might include an arts-based humanities course, a related arts course, or arts appreciation. The course must maintain an arts base or perspective.
350	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.
360	Foreign Language Education/ESL(TESOL): The body of subject matter in this area is comprised of a variety of foreign languages, including English as a second language (ESL). Classified under this heading are the various classical and modern foreign languages.
370	General Education: The term General Education usually refers to instruction that takes place in a self-contained class. Learning experiences are concerned with the knowledge, skills, appreciations, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of the broad educational outcomes which should be achieved by all pupils to the limits of their capacities during the elementary and secondary school years or grades.
380	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; inservice training of educational personnel working with gifted children and their supervisors; leadership training, including internships; and model or exemplary projects
390	Grants Administration: Those responsibilities associated with current information regarding federal and state grants and regulations, liaison services between the school district and community and individual foundations, development oversight of grant submissions, budget monitoring and implementation of grant activities, and evaluation of state and federal reporting requirements.
400	Handicapped - High incidence: (For Supervisors only) An assignment area for special education supervisors of programs for students with specific learning disabilities or developmentally handicapped students.
401	Handicapped - Low incidence: (For Supervisors only) An assignment area for special education supervisors of programs for students with handicapping conditions other than specific learning disabilities or the developmentally handicapped.
402	Handicapped - Multihandicapped: Activities concerned with serving students with handicapping conditions such as severe impairment, and/or such concomitant impairments, that the child's educational problems make it impossible to accommodate the needs of the child in any program but a program for multihandicapped children. (This definition may include deaf-blind; autistic; and moderately, severely or profoundly developmentally handicapped children.)
403	Handicapped - Deaf-blind: Activities concerned with serving students with handicapping conditions, such as concomitant hearing and visual impairments, the combination of which causes such severe communications and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children
404	Handicapped - Hearing: Activities concerned with serving students with hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of deaf as defined in paragraph K. of this rule.
405	Handicapped - Visually: Activities concerned with serving students with a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.
406	Handicapped - Speech: Activities concerned with serving students with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

407	Handicapped - Orthopedically: Activities concerned with serving students with a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, spina bifida, absence of some member), impairments caused by disease (e.g., poliomyelitis, muscular dystrophy, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
408	Handicapped - Other health: Activities concerned with serving students with limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.
409	Handicapped - Severe behavior: Activities concerned with serving students with handicapping conditions defined as follows: A. A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: 1. An inability to learn, which cannot be explained by intellectual, sensory or health factors; 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3. Inappropriate types of behavior or feelings under normal circumstances; 4. A general pervasive mood of unhappiness or depression; or 5. A tendency to develop physical symptoms or fears associated with personal or school problems. B. This area does not include children who are socially maladjusted, unless it is determined that they are severe behavior handicapped.) 1. modifications of regular vocational programs (mainstreamed); 2. special educational services which supplement regular vocational education programs (mainstreamed); and 3. special vocational education programs designed only for the disadvantaged and/or handicapped (separate classes).
410	Handicapped - Developmentally: (mentally retarded) Activities concerned with serving students who have significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects a child's educational performance.
411	Handicapped - Specific learning: Activities concerned with serving students with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing or motor handicaps, or mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.
412	Preschool Handicapped - (Early Education of the Handicapped): This assignment areas is to be used by school districts for teachers who serve students with disabilities either in a center-based or itinerant program.
415	Health/Physical Education/Safety: The body of related subject matter and activities in health and safety in daily living, physical education, and recreation.
420	Home Economics Education (Non-vocational): Courses to impart knowledge and develop understanding, attitudes, and skills relevant to (1) personal, home, and family life and (2) occupational preparation. The subject matter includes concepts unique to the area and concepts drawn from the natural and social sciences and the humanities.
430	Industrial Technology Education (Non-vocational): The body of related subject matter or related courses, organized for development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes which provide opportunities for creativity and problem solving.
450	Instructional Technology/Support Programs: Those activities primarily concerned with nutrition education, instructional television, library and media services, arts for the handicapped, adapted physical education, and volunteer programs.
455	Intern (Psychology): This assignment area is to be used by school districts for psychology interns who are approved by the Division of Special Education and who met the requirements of the university to receive supervised experience in school psychology in the approved training sites.
460	Labor Relations: An assignment area that performs such activities as resolving labor/management problems and helping to settle disputes and effect compromises. This assignment area would include representatives of either management or labor (e.g., shop stewards).
480	Legal Services: An assignment area which performs such activities as conducting lawsuits, drawing up legal documents, and advising the school district on legal rights.

490	Legislative Services: An assignment area which includes the monitoring of bills that are introduced into the state and federal legislatures and determining their impact on public education; Coordinating the development of pro/con position statement regarding pertinent legislation; Communicating position statements with appropriate legislative committees and legislators and apprising staff members of current bills introduced and potential impact; Facilitating the implementation of legislative mandates; Serving as a source of information for the schools to obtain additional funds and services made available by legislation promoting competitive grants.
500	Library/Media Services: An assignment area which develops plans for, and the use of, teaching and learning resources, including equipment, content material, and services.
510	Magnet Schools: Programs and projects which encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students.
520	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.
530	Management Information Services: Those activities concerned with writing, editing, and preparing the necessary information regarding the operation of the school district and make-up of the community, state, and nation, and disseminating that information to management to aid them in decision-making.
540	Management Services: Services performed by persons qualified to assist management either in the broad policy area or in the general operation of the school district.
550	Mathematics Education: The body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducting from other quantities, known or supposed, the quantities sought.
560	Middle Childhood Education: Learning experiences which are concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics necessary for all pupils as they become aware of the world of work and life within our culture, which should be achieved during the middle school years as defined by each school district based on state-provided criteria
570	Music Education: 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.
581	WECEP/SUCCESS (formerly OWE/OWA): A specialized program of instruction designed for those high school students who are academic underachievers and/or those students who have become alienated from the school. Designed to develop student motivation, to change student attitudes toward education, and to develop through work experience the necessary attitudes and abilities to enable the student to become gainfully employed. Candidates of the program, regardless of grade level, must be at least sixteen years of age and must have been identified by trained guidance counselors as potential dropouts. Occupational Work Adjustment (OWA): Organized subject matter and learning experiences related to work adjustment in private and public employment. This is designed for the potential dropout-prone youth ages 14 and 15.
583	Work-Study (multi-district): This assignment area is to be used by school districts for work-study coordinators who are generating unit funding based upon the total number of students with disabilities, in grades 9 through 12. In this option the work-study coordinator provides services to students with disabilities in a multi-district cooperative arrangement.
584	Work-Study (single district): This assignment area is to be used by school districts for work-study coordinators who are generating unit funding based upon the total number of students with disabilities, in grades 9 through 12. In this option the work-study coordinator provides services to students with disabilities in a single district.
600	Personnel Services/Human Resources: An assignment area which performs activities concerned with recruiting, selecting, assigning, promoting, and training staff members; maintaining staff records; and working with administrators in developing pension and insurance plans.
610	Planning/Research/Development/Evaluation/Analysis: Assignment area which (1) performs 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) performs 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) determines the value or effect of plans, programs, and activities, by appraisal of data, in light of specified goals and objectives; and (4) (e.g., a systems analyst, budget analyst, or psychological analyst) examines, evaluates, and makes recommendations in such areas as cost, systems, curriculum, or other educational sectors.

620	Practical Nurse Program/Health Services: An assignment area which provides physical and mental health services which are not direct instruction that provide students with appropriate mental, dental, and nursing services and 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.
630	Psychological Services: Activities concerned with conducting and interpreting psycho-educational assessments focused upon pupil learning and behavior, designing instructional and behavioral interventions to help pupils attain specific pupil outcomes, consulting with educators, parents and community agencies to coordinate resources necessary to support needed interventions, providing inservice training to parents and educators regarding effective learning and behavioral techniques promote student performance, and provision of counseling to pupils and parents on an individual and group basis.
640	Public/Community Relations/Information: An assignment area which exists 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, and civic activities; and by reviewing material for and directing preparation of school district publications.
650	Purchasing/Warehousing: An assignment area which performs activities concerned with buying supplies, equipment, and materials used in the operation of the school district and of receiving, storing, and dispensing same.
660	Safety and Security Services: An assignment area concerned with maintaining the safety and security of school district property, facilities, and personnel.
670	Site-based Management: A system of school governance in which specified decision-making is delegated to the school building level. The authority for specified decisions may be shared between the school building level in conjunction with central office administration; and/or only at the school building level or central office level.
690	Science Education: Education which includes the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge.
700	Secondary Education: Learning experiences concerned with knowledge, skills, appreciations, attitudes, and behavioral characteristics considered necessary for all pupils as they learn of various occupations and/or professions and begin to understand themselves and their relationships with society, which normally may be achieved in the secondary years.
710	Social Studies Education: Education which is comprised of interrelated subject matter organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society in the disciplines of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy.
720	Special Education - General (For Directors and Coordinators only): 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.
725	Vocational Special Education Services: Services provided by vocational special education coordinator including providing work evaluation of handicapped students referred to a vocational education planning district or joint vocational school district for placement; monitoring students' progress; developing the IEP and vocational education program; developing and modifying curriculum and instruction materials; providing supplemental instruction to those handicapped students requiring intensive support; providing liaison to the home school and parents; developing an ongoing evaluation and referral system for tenth grade handicapped students in home school; monitoring progress of handicapped students on a continuous basis and developing procedures to return handicapped students to the work-study or home school program; and assisting the work-study coordinator in follow-up studies.
730	Special Programs: Programs which will make substantial progress toward elimination, reduction, or prevention of minority group isolation, and will aid school children overcoming the educational disadvantages of minority group isolation.
731	Adapted PE (Multihandicapped): This assignment area is to be used by school districts for adapted physical therapists who unit funding based upon the number of children with disabilities excluding children with "speech disability only" who special education based on the annual federal child submitted in December of each year.
732	Adapted PE (specific disability): This assignment area is to be used by school districts for adapted physical therapists who are generating funding based upon the number of multihandicapped and developmentally handicapped children in special class/learning center classes.
740	Speech and Language Services: Those activities provided by a speech-language pathologist as a supplement to the child's basic educational program either in regular education or in special education. Such activities would involve the identification, diagnosis and habilitation of children with speech and language disorders.

741	Speech and Language (option I), General ADM: This assignment area is to be used by school districts for speech and language therapists who are generating funding based upon the district's general ADM in the first week of October.
742	Speech and Language (option II), MH/OH: This assignment area is to be used by school districts for speech and language therapists who are generating funding based upon the number of multihandicapped, orthopedically handicapped, other health handicapped and hearing handicapped children in special class/learning center units.
750	Staff Development/Relations: Those activities which serve staff developers and key persons in the basic content areas by offering leadership, funding, printed resources, information, training events, and consultative assistance, all to provide leadership toward improving the quality of instruction.
760	State Programs: Activities concerned with educational programs, projects, or services funded by the state of Ohio through the Ohio Department of Education Example: Disadvantaged Pupil Program Fund.
770	Student Activities/Services: Student activities under the guidance or supervision of qualified adults which 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.
780	Support Services: Those services which provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction, and to a lesser degree, community services. Supporting services exist as adjuncts for the fulfillment of the objectives of instruction, rather than as entities within themselves.
785	Substance Abuse Prevention: An assignment area of programs which address drug, alcohol, and tobacco abuse situations including prevention, intervention, discipline, and community relations available to the pupil and to the family. Schools may have informal communication systems for planning and coordinating in-school counseling.
790	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.
810	Vocational Education - General: Instructional activities concerned with and designed for providing pupils with the opportunity to develop adequate knowledge, skills, and attitudes needed for enrollment in one or more semi-skilled or technical occupational areas.
812	Vocational Education - Career Option Specialist: Assists students with career development, academic intervention, vocational and academic integration, individual career planning, career passport development, and other related services.
814	Vocational Education - School-to-Work Coordinator: Coordinates local school to work activities across a vocational education planning district. Facilitates the development of school-based and work-based learning and connecting activities. Works with instructional staff to develop capacity to manage school to work activities.
816	Vocational Education - Career Pathways Specialist: Provides leadership for the development and implementation of career pathways across a vocational education planning district. Facilitates the development of career focused pathways, curriculum design for pathways, career pathways resources, and professional development activities. Also conducts career pathway related marketing activities and maintains a system evaluation.
820	Vocational Education - Adult: Instructional activities concerned with upgrading and retraining out-of-school youths and adults for the purpose of improving their skills and knowledge in their occupations or planned occupations.
830	Vocational Education - Agricultural: Instructional program concerned with skills and technical knowledge related to the production of food and fiber, and the management of natural resources. Instructional and learning experiences are provided to convey knowledge, understandings, and skills involved in preparing for or upgrading to an agricultural occupation.
840	Vocational Education - Marketing: (Distribution and Marketing) Instructional program including various combinations of subject matter and learning experiences related to performing activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer. These activities include selling and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and communications, and risk management.
850	Vocational Education - Health Occupations: Courses and planned experiences designed to impart knowledge or develop understanding and skills required in services supporting the health professions. Instruction is organized to provide diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people.

860	Vocational Education - Home Economics: Education composed of courses to impart knowledge and develop understanding, attitudes, and skills relevant to (1) personal, home, and family life and (2) occupational preparation. The subject matter includes concepts unique to the area and concepts drawn from the natural and social sciences and the humanities.
870	Vocational Education - Business: Instructional programs that include courses and practical experience to prepare for and achieve career objectives in selected office occupations. Substantive content is frequently composed of subject matter drawn from other subject areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office. The activities include recording and retrieving data, supervising and coordinating office activities, internal and external communications, and the reporting of information
880	Vocational Education - Trade and Industrial: Instructional programs concerned with preparing persons for initial employment and with upgrading and retraining workers in a wide range of trade and industrial occupations. Such occupations are concerned with producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity.
890	<p>Vocational Education - Special Needs: Instructional programs including special education programs and services designed to enable disadvantaged and/or handicapped persons to achieve vocational objectives that would otherwise be beyond their reach. These programs and services may take the form of:</p> <ol style="list-style-type: none"> 1. Modifications of regular vocational programs (mainstreamed); 2. Special educational services which supplement regular vocational education programs (mainstreamed); and 3. Special vocational education programs designed only for the disadvantages and/or handicapped (separate classes).

APPENDIX C - Subject Codes

Table C-1 - Subject Codes

Code	Description
AGRICULTURAL & ENVIRONMENTAL SCIENCES	
010200	Agribusiness
010300	Agricultural Industrial Equipment
010100	Agriscience
010101	Animal Production and Care
010699	Environmental Management
010131	Equine Science
010400	Food Science
010500	Horticulture
010600	Natural Resources
019900	Other Agriculture
010104	Production Agriculture
010191	Zoo Animal Production & Care
BUSINESS (NON-VOCATIONAL) EDUCATION	
030100	Accounting / Bookkeeping
031800	Business Economics
030600	Business English
030900	Business Law
030500	Business Math & Machines
031500	Consumer Education
032300	Introduction / General Business
036000	Keyboarding / Typing / Word Processing
033450	Notehand
032800	Office Practice / Filing
033300	Sales
CAREER DEVELOPMENT	
990000	Career
990100	Quest/Personal Development
990361	Entrepreneurship-Vocational
990371	Vocational Job Training Coordinating
CAREER BASED INTERVENTION (CBIP) (FORMERLY OWA/OWE)	
252525	Career Based Intervention (CBIP) (formerly OWA/OWE)
250510	CBIP Language Arts
250519	CBIP Reading
251110	CBIP Mathematics
251310	CBIP Science
251510	CBIP Social Studies
COMPUTER TECHNOLOGY	
031700	Data Systems
290300	AP - Computer Science
290150	Computer Graphics
290200	Computer Science
290100	Information Technology

ELEMENTARY EDUCATION

180107	Child Day-care (Ages 0-2)
180108	Preschool (Ages 3-5)
180110	Kindergarten
180120	Ungraded 1-4 students
180119	Grade 1-8 (self-contained)
180500	Bilingual/Multicultural

ENGLISH / INTEGRATED LANGUAGE ARTS

059912	AP - English
050545	Applied Communications
030600	Business English
050600	Dramatic Arts
050337	Drama / Theater
050400	Composition
050220	Grammar and Usage
050001	Integrated Language Arts/English
050403	Journalism
050300	Literature
050439	Newspaper/Yearbook
059902	Reading
050014	Refresher English
050119	Remedial Reading
050500	Speech

FAMILY & CONSUMER SCIENCES (NONVOCATIONAL)

230200	Child Development and Parenting
230100	Clothing and Textiles
230300	Consumer Education
230500	Family Living
230140	Foods and Nutrition
230000	Family & Consumer Services
230600	Housing and Home Furnishings

FAMILY & CONSUMER SCIENCES - VOCATIONAL

090223	Baking only
090203	Culinary Arts & Food Service Management
090201	Early Childhood Education and Care
090290	Family and Consumer Sciences Multi-Area Coop
090105	Family Relations
090202	Fashion, Clothing and Interiors, Production and Services
090194	GRADS - Class Structure
090193	GRADS - Alternative Structure
090192	GRADS - Minimal Intervention/Follow-up
090205	Hotels and Resorts
090001	Human Resources/Services Foundation
090195	Impact (7-9)
090204	Interiors only
090111	Life Planning (9-12)
090112	Life Planning/Mentorship (9-12)
090185	Middle School Work and Family Life (7-9)
090107	Nutrition and Wellness (9-12)
090102	Parenting (9-12)
090101	Personal Development (9-12)
090108	Resource Management (9-12)

FOREIGN LANGUAGE Multi-Age

061050	American Sign Language (ASL)
069914	AP-French
069916	AP-German
069922	AP-Latin
069930	AP-Spanish
060101	Arabic
060102	Chinese
060227	Czech
060900	Foreign Language Exploratory
060900	French
060235	German
060103	Greek
060104	Hebrew
060245	Italian
060250	Japanese
060107	Latin
060255	Polish
060218	Russian
060265	Spanish
060221	Swahili
060207	TESOL - English as a Second Language (ESL)

GENERAL

210100	Driver Education
220000	ROTC Military Science

HEALTH EDUCATION

260840	Dental Health Education
260101	Health Education
260200	Safety/First Aid/CPR
260410	Sports Medicine
260150	Substance Abuse Prevention

INDUSTRIAL TECHNOLOGY EDUCATION**Technology Education**

100000	General Industrial Technology
101325	Industrial Technology
101700	Research and Development
102300	Technology Education
102400	Technology for Children

Construction Tech

100100	Construction
100800	Home Mechanics

Manufacturing Tech

100200	Industrial Crafts
101300	Manufacturing
101350	Robotics
101410	Metals
101500	Plastics
101900	Woods Technology
101800	Service Industries

Communication Tech

100300	Drafting
100401	Electricity/Electronics
100700	Graphic Arts
102000	Communications

102500 Industrial Computer Applications
Energy /Power /Transportation Technology
101610 Power Mechanics
102100 Energy/Power/Transportation
Bio-Related & Chemical Tech
103050 Bio-Related & Chemical Technology

INTEGRATED SCIENCE

139903 AP-Biology
139905 AP-Physics
139906 AP-Chemistry
132230 Biology/Life Science
130301 Chemistry
132240 Earth/Space Science
132210 Integrated Science
132900 Intervention Science
132220 Physical Science
130302 Physics
131110 Science MC (middle childhood)

LIBRARY / MEDIA

200700 Library Science
200902 Educational Media

MARKETING EDUCATION

040001 Arts and Communication Foundation
040810 Marketing Management
040115 Entertainment Marketing
040800 General Marketing
041900 Distribution Warehousing

MATHEMATICS

110099 Advanced Mathematics
110301 Algebra I
110302 Algebra II
119950 AP - Calculus
119550 AP - Statistics
110500 Applied Mathematics
110600 Calculus
111300 Discrete Mathematics
111200 Geometry
112100 Informal Mathematics I / Algebra
112200 Informal Mathematics II / Geometry
112300 Informal Mathematics III
112400 Informal Mathematics IV
111950 Intervention / Review Mathematics
110100 MC (middle childhood) Math
111500 Probability and Statistics
111850 Transition to College Mathematics
111600 Trigonometry

MUSIC EDUCATION

120000 General Music
120500 Instrumental Music
120800 Music Appreciation

120300 Music Theory
120400 Vocal Music
129926 AP-Music

PHYSICAL EDUCATION

080302 Dance
080405 Lifetime Sports
080505 Adapted Physical Education
080900 Outdoor Physical Education
080300 Physical Education

SECONDARY HEALTH OCCUPATIONS

074890 Certified Health Unit Coordinator Exit (Tech Prep)
070906 Community Health Aide
070101 Dental Assistant
070103 Dental Laboratory Technology
079960 Diversified Cooperative Health Occupations (DCHO)
070998 Diversified Health Occupations (DHO)
070410 Fitness /Athletic Trainer Assistant
070001 Foundation for Health Occupations
070913 Health Unit Coordinator
070307 Home Health Aide
070904 Medical Assistant
070203 Medical Laboratory Technology
070303 Nurse Assistant
070603 Optometric Occupations
070994 Patient Care Technician
070912 Pharmacy Assistant
070204 Phlebotomy
074820 Phlebotomy Exit (Tech Prep)
070302 Practical Nurse (Vocational)
074830 Pre-Nursing (Tech Prep)
070305 Surgical Technician

SECONDARY TRADE & INDUSTRIAL EDUCATION

170100 Air-conditioning, Heat, and Refrigeration Technician
170401 Aircraft Maintenance
170200 Appliance Repair
170301 Auto Collision Repair
170302 Auto Technology
170303 Auto Specialization
170400 Aviation Occupations
172601 Barbering
171011 Building and Property Maintenance
170600 Business Machine Maintenance
171001 Carpentry
172000 Chemical Lab Assisting
170700 Commercial Art Occupations
170900 Commercial Photography Occupations
171505 Computer Network Technology
172602 Cosmetology
172802 Criminal Justice
171100 Custodial Services
179960 Diversified Cooperative Training (DCT)
171300 Drafting Occupations
171002 Electrical Trades
171503 Electronics

171801	Engineering Technology
172801	Fire Fighter Training
171900	Graphic Occupations
170403	Ground Operations
179962	Hazardous Materials Management Technology
171003	Heavy Equipment (Construction)
172304	Heavy Metal Fabrication
170001	Industrial and Engineering Systems Foundations
172004	Industrial Lab Assisting
171012	Industrial Maintenance and Repair Occupations
171016	Manufactured Home Servicing
172303	Manufacturing Occupations
171802	Manufacturing Engineering Technology
170801	Maritime Occupations
170802	Marine Maintenance
171004	Masonry
171200	Medium/Heavy Truck Technician
173601	Millwork and Cabinet Making
171403	Motor Repair
171005	Painting and Decorating
172700	Plastics Occupations
171007	Plumbing and Pipefitting
171402	Power Transmission
172302	Precision Machining
173100	Power Equipment Technology
171013	Resilient Floor Installation
172305	Sheet Metal
171504	Telecommunications
172307	Tool and Die Making
179996	Vocational Adjustment
170050	Workforce Readiness Program
172306	Welding and Cutting

SOCIAL STUDIES EDUCATION

150810	American History
150100	Anthropology
159910	AP-Economics
159918	AP-Government Politics
159920	AP-History
150600	Economics
150700	Geography
150300	Government
152100	Integrated Social Studies
150400	Intervention Social Studies
150900	Humanities
150205	Psychology/Social Psychology
151300	Sociology
151201	Social Studies (7-8)
150800	World History

SPECIAL EDUCATION

NOTE: Use 19xxxx codes ONLY for self-contained classes. Do not use for individual courses at the high school or middle school levels.

196520	Deaf-Blind
196120	Developmentally Handicapped
196095	Early Education of the Handicapped

196200	Gifted/Talented (K-12)
196070	Hearing Handicapped
196111	Home Instruction
192060	Multihandicapped (Other than deaf-blind)
196530	Other health handicapped
196080	Orthopedically Handicapped
196061	Severe Behavior Handicapped
196510	Speech Handicapped
196230	Specific Learning Disabled
196110	Visually Handicapped

VISUAL ARTS

029902	AP-Arts
020100	Art Appreciation
020101	Art History
020242	Ceramics
020240	Crafts
020210	Design
020250	Drawing and Painting
020320	Graphic Arts
020270	Photography and Film Making
020280	Printmaking
020290	Sculpture
020000	Visual Art

VOCATIONAL BUSINESS EDUCATION

140100	Accounting
140300	Administrative/Office Technology
140800	Business Administration and Management
140001	Business and Management Foundations
140200	Business Information Systems
144820	Computer Support Technology (Tech Prep)

Table C-2 - Subject Codes Definitions

2-Digit

Area	DEFINITION
01	<u>AGRICULTURE</u> : Agricultural education's mission is to prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing agricultural industry. Agricultural occupations are those occupations related to research for, production, primary marketing, processing and sales of animals, plants, water, soil, and air.
02	<u>ART</u> : Art is 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.
03	<u>BUSINESS</u> : Business includes the body of related subject matter, or related courses, and planned learning experiences which are designed to develop in pupils the attitudes, knowledge, skills, and understanding concerned with business principles and practices having applications for personal use and/or activities in the business world. Business also includes subject matter from other subject areas, such as English (language arts), social sciences, social studies, and mathematics.
04	<u>MARKETING</u> : Marketing Education includes various combinations of subject matter and learning experiences related to performing activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer. These activities include selling, purchasing, promotion, pricing, distribution, financing, product and service planning, risk management, and information management. Included also is a foundation in economics, marketing, and management concepts.
05	<u>ENGLISH</u> : English language arts is comprised of the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with developing (1) an understanding of the language system; (2) proficiency and control in the use of the English language; (3) an appreciation of a variety aspects of past and present

- cultures as expressed in literature; and (5) interests which will motivate lifelong learning.
- 06 FOREIGN LANGUAGES: The body of subject matter in this area is comprised of a variety of foreign languages, including English as a foreign language. Classified under this heading are the various classical and modern foreign languages.
- 07 HEALTH OCCUPATIONS EDUCATION: Health Occupations education is composed of courses and planned experiences designed to impart knowledge or develop understanding and skills required in services supporting the health professions. Instruction is organized to provide diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people. All programs include quality improvement processes. In occupations offering certification or licensure or other accepted credential, the curriculum and program standards must meet accepted state or national guidelines in addition to program standards established by the service area. Instructors must be appropriately credentialed and experienced in the occupation for which participants are being prepared.
- 08 PHYSICAL EDUCATION: The body of related subject matter and activities in physical education, and recreation are organized for carrying on learning experiences concerned with developing physical and mental growth and fitness by means of activities designed to improve the muscles, motor skills, and attitudes and habits of conduct of individuals and groups.
- 09 FAMILY AND CONSUMER SCIENCES EDUCATION (formerly HOME ECONOMICS EDUCATION): Family and Consumer Sciences is composed of courses designed to empower students for competence in the work of the family, in the successful interaction of work and family life, and in family and consumer sciences related occupations.
- 10 INDUSTRIAL TECHNOLOGY: Industrial technology is the body of related subject matter, or related courses, organized for development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes which provide opportunities for creativity and problem solving.
- 11 MATHEMATICS: Mathematics comprises the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducting from other quantities, known or supposed, the quantities sought.
- 12 MUSIC: Music is 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.
- 13 SCIENCE: The natural sciences include the body of related subject matter, or the body of related courses, organized for carrying on learning experiences concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge.
- 14 BUSINESS (VOCATIONAL): Business Education instructional programs provide courses and practical experience to prepare for and achieve career objectives in selected office occupations including administrative/secretarial, accounting, information systems, and management. Substantive content is frequently composed of subject matter drawn from other subject areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office. Activities include recording and retrieving data, supervising and coordinating office activities, internal and external communications, and the reporting of information.
- 15 SOCIAL STUDIES/SCIENCES: The Social Studies/Sciences are comprised of interrelated subject matter organized to impart knowledge, develop skills, and identify goals concerning elements and institutions of human society in the disciplines of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy.
- 17 TRADE AND INDUSTRIAL OCCUPATIONS: Trade and Industrial Education is the branch of vocational education concerned with preparing persons for initial employment and with upgrading and/or retraining workers in a wide range of trade and industrial occupations. These occupations are concerned with producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction includes development of basic manipulative skills, the safety judgment, related science, mathematics and communication skills needed for the occupation and quality improvement processes. In occupations offering certification or licensure or other accepted credential, the curriculum and program standards must meet accepted state or national guidelines in addition to program standards established by the service area. Instructors must be appropriately credentialed and experienced in the occupation for which participants are being prepared.

- 18 GENERAL EDUCATION: The terms General Elementary Education and General Secondary Education usually refer to instruction which takes place in a self-contained class. Learning experiences are concerned with the knowledge, skills, appreciation's, attitudes, and behavioral characteristics considered to be needed by all pupils in terms of the broad educational outcomes which should be achieved by all pupils to the limits of their capacities during the elementary and secondary school years or grades.
- 19 SPECIAL EDUCATION (FOR STUDENTS WITH DISABILITY CONDITIONS): The differentiated curriculum for handicapped pupils reflects an increasing awareness today of the individual needs of children. Many children with various types of handicaps cannot benefit from basic subject matter without special education. Handicapped children present learning difficulties, and sensory and motor impairments, which require careful study for successful adaptation of instruction. Teachers of exceptional children integrate professional information from psychology, education, and medicine for instructional and therapeutic services. Consequently, special education, as applied to each type of handicapped child, has developed some distinctive techniques and materials, which distinguish it from regular classroom instruction.
- 20 LIBRARY MEDIA: The subject matter and related activities instructing students in the types of resources that are available, how they are organized and how to access them, whether in the school, public libraries or electronically.
- 21 DRIVER EDUCATION: The subject matter and related activities in safety and driver education are organized for carrying on learning experiences concerned with developing in the learner the ability to respond appropriately and efficiently in the operation of a motor vehicle and as a pedestrian in traffic.
- 22 ROTC MILITARY SCIENCE: ROTC is comprised of a body of subject matter, or combinations of courses and practical experience, organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in selected branches of the military services. In the instructional process various aspects of subject matter frequently are drawn from other subject matter areas.
- 23 FAMILY & CONSUMER SCIENCE - NON-VOCATIONAL: Family & Consumer science is composed of the following courses: Family & Consumer Services, clothing and textiles, child development and parenting, foods, consumer education, family living, and housing and home furnishings.
- 25 CAREER BASED INTERVENTION PROGRAMS (CBIP): Career Based Intervention Programs are designed for students age 12 and in 7th grade and above who are at risk of dropping out of school. The program supports student career development and academic achievement through classroom and workbased instruction. The workbased learning experiences may include paid employment, workforce development lab/or lab rotation, job shadowing, career mentorship, field experience, internship, volunteer, and service learning. Both the academic and work experience intervention assist in guiding the student through the development and implementation of an Individual Career Plan (ICP).
- 26 HEALTH EDUCATION: The body of related subject matter and activities in health and safety are organized for carrying on learning experiences concerned with developing (1) knowledge, attitudes, appreciation's, and conduct essential to individual and group health; and (2) awareness of, concern for, and knowledge, skills, and judgement necessary for practicing and promoting personal and public safety in the home, at school, on the job, and in traffic..
- 29 COMPUTER TECHNOLOGY: Learning experiences designed to provide students with information and skills in working with the applications, software and hardware necessary for use in all of society today.
- 99 CAREER DEVELOPMENT: A concept designed to provide students with the necessary information and development experiences to prepare them for living in society. It combines the efforts of the home, the school, and the community, and reaches from preschool through adulthood.

Table C-3 - Subject Definitions - Detailed Code

AGRICULTURAL & ENVIRONMENTAL SCIENCES (01)

CODE	Description
0100	<u>Agriscience (Environmental and Agricultural Systems Foundation Course)</u> : Agriscience is the foundation program in agriculture and environmental systems. The program provides instruction in the basic principles and processes of plant, animal, and soil science; biotechnology; communications; economics; resource conservation; and food science technology.
0101	<u>Animal Production and Care</u> : Programs provide instruction in the principles and practices of producing, caring for, and marketing domesticated non-food animals. Examples of careers for students completing this program include, veterinary technicians, zoo keepers, kennel managers, grooming specialists, pet sales associates, horse trainers, animal laboratory technicians. Animal Production and Care can also serve as a foundation program for careers requiring post-secondary education.
0104	<u>Production Agriculture</u> : Programs provide instruction on the principles and practices of food production allowing students to develop careers in agricultural engineering, crop production and consultation, agricultural journalism, livestock production and consultation, and agricultural supply and sales. The learning activities focus on resource analysis, accounting, financing, resource acquisition, performance records, marketing, crop and animal production, agricultural engineering, and leadership.

0131	<u>Equine Science</u> : Instruction on the principles and practices of equine science.
0191	<u>Zoo Animal Production</u> : Instruction on the principles and practices of zoo animal care.
0200	<u>Agribusiness</u> : Programs provide planned learning experiences that prepare students for agricultural careers through cooperative placement.
0300	<u>Agricultural Industrial Equipment</u> : Programs provide instruction on the operations or processes concerned with the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management.
0400	<u>Food Science</u> : Instruction on the principles and practices of the initial processing of food products.
0500	<u>Horticulture</u> : Programs focus on the culture of ornamental plants and vegetable crops. Completers have the opportunity for employment in floral design, landscape design, turfgrass management, garden and nursery product sales. The program area offers units of instruction in Greenhouse Production and Maintenance, Equipment Maintenance and Operation, Floral Design, Turf and Landscape Operations, Nursery and Garden Operations, Marketing and Sales, Merchandise Handling, and Business Management.
0600	<u>Natural Resources</u> : Programs provide instruction in the theories, principles, and practices of conserving, improving and productively managing natural resources including air, water, soil, and wildlife. Program specialization areas include forestry, and natural resources.
0699	<u>Environmental Management</u> : Instruction on the theories, principles, and practices related to air and water management and environmental protection and improvement.
9900	<u>Other Agriculture</u> : Planned experiences in agriculture for special-needs students.

VISUAL ARTS (02)

CODE	Description
0000	<u>Visual Art</u> : Two and three-dimensional art forms are created and studied in relation to works created by artists in other cultures and historical periods. Principles of art criticism and aesthetics are employed to reveal the works' expressive, formal, and technical properties.
0100	<u>Art Appreciation</u> : Exemplary works of visual art from diverse cultures and historical periods are examined with emphasis on products created by contemporary artists and by the student. The social, creative, and aesthetic values of the works are considered in terms of alternative philosophical points of view.
0101	<u>Art History</u> : Inquiry is made into the reciprocal impact of visual art and culture (particularly of philosophy, religion, economics, politics, and other art forms). Key works of art are studied both chronologically and thematically in terms of style, subject matter, formal organization, and medium.
0210	<u>Design</u> : Students explore in their own work the expressive qualities of the elements of works of art (line, color, shape, texture, form, and space), and the ways they can be organized according to principles of unity, variety, composition, rhythm, overlay, balance, emphasis, movement, repetition, proportion, and contrast. How elements and principles have been used by professional artists are also studied.
0240	<u>Crafts</u> : Students acquire utilitarian skills including weaving, jewelry-making, fabric crafting, basketry, metalsmithing, leather-shaping, and wood-forming. Objects by professional craftsmen are studied for their formal, expressive, and technical properties.
0242	<u>Ceramics</u> : 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 properties.
0250	<u>Drawing and Painting</u> : Pencil, pen and ink, chalk, charcoal, acrylics, oils, and watercolors are explored to create original personal images. Drawings and paintings by professional artists are examined for their formal, expressive, and technical properties.
0270	<u>Photography and Film Making</u> : 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.
0280	<u>Printmaking</u> : Linoleum block printing, woodblock printing, silk-screen printing, and etching are studied as possibilities for creating pictures, greeting cards, and fabric designs. Professional printmakers' products are examined to determine their technical, formal, and expressive qualities.
0290	<u>Sculpture</u> : 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 for their expressive, formal, and technical properties.
0320	<u>Graphic Arts</u> : Computer design is explored to develop understanding of techniques, processes and possibilities of electronic media to understand, create and appreciate visual art.
9902	<u>AP-Art</u> : An advanced course of organized subject matter and experiences emphasized in art that, upon successful completion, grants college credit to the student.

BUSINESS (NON-VOCATIONAL) EDUCATION (03)

OHIO EDUCATION MANAGEMENT INFORMATION SYSTEM GUIDELINES

March 1999

Appendix C - Subject Codes C-10

CODE	Description
0100	<u>Accounting & Bookkeeping</u> : Maintenance and analysis of standard financial business records.
0500	<u>Business Mathematics & Machines</u> : Business problem solving using computation skills both with and without automated equipment.
0600	<u>Business English</u> : Enhancement of oral and written communication skills with an emphasis on grammar, punctuation and capitalization.
0900	<u>Business Law</u> : Legal concepts related to business.
1500	<u>Consumer Education</u> : Making intelligent consumer decisions regarding budgeting, housing, debt, insurance, savings, investments, consumer problems, and current consumer issues.
1800	<u>Business Economics</u> : Science dealing with the production, distribution, and consumption of commodities.
2300	<u>Introduction/General Business</u> : Study of business operations including framework, legal aspects, start-up, financing, sales, management, and common practices.
2800	<u>Office Practice/Filing</u> : Training in office practices and procedures, office technology, office environment, records management, human relations, and telephone skills.
3300	<u>Sales</u> : Planned learning experiences which include activities involved in selling goods or services.
3450	<u>Notehand</u> : The study of abbreviated written communication
6000	<u>Keyboarding/Typing/Word Processing</u> : Transforming input into printed communication using the touch method on computers, keyboards, and similar equipment.

MARKETING EDUCATION (04)

CODE	Description
0001	<u>Arts and Communication Foundation</u> : Serves as the foundation course for the Arts and Communication Cluster. Subject matter and learning experiences that are based on essential principles of television and radio broadcasting, performing arts and related media, communication, graphics and publishing.
0115	<u>Entertainment Marketing</u> : An instructional program with organized subject matter and learning experiences designed to prepare individuals to perform marketing tasks in the areas of radio broadcasting, television broadcasting, performing arts, and related media.
0800	<u>Marketing</u> : Organized subject matter and learning experiences related to performing activities that direct the flow of goods and their utilization from producer to consumer. These activities include the marketing functions of distribution, financing, information management, production, product/service planning, pricing, purchasing, risk management, and selling. Also, included is foundation in the areas of human resources, economics, business, marketing and management concepts.
0810	<u>Marketing Management</u> : Organized subject matter and learning experiences designed for the systematic study of the management function in relation to marketing policies, organization, personnel, and financing. This instructional program generally prepares individuals to plan, organize, direct, and control the functions and activities of marketing in a variety of businesses and marketing related settings. Includes instruction in human resource management, strategic planning, managing technology, staffing functions, financial functions, telecommunications, and supervisory functions.
1900	<u>Distribution and Warehousing</u> : Organized subject matter and learning experiences related to the physical distribution of products including freight transportation and public warehousing. Also included are tasks performed by employees and management in places of business that are engaged primarily in the selling goods to retailers, and to industrial, commercial, institutional, and professional users, or bringing buyers and sellers together.

ENGLISH / INTEGRATED LANGUAGE ARTS (05)

CODE	Description
0001	<u>Integrated Language Arts/English</u> : Instruction in language structure, meaning construction, application, and the multidisciplinary nature of language. A basis for reading, writing, listening/visual literacy, and oral communications. (COURSE LEVEL element required)
0014	<u>Refresher English</u> : This course is designed to immerse students in literature and writing. It is especially useful for students who have not passed the proficiency tests or for non-native speakers of English.
0119	<u>Remedial Reading</u> : Instruction in language structure, meaning construction, application, and the multidisciplinary nature of language. A basis for reading, writing, listening/visual literacy, and oral communication.
0220	<u>Grammar and Usage</u> : This course emphasizes the editing phase of the writing process, providing for students a variety of strategies, handbooks, etc., for refining and editing their own writing. Students will write frequently and work cooperatively to edit their writing.
0300	<u>Literature</u> : The study of printed materials, which have noteworthy content and excellence of style and may be identified by country, type, and/or period of time.
0337	<u>Drama/Theatre</u> : This course exposes the student to some of the basic skills of the technical aspects of theatre. It also stresses the use of both voice and body as interpretive instruments.

0400	<u>Composition</u> : 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.
0403	<u>Journalism</u> : The study and practice of writing, editing, and publishing newspapers and periodicals.
0439	<u>Newspaper/Yearbook</u> : This course explores writing for a student audience, centering on the production of the newspaper or yearbook. Students work through all phases of publishing, including advertising, finances, research, writing, and desktop publishing.
0500	<u>Speech</u> : Subject matter and experiences in speech cover a wide spectrum of studies and activities that range from the scientific (voice science) through the humanistic (rhetoric), and from the behavioral sciences (group dynamics) to the artistic (oral interpretation of literature).
0545	<u>Applied Communications</u> : Students will practice the communications skills of reading, writing, listening, and speaking, especially in areas applicable to their chosen vocations. Writing assignments are based on 'real-world' writing tasks; reading includes a great deal of nonfiction as well as appropriate fiction.
0600	<u>Dramatic Arts</u> : Subject matter and experiences are concerned with a wide range of studies and activities including play writing, dramatic literature, scenic design, acting, directing, and the supporting arts and crafts of the theatre and of selected aspects of radio, television and film.
9902	<u>Reading (K-8)</u> : Instruction is designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning.
9912	<u>AP-English</u> : This advanced course consists of organized subject matter and experiences emphasized in English that, upon successful completion, grants college credit to the student.

FOREIGN LANGUAGE (06)

CODE	Description
0101	<u>Arabic</u> : The language, literature, and culture of the Arabian world.
0102	<u>Chinese</u> : The language, literature, and culture of the ancient Chinese world.
0103	<u>Greek</u> : The language, literature, and culture of the ancient Greek world.
0104	<u>Hebrew</u> : The language, literature, and culture of the ancient Hebrew world.
0107	<u>Latin</u> : The language, literature, and culture of the ancient Roman world.
0207	<u>TESOL - English as a Second Language (ESL)</u> : The study of the language, literature, and culture of the English-speaking people by individuals whose primary language is not English.
0218	<u>Russian</u> : The language, literature, and culture of the Russian-speaking people.
0221	<u>Swahili</u> : The Bantu language used as a medium of communication by the peoples of eastern and central Africa.
0227	<u>Czech</u> : The language, literature, and culture of the Czech-speaking people.
0230	<u>French</u> : The language, literature, and culture of the French-speaking people.
0235	<u>German</u> : The language, literature, and culture of the German-speaking people.
0245	<u>Italian</u> : The language, literature, and culture of the Italian-speaking people.
0250	<u>Japanese</u> : The language, literature, and culture of the Japanese-speaking people.
0255	<u>Polish</u> : The language, literature, and culture of the Polish-speaking people.
0265	<u>Spanish</u> : The language, literature, and culture of the Spanish-speaking people.
0900	<u>Foreign Language (Exploratory/Generic)</u> : Course providing several weeks of introductory instruction in each of several different foreign languages. Intended as a basis for students' decisions regarding subsequent language study, it is generally scheduled immediately prior to the point of entry into the secondary school foreign language program.
1050	<u>ASL-American Sign Language</u> : The study of a visual-gestural language used by deaf people in the United States and parts 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.
9914	<u>AP-French</u> : An advanced course in the language, literature, and culture of the French-speaking people that, upon successful completion, grants college credits to the student.
9916	<u>AP-German</u> : An advanced course in the language, literature, and culture of the German-speaking people that, upon successful completion, grants college credits to the student.
9922	<u>AP-Latin</u> : An advanced course in the language, literature, and culture of the ancient Roman world that, upon successful completion, grants college credit to the student.
9930	<u>AP-Spanish</u> : An advanced course in the language, literature, and culture of the Spanish-speaking people that, upon successful completion, grants college credits to the student.

SECONDARY HEALTH OCCUPATIONS (07)

CODE	Description
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0001	<u>Foundation for Health Occupations</u> : A 9 and/or 10th grade career pathway foundation course that is a component of a series of academic, technological, employability and occupational courses leading to one of the Health Services career majors.
0101	<u>Dental Assistant</u> : A combination of subject matter and experiences designed to prepare a person to assist the dentist at the chairside in the dental operator, perform reception and clerical functions, and carry out selected dental laboratory work. Instruction includes infection control and hazards management, emergency procedures, preventive dental assisting procedures, chair-side assistance, dental specialties dental laboratory procedures, office procedures, radiographic procedures, and professionalism.
0103	<u>Dental Laboratory Technology</u> : A combination of subject matter and experiences designed to prepare a person to execute the work in producing restorative appliances required for the oral health of the patient as authorized by the dentist.
0203	<u>Medical Laboratory Technology</u> : A combination of subject matter and experiences organized to prepare a person to work under the supervision of medical technologists, clinical pathologists, or physicians to perform routine clinical laboratory procedures and specimen collection procedures, including phlebotomy techniques.
0204	<u>Phlebotomy</u> : A combination of subject matter and experiences designed to prepare an individual to collect, process, handle and store blood specimens, under the supervision of a medical technologist, clinical pathologist, or physician, which leads to a recognized, portable credential as a phlebotomist. This program is designed as a senior year only program.
0302	<u>Practical (Vocational) Nurse</u> : A combination of subject matter and supervised clinical experiences designed to prepare a person to give direct nursing care under the supervision of a registered nurse, licensed physician, or dentist. Instruction includes safety and infection control, first aid and CPR, legal and ethical responsibilities, coordinated care, goal-oriented care, environmental safety, treatments and procedures, physiological adaptation, mobility, comfort, basic care, psychosocial adaptation, growth and development, prevention and early treatment of disease, and reduction of risk potential.
0303	<u>Nurse Assistant</u> : A combination of subject matter and experiences designed to prepare a person to perform routine tasks involved in the care of individuals receiving nursing service under the supervision of a nurse. The Ohio Department of Health approves the program as NATCEP.
0305	<u>Surgical Technician</u> : A combination of subject matter and experiences designed to prepare a person to serve as a general assistant on the surgical team in the operating suite.
0307	<u>Home Health Aide</u> : A combination of subject matter and experiences designed to prepare a person to assist the elderly, convalescent, or handicapped in their homes, and to provide for their daily living needs, under a plan of care supervised by a nurse. The program must include TCEP for Home Health Aide based on Model Curriculum and Teaching Guide for the Instruction of the Home Health Aide by the National Association for Home Care.
0410	<u>Fitness Aide/Athletic Trainer Assistant</u> : A combination of subject matter and laboratory or supervised clinical experiences designed to prepare persons to perform routine tasks designated by a licensed athletic trainer related to the operation of athletic training. Curriculum content includes nutrition, health continuum, exercise physiology, infection control, anatomy and physiology, first aid and safety, psychology and exercise techniques. Individuals may be employed in health spas, fitness centers and/or sporting facilities.
0603	<u>Optometric Occupations</u> : A combination of subject matter and experiences designed to train a person to prepare, assemble, and/or fit corrective lenses prescribed by a physician or optometrist. These occupations may include optical surfacing, optical finishing, optical stylist, and/or optical dispensing.
0904	<u>Medical Assistant</u> : A combination of subject matter and experiences designed to prepare a person to perform functions and follow procedures concerned with the diagnosis and treatment of patients under the supervision of a physician in a physician's office or clinic. Instruction covers physical examinations, laboratory tests, infection control and hazard material management, quality assurance, medical ethics, patient education, medical emergencies, general office procedures, insurance, and medications.
0906	<u>Community Health Aide</u> : A combination of subject matter and experiences designed to prepare a person to serve as liaison between professional health workers and the recipients of health services. Instruction emphasizes basic understanding of biology, communicable diseases, environmental health, personal hygiene, infants, medicines, and family and community resources.
0912	<u>Pharmacy Assistant</u> : A combination of subject matter and experiences designed to prepare a person to work in a pharmacy under the supervision of a pharmacist. Instruction includes pharmacy law and ethics, pharmaceutical calculations, pharmacy operations, compounding, and pharmacology.
0913	<u>Health Unit Coordinator</u> : Instruction and experiences designed to prepare a person to manage components of non-patient care activities in health care facilities. The unit coordinator transcribes physicians orders, acts as liaison with other departments and agencies providing patient services, use communication devices such as telecommunication systems, computer terminals and fax machines, responsible for the accuracy and completeness of records, delivery of messages, and prompt reporting of needed repairs or services.

0994	<u>Patient Care Technician</u> : A combination of subject matter and laboratory experiences to prepare a person for patient-care who can perform the following the skills of nurse aide, phlebotomy, home health aide, EKG, or advance nursing skills. Instruction includes but not limited to infection control and hazard material management, medical asepsis, anatomy and physiology, computer skills, medical terminology, universal employability skills, phlebotomy skills, patient rights, CPR and first aid, communication and interpersonal skills, professional ethics, documentation, EKG skills, and advance nursing skills.
0998	<u>Diversified Health Occupations (DHO)</u> : A combination of diversified subject matter and experiences designed to prepare a person for entry into the health field. Instruction includes emergency procedures, infection control and hazards management, legal, ethical, and professional responsibilities, basic personal care, medical database, medical/dental procedures, laboratory-related procedures, care of the elderly, home health care, restorative duties, and office procedures. Field trips and rotations through various health agencies are a part of the planned program. The Ohio Department of Health approves program as NATCEP.
4820	<u>Phlebotomy Exit (Tech Prep)</u> : An Allied Health Tech Prep Cluster targets three or more technician-level occupations within one or more of the following areas: rehabilitation services (including occupational therapy, physical therapy); medical diagnostics and treatment services (including respiratory therapy, radiography, perfusion, nuclear medicine, surgical technology, cardiovascular, electrocardiogram, sonography); medical laboratory technologies (including hematology, cytotechnology, blood bank, histology); mental health services; pharmacy; and medical administrative services (including health information/medical records). Phlebotomy is the job exit for grade 12. This clustered Tech Prep program of study prepares students for continued education and training for employment as an allied health technician.
4830	<u>Pre-Nursing (Tech Prep)</u> : A combination of subject matter and experience designed to prepare a person to gain entry level experience in a Pre-Nursing program; includes a current knowledge of concepts, principles, processes, and skills relating to health, deviations from health, nutrition, pharmacology, communication, human development, teach-learning principles, current technology, humanities, and biological, social and behavioral sciences. State Approved Nurse Aide is job exit for grade 12. This Tech Prep program of study prepares students for continued education in an approved nursing education program preparing for licensure as a professional (registered) nurse.
4890	<u>Certified Health Unit Coordinator Exit (Tech Prep)</u> : An Allied Health Tech Prep Cluster targets three or more technician-level occupations within one or more of the following areas: -- rehabilitation services (including occupational therapy, physical therapy); medical diagnostic and treatment services (including respiratory therapy, radiography, perfusion, nuclear medicine, surgical technology, cardiovascular, electrocardiogram, sonography); medical laboratory technologies (including hematology, cytotechnology, blood bank, histology); mental health services; pharmacy; and medical administrative services (including health information/medical records). Certified Health Unit Coordinator is the job exit for grade 12. This clustered Tech Prep program of study prepares students for continued education and training for employment as an allied health technician.
9960	<u>Diversified Cooperative Health Occupations (DCHO)</u> : A cooperative program in multi-occupational areas of health occupations.

PHYSICAL EDUCATION (08)

CODE	Description
0300	<u>Physical Education</u> : 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. It develops the social, emotional and physical skills essential to a happy and healthy lifestyle.
0302	<u>Dance</u> : Provides students with opportunities to develop an aesthetic perception of dance as an art and an understanding of the creative process, as well as the to develop technical skills and kinesthetic awareness through the artistic modes of expression and response. Instruction will emphasize the basic elements of dance: time, space and effort (weight and energy). Activities will enable students to express personal ideas, feelings and values through dance; to learn how past and present societies have expressed their values and beliefs through dance; to respond to the dance performances of others; and to develop the body as a sensitive instrument for dance.
0405	<u>Lifetime Sports</u> : Activities taught throughout the school life with emphasis on learning experiences that can be turned into healthful lifetime skills.
0505	<u>Adapted Physical Education</u> : Specially designed instruction in physical education. According to federal law, physical education means the 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 (including intramural and lifetime sports).
0900	<u>Outdoor Physical Education</u> : 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.

FAMILY AND CONSUMER SCIENCES - VOCATIONAL (09)

CODE	Description
0001	<u>Human Resources and Services Foundation Course</u> : Human Resources and Services Foundation Course A career pathway foundations course to be taken early in a series of academic, technological, employability and occupational courses leading to one of the Human Services and Resources career majors
0101	<u>Personal Development</u> : Instruction focusing on practical problems related to taking responsibility for self and others, building self esteem, building relationships with family and others, managing stress and conflict, and planning for future careers
0102	<u>Parenting</u> : Instruction focusing on practical problems related to parenting roles and responsibilities; taking responsibility for personal growth within the parenting role; preparing for parenthood; meeting developmental needs of children and adolescents; building positive parent-child relationships; using guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior in children and adolescents, accessing sources of parenting information, support, and assistance; and planning ways that families and society can share in nurturing children and adolescents.
0106	<u>Family Relations</u> : Instruction focusing on practical problems related to nurturing human development throughout the life span; forming ones own family; building and maintaining healthy family relationships; developing positive communication patterns; dealing effectively with family stresses, conflicts, and crises, managing work and family roles and responsibilities, and responding to social forces that influence families.
0107	<u>Nutrition and Wellness</u> : A one semester course focusing on practical problems related to making choices that promote wellness and good health, evaluating and controlling influences on food choices, obtaining and storing food, preparing and serving nutritious meals and snacks, and selecting and using equipment for food preparation.
0108	<u>Resource Management</u> : Instruction focusing on practical problems related to managing resources to achieve personal and family goals, making informed consumer choices; creating and maintaining a living environment; selecting, obtaining and maintaining clothing; making food choices; and preparing and serving nutritious food.
0111	<u>Life Planning</u> : Instruction focusing on practical problems related to developing a life-management plan for life beyond high school, caring for self and others, building and maintaining constructive interpersonal relationships and strong functional families, planning to assure career success, and coordinating personal and career responsibilities.
0112	<u>Life Planning/Mentorship</u> : Life Planning course with a mentorship experience attached. May be offered to students in place of Life Planning. Student experience must include local documentation of OCAP competency achievement and follow established guidelines for program design.
0185	<u>Middle School Work and Family Life (7-9)</u> : Focuses on helping middle school students develop self-responsibility and competence dealing with the practical problems of early adolescence. Toward this purpose, content is drawn from two to four of the following content areas: Creating a Self-Identify, Relating To Others, Managing Resources, and Becoming Independent. Becoming Independent provides a practical, thought-provoking context for the development of the Individual Career Plan (ICP).
0192	<u>GRADS (Graduation, Reality, and Dual-Role Skills)</u> : Minimal Intervention, Follow-up, Support and Instruction (for teachers employed in comprehensive school districts only) or (foundation funded classes only). An in-school instructional program for pregnant and parenting students grades 7-12. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are for the student to remain in school, have healthy pregnancies and healthy babies, learn practical parenting and child development skills, gain orientation to work, set goals toward balancing work and family, and delay subsequent pregnancies. All instruction includes core process skills--problem solving, relating to others, managing resources, and citizenship/leadership--practiced in the context of practical problems relevant to the content of each course.
0193	<u>GRADS (Graduation, Reality, and Dual-Role Skills)(Alternative Structure)</u> : An in-school instructional program for pregnant and parenting students grades 7-12. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are for the student to remain in school, have healthy pregnancies and healthy babies, learn practical parenting and child development skills, gain orientation to work, set goals toward balancing work and family, and delay subsequent pregnancies. All instruction includes core process skills--problem solving, relating to others, managing resources, and citizenship/leadership--practiced in the context of practical problems relevant to the content of each course.
0194	<u>GRADS (Graduation, Reality, and Dual-Role Skills)(Daily class structure)</u> : An in-school instructional program for pregnant and parenting students grades 7-12. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are for the student to remain in school, have healthy pregnancies and healthy babies, learn practical parenting and child development skills, gain orientation to work, set goals toward balancing work and family, and delay subsequent pregnancies. All instruction includes core process skillsproblem solving, relating to others, managing resources, and citizenship/leadershippracticed in the context of practical problems relevant to the content of each course.
0195	<u>Impact (7-9)</u> : Focuses on helping middle school students who are at risk of dropping out of school to develop self-responsibility and competence dealing with the practical problems of early adolescence. The program includes the following content areas: Creating a self-identity, Relating To Others, Managing Resources, and Becoming Independent. Becoming Independent provides a practical, thought-provoking context for the development of the Individual Career Plan (ICP).

0201	<u>Early Childhood Education and Care</u> : Preparation for employment in childcare and guidance. Includes instruction and experiences to develop competencies in teaching and guiding young children. Areas of study include promoting physical, intellectual, social, and emotional growth and development of children; creating a safe, healthy learning environment; program operations in early childhood education and care; promoting positive and productive relationships with families; law, regulations, and policies related to child care services and maintenance of child care environments.
0202	<u>Fashion, Clothing and Interiors, Production and Services</u> : Preparation for employment in fashion and clothing or in interior design and decorating. The fashion & clothing program includes instruction and experiences to develop competencies in textiles, clothing selection, fashion sales and merchandising, dry-cleaning, laundry, construction and alterations. The interior design and decorating program includes instruction in principles of art and design, interior decorating, production of home furnishings, window and floor treatments, home accessories, floor plans and sales and merchandising.
0203	<u>Culinary and Food Service Management</u> : Preparation for employment in managerial, production and service jobs in a variety of food service and/or baking operations. Includes instruction and experiences to develop competencies in the selection, storage, purchase, preparation and serving of quantity goods and food products, the production of bakery products, nutrition and special diets, safety and sanitation procedures, use and care of commercial equipment, serving techniques, and management of food establishments.
0204	<u>Interiors only</u> : The interior design and decorating program includes instruction in principles of art and design, interior decorating, production of home furnishings, window and floor treatments, home accessories, floor plans and sales and merchandising.
0205	<u>Hotels and Resorts</u> : Preparation for employment in service and management occupation in the area of hospitality, lodging and facility care. Includes instruction and experiences to develop competencies in hospitality management and services, lodging services, guest relations, hotel security, guest and room services, environmental services, meeting and banquet services, and laundry and linen services.
0223	<u>Baking only</u> : The baking program includes production of bakery products, safety and sanitation procedures, and use and care of commercial equipment.
0290	<u>Family and Consumer Sciences Multi Area Cooperative</u> : The Family and Consumer Sciences cooperative work experience program includes a combination of two or three of the family and consumer sciences job training program options.

INDUSTRIAL TECHNOLOGY (10)

CODE	Description
	Technology Education : A comprehensive study of the knowledge and processes necessary in designing, making, developing, producing, using, managing, and assessing of technological systems and products. Dimensions of technology include assessing impacts and consequences of technology, nature and history of technology, and connections. Technological systems and products are those systems and products that change the world around us to satisfy our needs and wants. In particular Technology Education focuses on the systems and products of the construction, manufacturing, communication, energy/power/transportation, and bio-related/chemical fields. These activities may take place in thematic units at the elementary level, general technology courses at the middle and high school levels, specific high school systems courses, Tech Prep and Pathways courses at the high school level, and modules and problem-based learning integrated with mathematics, science, language arts, social studies and arts teams at all levels.
0000	<u>General Industrial Technology (General Shop)</u> : The study of two (2) or more separate and somewhat distinct aspects of industry and technology.
1325	<u>Industrial Technology</u> : A comprehensive study of the industrial technology systems. Individual and group activities will focus on the evolution, utilization, and significance of the industrial technology systems of energy/power, communication, construction, and manufacturing. Likewise, student activities may include a comprehensive study industry including its organization, personnel, techniques, resources, and products. Industrial technology system outputs as they relate to social, cultural, and economic impacts are emphasized in this course.
1700	<u>Research and Development</u> : 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 projects.
2300	<u>Technology Education</u> : A comprehensive action-based educational program concerned with the evolution, utilization, and significance of technology and its impact on industry, including its organization, personnel, systems, techniques, resources, products, and sociocultural aspects.
2400	<u>Technology for Children</u> : At the elementary school level, emphasis placed on developing an understanding of the pervasive nature of Technology and its history/evolution. The integration of technology concepts with other school subjects is stressed through visual, graphic and verbal communications. At this level, the systems and processes of technology, including limited applications through activity-based experiences, are infused into regular classroom work. A thematic approach, one, which organizes study in a number of school subjects around a common theme, provides the focus for developing an awareness of technology.

	Construction Technology Systems: A comprehensive study of the knowledge and processes in designing, making, developing, producing, using, managing, and assessing of technological systems and products to build structures on site. In particular courses that are part of the construction technology systems focus on project planning, architectural design and drafting, site preparation, building the structure, installing services, enclosing the structure, and maintaining the structure..
0200	<u>Construction:</u> The study of the technology and the socioeconomic contributions of those industries concerned with residential, industrial, and transportation structures.
0800	<u>Home Mechanics:</u> The study of the tools, materials, and processes involved in the upkeep and repair of the home, its equipment and devices.
	Manufacturing Technology Systems: A comprehensive study of the knowledge and process in designing, making, developing, producing, using, managing, and assessing of technological systems to produce products in manufacturing facilities. In particular courses that are part of manufacturing technology systems focus on mechanical design and drafting, materials, and processes (including woods, metals, plastics), production, robotics, and automation systems, and specific trades/crafts
0200	<u>Industrial Crafts:</u> A category of information and skills concerned with handcrafts and the craft industry, including its tools, materials, processes, products, and occupations.
1300	<u>Manufacturing:</u> The study of the technology and the socioeconomic contributions of industries concerned with the creation of durable consumer products.
1350	<u>Robotics:</u> Application of processes and knowledge in the design, development, and use of systems to manage and control devices. Involves understanding the input, processes, output, and feedback operation of each system, as well as the subsystems and components. Products of student work in robotics may be descriptive and/or functional models of technology applications across all systems areas
1410	<u>Metals:</u> A category of 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.
1500	<u>Plastics:</u> A category of information and skills concerned with the production, processing, and use of plastics, and related factors such as occupations, economics, and consumer information.
1800	<u>Service Industries:</u> The study of the technology of industries concerned with the maintenance and repair of consumer and/or industrial products.
1900	<u>Woods Technology:</u> A category of 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.
	Communication Technology Systems: A comprehensive study of the knowledge and process in designing, making, developing, producing, using, managing, and assessing of technological systems to product products for the transmission of energy and power, and the transportation of goods and people. In particular technology courses focus on energy and power sources or devices, the transformation of energy and power from one form to another, the transmission of power from one point to another, and the safe use of power. In addition transportation focuses on the systems and products used to transport goods and people.
0300	<u>Drafting:</u> A category of 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
0401	<u>Electricity/Electronics:</u> A category of information and skill 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.
0700	<u>Graphic Arts:</u> The study of information and skills concerned with graphic reproduction, as well as related factors such as occupations, economics, and consumer information.
2000	<u>Communications:</u> Provides an introduction to technical communication systems and processes. Students will participate in activities based upon the concepts of printing, photography, drafting, computers, audio, video, and telecommunications. As a culmination of these experiences, the student will create, implement, and evaluate a network to solve a communication problem.
2500	<u>Industrial Computer Applications:</u> The development of computer confidence through selected activities covering computer hardware, software, and interface device applications. Students will become aware of the programming process as well as computer applications in industry and society. This is not a programming class.
	Energy/Power/Transportation Technology Systems: A comprehensive study of the knowledge and process in designing, making, developing, producing, using, managing, and assessing of technological systems to produce products for transferring graphic and electronic messages. Computer modeling and information technology applications are critical to all technology systems areas. In particular courses that are part of communication technology systems focus on existing and emerging information technologies for encoding, transmitting, receiving, storing, retrieving, and decoding of graphic and electronic messages
1610	<u>Power Mechanics:</u> A category of information and skills concerned with the various forms of power, including its generation, transmission, and utilization.

2100	<u>Energy/Power/Transmission</u> : 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. Energy/power systems contribute to the broad technology systems mission by preparing the student for follow-up courses such as Energy Processes, Power Processes, and Automated Systems. The course has been developed to serve a beginning group of students.
	Bio-related and Chemical Technology : A 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. In particular the courses focus is on practical application of biological organism and chemical processes to make or modify products, the production process techniques related to agriculture, chemical, and medical technology products, and the human interface with technology in managing the artificial and natural environment.
3050	<u>Bio-related and Chemical Technology</u> : A 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

MATHEMATICS (11)

CODE	Description
0099	<u>Advanced Mathematics</u> : The study of advanced topics in functions, algebra, geometry, and data analysis including the conceptual underpinnings of calculus.
0100	<u>MC Math</u> : Integrated Middle Childhood course, which enables all students to develop standards led fundamental abilities and concepts. Courses enable all students to develop standards led understandings about mathematics.
0301	<u>Algebra I</u> : In-depth study of algebraic concepts and processes to represent and solve problems that involve variable quantities. Includes using and relating graphical and symbolic representations and techniques.
0302	<u>Algebra II</u> : Further study of algebraic concepts and processes such as matrices, vectors, and logarithmic and trigonometric functions.
0500	<u>Applied Mathematics</u> : Covers new, high-school level content through workplace, business, and consumer contexts and applications. Often associated with occupation-specific vocational programs.
0600	<u>Calculus</u> : 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.
1200	<u>Geometry</u> : In-depth study of two and three-dimensional geometry including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective.
1300	<u>Discrete Mathematics</u> : 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.
1500	<u>Probability and Statistics</u> : 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.
1600	<u>Trigonometry</u> : In-depth study of trigonometric and circular functions including modeling, graphing, and connecting to polar coordinates, complex numbers, and series.
1850	<u>Transition to College Mathematics</u> : A course designed for students in grades 11 or 12 who may have not previously been college-intending to make a transition to a college program or study of mathematics. Content includes new topics and may some previously addressed topics with increased emphasis on formalization, symbol manipulation, and mathematical structure.
1950	<u>Intervention/Review Mathematics</u> : (high school credit optional in grades 9-12, not for high school credit below grade 9). Courses contain little or no significant new content from courses taken previously. Courses may focus on helping students who have taken but not yet passed proficiency tests. Courses such as general mathematics, business mathematics, and consumer mathematics should be reported using the code if based upon content and skills from the middle childhood (grades 4-8) portion of the Model Competency-based Mathematics Program. This code should be used for pre-algebra courses that address content primarily from the grades 6-8 portion of the Model Competency-based Mathematics Program.
2100	<u>Informal Mathematics I/Algebra</u> : Includes courses with an algebra focus such as Basic Algebra, Informal Algebra, or Applied Algebra. Note: This code should be used for the first year of a two-year Algebra I course; e.g., Algebra 1A. The Algebra I subject code should be used for the second year; e.g., Algebra 1B. This code should only be used for pre-algebra courses that address new, high school level work beyond content found in the grades 6-8 portion of the Model Competency-based Mathematics Program.
2200	<u>Informal Mathematics II/Geometry</u> : Includes courses with a geometry focus such as Basic Geometry, Informal Geometry, or Applied Geometry.
2300	<u>Informal Mathematics III</u> : Includes new, high-school level content and extends understanding of mathematics drawn from topics such as algebra, geometry, data analysis and/or discrete mathematics.

2400	<u>Informal Mathematics IV</u> : Includes new, high-school level content and extends understanding of mathematics drawn from topics such as algebra, geometry, data analysis, discrete mathematics, and/or conceptual underpinnings of calculus.
9550	<u>AP Statistics</u> : Based upon most current Advanced Placement program and prepares students for Advanced Placement examination.
9950	<u>AP Calculus</u> : Based upon most current Advanced Placement program syllabus for Calculus AB or Calculus BC and prepares students for Advanced Placement examination.

MUSIC (12)

CODE	Description
0000	<u>General Music</u> : Organized subject matter and musical experiences consisting of an extensive and varied study of music designed for all pupils.
0300	<u>Music Theory</u> : 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.
0400	<u>Vocal Music</u> : Learning experiences designed for the study of vocal repertoire and the development of vocal skills through solo and choral performance.
0500	<u>Instrumental Music</u> : Learning experiences designed for the study of instrumental repertoire and the development of instrumental skills through solo and group performance.
0800	<u>Music Appreciation</u> : Organized subject matter and learning experiences designed to further pupils' knowledge, comprehension, and appreciation of various types and styles of music.
9926	<u>AP-Music</u> : An advanced course of organized subject matter and experiences emphasized in music that, upon successful completion, grants college credit to the student.

INTEGRATED SCIENCE (13)

CODE	Description
0301	<u>Chemistry</u> : The study of the composition structure, properties of and changes in matter, including the accompanying energy phenomena. COURSE LEVEL element required.
0302	<u>Physics</u> : The study of the branch of science that is concerned with matter and energy, including the study of phenomena associated with mechanics, heat, wave motion, sound, electricity and magnetism, light and atomic and nuclear structure. COURSE LEVEL element required
1110	<u>Science MC</u> : Integrated Middle Childhood course, which enables all students to develop standards-led fundamental abilities and concepts. Courses enable all students to develop standards-led understanding about scientific inquiry and abilities necessary to do scientific inquiry. Middle childhood standards-led science content includes: life sciences, including the structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems, and diversity and adaptations of organisms; physical science, including properties and changes of properties in matter, motions and forces, and transfer of energy; and Earth and space science, including structure of the earth system, Earth's history, and Earth in the solar system. COURSE LEVEL element required
2210	<u>Integrated Science</u> : Integrated high school core courses, which develop standards-led fundamental abilities and concepts. Courses should enable all students to develop standards-led fundamental understandings about scientific inquiry and abilities necessary to do scientific inquiry. High school core standards-led science content includes: life sciences, including cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and behavior of organisms; physical science, including structure of atoms, structure and properties of matter, chemical reactions, motions and forces, conservation of energy and increase in disorder, interactions of energy and matter; and earth and space science, including energy in the Earth system, geochemical cycles, origin and evolution of the earth system, and origin and evolution of the universe. COURSE LEVEL element required
2220	<u>Physical Science</u> : Discrete high school courses, which develop standards-led fundamental abilities and concepts. Courses should enable all students to develop standards-led fundamental understandings about scientific inquiry and abilities necessary to do scientific inquiry. The standards-led subject matter, instruction, and assessment in physical sciences includes: structure of atoms, structure and properties of matter, chemical reaction, motions and forces, conservation of energy and increase in disorder, interactions of energy and matter. COURSE LEVEL element required
2230	<u>Biology/Life Science</u> : Discrete high school core courses, which develop standards-led fundamental abilities and concepts. Courses should enable all students to develop standards-led fundamental understandings about scientific inquiry and abilities necessary to do scientific inquiry. The standards-led subject matter, instruction, and assessment in life sciences includes: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy, and organization in living systems, and behavior of organisms. COURSE LEVEL element required

2240	<u>Earth/Space Science</u> : Discrete high school courses, which develop standards-led fundamental abilities and concepts. Courses should enable all students to develop standards-led fundamental understandings about scientific inquiry and abilities necessary to do scientific inquiry. The standards-led subject matter, instruction, and assessment in earth and space sciences include energy in the Earth system, geochemical cycles, origin and evolution of the Earth system, and origin and evolution of the universe. Integrated advanced high school course, which develops specialized content to extend connections, depth, detail, and specialized topics beyond core science. COURSE LEVEL element required
2900	<u>Intervention Science</u> : Discrete high school course, which includes little of no new content for the high school core are reported in this category. This course contains no significant change in subject matter content from courses previously taken by students who have taken but not yet successfully passed previous administrations of the high school Science Proficiency/Graduation Test. The variety of standards-led instruction and assessment strategies used in these courses are appropriate to assist student preparation in the high school Science Proficiency/Graduation Test Student Learning Outcomes, which are derived from Ohio's Model Competency-Based Science Program.
9903	<u>AP Biology</u> : An advanced course that adheres to the College Board guidelines for Advanced Placement Biology.
9905	<u>AP Physics</u> : An advanced course that adheres to the College Board guidelines for Advanced Placement Physics.
9906	<u>AP Chemistry</u> : An advanced course that adheres to the College Board guidelines for Advanced Placement Chemistry

VOCATIONAL BUSINESS (14)

CODE	Description
0001	<u>Business and Management Foundation</u> : Serves as the foundation course for the Business and Management Cluster. Subject matter and learning experiences that are based on essential principles of business, marketing, and management. Can be a foundation component of a career pathway design.
0100	<u>Accounting</u> : Planned learning experiences that include a combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money.
0200	<u>Business Information Systems</u> : An instructional program that generally prepares individuals to provide and manage data systems and related facilities for processing and retrieving internal business information; select systems and train personnel; and respond to external data requests.
0300	<u>Administrative/Office Technology</u> : An instructional program that prepares individuals to provide administrative support services in a variety of business settings. Services could be provided to various levels of management and may or may not be supervised. Instructional emphasis will include office technology, financial functions, records management, and support tasks.
0800	<u>Business Administration and Management</u> : Business Administration and Management An instructional program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in human resource management, strategic planning, managing technology, staffing functions, general office functions, financial functions, telecommunications, and supervisory functions.
4820	<u>Computer Support Technology (Tech Prep)</u> : A combination of business and electronics subject matter and experiences designed to prepare a person to gain entry-level experience in a computer support technician program. Includes hardware and software maintenance, special training needs, system upgrades, trouble-shooting, and problem solving.

SOCIAL STUDIES EDUCATION (15)

CODE	Description
0100	<u>Anthropology</u> : The study of man in relation to distribution, origin, classification, and relationship of races, physical character, environmental and social relations, and culture.
0205	<u>Psychology/Social Psychology</u> : Students use knowledge and skills from sociology and psychology to examine the adaptation of individuals to various social settings.
0300	<u>Government</u> : The study of institutions & process through which decisions are made for a society.
0400	<u>Intervention Social Studies</u> : This course contains no significant change in Subject matter content from courses previously taken by students who taken but not successfully passed the citizenship proficiency/graduation test.
0600	<u>Economics</u> : The study of how society uses its resources to satisfy the desires of its citizens for goods and services.
0700	<u>Geography</u> : The study of spatial relations and spatial processes on the earth's surface studied on a variety of scales ranging from local to worldwide.
0800	<u>World History</u> : The study of knowledge, which deals systematically with our past from different parts of the world.
0810	<u>American History</u> : The study of knowledge, which deals systematically with our nation's past.
0900	<u>Humanities</u> : The study of cultural achievements and societal values through the integration of literature, the arts, religion, history, philosophy, and languages as well as other social studies disciplines.
1201	<u>Social Studies (7-8)</u> : The integrated study of the social sciences and humanities for grades 7-8.

1300	<u>Sociology</u> : The study of group behavior in societies, social relationships, and social institutions.
2100	<u>Integrated Social Studies</u> : The integrated study of the social sciences and humanities.
9910	<u>AP-Economics</u> : An advanced course of organized subject matter and experiences emphasized in economics, following the Advanced Placement curriculum. (Macroeconomics, microeconomics)
9918	<u>AP-Government Politics</u> : An advanced course of organized subject matter and experiences emphasized in government. The study of institutions and processes through which decisions are made for a society following the Advanced Placement curriculum. (Comparative Gov't & Politics, U.S. Gov't & Politics).
9920	<u>AP-History</u> : The study of change and continuities in the course of the human past following the Advanced Placement Curriculum. (European History, United States History)

TRADE AND INDUSTRIAL OCCUPATIONS (17)

CODE	Description
0001	<u>Industrial and Engineering Systems Foundations</u> : A 9 and/or 10th grade career pathway foundations course that is a component of a series of academic, technological, employability and occupational courses leading to Industrial and Engineering career major.
0050	<u>Workforce Readiness Program</u> : Classroom and laboratory experiences designed for students with exceptionalities who are not prepared for the rigors of occupationally specific work force development programs. Program content includes basic elements of laboratory experiences identified from the approved curriculum of one or more Trade and Industrial programs offered in the district, or programs the district has plans for offering. Laboratory experiences might include basic concept of carpentry, masonry, or electricity in preparation for specialization in the construction trades cluster; or welding, precision machining, or drafting in preparation for a specialization in the manufacturing cluster. Course content shall also include communication and teamwork; math and measurement; workplace safety and health; blueprint reading; manufacturing fundamentals; and workplace skills. This program should be developed to maximize the use of instructional strategies that link applied academics to laboratory experiences.
0100	<u>Air-conditioning, Heat, and Refrigeration Technician</u> : Classroom and laboratory experiences that enable the student to become proficient in the installation, repair and maintenance of residential, commercial, and industrial air-conditioning systems. Included is instruction related to electrical principles; electric motors; controls; refrigeration, heating, and air-conditioning principles and practices; and piping systems. Curriculum is based on the Occupational Competency Analysis Profile (OCAP) for Heating, Air-conditioning, and Refrigeration Technician.
0200	<u>Appliance Repair</u> : Classroom and laboratory learning experiences concerned with the diagnosis, repair, and maintenance of major home appliances. This includes refrigerators, room air conditioners, freezers, washing machines, clothes dryers, dishwashers, food waste disposers, compactors, ranges, ovens, cooktops and microwave ovens. Instruction includes interpersonal relationships, personal behavior and work habits; safety; communication skills; basic mechanical, electrical, and gas skills; as well as instruction related to specific types of major home appliances.
0301	<u>Auto Collision Repair</u> : Specialized learning experiences concerned with all phases of the repair of damaged bodies and fenders, including metal straightening by hammering; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components, including trim. The instructor and the program must be ASE certified in Structural Analysis and Damage Repair plus 3 of the 4 optional areas.
0302	<u>Auto Technology</u> : Learning experiences concerned with the components of the vehicle, including engine, transmissions, steering, suspension, brakes, and electrical/electronic systems. Included is training in the use of diagnostic and testing equipment and tools used in the repair process. The instructor and the program must be ASE certified in Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering plus 2 of the 4 optional areas.
0303	<u>Auto Specialization</u> : Learning experiences that involve more detailed training in the adjustment and repair of the automobile, including the cooling system, transmission, fuel system, brake system, and other units to provide greater proficiency in the servicing of selected components. The school requesting this program must have an ASE certified Auto Technology program in place. This is a one-year program.
0400	<u>Aviation Occupations</u> : Classroom and practical experiences that include instruction relating to aircraft maintenance, aircraft operation, and ground support. Instructor and program must be certified by Federal Aviation Administration (FAA) in appropriate subject areas.
0401	<u>Aircraft Maintenance</u> : Classroom and lab learning experiences concerned with the inspection, repair, servicing, and overhauling of all airplane parts, including engines, propellers, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Involves learning the use of technical manuals and various kinds of testing equipment. Instructor and program must be certified by the Federal Aviation Administration (FAA) in Airframe and Power Plant.
0403	<u>Ground Operations</u> : Classroom and practical experiences concerned with the ground support of commercial aircraft (passenger and cargo). Experiences will include passenger service, including baggage handling, ticket agent, aircraft preflight/post/flight service, and ground traffic control.

0600	<u>Business Machine Maintenance</u> : Classroom and shop learning experiences concerned with maintaining and repairing a variety of office machines, such as electronic typewriters, dictation machines, calculators, and data processing equipment used for correspondence, recording and data processing, duplicating, and mailing. Instruction includes diagnostic techniques; mechanical principles, nomenclatures; use and care of special hand and power tools; soldering; mechanical drawing; principles of electricity and electronics; use of testing devices; business procedures; and customer relations.
0700	<u>Commercial Art Occupations</u> : Organized specialized learning experiences that include theory and laboratory and shop work as they relate to the design and execution of layouts and illustrations for advertising, display, and instructional manuals. Instruction includes advertising theory and preparation of copy, lettering, poster design, fashion illustration, silk-screen, airbrush and touchup, inks and color dynamics, package and product design, drawings for line and halftone reproduction, and other display devices and exhibits. Instruction leads to preparation for various types of employment, such as Fashion Illustrator, Technical Illustrator, Interior Decorator, and Advertising Artist.
0801	<u>Maritime Occupations</u> : Organized learning experiences concerned with skills for water transportation, including the use and maintenance of line and nets, navigational aids, and radio and fundamental electronics equipment; techniques of boat handling, safety and survival at sea, and weather forecasting; and fundamental maintenance of decks and surfaces, engines, and power plants.
0802	<u>Marine Maintenance</u> : Specialized classroom and laboratory experiences concerned with the repair and maintenance of electrical and mechanical equipment, and the structural repair of inboard and inboard-outboard motor boats, yachts, tugs, and barges.
0900	<u>Commercial Photography Occupations</u> : Organized specialized learning experiences that include theory, laboratory, and studio work as each relates to all phases of camera uses and photographic processing. Instruction includes composition and color dynamics; contact printing and enlarging; film development; airbrush and retouching; coloring; copying; utilization of camera, meters, and other photographic equipment. Areas of study include portrait, commercial, and industrial photography, leading to employment as a Commercial Photographer, Airbrush Artist, Cameraperson (offset printing), Audio-visual Projectionist, and Cameraperson (broadcasting).
1001	<u>Carpentry</u> : Classroom and laboratory experiences involving the layout, construction, and repair of residential and commercial structures. Included is instruction in the care and use of power tools, equipment, and materials used in the construction process; floor, wall, ceiling, and roof framing; the installation of insulation and roofing; and interior and exterior finish detail. Curriculum is based on the Occupational Competency Analysis Profile (OCAP) for Carpentry.
1002	<u>Electrical Trades</u> : Specialized classroom and laboratory experiences concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures and apparatus, and the wiring used in electrical systems. Instruction is provided in worksheet safety; electrical principles; the application of codes and standards; residential, commercial, and industrial installations including motors and specialized systems; and the reading, interpretation, and application of blueprints and wiring diagrams, a one-year program option is available with an exit in residential wiring, or with an exit in commercial/industrial wiring upon the recommendation of the local advisory committee and the approval of the local board of education. Curriculum is based on the Occupational Competency Analysis Profile (OCAP) for Electrical Trades.
1003	<u>Heavy Equipment (Construction)</u> : Classroom and practical work experiences concerned with the operation, maintenance, and repair of heavy-duty construction equipment, such as bulldozers, backhoes, cranes, graders, tractors, concrete mixers, crawler-mounted shovels, trailer-mounted compressors, and the gasoline or diesel engines powering the equipment.
1004	<u>Masonry</u> : Specialized classroom and laboratory experiences concerned with the cutting, chipping, and fixing in position of brick and concrete block. Included is instruction in the care and use of tools, equipment, and materials for the preparation and performance of masonry construction; the selection and preparation of materials used in the laying of brick and block; and training in blueprint reading, record keeping, estimating, and safety. Curriculum is based on the Occupational Competency Analysis Profile (OCAP) for Masonry.
1005	<u>Painting and Decorating</u> : Specialized classroom and laboratory experiences concerned with the preparation and finishing of exterior and interior surfaces by the application of protective or decorative coating materials, such as lacquer, paint, and wallpapers. Included is instruction in the scraping, burning, or sanding surfaces; making, mixing, and matching paints and colors; applying coatings with brush, roller, or spray-gun; and by cutting, pasting, and hanging wallpaper. Emphasis is on the selection, use, and storage of materials in compliance with all state and federal environmental regulations.
1007	<u>Plumbing and Pipefitting</u> : Specialized classroom and laboratory experiences concerned with layout, assembly, installation, alteration, and repair of piping systems and related fixtures and fittings. Included is instruction in the use of pipe-cutting, bending, grooving, and threading tools; the maintenance and use of welding, soldering, and brazing equipment; the care and safe use of hand and power tools and equipment; and the reading, interpretation, and application of blue prints and piping diagrams.
1011	<u>Building and Property Maintenance</u> : Organized learning experiences in the classroom and laboratory concerned with the skills necessary to keep the physical structure of an office building, factory, apartment building, house, or similar structure in good repair. Included is instruction in carpentry; roofing application and repair; ceramic tile and masonry application and repair; electrical installation and repair; painting and wallpapering; and plumbing. Curriculum is based on the Occupational Competency Analysis Profile (OCAP) for Building and Property Maintenance.

1012	<u>Industrial Maintenance and Repair Occupations:</u> Organized learning experiences in the classroom and shop concerned with the maintenance of machinery and mechanical equipment of an industrial plant or factory. Inspection, disassembly, repair, and reassemble of machines and equipment are included in the training experience. Skill training in the use of tools in several trades is also included.
1013	<u>Resilient Floor Installation:</u> Classroom and laboratory experiences involving the layout, construction, and repair of inlaid, hardwood, or composition floors, and laying asphalt, carpet, cork, linoleum, and rubber blocks or sheet materials. Included is instruction in the care and use of tools, equipment, and materials used in the installation process; the disconnection and removal of obstacles; the cleaning, scraping, and sanding of surfaces to provide a clean, smooth foundation; the measuring and cutting of materials according to blueprints and sketches; the spreading of adhesives or cement to the prepared foundation; and the laying of the floor covering.
1016	<u>Manufactured Home Servicing:</u> Classroom and laboratory experiences concerned with the repair of defective units and systems in mobile, modular, and prefabricated homes and travel trailers. Instruction includes using hand tools and power tools; identifying and repairing leaks and structural damage; locating and repairing damaged plumbing and electrical systems; applying interior and exterior finishes; resetting hardware and fixtures; providing upgrades to existing mechanical systems; and repairing or replacing furnishings.
1100	<u>Custodial Services:</u> Organized learning experiences in the classroom and laboratory concerned with the skills necessary to provide all phases of care and cleaning of buildings; including fixtures, furnishings, and building interiors. Included is instruction in the care and maintenance of such materials as linoleum, plastic, terrazzo, tile, and wood floors; rugs and carpet; plastic, wood panel, paint, and synthetic wall coatings; and the use and care of hand and power tools. Additional emphasis is placed on (1) characteristics of various cleaning agents and protective coatings - including their reactions on surfaces - and procedures for applying them; (2) sanitation and disinfectants; (3) work scheduling; and (4) purchase of custodial supplies.
1200	<u>Medium/Heavy Truck Technician:</u> An instructional program that prepares individuals to engage in the service and repair of truck vehicles. Instruction is included in the diagnosis, maintenance, and repair of diesel engines, including fuel injection systems, the drive train, suspension, brakes, hydraulic units, cooling systems, and electrical/electronic systems. The program also includes the study and use of technical manuals, testing and diagnostic equipment, and a variety of hand and power tools. The program and the instructor must be ASE certified in Diesel Engines, Suspension and Steering, Brakes, Electrical/Electrical/Electronic Systems, Preventive Maintenance Inspection.
1300	<u>Drafting Occupations:</u> Specialized learning experiences that include theory; laboratory and shop work, as each relates to the gathering and translation of data or specifications; and the planning, preparation, and interpretation of mechanical, and/or architectural drawings and sketches. Instruction includes experiences with board and computer generated drawing reproduction materials, equipment, and processes; systemic drafting office procedures, the preparation of reports and data sheets for specifications writing; the development of plan and process charts and drawings; and model development. Instruction emphasizes the development of skills and knowledge essential for employment in ancillary capacities, such as tracers or reproduction equipment operators, and for occupations such as Mechanical Drafter, Structural Drafter, Detailer, Marine Drafter, Tool Designer, Fixture Designer, and Punch and Die Designer and various C.A.D. positions.
1402	<u>Power Transmission:</u> Specialized classroom and practical experiences concerned with erecting and maintaining power lines and circuits for transmission and distribution of electrical power, and assembling and erecting related equipment and structures.
1403	<u>Motor Repair:</u> Specialized classroom and laboratory experiences concerned with the assembly, installation, testing, maintenance, and repair of electric motors, generators, transformers, and related equipment.
1503	<u>Electronics:</u> Classroom, laboratory, and practical learning experiences that include both theory and practice. Students learn construction, maintenance, and repair of digital, analog, and microprocessor circuits in applications such as communications equipment, consumer equipment, and industrial equipment.
1504	<u>Telecommunications:</u> Specialized classroom and laboratory experiences concerned with the assembly, installation, operation, maintenance, and repair of telecommunications equipment, which includes pole and tower climbing; line construction; pulling and splicing of cable including fiber optic; material estimating and job planning; and the installation, troubleshooting, and field repair of telecommunications systems and equipment.
1505	<u>Computer Network Technology:</u> Classroom and laboratory experiences that include both the theory and the practice of design, installation, maintenance, and repair of computer networks. Instruction includes the installation, termination, and verification of cabling systems, including fiber optic systems, for establishing Local Area Networks (LANs) and Wide Area Networks (WANs); and the maintenance of both hardware and software to insure efficient operation of those installations.
1801	<u>Engineering Technology (Tech Prep):</u> A combination of subject matter and experiences designed to prepare a person to gain entry level experiences in an engineering technology cluster program. Students have the option of pursuing a two-year Associate's Degree. The program will follow an approved TCAP and will identify related employment positions locally available for students exiting Tech-Prep after the high school phase.

1802	<u>Manufacturing Engineering Technology (Tech Prep)</u> : In this program students master mathematical and scientific principles and technical skills in support of the design, development, and use of integrated industrial manufacturing systems and processes; includes problem solving in design, integration, and prototype testing, systems logistics and material flow, calibration and maintenance of instruments, statistical process control and production coordination, operational and maintenance procedures, as well as operational diagnosis and repair. Students have the option of pursuing a two-year Associates Degree. The program will follow an approved TCAP and will identify related employment positions locally available for students exiting Tech-Prep after the high school phase.
1900	<u>Graphic Occupations</u> : Specialized learning experiences that include theory, laboratory and shop work as they relate to all phases of layout, composition, presswork, and binding, including flexography, lithography, photoengraving, and other techniques related to the printing industry. Emphasis is placed on camera and platemaking imposition, offset press makeup and operation, paper cutting, ink and color preparation, binding, and production by silk-screen process. Emphasis is placed on desktop publishing including digital image and electronic process procedures. Instruction leads to preparation for various types of employment, such as compositor, photographer, platemaker, cost analyst, expeditor, production planner, and computer assisted layout. Programs must be accredited by Print Ed (P.I.A.) by the year 2000.
2000	<u>Chemical Laboratory Assisting</u> : Specialized classroom and laboratory experiences organized to prepare a person to perform the quantitative, qualitative, and analytical analysis of human or naturally occurring substances in a chemical laboratory.
2004	<u>Industrial Lab Assisting</u> : Specialized classroom and laboratory experiences organized to prepare a person to perform the quantitative, qualitative, and analytical analysis of human or naturally occurring substances in an industrial laboratory.
2302	<u>Precision Machining</u> : Specialized classroom and shop learning experiences that are concerned with all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling, feeds, and speeds of machining. Also emphasized is work on the bench, lathes, shapers, milling machines, grinders, and drills; the use of precision measuring instruments, such as layout tools, micrometers, and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares the learner to operate and repair all machines including those with computerized numerical controls (CNC). Programs will be certified by National Institute for Metalworking Skills (NIMS).
2303	<u>Manufacturing Occupations</u> : Specialized learning experiences to prepare the student to be a metal worker capable of fabricating and assembling a variety of products in many industries. Instruction includes layout; sequence of operating fabricating machines; positioning, alignment, fitting, and welding together of parts; and the design and construction of templates and fixtures.
2304	<u>Heavy Metal Fabrication</u> : Specialized learning experiences to prepare the student to be a metal worker capable of fabricating and assembling a variety of products in many industries. Instruction includes layout; sequence of operations in setting up and operating fabricating machines; positioning, alignment, fitting, and welding together of parts; and the design and construction of templates and fixtures.
2305	<u>Sheet Metal</u> : Specialized classroom and shop-learning experiences that are concerned with layout, fabrication, erection, installation, and maintenance of items made of steel, copper, stainless steel, and aluminum, such as ventilating, air-conditioning, and heating ducts; kitchen equipment; signs; furniture; and skylights. Instruction includes the use of hand tools and machines, such as cornice brake, forming rolls, and squaring shears; drafting; and blueprint reading.
2306	<u>Welding and Cutting</u> : Specialized classroom and shop-learning experiences that are concerned with all types of metal welding, brazing, and flame cutting. Instruction emphasizes properties of metals, blueprint reading, electrical principles, welding symbols, and mechanical drawing. All welding programs will be certified in Level I of the American Welding Society's Schools Excelling Through National Skill Standards Education (S.E.N.S.E.) program by year 2000.
2307	<u>Tool and Die Making</u> : Organized classroom and shop learning experiences concerned with analyzing specifications, laying out metal stock, setting up and operating machine tools, and fitting and assembling parts to make and repair metal working dies, cutting tools, jigs, fixtures, gauges, and machinists' hand tools. Includes instruction in application of tool and die design and construction, shop mathematics; metal properties, layout, machining, and assembly procedures.
2601	<u>Barbering</u> : Classroom and practical-learning experiences that are concerned with haircutting and styling, shaving, shampooing, and massaging. Emphasis is on hygiene, skin and scalp diseases, and sterilization of instruments and utensils. Instruction is designed to qualify pupils for licensing examinations. Programs must be approved by the Ohio State Barber Board.
2602	<u>Cosmetology</u> : Classroom and practical learning experiences that are concerned with a variety of beauty treatments including the care and beautification of the hair, complexion, and hands. Instruction includes shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management (including keeping records), and customer relations are emphasized. Instruction is designed to qualify completers for licensing examination. Program 1500 hours and approved by the Ohio Board of Cosmetology.
2700	<u>Plastic Occupation</u> : Classroom and laboratory experiences dealing with plastics and their characteristics. Instruction includes the molding, fitting, internal carving, and finishing of plastic and fiber glass materials into products. Included are preparation for production associates, set-up and maintenance persons, and quality assurance technicians.

2801	<u>Fire Fighter Training (paid)</u> : Specialized classroom and practical experiences concerned with the preparation of paid, full-time firefighters. Instruction includes fire department organization; safety; fire alarm and communications; fire behavior; portable extinguishers; personnel protective equipment; forcible entry; ventilation; rope; ladders; fire hose, appliances, and streams; foam fire streams; fire control; salvage; overhaul; emergency medical care; rescue; water supplies; sprinklers; response to hazardous materials incidents; fire prevention, public education, and fire cause determination; and building construction. The training institution must be chartered by the Department of Public Safety, Division of EMS, and the program must be approved by the Department of Public Safety, Division of EMS.
2802	<u>Criminal Justice</u> : Specialized classroom and practical-learning experiences that are designed to supplement the training provided by officially designated law enforcement agencies. Instruction includes acquiring and maintaining the uniform; patrolling on foot or in an automobile during the day or night; dealing with misdemeanors, felonies, traffic violations, and accidents; making arrests; and testifying in court; legal aspects; defensive tactics; private security; occupational and health safety; and civil emergencies. Program certified by the Ohio Peace Officers Training Commission for Private Security (135 Hrs.) and/or certified in Basic Peace Officer Training (445-475 Hrs.)
3100	<u>Power Equipment Technology</u> : Classroom and shop experiences concerned with maintaining and repairing a variety of portable power equipment, e.g., lawnmowers, outboard motorboats, chain-saws, and rototillers. Instruction includes principles of internal-combustion engine operation, reading technical manuals, and customer relations. One-year specialization program may be approved in small engine repair and servicing under this course code.
3601	<u>Millwork and Cabinet Making</u> : Classroom and laboratory experiences involving the mass production of products such as window frames, moldings, trims, and panels; and the manufacture of such products as furniture, store fixtures, kitchen cabinets, and office furnishings. Instruction includes blueprint reading and sketching; job planning and layout; the identification and selection of woods and finishes; cutting, shaping, and assembling parts by means of hand tools and wood-working machines; installing hardware; and refinishing furniture.
9960	<u>Diversified Cooperative Training (DCT)</u> : This is a specialized program of instruction designed for high school students who are at least 16 years of age and are in their final year of high school. The program allows students who are enrolled in Trade and Industrial/Health Occupations education to experience the world of work and to receive high school credits at the same time. The place of employment becomes an extension of the vocational classroom. Students receive experiences to aid them in making the transition from school to work. The student's on-the-job training is closely supervised and coordinated between the school and place of employment. Students receive monetary compensation (for work performed for employers) while receiving on-the-job training in various occupations administered by the Vocational Trade and Industrial/Health Occupations Education Service area.
9962	<u>Hazardous Materials Management Technology</u> : Learning experiences concerned with the collection, transportation, handling, storage, and disposal of toxic wastes; the monitoring and direction of the cleanup of land, water, and air; and providing advice and technical aid to members of industry and government. Vocational unit funding is only available for programs that were in operation during the 1990-1991 school year.
9996	<u>Vocational Adjustment</u> : Specialized program designed to change inappropriate work behaviors, work attitudes, and social skills into more appropriate ones utilizing a controlled work environment. The laboratory is directed to handicapped condition. Admission to the VAL is based upon recommendation generated at a meeting held after students have completed the vocational evaluation process. Only those handicapped students requiring behavior modification techniques relating to work attitudes, critical work skills, social behavior, or physical capabilities can be referred to VALs. The laboratories are one element of a total program of services that should be available to serve that handicapped population. They operate on an open entry – open exit concept whereby students remain only long enough to accomplish the intended objective.

GENERAL EDUCATION (18)

CODE	Description
0107	<u>Child Day-care (Ages 0-2)</u> :
0108	Preschool (Ages 3-5): A child day-care program administered by 3301-37 of the Administrative Code for children who have not entered kindergarten and who are at least three but who are not of compulsory school age.
0110	<u>Kindergarten</u> : Includes education in kindergarten.
0119	<u>Grades 1-8 (Self-contained)</u> : Usually includes education in grades 1 through 6, 7, or 8. In practice, instruction usually takes place in a self-contained class.
0120	<u>Ungraded 1-4 students</u> : Ungraded, consisting of students that would be classified as in grades 1 through 4 under a traditional classroom description.
0500	<u>Bilingual/Multicultural</u> : Bilingual - Special learning experiences for pupils from homes where the English language is not spoken. Multicultural - Special learning experiences for pupils who have been identified as needing additional educational opportunities beyond those provided via regular instruction if they are to be educated to the optimum level of their ability.

SPECIAL EDUCATION FOR HANDICAPPED PUPILS (19)

OHIO EDUCATION MANAGEMENT INFORMATION SYSTEM GUIDELINES

March 1999

Appendix C - Subject Codes C-25

NOTE: Use 19xxxx codes ONLY for self-contained classes. Do not use for individual courses at the high school or middle school levels.

CODE	Description
2060	<u>Multihandicapped:</u> A severe impairment and/or such concomitant impairments that the child's educational problems make it impossible to accommodate his/her needs in any program but a program for multi-handicapped children. (This definition may include deaf; blind; autistic; and moderately, severely, or profoundly developmentally handicapped children.)
6061	<u>Severe Behavior Handicapped:</u> A condition exhibiting one or more of following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of behavior or feelings under normal circumstances; (4) general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This category does not include children, who are socially maladjusted, unless it is determined that they are severe behavior handicapped.
6070	<u>Hearing Handicapped/Hard of Hearing:</u> A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf."
6080	<u>Orthopedically Handicapped:</u> A severe orthopedic impairment, which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., club-foot, spina bifida, absence of some member), impairments caused by disease (e.g., poliomyelitis, muscular dystrophy, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
6095	<u>Early Education of the Handicapped:</u> Special Education programs and related services for children below five years of age.
6110	<u>Visually Handicapped:</u> A visual impairment, which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.
6111	<u>Home Instruction:</u> Home instruction is an individualized special education program provided in accordance with an IEP to a child with disabilities which prevent the child from attending a regular or special education program even with the aid of special transportation.
6120	<u>Developmentally Handicapped (Mentally Retarded):</u> Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects a child's educational performance.
6200	<u>Gifted/Talented:</u> Appropriate educational experiences for pupils identified as being gifted in the following areas: superior cognitive ability; specific academic ability; creative thinking ability; and/or performing arts ability.
6230	<u>Specific Learning Disabled:</u> A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems, which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
6510	<u>Speech Handicapped:</u> A communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's educational performance.
6520	<u>Deaf-Blind Handicapped:</u> Concomitant hearing and visual impairments, the combination of which causes such severe communications and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
6530	<u>Other Health Handicapped:</u> Limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

LIBRARY / MEDIA (20)

CODE	Description
0700	<u>Library Science:</u> Instruction seeks to help students understand how information is organized in school, public and academic libraries; how to develop an effective strategy for selecting information; how to make effective use of print and/or electronic resources and equipment within the library; that information is available in a variety of formats; and that information is available outside of the school library/media center and can be accessed electronically, or through traditional methods.
0902	<u>Educational Media:</u> Subject matter and experiences are concerned with the use of all teaching and learning resources, including hardware, and content materials. Educational media are defined as any devices, content materials, methods, or experiences used for teaching and learning purposes. These include printed and nonprinted sensory materials

DRIVER EDUCATION (21)

CODE	Description
0100	<u>Driver Education</u> : 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.

ROTC MILITARY SCIENCE (22)

CODE	Description
0000	<u>ROTC Military Science</u> : 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.

FAMILY & CONSUMER SERVICES (NONVOCATIONAL) (23)

CODE	Description
0000	<u>Family & Consumer Services</u> : Instruction focusing on content from a combination of the various areas of family & consumer services and emphasizes basic principles and interrelationships among these areas.
0100	<u>Clothing and Textiles</u> : Instruction focusing on the nature, acquisition, and use of clothing, including the significance of clothing to the individual and family.
0140	<u>Foods</u> : Instruction focusing on food and its role in personal and family living, including the basic principles of health, food management, and economics.
0200	<u>Child Development and Parenting</u> : Instruction focusing on children - they're physical, mental, emotional, and social growth and development - and their care and guidance.
0300	<u>Consumer Education</u> : Instruction focusing on consumer education in home economics as it relates to the management of a home and to the welfare of family members.
0500	<u>Family Living</u> : Instruction focusing on human development through the life cycle and family relationships.
0600	<u>Housing and Home Furnishings</u> : Instruction focusing on living environments, choice of residence, equipping and furnishing the home.

CAREER BASED INTERVENTION (CBIP) (25)

CODE	Description
2525	<u>Career Based Intervention Program</u> : A vocational workbased learning/academic intervention program for students (12 years of age or older; grades 7 through 12) with barriers to career and academic success. Students 14 and 15 years of age in a paid work experience must meet U. S. Department of Labor WECEP requirements..
0510	<u>CBIP Language Arts</u> : Instruction in language structure, meaning construction, application, and the multidisciplinary nature of language. A basis for reading, writing, listening/visual literacy, and oral communications. May include literature, writing, and applied communications. Course may focus on assisting students who have not passed proficiency tests.
0519	<u>CBIP Reading</u> : Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning.
1110	<u>CBIP Mathematics</u> : Courses contain little or no significant new content from courses taken previously. Courses may focus on helping students who have taken but not yet passed proficiency tests.
1310	<u>CBIP Science</u> : Integrated school science course that develops standards-led abilities and concepts. Course should enable all students to develop standards-led fundamental understandings about scientific inquiry and abilities necessary to do scientific inquiry.
1510	<u>CBIP Social Studies</u> : This course is designed to immerse students in the study of social sciences. Content preparation is correlated to the six strands in the Ohio Social Studies Model. The course includes problem solving, critical thinking, and application skills.

HEALTH EDUCATION (26)

CODE	Description
0101	<u>Health Education</u> : Educational activities that promote understanding, attitudes, and practices consistent with individual, family, and community health needs.
0103	<u>Dental Hygiene</u> : A combination of subject matter and experiences designed to prepare a person to provide services to patients, such as performing complete oral prophylaxis, applying medication, and providing dental health education services under the supervision of the dentist.
0150	<u>Substance Abuse Prevention</u> : Subject matter and learning experiences which address drug, alcohol, and tobacco abuse situations including prevention, intervention, discipline, and community relations available to the pupil and to the family.

0200	<u>Safety/First Aid/CPR</u> : Subject matter and learning experiences concerned with developing in individuals an awareness and understanding of hazards of every day living, and the knowledge, habits, attitudes, and skills which will enable them to function at an optimum level in the presence of hazards.
0410	<u>Sports Medicine</u> : Educational activities concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries.
0840	<u>Dental Health Education</u> : A combination of subject matter and experiences designed to promote understanding, attitudes, and practices pertaining to teeth and oral health.

COMPUTER TECHNOLOGY (29)

CODE	Description
031700	<u>Data Systems</u> : Introduction to networking, software development and business system operation
0100	<u>Information Technology</u> : Computer literacy; use of applications such as word processing, database, and spreadsheets; desktop publishing; use of Internet research and communication; evaluation of hardware and software; other technology concepts and skills.
0150	<u>Computer Graphics</u> : Computer design is explored to develop understanding of techniques, processes, and possibilities of electronic media.
0200	<u>Computer Science</u> : Study and use of programming languages such as COBOL, JAVA and C++; content and experiences with platforms, hardware, operating systems, and design; computer assisted design and graphics; and other computer concepts and skills.
0300	<u>AP Computer Science</u> : An advanced course of organized subject matter and experiences emphasized in computer science that, upon successful completion, grants college credit to the student.

CAREER DEVELOPMENT (99)

CODE	Description
0000	<u>Career</u> : An instructional program that prepares individuals K through 12 for their careers and provides career-related skills, including positive attitudes concerning the world of work, career assessments, preparation of ICPs that are based upon interest, aptitude, abilities and achievement and that advise students regarding career path and course selection.
0100	<u>QUEST/Personal Development</u> :
0361	<u>Entrepreneurship</u> : An instructional program that prepares individuals to perform tasks necessary to the development and operation of a business enterprise.
0362	<u>Employability Skills</u> : An instructional program that describes those capabilities, attitudes, and values required to successfully enter, compete, and advance in the work force. These skills include, but are not limited to, decision making; critical thinking; teamwork; following directions; willingness to work; and job search, application, and self-marketing skills.
0371	<u>Vocational Job Training Coordinating</u> : A specialized community based job training program for students with disabilities who are unable to successfully participate in regular vocational education programs even when adjusted programs and supplemental aides or specialized supportive personnel are available. The program utilizes a job training coordinator to match specific jobs in the community to the individual student's skills. Job coach services must be made available to assist the students to gain the skills necessary for the job. Students must be at least sixteen years old and this program must be identified on the student's individualized educational program (IEP).

Appendix D - Position Assignments

Position Assignment Codes

The position assignment 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.

The assignments identify the staff member by his or her duties rather than by his or her job title, since job titles for the same position may differ across the state.

The Position Assignment Code consists of three (3) digits. Each district is to use those codes necessary or applicable.

Position Assignment numbers are assigned by the Auditor of State.

Table D-1 Position Assignment Codes

Code	Description
100	OFFICIAL/ADMINISTRATIVE
101	Administrative Assistant Assignment
102	Administrative Intern Assignment
103	Assistant, Deputy/Associate Superintendent Assignment (Assignment Area Required)
104	Assistant Principal Assignment (Assignment Area Required)
107	Ombudsman Assignment
108	Principal Assignment (Assignment Area Required)
109	Superintendent Assignment
110	Supervising/Managing/Directing Assignment (Assignment Area Required)
111	Tax Assessing/Collecting Assignment
112	Treasurer Assignment
113	Coordinator (Assignment Area Required)
114	Education Administrative Specialist (Assignment Area Required)
199	Other Official/Administrative
Code	Description
200	PROFESSIONAL - EDUCATIONAL
201	Curriculum Specialist Assignment
202	Counseling Assignment (Assignment Area required)
203	Librarian/Media Assignment
204	Remedial Specialist Assignment
205	Regular Teaching Assignment (Course Master elements required)
206	Special Education/Learning Center Teaching Assignment (Includes Gifted and Talented teachers) (Course Master elements required - Assignment Area required - one only)
207	Vocational Education Teaching Assignment (Course Master elements required)
208	Tutor/Small Group Instructor Assignment (Assignment Area required) An assignment to a staff member to tutor pupils.
209	Audio-visual Staff
210	Other Vocational Personnel
211	Educational Services Teacher (Assignment Area required)
212	Supplemental Service Teaching Assignment (Special Education)
250	Adult Education Teacher (Course Master elements required)
299	Other Professional - Educational
Code	Description
300	PROFESSIONAL - OTHER
301	Accounting Assignment
302	Analyst Assignment
303	Architect or Engineer Assignment
304	Audiologist Assignment
305	Auditing Assignment
306	Dentist Assignment
307	Dietitian/Nutritionist Assignment
308	Editing Assignment
309	Evaluating Assignment

310	Legal Assignment
311	Negotiating Assignment
312	Ophthalmologist Assignment
313	Optometrist Assignment
314	Personnel Assignment
315	Physician Assignment
316	Planning Assignment
317	Psychiatrist Assignment
318	Psychologist Assignment (Assignment Area required for interns)
319	Publicity Relations Assignment
320	Registered Nursing Assignment
321	Registrar Assignment
322	Research and Development Assignment
323	Social Work Assignment (do not use for Visiting Teacher)
324	Statistician Assignment
325	Physical Therapist Assignment
326	Speech and Language Therapist Assignment (Assignment Area required)
327	Occupational Therapist Assignment
328	Mobility Therapist Assignment
329	Educational Interpreter
330	Visiting Teacher
331	Occupational Therapy Assistant (OTA) Assignment
332	Physical Therapy Assistant (PTA) Assignment
399	Other Professional - Other

Code	Description
400	TECHNICAL
401	Audiometrist Assignment
402	Computer Operating Assignment
403	Dental Hygienist Assignment
404	Graphic Arts Assignment
405	Inspector Assignment
406	Practical Nursing Assignment
407	Computer Programming Assignment
408	Psychometrist Assignment
409	Purchasing Agent Assignment
411	Library Technician
412	Draftsman
413	Printer
414	Library Aide
499	Other Technical

Code	Description
500	OFFICE/CLERICAL
501	Bookkeeping Assignment
502	Clerical Assignment
503	Messenger Assignment
504	Records Managing Assignment
505	Teaching Aide Assignment (Assignment Area Required)
506	Telephone Operator
507	Parent Mentor (Assignment Area required - 999720 if Special Education)
508	Parent Coordinator
599	Other Office/Clerical

Code	Description
600	CRAFTS AND TRADES
601	Carpentering Assignment
602	Electrician Assignment
603	General Maintenance Assignment
604	Masonry Assignment
605	Mechanic Assignment
606	Painting Assignment

607 Plastering Assignment
 608 Plumbing Assignment
 609 Sheet Metal Worker
 610 Glazier
 611 Foreman
 699 Other Crafts and Trades

Code Description
 700 OPERATIVE
 701 Crafts and Trades Apprenticeship Assignment
 702 Dispatching Assignment
 703 Vehicle Operating Assignment (other than buses)
 704 Vehicle Operating Assignment (buses)
 705 Equipment Operating Assignment
 799 Other Operative

Code Description
 800 EXTRACURRICULAR/INTRACURRICULAR ACTIVITIES
 801 Advisor
 802 Coaching Assignment
 803 Athletic Trainer
 899 Other Extra/Intra - Curricular Activities

Code Description
 900 SERVICE WORK/LABORER
 901 Attendance Officer Assignment
 902 Custodian Assignment
 903 Elevator Operating Assignment
 904 Food Service Assignment
 905 Guard/Watchman Assignment
 906 Monitoring Assignment
 907 Stores Handling Assignment
 908 Groundskeeping Assignment
 909 Attendant (Assignment Area required)
 999 Other Service Worker/Laborer

Table D-2 Position Code Definitions

Code	Description
100	OFFICIAL/ADMINISTRATIVE: A grouping of assignments comprising 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.)
101	Administrative Assistant Assignment: An assignment to perform activities assisting an executive officer in performing assigned activities in the school district.
102	Administrative Intern Assignment: An assignment to perform activities that are a part of an internship plan during which the staff member is supervised periodically and performance evaluated.
103	Assistant, Deputy/Associate Superintendent Assignment (Assignment Area Required): 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 (Assignment Area Required): 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.
107	Ombudsman Assignment: An assignment to receive and investigate complaints made by individuals regarding alleged abuses or capricious acts of school district officials or employees. (The ombudsman usually works for the board of education in a quasi-official status.)
108	Principal Assignment (Assignment Area Required): 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	Supervising/Managing/Directing Assignment (Assignment Area Required): An assignment to direct staff members and manage a function, a program, or a supporting service. This is a line position. Staff members having this assignment include head of academic departments, supervisors of purchasing, and directors and managers of psychological services.
111	Tax Assessing/Collecting Assignment: An assignment to provide services in the assessment of real and personal property for tax computation purposes and in the collection of taxes for the school district.
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 Area Required): 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 Area Required): 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.
199	Other Official/Administrative: Any assignment not listed above that fulfills the definition of the Official/Administrative classification.

Code	Description
200	PROFESSIONAL – EDUCATIONAL: 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.
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 and curriculum supervisor.
202	Counseling Assignment (Assignment Area required): 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, and 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.
205	Regular Teaching Assignment (Course Master elements required): An assignment to a staff member to instruct pupils in a regular classroom environment.
206	Special Education/Learning Center Teaching Assignment (Includes Gifted and Talented teachers) (Course Master elements required - Assignment Area required - one only): An assignment to a staff member to provide specially designed instruction to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.
207	Vocational Education Teaching Assignment (Course Master elements required): An assignment to a staff member to provide instruction that gives students the opportunity to develop the knowledge, skills, and attitudes needed for employment in an occupational area.
208	Tutor/Small Group Instructor Assignment (Assignment Area required): An assignment to a staff member to tutor pupils. When used for Special Education Tutors, use an assignment area that falls between 999402 and 999411.
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.
210	Other Vocational Personnel: Any assignment in vocational education not listed above which fulfills the definition of the Professional - Educational position assignments.
211	Educational Services Teacher (Assignment Area required): A teaching assignment in physical education, music, or art at the self-contained grade levels.
212	Supplemental Service Teaching Assignment (Special Education): Special education supplemental services teacher provides supplemental aids and services necessary to enable students with disability to receive an appropriate education in the regular classroom environment in accordance with an individualized education program.
250	Adult Education Teacher (Course Master elements required): An assignment to a staff member to provide instructional activities designed to develop knowledge and skills to meet immediate and long-range educational objectives for pupils who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities.
299	Other Professional – Educational: Any assignment not listed above which fulfills the definition of the Professional - Educational position assignments.

Code	Description
300	PROFESSIONAL – OTHER: 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.
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.

302	Analyst Assignment: An assignment (e.g., a systems analyst, budget analyst, or psychological analyst) to examine, evaluate, and make recommendations in such areas as cost, systems, curriculum, or other educational sectors.
303	Architect or Engineer Assignment: An assignment to a staff member who is licensed as an architect or engineer to perform activities such as designing and preparing plans and specifications for the construction, remodeling, or repair of buildings and facilities, and overseeing construction to ensure compliance with plans and specifications.
304	Audiologist Assignment: An assignment to perform activities such as diagnostic evaluation, habilitative and rehabilitative services, and research related to hearing.
305	Auditing Assignment: An assignment to perform activities concerned with examining, verifying, and reporting on the accounting records of the school district.
306	Dentist Assignment: An assignment to a staff member who is licensed as a dentist to diagnose and treat diseases, injuries, and malformations of the teeth and gums.
307	Dietitian/Nutritionist Assignment: An assignment to plan and direct food services programs, including determining the nutritional value of food for meals.
308	Editing Assignment: An assignment to select, write, and review materials for publication.
309	Evaluating Assignment: An assignment to determine the value or effect of plans, programs, and activities, by appraisal of data, in light of specified goals and objectives.
310	Legal Assignment: An assignment to a staff member (qualified to practice law) to perform such activities as conducting lawsuits drawing up legal documents, and advising the school district on legal rights.
311	Negotiating Assignment: An assignment to perform such activities as resolving labor/management problems and helping to settle disputes and effect compromises. This assignment would include representatives of either management or labor (e.g., shop stewards).
312	Ophthalmologist Assignment: An assignment to a staff member who is licensed as a physician and certified as an ophthalmologist to provide specialized services in the care of the eye and its related structures
313	Optometrist Assignment: An assignment to a staff member who is a licensed optometrist to treat optical and muscle defects of the eye without the use of drugs or surgery.
314	Personnel Assignment: An assignment to perform activities concerned with recruiting, selecting, assigning, promoting, and training staff members; maintaining staff records; and working with administrators in developing pension and insurance plans.
315	Physician Assignment: An assignment to a staff member who is a medical doctor and can diagnose and treat diseases and disorders of the human body.
316	Planning Assignment: An assignment to perform activities concerned with selecting or identifying the goals, priorities, and objectives of the school district, and formulating the courses of action to fulfill these objectives.
317	Psychiatrist Assignment: An assignment to a staff member who is licensed as a physician and certified as a psychiatrist to study, diagnose, and treat diseases and disorders of the mind.
318	Psychologist Assignment (Assignment Area required for interns): 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, inservices 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, and 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.
321	Registrar Assignment: An assignment for a staff member to coordinate and direct school district registration activities, including compilation and analysis of registration data for administrative use.
322	Research and Development Assignment: An assignment to 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.
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.
324	Statistician Assignment: An assignment to plan surveys and collect, summarize, and interpret numerical data applying statistical theory and methods.
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 (Assignment Area required): An assignment to provide for the identification, diagnosis, and habilitation of children with speech and language disorders.
327	Occupational Therapist Assignment: Services include providing an occupational therapy evaluation as part of the multifaceted 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: 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.

330	Visiting Teacher
331	Occupational Therapy Assistant (OTA) Assignment: UNDER THE SUPERVISION OF AN OCCUPATIONAL THERAPIST, services include providing an occupational therapy evaluation as part of the multifaceted 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.
399	Other Professional – Other: Any assignment not listed above which fulfills the definition of the Professional - Other position assignment.

Code	Description
400	TECHNICAL: A grouping of assignments requiring a combination of basic scientific knowledge and manual skills which 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.
401	Audiometrist Assignment: An assignment to administer audiometric (hearing acuity) screening tests under the supervision of an audiologist or physician.
402	Computer Operating Assignment: An assignment to operate and control computers and related peripheral equipment.
403	Dental Hygienist Assignment: An assignment to a staff member who is licensed as a dental hygienist to perform dental prophylactic treatments and to instruct others in the care of teeth and mouth.
404	Graphic Arts Assignment: An assignment to plan and arrange art layouts to illustrate programs or processes for publication, demonstration, and more effective communication.
405	Inspector Assignment: An assignment to appraise the condition of equipment and buildings as they relate to safety and health, and the condition of new construction as it relates to specifications and codes.
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.
408	Psychometrist Assignment: An assignment to perform activities concerned with measuring the intellectual, social, and emotional development of pupils through the administration and interpretation of psychological tests. These activities are usually carried out under the direction or supervision of a psychologist or related professional.
409	Purchasing Agent Assignment: An assignment to perform activities concerned with buying supplies, equipment, and materials used in the operation of the school district.
411	Library Technician: An assignment concerned with the use of all teaching and learning resources, including hardware and content materials under the supervision of a certificated librarian.
412	Draftsman: An assignment to perform the duties of drawing plans of structures or machinery.
413	Printer: An assignment to perform activities, including typesetting, producing publications by photomechanical or other equipment process, and using reproduction equipment (printing, not photocopying).
414	Library Aide: 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.
499	Other Technical: Any assignment not listed above which fulfills the definition of the Technical position assignments.

Code	Description
500	OFFICE/CLERICAL: A grouping of assignments to perform the predominantly non-manual activities of preparing, transferring, transcribing, systematizing, or preserving communications, records, and transactions, regardless of the level of skills required.
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 (Assignment Area Required): 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: An assignment to operate telephones (normally a central switchboard) for the school district.
507	Parent Mentor (Assignment Area required - 999720 if Special Education): 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: 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.
599	Other Office/Clerical: Any assignment not listed above which fulfills the definition of the Office/Clerical position assignment.

Code	Description
600	CRAFTS AND TRADES: 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.
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.
604	Masonry Assignment: An assignment to perform activities involved with working with stone, brick, concrete, and artificial stone, and the like, in constructing, erecting, and repairing structures and fixtures
605	Mechanic Assignment: An assignment to perform activities involved with inspecting, repairing, and maintaining functional parts of mechanical equipment and machinery
606	Painting Assignment: An assignment to perform activities involved with painting, varnishing, and staining the interior and exterior of buildings and fixtures.
607	Plastering Assignment: An assignment to perform activities involved with applying and repairing plaster in the interior and on the exterior of buildings.
608	Plumbing Assignment: An assignment to perform activities involved with assembling, installing, and repairing pipes, fittings, and fixtures of heating, water, and drainage systems.
609	Sheet Metal Worker: An assignment to perform skilled work in fabrication of sheet metal fixtures and equipment, and to construct, install, and repair sheet metal parts and fittings in buildings.
610	Glazier: An assignment to perform the duties of cutting glass and setting it in windows.
611	Foreman: 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: Any assignment not listed above which fulfills the definition of the Crafts and Trades position assignments.

Code	Description
700	OPERATIVE: A grouping of manual assignments requiring an intermediate skill level (which can be mastered in a few weeks through limited training) necessary to perform machine-operating activities.
701	Crafts and Trades Apprenticeship Assignment: An assignment to perform the activities of an apprentice in crafts and trades (see 6xx).
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 Assignment (other than buses): An assignment consisting primarily of driving a vehicle, such as a truck or automobile used in the service of the school district.
704	Vehicle Operating Assignment (buses): An assignment consisting primarily of driving buses used in the service of the school district.
705	Equipment Operating Assignment: An assignment consisting of operating equipment used in the service of the school district, such as mowers, tractors, printing equipment, copiers, etc.
799	Other Operative: Any assignment not listed above which fulfills the definition of the Operative position assignments.

Code	Description
800	EXTRACURRICULAR/INTRACURRICULAR ACTIVITIES: Student activities under the guidance or supervision of qualified adults which 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.
801	Advisor: 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: 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: Any assignment not listed above which fulfills the definition of the Extracurricular/Intracurricular Activities position assignments.

Code	Description
900	SERVICE WORK/LABORER: A grouping of assignments, regardless of difficulty level, which relate to both protective and non-protective supportive services. Also, a grouping of manual assignments which 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 district.

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.
903	Elevator Operating Assignment: An assignment to transport passengers and freight between the floors of a building via elevator.
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.
907	Stores Handling Assignment: An assignment to perform the activities of receiving, storing, and dispensing school supplies, materials, and equipment.
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 Area required): 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.
999	Other Service Worker/Laborer: Any assignment not listed above which fulfills the definition of the Service Work/Laborer position assignments.

Appendix E - Program Codes

Table E-1 Program Codes

Code	Description
DRIVER EDUCATION	
105001	Public school program
105002	Commercial by letter
105003	Commercial contract
<u>EDUCATIONAL OPTIONS</u>	
115001	Correspondence course option
115002	Educational travel
115003	Independent study
115004	Mentor program
115005	Tutorial program
115006	Other local option program
115007	Second year of two-year Kindergarten program
<u>POSTSECONDARY ENROLLMENT OPTIONS PROGRAM (Report in October and Year-End)</u>	
120001	Option A
120002	Option B
<u>OTHER REGULAR PROGRAMS</u>	
130001	Reading Recovery
130002	Home Instruction (Other than Special Education)
<u>CHILD DAY-CARE (Report in October and Year-End)</u>	
140001	A.M. Child Care (Latchkey)
140002	P.M. Child Care (Latchkey)
140003	Both A.M. and P.M. Child Care (Latchkey)
<u>EDUCATIONAL PROGRAMS - GIFTED (Report June only)</u>	
205001	Accelerated Educational Experiences
205002	Special Experiences
205003	Guidance Services
205011	Superior cognitive ability clustered within classroom
205012	Superior cognitive ability resource room
205013	Superior cognitive ability self-contained classroom
205014	Specific academic ability clustered within classroom
205015	Specific academic ability resource room
205016	Specific academic ability self-contained classroom
205017	Creative thinking ability clustered within classroom
205018	Creative thinking ability resource room
205019	Creative thinking ability self-contained classroom
205020	Visual and/or performing arts ability clustered within classroom
205021	Visual and/or performing arts ability resource room
205022	Visual and/or performing arts ability self-contained classroom
205030	Identified as superior cognitive ability, <u>not</u> participating
205031	Identified as specific academic ability, <u>not</u> participating
205032	Identified as creative thinking ability, <u>not</u> participating
205033	Identified as visual and/or performing arts ability, <u>not</u> participating
<u>PLACEMENT OPTIONS</u> - Applies to students who have been identified as having a disability condition and are receiving special education services; select ONE program option only. (Note: Districts must enter these data in October and December.)	
210001	Full-time regular class-supplemental services or a special education teacher.
210002	Full-time regular class-individual/small-group instructor
210003	Regular class (greater than 50% of the time) and part-time in special class/learning center (equal to or less than 50% of the time)
210004	Special class/learning center (greater than 50% of the time) with part-time regular class (equal to or less than 50% of the time.)
210005	Special class/learning center (with no academic or non-academic participation with non-disabled peers) located in a chartered regular public school building
210006	Special class/learning center (with no academic or non-academic participation with non-disabled peers) located in a separate building for students with disabilities operated by the public school
210007	Special class/learning center (100%) located in an CBMR/DD, hospital type setting, or other than a public school building
210008	Home instruction
210009	No Special Education provided - (will not be included in the district child count)
210010	IEP review process incomplete - (will not be included in the district child count)
210011	Full-time regular class with speech services for students identified with Speech Disability Only.
210012	Full-time regular class with any related services except Speech Disability Only students.

211001 Alternative Placement for Special Education Students who are expelled.

Note: 215xxx codes are required for October reporting. IF the student's IEP indicates that the child receives APE then use:

215001 Adapted Physical Education Services

IF the student's IEP indicates that the child receives RELATED SERVICES, then use whichever of the following apply:

215002 Aide Services

215003 Attendant Services

215004 Audiological Services

215005 Guide Services

215006 Interpreter Services

215007 Medical Services

215008 Occupational Therapy Services

215009 Orientation and Mobility Services

215010 Physical Therapy Services

215011 Reader Services

215012 School Psychological Services

215013 Speech and Language Services

215014 Supervisory Services

215015 Vocational Special Education Coordinator Services

215016 Work-Study Services

215017 Parent Involvement

215018 Counseling/Guidance

215019 Adaptive Equipment and Services

215020 Recreational Services

215021 Special Transportation

215022 Social Work Services

215023 Other

215024 Braille Services

215025 Transitional Services

FOR PRESCHOOLERS WITH DISABILITIES ONLY: EACH "Preschooler with a Disability" is to have AT LEAST one of the following PROGRAM CODES:

215026 Communication services provided through IEP

215027 Motor services provided through IEP

215028 Hearing services provided through IEP

215029 Vision services provided through IEP

215030 Social emotional/Behavioral functioning services provided through IEP

215031 Cognitive services provided through IEP

215032 Adaptive behavior services provided through IEP

EARLY CHILDHOOD SERVICE DELIVERY OPTIONS (Replaces 217001 - 217009) Each "Preschooler with a Disability," must have 1 (one) of the following 217XXX codes.

EARLY CHILDHOOD SETTING (Non-Disabled Setting)

217011 Regular Kindergarten class

217012 Chartered nonpublic Kindergarten

217013 Public or private preschool

217014 Head Start center

217015 Child care facility

217016 PSPS funded public preschool

EARLY CHILDHOOD SPECIAL EDUCATION SETTING (Special Education Classroom)

217017 Regular school building - 10+ hours/week

217018 Regular school building - 20+ hours/week

217019 Child care facility or other community-based setting

217020 Regular school building - 10+ hours/week (includes 50% or more children) without disabilities

217021 Regular school building - 20+ hours/week (includes 50% or more) children without disabilities

217022 Home

PART-TIME EARLY CHILDHOOD (Including: Home/Part-Time Early Childhood Special Education Setting)

217023 Part-time Special Education/part-time special education in home

217024 Part time Head Start with special education and part time early childhood special education

217025 Child care, nursery school facilities, or other community-based settings with special education and special education outside of the regular class

217026 Regular Kindergarten classes with special education and special education outside of the regular class

217027 Separate school and regular early childhood program combination with special education in each setting

217028 Residential facility and regular early childhood program combination with special education in each setting

RESIDENTIAL FACILITY

217029 Residential facility

SEPARATE SCHOOL

217030 Separate school

ITINERANT SERVICES OUTSIDE THE HOME OR OUTSIDE AN EARLY CHILDHOOD SETTING

217031 Itinerant services outside the home or outside an early childhood setting

DISADVANTAGED PUPIL IMPACT AID (DPIA)

225001 Summer school remediation

225002 Other remedial programs

225003 DPIA-funded dropout prevention programs

TITLE I SUBJECT AREAS (Report all codes that apply. Subject Area Codes are only reported for students who have a Title I Program Code (231xxx).

231001	Title I Reading
231002	Title I Writing
231003	Title I Language Arts
231004	Title I English
231005	Title I Mathematics
231006	Title I Science
231007	Title I Civics/Government
231008	Title I History
231009	Title I Geography
231010	Title I Other

TITLE I SUPPORTING AREAS (Report all codes that apply. Supporting Area Codes are only reported for students who have a Title I Program Code (231xxx).

232001	Guidance/Counseling/Social Work
232002	Health/Dental
232003	Nutrition
232004	Transportation
232005	Preparation for Jobs
232006	Earned GED
232007	Other

TITLE I Students attending Neglected or Delinquent Institutions:

234001	Court placement in a local/county-operated institution for neglected youth
234002	Court placement in a local/county-operated institution for delinquent youth

LIMITED ENGLISH PROFICIENCY (ESL)

235001	Transitional bilingual education
235002	Developmental bilingual education
235003	Special alternative instructional program
235004	Academic excellence
235005	Family education
235006	ESL pullout
235007	Tutorial in basic skills
235008	Special counseling
235009	Identified, not currently assigned to a program
235010	Referred for special education assessment program
235011	Other

EMERGENCY IMMIGRANT EDUCATION PROGRAM

240001	The student is an immigrant and participates in program.
240002	The student is an immigrant and does <u>not</u> participate.

VOCATIONAL PROGRAMS (Report in October and Year-end)

305001	Job Training Partnership Act (JTPA)
305002	Community-Based Organization Service Plan
305003	Vocational Evaluation Unit - Requires an Employee ID. (This code must be reported by the district providing the evaluation.)
305004	Not valid - must report GRADS as a course
305005	TECH PREP
305007	Work Experience and Career Exploration Program (WECEP)
305008	Jobs for Ohio's Graduates (JOG)

EXTRACURRICULAR/INTRACURRICULAR PROGRAMS AND SERVICES (REPORT FOR GRADE LEVELS 7-12)

ACADEMIC EXTRACURRICULAR DESCRIPTIONS

405001	National Honor Society
405002	Debate Team/Speech Club
405003	Drama Club/Thespians
405004	Foreign Language Clubs
405005	Yearbook Staff
405006	School Newspaper Staff
405007	Instrumental Music Activities (not a part of the school day)
405008	Computer Clubs
405009	Science Clubs
405010	Future Career Clubs
405011	Other

ACADEMIC INTRACURRICULAR DESCRIPTIONS (Vocational Student Organizations)

410001	Business Professionals of America (BPA)
410002	Distributive Education Clubs of America (DECA)
410003	FFA (formerly Future Farmers of America)
410004	Family, Career, and Community Leaders of America (FCCLA) (formerly FHA/HERO)
410005	Technology Student Association (TSA)
410006	Vocational Industrial Clubs of America (VICA)

SCHOOL-RELATED SERVICE

415002	Drug Prevention Programs (e.g., Youth to Youth, SADD)
415003	Other school-related service
415004	Student Council

ATHLETICS AND RELATED PROGRAMS

420001	Pep Clubs
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INTERSCHOLASTIC ATHLETICS:

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
420015	Other - Athletics and Related Programs (not Interscholastic Athletics) Special Programs
425001	Classroom of the Future
490000	Other

ENTERPRISE PROGRAMS

900910	Food Service
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Table E-2 Program Code Definitions

Code	Definition
105xxx	<u>DRIVER EDUCATION</u> : 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.
105001	<u>Public School Program</u> : Standard school program provided by the district pursuant to Section 3301.17 of the Ohio Revised Code and Sections 3301-81-02 through 09, State Board Standards [or a contract with another public school district, joint vocational school or education service center, as provided in State Board Standard Section 3301-81-01 (D)(2)].
105002	<u>Commercial By Letter</u> : A commercial driver training course via letter from high school principal.
105003	<u>Commercial Contract</u> : A course provided totally or in part by contract with a commercial school.
115xxx	<u>EDUCATIONAL OPTIONS</u> : Experiences or activities which may be provided in accordance with board policy to supplement the regular school program. These options may be used as additional curricular tools to expand, enrich, and improve students' experiences and perspectives.
115001	<u>Correspondence Course Option</u> : Systematic instruction by mail or electronic media between a pupil and instructor in accordance with board policy.
115002	<u>Educational Travel</u> : An educational activity involving travel in accordance with board policy under the direction of a person approved by the board and parent.
115003	<u>Independent Study</u> : An educational activity involving advanced or in-depth work by an individual pupil under the direction of a certificated member of the school staff in accordance with board policy.
115004	<u>Mentor Program</u> : 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	<u>Tutorial Program</u> : An educational activity involving work by an individual pupil under the direction of a certificated teacher in accordance with board policy.
115006	<u>Other Local Option Program</u> : An additional option (not listed above) provided by the school district to meet specialized learning needs or interests unique to a target population, the district, or geographic region. All local options must meet the standards pertaining to parental approval, approval of an instructional plan, and the maximum units of credit which may be applied to graduation.
120xxx	<u>Postsecondary Enrollment Options Program</u> : A program which permits high school students in grades eleven and twelve to earn college and high school graduation credit through the successful completion of college courses. College courses should either contribute to or supplement the broad academic preparation needed by high school students. Credit for highly specialized content college courses generally should not substitute for important broader content college preparatory courses.
120001	<u>Option A</u> : Permits eligible students to enroll in college courses for college credit exclusively. Students electing this option will be required to pay all costs incurred, including tuition, books, materials, or fees associated with such courses.

- 120002 **Option B:** Permits eligible students to enroll in college courses for college and high school graduation credit. Student electing this option will not be required to pay for tuition, books, materials, or fees associated with such courses.
- 125xxx **Open Enrollment Option:** Policies adopted by school districts which expand the educational options available in Ohio's public school system. These policies include two forms, intradistrict and interdistrict.
- 125001 **Intradistrict** (within a school district): An intradistrict open enrollment policy must allow students entitled to attend school in the district pursuant to Section 3313.64 or 3313.65 of the Revised Code, within certain specified limitations, to enroll in a school building other than the one to which a student is assigned by the district superintendent. In this case the student is enrolled in a building within the district other than the one to which he/she was originally assigned.
- 125002 **Interdistrict** (between adjacent school districts): An interdistrict open enrollment resolution which either entirely prohibits the enrollment of students from adjacent districts or permits enrollment of students from all adjacent districts in accordance with a policy contained in the resolution. In this case, the student is enrolled in a building in a district other than the district of residence.
- 130xxx Other Regular Programs
- 130001 **Reading Recovery:** A short-term intervention program designed to help children before problems develop with the goal of bringing students up to average reading level in their class within twelve to sixteen weeks.
- 130002 **Home Instruction:** Usually temporary type of instruction in which the student is being taught at home by a school district employee or person acting on behalf of the school district.
- 140xxx Child Day-Care
- 140001 **A.M. Child Care (Latchkey):** A program administered by the public school for the purpose of providing child care prior to the beginning of the child's typical school day program.
- 140002 **P.M. Child Care (Latchkey):** A program administered by the public school for the purpose of providing child care after the child's typical school day program.
- 140003 **Both A.M. and P.M. Child Care (Latchkey):** A program administered by the public school for the purpose of providing child care prior to the beginning and after the child's typical school day program.
- 205xxx **GIFTED EDUCATIONAL PROGRAMS:** Special learning experiences for pupils identified as gifted. Any child who meets the following requirements shall be determined to be a gifted child and shall be eligible for programs established by school districts:
- a. Is of legal school age, including those approved for early admission.
 - b. Is superior in one or more of the following types of ability:
 1. Superior Cognitive Ability measured by:
 - a. An individual standardized intelligence test administered by a qualified psychologist within twenty-four months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement; or
 - b. A group intelligence test and an individual achievement test.
 - 1) A standardized group intelligence test administered within twenty-four months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement; and
 - 2) An individual standardized achievement test administered within twenty-four months prior to initial placement with performance at or above the ninety-fifth percentile nationally; or
 - c. A group intelligence test, a group achievement test, and documented superior performance.
 - 1) A standardized group intelligence test administered within twenty-four months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement.
 - 2) A standardized group achievement test administered within twenty-four months prior to initial placement with performance at or above the ninety-fifth percentile nationally; and
 - 3) Documented superior performance in applied academic settings.
 2. Specific Academic Ability which is superior to that of children of similar age, as measured by:
 - a. An individual standardized achievement test administered within twenty-four months prior to initial placement related to specific academic ability with performance at or above the ninety-fifth percentile; or
 - b. A group achievement test and documented superior performance.
 - 1) A standardized group achievement test related to specific academic ability and administered within twenty-four months prior to initial placement with performance at or above the ninety-fifth percentile; and
 - 2) Documented superior performance in applied academic settings.
 3. Creative Thinking Ability which is superior to that of children of similar age, as measured by:
 - a. An intelligence test and a test of creative ability.
 - 1) An individual or group intelligence test administered within twenty-four months prior to initial placement, with performance one standard deviation above the mean, minus the standard error of measurement; and
 - 2) An individual or group test of creative ability; or
 - b. An intelligence test and a checklist of creative behaviors.
 - 1) An individual or group intelligence test administered within twenty-four months prior to initial placement, with performance one standard deviation above the mean, minus the standard error of measurement; and
 - 2) A checklist of creative behaviors.
 4. Visual and/or Performing Arts Ability which is superior to that of children of similar age, as measured by:
 - a. Demonstrated superior ability in a visual or performing arts area, such as, but not limited to, audition or display of work; and
 - b. A checklist of behavior related to a specific arts area.
- c. ORGANIZATIONAL OPTIONS
1. **Clustering within Classroom** - Cluster grouping shall provide for full-time placement of two or more gifted children identified in accordance with the previous definition in a regular education classroom. The classroom teacher will extend, replace, and/or supplement the regular school program by providing appropriate special instruction for the gifted child during the regular school day.
 2. **Resource Room** - The resource room shall serve gifted children identified in accordance with paragraph B.1. of Rule 3301-51-15 of the Administrative Code on a part-time basis, and shall provide instructional services different from those normally provided in the regular classroom. The children shall have an opportunity to work at their

level of ability and in their area of interest and to interact with other gifted children for at least part of the regular school day.

3. Self-Contained Classroom - The self-contained classroom shall serve gifted children identified in accordance with paragraph B.1. of Rule 3301-51-15 of the Administrative Code on a full-time basis, and shall provide instructional services different from those normally provided in the regular classroom. The children shall be provided with individual, team, and flexible small-group instruction, and may be permitted to pursue individual academic interests at their own level and pace.

- 205001 Accelerated Educational Experiences: Educational programs provided to identified gifted students, such as early entrance; grade acceleration; curriculum compacting, allowing children to complete more than one grade level in a given year; advanced subject matter programs; early graduation; and concurrent enrollment at another school or training agency. (Educational options preclude a student receiving high school and college credit for the same work if such credit is within the required eighteen units for graduation.)
- 205002 Special Experiences: Educational programs provided to identified gifted students, such as topic seminars; independent study and research; mentorships, internships, and intensive work with experts in a given field of study; and visual and/or performing arts experiences, including appreciation.
- 205003 Guidance Services: Educational programs provided to identified gifted students, such as personal/social awareness and adjustment; academic planning and performance; and vocational and career awareness, investigation, and planning.
- 205011 Superior cognitive ability clustered within classroom
- 205012 Superior cognitive ability resource room
- 205013 Superior cognitive ability self-contained classroom
- 205014 Specific academic ability clustered within classroom
- 205015 Specific academic ability resource room
- 205016 Specific academic ability self-contained classroom
- 205017 Creative thinking ability clustered within classroom
- 205018 Creative thinking ability resource room
- 205019 Creative thinking ability self-contained classroom
- 205020 Visual and/or performing arts ability clustered within classroom
- 205021 Visual and/or performing arts ability resource room
- 205022 Visual and/or performing arts ability self-contained classroom
- 205030 Identified as superior cognitive ability, not participating
- 205031 Identified as specific academic ability, not participating
- 205032 Identified as creative thinking ability, not participating
- 205033 Identified as visual and/or performing arts ability, not participating
- 210xxx PLACEMENT OPTION: A continuum of placements to meet the needs of students with disabilities for special education and related services. These programs consist of instructional services at the elementary and secondary school levels. Select one program option only. Note: Districts must enter these data in October and December. (Alternative Service Delivery Options have been removed due to the changes in Special Education funding as per A.S.H.B. 770).
- 210001 Full-time regular class with services provided by a supplemental services teacher or a special education teacher.
- 210002 Full-time regular class with services provided by an individual/small-group instructor.
- 210003 Regular class (greater than 50% of the time) with part-time in special class/learning center (equal to or less than 50% of the time).
- 210004 Special class/learning center (greater than 50% of the time) with part-time regular class (equal to or less than 50% of the time).
- 210005 Special class/learning center (with no academic or non-academic participation with non-disabled peers) located in a chartered regular public school building.
- 210006 Special class/learning center (with no academic or non-academic participation with non-disabled peers) located in a separate building for students with disabilities operated by the public school.
- 210007 Special class/learning center (100% of the time) located in an CBMR/DD, hospital type setting, or other than a public school building.
- 210008 Home instruction
- 210009 No Special Education provided - (will not be included in the district child count)
- 210010 IEP review process incomplete - (will not be included in the district child count)
- 210011 Full-time regular class with speech services for students identified with Speech Disability Only.
- 210012 Full-time regular class with any related services except Speech Disability Only students.
- 211001 Alternative Educational Setting (AES), is 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 students' current placement setting.
- 215xxx ADAPTIVE PHYSICAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES:
Transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education. This includes those services described in Rule 3301-51-05 of the Administrative Code.
- 215001 Adapted Physical Education Services: Specially designed instruction in physical education to meet the unique needs of a handicapped child, including individual and/or group instruction.
- 215002 Aide Services: Services include assisting the teacher in a special class/learning center and assisting the professional in other areas of handicap.
- 215003 Attendant Services: 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.
- 215004 Audiological Services: Those activities organized for the identification of children with hearing loss; determination of the range, nature, and degree of hearing loss; referral for medical or other professional attention when indicated for the habilitation of hearing handicapped children; the counseling and guidance of pupils, parents, and teachers regarding hearing loss; determination of the child's need for group and individual amplification; evaluation of the effectiveness of amplification; and creation and coordination of hearing conservation programs.

- 215005 Guide Services: Services of a guide shall include assisting the visually handicapped child in his or her travels within the confines of the educational setting.
- 215006 Interpreter Services: Services of an interpreter 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).
- 215007 Medical Services: Those diagnostic and evaluation services that are required for initial or continued placement in an appropriated special education program or for provision of related special education services.
- 215008 Occupational Therapy Services: Services include providing an occupational therapy evaluation as part of the multi-factored evaluation; and providing occupational therapy services in accordance with the individualized education program.
- 215009 Orientation and Mobility Services: Services include providing an orientation and mobility evaluation and the provision of orientation and mobility services in accordance with the individualized education program.
- 215010 Physical Therapy Services: Activities include providing a physical therapy evaluation as prescribed by a licensed physician and as part of the multi-factored evaluation, and providing physical therapy services in accordance with the individualized education program.
- 215011 Reader Services: Reading orally the school assignments for the visually handicapped child for whom this service is deemed appropriate.
- 215012 School Psychological Services: Activities concerned with conducting and interpreting psycho-educational assessments focused upon pupil learning and behavior; designing instructional and behavioral interventions to help pupils attain specific pupil outcomes; consulting with educators; parents and community agencies to coordinate resources necessary to support needed interventions; providing inservice training to parents and educators regarding effective learning and behavioral techniques to promote student performance; and provision of counseling to pupils and parents on an individual and group basis.
- 215013 Speech and Language Services: Those activities organized for the identification of children with speech and language disorders; diagnosis and appraisal of specific speech and language disorders; referral for medical or other professional attention necessary; provision of speech and language services for the prevention of communicative handicaps; and counseling and guidance of children, parents, and teachers regarding speech and language handicaps.
- 215014 Supervisory Services: Services include assisting and implementing educational programs to special education personnel, parents, aides, administrators, and general education personnel regarding the education of handicapped children.
- 215015 Vocational Special Education Coordinator Services: Services include providing work evaluation of handicapped students referred to a vocational education planning district or vocational school district for placement and providing supplemental instruction in accordance with goals and objectives set forth in the individualized education program.
- 215016 Work-Study Services: Services include providing assistance in placement and adjustment of handicapped students and delivering a continuum of work-related services in accordance with goals and objectives set forth in the individualized educational program.
- 215017 Parent Involvement: Services provided to parents to assist them in understanding the special needs of the child and to provide the parent with information about child development and the educational implications of the handicapping condition.
- 215018 Counseling Services: Counseling services means services provided by school psychologists, guidance counselors, or other qualified personnel in accordance with an individualized education program.
- 215019 Adaptive Equipment and Services: Services provided to students with disabilities which include the adaptation of equipment or the introduction of assistive devices that are needed to implement the goals and objectives set forth in the individualized education program.
- 215020 Recreational Services: Services provided to students with disabilities which include assessment of leisure functions; therapeutic recreation; recreation programs in schools and community agencies; and leisure education, if required to provide related services in accordance with the individualized education program.
- 215021 Special Transportation: The term means transportation which is established solely for the purpose of transporting students with disabilities attending a regular public school or non-public school. Special transportation must be uniquely designed for each student in accordance with an individualized education program.
- 215022 Social Work Services: Social work services include group and individual counseling with the children and their families; working with those problems in a child's living situation that affect the child's adjustment in school and mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program in accordance with an individualized education program. (proposed federal definition)
- 215023 Other: Services not specifically listed above which can reasonably be expected to benefit students with disabilities and which are included in the student's individualized education program.
- 215024 Braille Services: Braille services for visually disabled children consist of such services as brailled materials and braillewriter which are provided to children with visual disability in order to meet their unique educational needs in accordance with an individualized education program.
- 215025 Transitional Services: The term means a coordinated set of activities designed within an outcome-oriented process which promotes movement from school to post-school activities. The coordinated set of activities shall be based upon the individual student's needs in accordance with an individualized education program.
- 215026 - 215032 APPLY TO PRESCHOOLERS WITH DISABILITIES ONLY:
- 215026 Communication services provided through IEP
- 215027 Motor services provided through IEP
- 215028 Hearing services provided through IEP
- 215029 Vision services provided through IEP
- 215030 Social emotional/Behavioral functioning services provided through IEP
- 215031 Cognitive services provided through IEP
- 215032 Adaptive behavior services provided through IEP

- 217xxx ECE SERVICE DELIVERY OPTIONS EARLY CHILDHOOD SETTING - Programs for preschool and kindergarten children (ages 3-5) who are at least three years of age but not of compulsory school age. (See note on page E-24) DISTRICTS MUST REPORT ONE CODE (217xxx) FOR ALL THREE TO FIVE OLD STUDENTS IDENTIFIED AS HAVING A DISABILITY CONDITION.
- EARLY CHILDHOOD SETTING - For students who will receive all of their special education and related services in educational programs designed primarily for children without disabilities.
- 217011 Regular Kindergarten Class: Indicates a program in which the student receives all of their special education and related services in a regular Kindergarten class.
- 217012 Chartered Non-Public Kindergarten: Kindergarten programs licensed by Ohio Department of Human Services (ODHS) or kindergarten programs located in chartered nonpublic school with services delivered by preschool special education teachers or related services personnel a minimum of four hours per month.
- 217013 Public or Private Preschool: Preschool programs administered by chartered public schools for children who are least three years of age but not of compulsory school age and who are not in kindergarten OR Programs in a preschool licensed by Ohio Department of Human Services (ODHS) or chartered nonpublic schools licensed by ODHS or ODE for children who are at least three years of age but not of compulsory school age and who are not in kindergarten WHERE THE STUDENT RECEIVES ALL OF THEIR SPECIAL EDUCATION AND RELATED SERVICES.
- 217014 Head Start Center: A federal program consisting of locally operated child care facilities designed to help lower-income and disadvantaged children function effectively at home, in school, and in the community WHERE THE STUDENT RECEIVES ALL OF THEIR SPECIAL EDUCATION AND RELATED SERVICES.
- 217015 Child Care Facility: Programs in a child care facility licensed by Ohio Department of Human Services (ODHS) or chartered nonpublic schools licensed by ODHS or ODE for children who are at least three years of age but not of compulsory school age and who are not in kindergarten WHERE THE STUDENT RECEIVES ALL OF THEIR SPECIAL EDUCATION AND RELATED SERVICES.
- 217016 PSPS Funded Public Preschool: Public School Preschool programs funded and licensed by ODE, Div. of ECE for children three and four years of age WHERE THE STUDENT RECEIVES ALL OF THEIR SPECIAL EDUCATION AND RELATED SERVICES.
- EARLY CHILDHOOD SPECIAL EDUCATION SETTING - Programs designed for students who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community, based settings.
- 217017 Regular School Building for 10+ Hours Per Week: A program for 3-5 year olds in which children with disabilities attend for an average of ten to nineteen hours a week in a special education classroom in a regular school buildings.
- 217018 Regular School Building for 20+ Hours Per Week: A program for 3-5 year olds in which children with disabilities attend for an average of twenty (20) or more hours a week in a special education classroom in a regular school buildings.
- 217019 Special Education Classrooms in Child Care Facilities or Other Community-Based Settings: Indicates a program in which the student receives all of their special education and related services in a special education CLASSROOM located in a child care facility or other community-based setting.
- 217020 Regular School Building for 10+ Hours Per Week: A program for 3-5 year olds in which children with disabilities attend for an average of ten to nineteen hours a week in a special education classroom in a regular school buildings. special education classrooms in regular school buildings for 10+ hours per week that include 50% or more children without disabilities - typical peers. (REVERSE MAINSTREAMING)
- 217021 Regular School Building for 10+ Hours Per Week: A program for 3-5 year olds in which children with disabilities attend for an average of twenty or more hours a week in a special education classroom in a regular school buildings. special education classrooms in regular school buildings for 10+ hours per week that include 50% or more children without disabilities - typical peers. (REVERSE MAINSTREAMING)
- HOME SETTING
- 217022 Home: A program in which the child receives all of their special education and related services in the principle residence of the child's family.
- PART-TIME EARLY CHILDHOOD (Including: Home/Part-Time Early Childhood Special Education Setting) - Programs in which the student receives special education services in multiple settings.
- 217023 Part-Time Special Education/Part-Time Home: Indicates a program in which the student receives part of their special education and related services in a special education classroom and part of their special education and related services in the principle residence of the child's family.
- 217024 Part-Time Head Start/Part-Time Early Childhood Special Education: Indicates a program in which the student receives part of their special education and related services in a federal program consisting of locally operated child care facilities designed to help lower-income and disadvantaged children function effectively at home, in school, and in the community and part of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings.
- 217025 Child care, Nursery School Facilities, or Other Community-Based Settings: Programs in which the special education and related services are provided outside of the regular class and in child care, nursery school facilities, or other community-based settings.
- 217026 Regular Kindergarten Classes with Special Education Provided Outside of the Regular Class: Programs in which the student participates in regular Kindergarten classes and the special education and related services are provided in Kindergarten as well as outside of the regular Kindergarten class.
- 217027 Separate School and Regular Early Childhood Program Combination: Programs in which the student receives special education and related services in a combination of educational programs in public or private day schools specifically for children with disabilities AND in educational programs designed primarily for children without disabilities.
- 217028 Residential Facility and Regular Early Childhood Program Combination: Programs in which the student receives special education and related services in a combination of publicly or privately operated residential schools or residential medical facilities on an in-patient basis AND in educational programs designed primarily for children without disabilities.
- RESIDENTIAL FACILITY
- 217029 Residential Facility: A program in which students receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an in-patient basis.
- SEPARATE SCHOOL
- 217030 Separate School: A program in which students receive all of their special education and related services in educational

	programs in public or private day schools specifically for children with disabilities
	<u>ITINERANT SERVICES OUTSIDE THE HOME OR OUTSIDE AN EARLY CHILDHOOD SETTING</u>
217031	<u>Itinerant Services Outside the Home or Outside an Early Childhood Setting:</u> A program in which students receive all of their special education and related services at a school or other location (i.e. clinics, hospitals) for a short period of time (NO more than 3 hours per week). Services may be provided individually or in a small group.
	**Note: For students that are five on September 30, but turn six on or before December 1, for reporting purposes only, districts are directed to designate the student as a child with one of the "school age" disabilities. This is to be a judgment call on the part of the school district and is not to necessitate any specific additional evaluation process.
225xxx	<u>DISADVANTAGED PUPIL IMPACT AID (DPIA):</u> State-funded programs pursuant to the formula established by Section 3317.023(B)(3) of the Revised Code.
225001	Summer school remediation
225002	Other remedial programs
225003	DPIA-funded dropout prevention programs
230xxx	<u>TITLE I:</u> No longer used.
231xxx	Title I Subject Areas: Subject areas in which Title I funded supplemental instructional services were provided.
231001	Title I Reading: A course in which Title I funded supplemental instruction in reading was provided for Title I served children.
231002	Title I Writing: A course in which Title I funded supplemental instruction in writing was provided for Title I served children.
231003	Title I Language Arts: A course in which Title I funded supplemental instruction in language arts was provided for Title I served children.
231004	Title I English: A course in which Title I funded supplemental instruction in English was provided for Title I served children.
231005	Title I Mathematics: A course in which Title I funded supplemental instruction in mathematics was provided for Title I served children.
231006	Title I Science: A course in which Title I funded supplemental instruction in science was provided for Title I served children.
231007	Title I Civics/Government: A course in which Title I funded supplemental instruction in civics/government was provided for Title I served children.
231008	Title I History: A course in which Title I funded supplemental instruction in history was provided for Title I served children.
231009	Title I Geography: A course in which Title I funded supplemental instruction in geography was provided for Title I served children.
231010	Title I Other: A course(s) not in the sequence of 231001 through 231009 in which Title I funded supplemental instruction was provided for Title I served children.
232xxx	<u>TITLE I SUPPORTING AREAS:</u> Areas in which Title I. Funded support services were provided either by Title I fund personnel or through Title I funded services.
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 work 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 GED: Title I funded high school equivalency/GED service provided for Title I served children and/or high school equivalency/GED service service provided by Title I funded personnel for Title I served children.
232007	Other: Title I service(s) not in the sequence of 232001 through 232006 which was (were) provided for Title I served children and/or Title I service(s) not in the sequence of 232001 through 232006 provided by Title I funded personnel for Title I served children.
234xxx	Title I -Services at Neglected or Delinquent facility
234001	Court placement in a local/county-operated institution for neglected youth
234002	Court placement in a local/county-operated institution for delinquent youth
235xxx	<u>LIMITED ENGLISH PROFICIENCY:</u> Elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of limited English proficiency. These programs provide structured English language instruction, with respect to the years of study to which the program is applicable and instruction in the child's native language to the extent necessary to allow a child to achieve competence in English. The instruction must incorporate the cultural heritage of these children and of other children in American society. The instruction must, to the extent necessary, be in all courses or subjects of study which will allow a child to meet grade promotion and graduation standards.
235001	<u>Transitional Bilingual Education:</u> Programs of instruction, designed for children of limited English proficiency in elementary or secondary schools, which provide, with respect to the years of study to which such programs are applicable, structured English language instruction, and, to the extent necessary to allow a child to achieve competence in the English language, instruction in the child's native language. Such instruction incorporates the cultural heritage of such children and of other children in American society. Such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards.
235002	<u>Developmental Bilingual Education:</u> A full-time program of instruction in elementary and secondary schools which provides, with respect to the years of study to which such programs are applicable, structured English language instruction and instruction in a second language, while mastering subject matter skills. Such instruction shall, to the extent necessary, be in all courses or subjects or study which will allow a child to meet grade-promotion and graduation standards.

- 235003 Special Alternative Instructional Program: Programs of instruction designed for children of limited English proficiency in elementary and secondary schools. Such programs are not transitional or developmentally bilingual education programs, but have specially designed curriculum and are appropriate for the particular linguistic and instructional needs of the children enrolled. Such programs shall provide, with respect to the years of study to which such programs are applicable, structured English language instruction and special instructional services which allow a child to achieve competence in the English language and to meet grade-promotion and graduation standards.
- 235004 Academic Excellence: Programs of transitional bilingual education, developmental bilingual education, and special alternative instruction (A) which have an established record of providing effective, academically excellent instruction; and (B) which - (i) can be used as models for effective schools for limited English proficient students to facilitate the dissemination and use of effective teaching practices for limited English proficient students; or (ii) which are designed to serve as models of exemplary bilingual education programs and to facilitate the dissemination of effective bilingual educational practices.
- 235005 Family Education: A program of instruction designed to help parents and family members of limited English proficient students participate more effectively in the academic achievement of their children.
- 235006 ESL Pullout: A program of instruction in which limited English proficient students receive extra instruction (outside of the regular classroom) in English communication skills.
- 235007 Tutorial in Basic Skills: Supplementary one-on-one or small-group instruction to assist students of limited English proficiency with academic subject matter.
- 235008 Special Counseling: Guidance provided in both academic and non-academic areas to assist students of limited English proficiency in coping with school and in planning for career options.
- 235009 Identified, Not Currently Assigned to a Program: Indicates a student who has been determined to be of limited English proficiency and has not been assigned to a limited English proficiency program.
- 235010 Referred for Special Education Assessment Program: A program which refers limited English proficient students, who are suspected of having a disability condition, for special education assessment.
- 235011 Other: Other bilingual education programs for students of limited English proficiency which are not listed above.
- 240xxx EMERGENCY 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.
- 240001 The student is an immigrant and participates in the program.
- 240002 The student is an immigrant and does not participate.

VOCATIONAL PROGRAMS - Activities that provide students with the opportunity to develop the knowledge, skills, and attitudes needed for employment in an occupational area.

- 305001 Job Training Partnership Act (JTPA): Provision of funds for planning and conducting programs that provide for the training of unemployed persons and for upgrading underemployed persons; reimbursement to boards of education, colleges, institutions and private schools for developing approved projects; and expansion of state direction and supervision programs.
- 305002 Community-Based Organization Service Plan: A private, non-profit organization of demonstrated effectiveness representing communities or significant segments of communities that provides job training services and receives funding from grant money provided through a vocational education planning district. Examples of this type of organization include career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities, agencies serving displaced homemakers, union-related organizations, and employer-related non-profit organizations, or an organization of demonstrated effectiveness serving non-reservation Indians.
- 305003 Vocational Evaluation Unit: A comprehensive process whereby an evaluator systematically uses psychological testing, situation assessment, job tryouts, and work samples derived from general work tasks to determine an individual's potential to succeed in a vocational program. In addition, an integral part of the process includes review of the individual's well-being as derived from assessed factors and performances from existing medical, psychological, social, educational, and economic conditions.
- 305005 TECH PREP: Tech Prep in Ohio is defined as a competency-based program of combined secondary and postsecondary education and occupational experience that includes a common core of required proficiency in mathematics, science, communication, and technologies designed to lead to an associate degree or two-year post-secondary certificate in specific career fields.
- 305007 Work Experience and Career Exploration Program (WECEP): The US Department of Labor (USDOL) state approved program, Work Experience and Career Exploration (WECEP) provides an opportunity for students 14 and 15 years of age to participate in a paid work experience program during school hours. The program addresses academic intervention and possible credit generating academic options, supporting students in the academic classes, teaching the career focus model core competencies and assisting students in exploration and development of their Individual Career Plan (ICP). This program requires students to be paid for their work experience, and subsequently to institute the program, it must be approved by the Ohio Department of Education, Division of Vocational and Adult Education as a state approved WECEP program. In addition, other non-paid work experiences may be included to broaden student career exploration.
- 305008 Jobs for Ohio's Graduates (JOG): JOG is a program operated by state approved local JOG agencies which serves students identified as at-risk of not graduating and/or of not making a successful transition from school to work. The course emphasizes career exploration, career development, job attainment, job survival, leadership and self development, personal skills, and basic skills remediation thru JOG's 37 core competencies. Additionally, Individual Career Plan development, study skills, and academic intervention are included in the program. To participate in this subject, the individuals served must be enrolled in an approved JOG program.

EXTRACURRICULAR/INTRACURRICULAR PROGRAMS AND SERVICES: Student activities under the guidance or supervision of qualified adults which 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 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.

- 405xxx Academic Extracurricular Descriptions: 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 the subject matter provided in a regular class. Frequently emphasized are opportunities for pupils which will enrich their regular classroom experiences and personal lives.
- 405001 National Honor Society: Student activity program whose purpose is to recognize pupils for achievements in academic excellence.
- 405002 Debate Team/Speech Club
- 405003 Drama Club/Theatians
- 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
- 405006 School Newspaper Staff
- 405007 Instrumental Music Activities (not a part of the school day): Subject matter and/or activities usually not provided in regular classes, designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of music. Most music extracurricular activities are planned to provide opportunities and skills in selected areas of music for groups or individuals. In practice, these activities usually are organized for enriching the regular classwork and the lives of the pupils.
- 405008 Computer Clubs
- 405009 Science Clubs
- 405010 Future Career Clubs
- 405011 Other
- 410xxx Academic Intracurricular Descriptions (Vocational Student Organizations): 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 occupational areas.
- 410001 Business Professionals of America (BPA): A co-curricular 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.
- 410002 DECA (formerly Distributive Education Clubs of America): 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 interest in marketing, management, and entrepreneurship.
- 410003 FFA (formerly Future Farmers of America): A youth organization for students currently enrolled in secondary vocational agriculture education programs. This personal development program is intracurricular, and 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) formerly Future Homemakers Association/Home Economics Related Occupations(FHA/HERO): A vocational student organization that helps youth assume active roles in society through family and consumer sciences education in the areas of personal growth, family life, vocational preparation, and community involvement. Membership in FCCLA is through payment of state and national dues by any student who is currently enrolled in, or has previously taken, family and consumer sciences and has not graduated from high school.
- 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 the students in grades 10-12.
- 410006 Vocational Industrial Clubs of America (VICA): A co-curricular national, state, and local level organization serving trade, industrial, technical, and health occupation students who are currently enrolled in an approved program. Emphasis on leadership, dignity of work, good workmanship, citizenship, teamwork, and respect and concern for others is integrated into the classroom activities.
- 415xxx School-Related Service: Included here are civic and social-oriented school-related activities organized primarily to provide for pupil participation in experiences which relate to governmental bodies, citizen involvement, and school service.
- 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 which relate to governmental bodies, citizen involvement, and school service which are not listed in the previous category.
- 415004 Student Council:
- 420xxx 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.
- 420001 Pep Clubs

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.

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
420015	Other - Athletics and Related Programs (not Interscholastic Athletics)

425xxx **SPECIAL PROGRAMS:**

425001 **Classroom of the Future:** Programs which include staff development, curriculum development, and technology use. May also be used to apply learning by interactive video disc education, including technology and generic courseware in reading, mathematics, computer literacy, living skills, and other critical areas for Ohio's school-aged populations.

490000 **Other:**

900xxx **ENTERPRISE PROGRAMS:** Programs which are intended to be self-supporting.

900910 **Food Service:** Activities concerned with providing food service to students and staff.

APPENDIX F – JOB POSITION CODING plus Recommendations for CERTIFICATION/LICENSURE

The following table is provided to districts as guidance for appropriate coding in the EMIS for various positions and recommended appropriate certification and licensure codes. Because licensure is being phased in as the credential for staff, those columns are not completed for many positions at this time. These will be completed for FY2001.

This listing is not all inclusive in either Position combinations or in every allowable certification/licensure combination. Districts that believe that they have a different combination than those listed are requested to e-mail those combinations to IMS_KIMM@ODE.OHIO.GOV. All combinations will be carefully researched. Districts will be notified if the combination is acceptable. All such combinations will then be added to this table to make it more comprehensive.

Abbreviations are used for: Certification Type, Certification Validations and Licensure Codes. Translation table for Certification Type is included at the end of this appendix for your convenience.

A new CERTIFICATION/LICENSURE DATA DICTIONARY has been developed by the Division of Professional Development/Licensure of the Ohio Department of Education and is being distributed to school districts. Refer to this document for details in relation to appropriate certification/licensure for teachers.

Note : Where ever the Certificate type LS is used, the district for which this is valid must be a LOCAL school district

POSITION				CERTIFICATION		LICENSURE
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation	Codes
Admin Assistant	101	Any		BM,CR,CS,EA,EP,ER,HP,IS,LS,MP,PA,PP,RS,SA,SS,ST,SU,VD,VS,XP		
Admin Intern	102	Any		Any active cert		
Assistant Superintendent	103	Any		CS,LS,SA,ST		
Assistant Principal	104	999280	K, 1, 2, 3, 4, 5, 6, 7, 8,	EP,CS,LS,SA,ST		
	104	999560	4, 5, 6, 7, 8, 9	MP,CS,LS,SA,ST		
	104	999700	7, 8, 9, 10 11, 12	HP,CS,LS,SA,ST		
Ombudsman	107	Any		AU,BM,CR,CS,EA EP,ER,HP,IS,LS,MP,PA,PP,S,SA,SS,ST,SU,VD,VS,XP		
Principal	108	999280	K, 1, 2, 3, 4, 5, 6, 7, 8,	EP,CS,LS,SA,ST		
	108	999560	4, 5, 6, 7, 8, 9	MP,CS,LS,SA,ST		
	108	999700	7, 8, 9, 10 11, 12	HP,CS,LS,SA,ST		
Superintendent	109	Any		CS,LS,ST		
Supervisor/ Manager/ Director	110	Any		CS,EP,HP,MP,PP,SA ST,SU		

POSITION				CERTIFICATION		LICENSURE	
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation	Codes	
Supervisor, Director Assessment/ Testing	110	999060		EP,MP,HP,CS,ST, SA,LS,PP,EA,IS,			
Supervisor/ Manager/ Athletics	110	999070		CS,EA,EP,HP,IS, LS,MP,PA,PP,RS, SA,SC,ST,SU,VD, VS,XP			
Supervisor/ Manager/ Attendance	110	999071		CS,EA,EP,HP,MP, IS,LS,PA,PP,RS, SA,ST,SU,SC,XP			
Supervisor, Director of Business/Financial Services	110	999100		SA,LS,ST,CS,BM			
Supervisor/ Director of Day-Care/Preschool	110	999145		EP,PK,KP			
Director, Supervisor of Contract Relations	110	999200		EP, MP, HP, CS, ST, SA, LS, PP, EA, IS, SU, XP, PA, VD, VS			
Director, Supervisor of Curriculum/Instr Services	110	999220		SU,EP,MP,HP,SA, CS,LS,ST			
Supervisor/ Manager/ Elem Education	110	999280		EP,CS,LS,ST,SA, SU			
Supervisor/ Manager/ Elem & Secndry Education	110	999285		MP,CS,LS,ST,SA, SU			
Supervisor/ Manager/ Handcpd-High Incid	110	999400		CS,EP,HP,LS,MP, SA,SE,SP,ST, SU,	19xxxx		
Supervisor/ Manager/ Handcpd-Low Incid	110	999401		SU,PP,SA,EP,MP, HP,CS,LS,ST	19xxxx		
Supervisor/ Manager/ Handcpd-Speech	110	999406		SU,EP,HP,SA,CS, LS,ST	196510		
Supervisor/Manager/ Maintenance/Construction/ Grounds	110	999520		BM,CS,LS,SA,ST			
Supervisor/ Manager/ OWE/OWA	110	999581			183850,183600		

POSITION				CERTIFICATION		LICENSURE	
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation	Codes	
Supervisor/ Manager/ Personnel/HR	110	999600		HP,PP,EA,CS,LS, ST,SA,			
Supervisor/ Manager/ Psychological Services	110	999630		SS	181400		
Supervisor/ Manager/ Secondary Education	110	999700		HP,CS,LS,ST,SA,			
Director of Special Education General	110	999720		CR,CS,EA,EP,ER, HP,IS,LS,MP, PA,PP,RS,SA,SS, ST,SU,VD,VS,XP	19xxxx		
Supervisor/ Manager/ APE-Multi	110	999731		EH,SE,SP	19xxxx		
Supervisor/ Manager/ APE-Specific	110	999732		SE,SP	19xxxx		
Supervisor/ Manager/ Vocational Educ	110	999810		VD,VS			
Supervisor/ Manager/ Voc Ed Adult	110	999820		VD,VS	183970		
Supervisor/ Manager/ Voc Ed Agricultural	110	999830		VD,VS	183100		
Supervisor/ Manager/ Voc Ed Marketing	110	999840		VD,VS	183300		
Supervisor/ Manager/ Voc Ed Health Occup	110	999850		VD,VS	183900		
Supervisor/ Manager/ Home Economics	110	999860		VD,VS	183400		
Supervisor/Manag er/ Voc Ed Business	110	999870		VD,VS	183200		
Supervisor/Manag er/ Voc Ed Trade & Industr	110	999880		VD,VS	183500		

POSITION				CERTIFICATION		LICENSURE	
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation	Codes	
Tax Assessing/ Collecting	111	Any		BM,CS,EA,EP,ER, HP,LS,MP,PA,PP, RS,SA,SS,ST,SU, VD,VS,XP			
Coordinator	113	Any		ST,SU			
Coordinator of Administrative Services	113	999010		CS,EA,EP,HP,IS, LS,MP,PA,PP,RS, SA,SC,ST,SU,XP			
Coordinator of Assessment/ Testing	113	999060		EP,MP,HP,CS,ST, SA,LS,PP,EA, IS, SU,XP			
Coordinator of Athletics	113	999070		Not verified			
Coordinator/ Attendance	113	999071		CS,EA,CP,HP,MP, IS,LS,PA,PP,RS, SA,ST,SU,SC,XP			
Coordinator/ Career Dev/Education	113	999120		CS,EA,CP,HP,MP, IS,LS,PA,PP,RS, SA,ST,SU,SC,XP			
Coordinator/ Title I Programs	113	999140		Any active cert			
Coordinator/ Day- Care/ Preschool	113	999145		EP,PK,KP			
Coordinator of Contract Relations	113	999200		EP,MP,HP,CS,ST, SA,LS,PP,EA,IS, SU,XP,PA,VD,VS			
Coordinator/ Curriculum/Inst Services	113	999220		Any active cert			
Coordinator/ Elem. Education	113	999280		EP,LS,CS,ST,EA, SA			
Coordinator/ Elem & Secndry Educ	113	999285		MP,LS,CS,ST,EA, SA			
Coordinator/ EMIS	113	999288		Cert Not verified			
Coordinator/ Federal Programs	113	999330		CS,EA,EP,HP,MP, IS,LS,PA,PP,RS, SA,ST,SU,SC,XP			

POSITION				CERTIFICATION		LICENSURE	
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation	Codes	
Coordinator/ Gifted & Talented	113	999380		CH	196185,196200, 196210,196215, 196220,196225		
				EH	196210		
				EL	196185,196200, 196210,196215, 196220, 196225		
				HS	196185,196200, 196210,196215, 196220, 196225		
				KE	196185,196200, 196210,196215, 196220,196225,		
				KP	196185,196200, 196210,196215, 196220, 196225		
				PK	196185,196200, 196210,196215, 196220, 196225		
				PS	196185,196200, 196210,196215, 196220, 196225		
				SE	196210		
				SP	196185,196200, 196210,196215, 196220, 196225		
				SS	196220		
				SU	196210		
Coordinator Grants Administration	113	999390		Any active cert			
Coordinator/ Instr Tech/Support	113	999450		Not Verified			
Coordinator/ Manag Information	113	999530		Not Verified			
Coordinator/ OWE/OWA	113	999581		VS, VD			
Coordinator/ Work-Study Multi	113	999583		EH,SE,SP	19xxxx		
Coordinator/ Work-Study Single	113	999584		EH,SE,SP	19xxxx		
Coordinator/ Personnel Services	113	999600		CS,EA,HP,LS,MP, PA,PP,SA,ST,SU, VS,VD			
Coordinator/ Planning/Research /Dev/Evaluation	113	999610		Not Verified			

POSITION				CERTIFICATION		LICENSURE
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation	Codes
Coordinator/ Secondary Education	113	999700		HP		
Coordinator/ Spec Ed Voc Ed	113	999725		EH,SE,SP	19xxxx	
Coordinator/ Staff Dev/Ralations	113	999750		CS,EA,EP,HP,IS, LS,MP,PA,PP,RS, SA,SC,ST,SU,XP		
Coordinator/ Stud Act/Serv/Counsl	113	999770		CS,EA,EP,HP,IS, LS,MP,PA,PP,RS, SA,SC,ST,SU,XP		
Coordinator/ Support Services	113	999780		Not Verified		
Coordinator/ Trans Services	113	999790		Any active cert		
Coordinator/ Voc Ed General	113	999810		CS,EA,EP,HP,IS, LS,MP,PA,PP,RS, SA,SC,ST,SU,XP		
Coordinator/ Career Option Specialist	113	999812		CH,HS,SP,VO		
Coordinator/ Voc School to Work	113	999814		VO		
Coordinator/ Career Pathways	113	999816		CH,HS,SP,VO		
Coordinator/ Voc Ed Agricultural	113	999830			01xxxx	
Coordinator/ Voc Ed Marketing	113	999840			04xxxx	
Coordinator/ Voc Ed Health Occup	113	999850			07xxxx	
Coordinator/ Voc Ed Home Econo	113	999860			09xxxx	
Coordinator/ Voc Ed Business	113	999870			14xxxx	
Coordinator/ Trade & Industrial	113	999880			17xxxx	
Coordinator/ Voc Ed Special Needs	113	999890		VO,VO	196320, 600114	
Educ Administrative Specialist	114	Any		BM,CR,CS,EA,EP, ER,HP,IS,LS,MP, PA,PP,RS,SA,SS, ST,SU,VD,VS,XP		

POSITION				CERTIFICATION			LICENSURE
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation		Codes
Other Official/ Administrative	199	Any		BM,CR,CS,EA,CP, ER,HP,IS,LS,MP, PA,PP,RS,SA,SS, ST,SU,VD,VS,XP			
Curriculum Specialist	201	Any		Any active cert			
Counseling	202	Any		SC	270200		
Librarian/Media	203	Any			050650, 050675 050700, 050750 050900, 050901 050902, 050905 180130		
Remedial Specialist	204	Any		Any active cert			
Regular Teaching	205	Any		Depends upon grades/subjects taught; SEE new Data Dictionary for guidance by subject			
Spec Ed Teaching Gifted & Talented	206	999380			196185, 196200 196210, 196215 196220, 196225	IS	196210
Spec Ed Teaching Multihandicapped	206	999402		EH	196060, 196145 196150	IS	196142
				SE	192060, 196060 196120, 196125 196145, 196150		
				SP	192060, 196060 196120, 196125 196145, 196150		
Spec Ed/Learning Ctr Teaching Deaf- Blind	206	999403		EH,SE,SP		IS	196140 196142
Spec Ed/Learning Ctr Teaching Hearing	206	999404		EH,	196070	IS	196115
				SE	196000, 196010 196015, 196070		
				SP	196000, 196010 196015, 196070		
Spec Ed/Learning Ctr Teaching Visually	206	999405		EH	196110	IS	196110
				SE	196040, 196110		
				SP	196110		

POSITION				CERTIFICATION			LICENSURE
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation		Codes
Spec Ed/Learning Ctr Teaching Orthopedically	206	999407		Any active cert	196080	IS	196140 196142
				SP	196080		
Spec Ed Teaching Other Health	206	999408		Any active cert	196080	IS	196140 196142
				EH	196050		
Spec Ed Teaching Severe Behavior	206	999409		EH	196230	IS	196140 196142
				HS	196050, 196230		
				SE	196050, 196230		
				SP	196050, 196230		
Spec Ed Teaching Handcpd Developmentally	206	999410		EH	190925, 192060 196060, 196120 196125, 196145 196150	IS	196140 196142
				EL	196120		
				HS	196120		
				SE	190925, 192060 196120, 196150		
				SP	196120, 196125		
				VO	196125		
Spec Ed Teaching Handcpd Specific Learning	206	999411		EH	196085, 196230	IS	196140
				EL	196085, 196230		
				KP	196085, 196230		
				SE	196085, 196230		
				SP	196085, 196230		
Spec Ed Teaching Handcpd Early Educ of the Handcpd	206	999412		EH	196095	IS	196195
				EL	196095		
				HS	196095		
				KE	196095		
				KP	196095		
				PK	196095		
				SE	196095		
				SP	196095		
Voc Ed Teaching	207	Any		DEP			
Tutor/Small Group Instructor	208	Any		ANY ACTIVE CERT			
Audio-Visual Staff	209	Any			050950		
Other Vocational Personnel	210	Any			01xxxx, 04xxxx 07xxxx, 09xxxx 14xxxx, 17xxxx		
Other Vocational Personnel	210	Any		VD,VO,VS			

POSITION				CERTIFICATION			LICENSURE
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation		Codes
Educ Services Teacher Art Education	211	999050		EL	020300, 020000 020012, 020012 180120	MA	020012
				HS	020300, 020000 020012, 020012 180120		
				KE			
				MS	020300, 020000 020012, 020012 180120		
				SP	020300, 020000 020012, 020012 180120		
Educ Services Teacher Health/Physical Education/Safety	211	999415		EL	080304, 080302 080310, 080305 080300, 080101 500070	IS	080305
				HS	080304, 080302 080310, 080305 080300, 080101 500070		
				KE			
				MS	080304, 080302 080310, 080305 080300, 080101 500070		
				SP	080304, 080302 080310, 080305 080300, 080101 500070		
Educ Services Teacher Music Education	211	999570		EL	120000, 120010 120050, 180195 500060	IS	120050
				HS	120000, 120010 120050, 180195 500060		
				KE			
				KP	120000, 120010 120050, 180195 500060		
				MS	120000, 120010 120050, 180195 500060		
				SP	120000, 120010 120050, 180195 500060		
Suppl Service Teaching Special Education	212	Any		EH,SE,SP	196XXX		

Adult Ed Teacher	250	Any		Any active cert			
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POSITION				CERTIFICATION			LICENSURE
Name	Position Code	Assignment Area	Grades Assigned:	Type *SEE Cert Code table	Validation		Codes
Other Professional Educational	299	Any		CR,CS,EA,EP,ER,HP,IS,LS,MP,PA,PP,RS,SA,SS,ST,SU,VD,VS,XP			
Audiologist	304	Any		AU,EH,HS	196130, 190050	AU	
				SE	190050, 190060 190075, 196130	SS	
				SP	190050		
Psychologist	318	Any		SS			
Registered Nursing	320	Any		SN		SN	
Social Work	323	Any		SW		SW	
Physical Therapist	325	Any		ED,EH,PT, SE,SP	196090	PT	
Speech & Language Therapist/Speech	326	999741		ED,EH,LP, SE,SP	196130, 196135	SP	
Occupational Therapist	327	Any		ED,EH,OT, PP,SE	196100, 270500	OT	
Mobility Therapist	328	Any		Any active cert			
Visiting Teacher	330	Any		VT			
Occupational Therapy Assistant	331	Any		Not Verified		OTA	
Physical Therapy Assistant	332	Any		Not Verified		PTA	
Other Professional	399	Any		CR,CS,EA,EP,ER,HP,IS,LS,MP,PA,PP,RS,SA,SS,ST,SU,VD,VS,XP			
Other Professional APE	399	999731		HS,SP	080505, 080515 080520, 080505	SP	
Other Professional Substance Abuse Prevention	399	999785		Any active cert			

KEY: CERTIFICATION TYPE

CODE	DEFINITION
AE	Adult Education (1 Year)
AP	Educational Aide
AT	Aide Technologist
AU	School Audiologist
BM	Business Management
CH	Comprehensive High School
CR	Community Relations
CS	Superintendent
EA	Educational Administrative Specialist
ED	Educational Personnel

EH	Education of the Handicapped
CODE	DEFINITION
EL	Elementary (1-8)
EP	Elementary Principal
ER	Educational Research
HP	High School Principal
HS	High School (7-12)
IS	Instructional Services
KA	Prekindergarten Associate
KE	Kindergarten-Elementary (K-8)
KP	Kindergarten-Primary (K-3)
LP	Language Pathologist
LS	Local Superintendent
MP	Middle School Principal
MS	Middle School (4-9)
OT	Occupational Therapist
PA	Personnel Administration
PK	Pre-Kindergarten
PK	Pre-Kindergarten Associate
PP	Pupil Personnel
PS	Special
PT	Physical Therapist
RS	Reading Supervisor
SA	Assistant Superintendent
SC	School Counselor
SE	Special Education (K-12)
SN	School Nurse
SP	Special (K-12)
SS	School Psychologist
ST	Superintendent
SU	Supervisor
SW	Social Worker
VD	Vocational Director
VO	Vocational-Standard
VS	Vocational Supervisor
VT	Visiting Teacher
XP	Exceptional Pupil

Appendix G - Free and Reduced Lunch Waiver

G.1 FREE AND REDUCED-PRICE LUNCH WAIVER OF CONFIDENTIALITY

Waiver of Confidentiality

School officials wishing to use free and reduced-price meal eligibility to provide low-income children with other benefits must adhere to these **U.S. Department of Agriculture** guidelines concerning the waiver of confidentiality:

1. The waiver must advise the household that their child's eligibility for free meals (or free milk) or reduced-price meals will be used for eligibility determinations for other benefits for programs.
2. The waiver must precisely identify the agencies the child's meal eligibility will be shared with and for what purposes.
3. The household must be advised that the signing of the waiver is not an additional requirement or a prerequisite for participation in any of the school nutrition programs.
4. The applicant must be able to limit the waiver to encompass only those programs for which he or she wished to apply. For example, the notice could use a check-off system under which the parent/guardian would check or initial a box to indicate that he or she wants to apply for benefits from a particular program. A separate box would be provided for each individual program/use.
5. The waiver must clearly state that in no event will the School Food Authority indicate that a household is eligible for food stamps or AFDC or the Food Distribution Program for Indian Children.
6. The waiver of confidentiality must be signed by the parent or legal guardian of the child.
7. If the household is asked to provide a social security number, a Privacy Act statement must be provided. In addition to the current statement, applicants must be informed that although other programs using the application may not require social security as a condition of eligibility, the social security number could be used by the other programs.
8. The State Agency of School Food Authority must ensure, in writing, that entities receiving information about the child limit the use of such information to the purposes specified by the household. This may be done through a Memorandum of Understanding with the agency or agencies which will receive the information. This is to ensure that the household's rights to privacy are respected by using the information only for the agreed upon purposes.
9. Any waiver developed by the School Food Authority must be forwarded to the Ohio Department of Education, Division of Child Nutrition Services for written approval prior to being used.

Appendix H - School District Prefix

Table H-1 Three-Digit School District Prefix

IRN	District Name	County	Prefix
045682	Adams Educ Service Center	Adams	A01
061903	Adams County/Ohio Valley Local	Adams	A03
043885	Delphos City SD	Allen	A05
044222	Lima City SD	Allen	A07
045211	Bluffton Ex Vill SD	Allen	A09
045740	Allen Educ Service Center	Allen	A11
045757	Allen East Local SD	Allen	A13
045765	Bath Local SD	Allen	A15
045773	Elida Local SD	Allen	A17
045781	Perry Local SD	Allen	A19
045799	Shawnee Local SD	Allen	A21
045807	Spencerville Local SD	Allen	A23
050773	Apollo JVSD	Allen	A25
043505	Ashland City SD	Ashland	A27
045468	Loudonville-Perrysville Ex Vil	Ashland	A29
045815	Ashland Educ Service Center	Ashland	A31
045823	Hillsdale Local SD	Ashland	A33
045831	Mapleton Local SD	Ashland	A35
062042	Ashland County-West Holmes JVS	Ashland	A37
043513	Ashtabula Area City SD	Ashtabula	A39
043810	Conneaut Area City SD	Ashtabula	A41
044057	Geneva Area City SD	Ashtabula	A43
045849	Ashtabula Educ Service Center	Ashtabula	A45
045856	Buckeye Local SD	Ashtabula	A47
045864	Grand Valley Local SD	Ashtabula	A49
045872	Jefferson Area Local SD	Ashtabula	A51
045880	Pymatuning Valley Local SD	Ashtabula	A53
050815	Ashtabula County JVSD	Ashtabula	A55
043521	Athens City SD	Athens	A57
044446	Nelsonville-York City SD	Athens	A59
045898	Athens Educ Service Center	Athens	A61
045906	Alexander Local SD	Athens	A63
045914	Federal Hocking Local SD	Athens	A65
045922	Trimble Local SD	Athens	A67
051607	Tri County JVSD	Athens	A69
044727	St Marys City SD	Auglaize	A71
044982	Wapakoneta City SD	Auglaize	A73
045930	Auglaize Educ Service Center	Auglaize	A75
045948	Minster Local SD	Auglaize	A77
045955	New Bremen Local SD	Auglaize	A79
045963	New Knoxville Local SD	Auglaize	A81
045971	Waynesfield-Goshen Local SD	Auglaize	A83
043570	Bellaire City SD	Belmont	A85
044347	Martins Ferry City SD	Belmont	A87
045203	Barnesville Ex Vill SD	Belmont	A89
045237	Bridgeport Ex Vill SD	Belmont	A91
045989	Belmont Educ Service Center	Belmont	A93
045997	St Clairsville-Richland City SD	Belmont	A95
046003	Shadyside Local SD	Belmont	A97
046011	Union Local SD	Belmont	A99
050856	Belmont-Harrison JVSD	Belmont	B01
045377	Georgetown Ex Vill SD	Brown	B03
046029	Brown Educ Service Center	Brown	B05
046037	Eastern Local SD	Brown	B07
046045	Fayetteville-Perry Local SD	Brown	B09
046060	Western Brown Local SD	Brown	B11
046078	Ripley-Union-Lewis Local SD	Brown	B13
050799	Southern Hills JVSD	Brown	B15
044107	Hamilton City SD	Butler	B17

IRN	District Name	County	Prefix
044404	Middletown City SD	Butler	B19
046086	Butler Educ Service Center	Butler	B21
046094	Edgewood City SD	Butler	B23
046102	Fairfield City SD	Butler	B25
046110	Lakota Local SD	Butler	B27
046128	Madison Local SD	Butler	B29
046136	New Miami Local SD	Butler	B31
046144	Ross Local SD	Butler	B33
046151	Talawanda City SD	Butler	B35
050880	Butler County JVSD	Butler	B37
045278	Carrollton Ex Vill SD	Carroll	B39
046169	Carroll Educ Service Center	Carroll	B41
125666	Carroll-Harrison Educ Service Center	Carroll	B42
046177	Brown Local SD	Carroll	B43
044941	Urbana City SD	Champaign	B45
045484	Mechanicsburg Ex Vill SD	Champaign	B47
046185	Champaign Educ Service Center	Champaign	B49
046193	Graham Local SD	Champaign	B51
046201	Triad Local SD	Champaign	B53
046219	West Liberty-Salem Local SD	Champaign	B55
044818	Springfield City SD	Clark	B57
046227	Clark Educ Service Center	Clark	B59
046235	Mad River-Green Local SD	Clark	B61
046243	Tecumseh Local SD	Clark	B63
046250	Northeastern Local SD	Clark	B65
046268	Northwestern Local SD	Clark	B67
046276	Southeastern Local SD	Clark	B69
046284	Springfield Local SD	Clark	B71
051532	Springfield-Clark County JVSD	Clark	B73
045500	Milford Ex Vill SD	Clermont	B75
045559	New Richmond Ex Vill SD	Clermont	B77
046292	Clermont Educ Service Center	Clermont	B79
046300	Batavia Local SD	Clermont	B81
046318	Bethel-Tate Local SD	Clermont	B83
046326	Clermont-Northeastern Local SD	Clermont	B85
046334	Felicity-Franklin Local SD	Clermont	B87
046342	Goshen Local SD	Clermont	B89
046359	West Clermont Local SD	Clermont	B91
046367	Williamsburg Local SD	Clermont	B93
062802	U S Grant JVSD	Clermont	B95
045112	Wilmington City SD	Clinton	B97
046375	Clinton-Fayette-Highland Educ Service Center	Clinton	B99
046383	Blanchester Local SD	Clinton	C01
046391	Clinton-Massie Local SD	Clinton	C03
046409	East Clinton Local SD	Clinton	C05
043919	East Liverpool City SD	Columbiana	C07
043927	East Palestine City SD	Columbiana	C09
044735	Salem City SD	Columbiana	C11
045039	Wellsville City SD	Columbiana	C13
045328	Columbiana Ex Vill SD	Columbiana	C15
045443	Leetonia Ex Vill SD	Columbiana	C17
045450	Lisbon Ex Vill SD	Columbiana	C19
046417	Columbiana Educ Service Center	Columbiana	C21
046425	Beaver Local SD	Columbiana	C23
046433	Crestview Local SD	Columbiana	C25
046441	Southern Local SD	Columbiana	C27
046458	United Local SD	Columbiana	C29
050906	Columbiana County JVSD	Columbiana	C31
043828	Coshocton City SD	Coshocton	C33
046466	Coshocton Educ Service Center	Coshocton	C35
046474	Ridgewood Local SD	Coshocton	C37
046482	River View Local SD	Coshocton	C39
065227	Coshocton County JVSD	Coshocton	C41
043687	Bucyrus City SD	Crawford	C43
044024	Galion City SD	Crawford	C45
045344	Crestline Ex Vill SD	Crawford	C47

IRN	District Name	County	Prefix
046490	Crawford Educ Service Center	Crawford	C49
046508	Buckeye Central Local SD	Crawford	C51
046516	Colonel Crawford Local SD	Crawford	C53
046524	Wynford Local SD	Crawford	C55
043547	Bay Village City SD	Cuyahoga	C57
043554	Beachwood City SD	Cuyahoga	C59
043562	Bedford City SD	Cuyahoga	C61
043612	Berea City SD	Cuyahoga	C63
043646	Brecksville-Broadview Heights	Cuyahoga	C65
043653	Brooklyn City SD	Cuyahoga	C67
043786	Cleveland City SD	Cuyahoga	C69
043794	Cleveland Hts-Univ Hts City SD	Cuyahoga	C71
043901	East Cleveland City SD	Cuyahoga	C73
043950	Euclid City SD	Cuyahoga	C75
043976	Fairview Park City SD	Cuyahoga	C77
044040	Garfield Heights City SD	Cuyahoga	C79
044198	Lakewood City SD	Cuyahoga	C81
044305	Maple Heights City SD	Cuyahoga	C83
044370	Mayfield City SD	Cuyahoga	C85
044529	North Olmsted City SD	Cuyahoga	C87
044545	North Royalton City SD	Cuyahoga	C89
044636	Parma City SD	Cuyahoga	C91
044701	Rocky River City SD	Cuyahoga	C93
044750	Shaker Heights City SD	Cuyahoga	C95
044792	South Euclid-Lyndhurst City SD	Cuyahoga	C97
044842	Strongsville City SD	Cuyahoga	C99
045005	Warrensville Heights City SD	Cuyahoga	D01
045062	Westlake City SD	Cuyahoga	D03
045286	Chagrin Falls Ex Vill SD	Cuyahoga	D05
046532	Cuyahoga Educ Service Center	Cuyahoga	D07
046557	Cuyahoga Heights Local SD	Cuyahoga	D09
046565	Independence Local SD	Cuyahoga	D11
046573	Olmsted Falls City SD	Cuyahoga	D13
046581	Orange City SD	Cuyahoga	D15
046599	Richmond Heights Local SD	Cuyahoga	D17
046607	Solon City SD	Cuyahoga	D19
050922	Cuyahoga Valley JVSD	Cuyahoga	D21
050948	Polaris JVSD	Cuyahoga	D23
044099	Greenville City SD	Darke	D25
045633	Versailles Ex Vill SD	Darke	D27
046615	Darke Educ Service Center	Darke	D29
046623	Ansonia Local SD	Darke	D31
046631	Arcanum Butler Local SD	Darke	D33
046649	Franklin-Monroe Local SD	Darke	D35
046672	Mississinawa Valley Local SD	Darke	D37
046680	Tri-Village Local SD	Darke	D39
043869	Defiance City SD	Defiance	D41
045419	Hicksville Ex Vill SD	Defiance	D43
046698	Defiance Educ Service Center	Defiance	D45
046706	Ayersville Local SD	Defiance	D47
046714	Central Local SD	Defiance	D49
046722	Northeastern Local SD	Defiance	D51
043877	Delaware City SD	Delaware	D53
046730	Delaware-Union Educ Service Center	Delaware	D55
046748	Big Walnut Local SD	Delaware	D57
046755	Buckeye Valley Local SD	Delaware	D59
046763	Olentangy Local SD	Delaware	D61
050989	Delaware JVSD	Delaware	D63
044131	Huron City SD	Erie	D65
044743	Sandusky City SD	Erie	D67
046771	Erie Educ Service Center	Erie	D69
125690	Erie-Ottawa Educ Service Center	Erie	D70
046789	Berlin-Milan Local SD	Erie	D71
046797	Kelleys Island Local SD	Erie	D73
046805	Margaretta Local SD	Erie	D75
046813	Perkins Local SD	Erie	D77

IRN	District Name	County	Prefix
046821	Vermilion Local SD	Erie	D79
051029	Ehove JVSD	Erie	D81
044206	Lancaster City SD	Fairfield	D83
046839	Fairfield Educ Service Center	Fairfield	D85
046847	Amanda-Clearcreek Local SD	Fairfield	D87
046854	Berne Union Local SD	Fairfield	D89
046862	Bloom Carroll Local SD	Fairfield	D91
046870	Fairfield Union Local SD	Fairfield	D93
046888	Liberty Union-Thurston Local SD	Fairfield	D95
046896	Pickerington Local SD	Fairfield	D97
046904	Walnut Township Local SD	Fairfield	D99
045013	Washington Court House City SD	Fayette	E01
046912	Fayette Educ Service Center	Fayette	E03
046920	Miami Trace Local SD	Fayette	E05
043620	Bexley City SD	Franklin	E07
043802	Columbus City SD	Franklin	E09
044073	Grandview Heights City SD	Franklin	E11
044800	South-Western City SD	Franklin	E13
044933	Upper Arlington City SD	Franklin	E15
045047	Westerville City SD	Franklin	E17
045070	Whitehall City SD	Franklin	E19
045138	Worthington City SD	Franklin	E21
046938	Franklin Educ Service Center	Franklin	E23
046946	Canal Winchester Local SD	Franklin	E25
046953	Hamilton Local SD	Franklin	E27
046961	Gahanna-Jefferson City SD	Franklin	E29
046979	Groveport Madison Local SD	Franklin	E31
046995	Plain Local SD	Franklin	E33
047001	Reynoldsburg City SD	Franklin	E35
047019	Hilliard City SD	Franklin	E37
047027	Dublin City SD	Franklin	E39
051003	Eastland JVSD	Franklin	E41
045641	Wauseon Ex Vill SD	Fulton	E43
047035	Fulton Educ Service Center	Fulton	E45
124297	Northwest Ohio Educ Service Center	Fulton	E46
047043	Archbold-Area Local SD	Fulton	E47
047050	Evergreen Local SD	Fulton	E49
047068	Gorham Fayette Local SD	Fulton	E51
047076	Pettisville Local SD	Fulton	E53
047084	Pike-Delta-York Local SD	Fulton	E55
047092	Swanton Local SD	Fulton	E57
044032	Gallipolis City SD	Gallia	E59
047100	Gallia Educ Service Center	Gallia	E61
125682	Gallia-Vinton Educ Service Center	Gallia	E62
062067	Gallia-Jackson-Vinton JVSD	Gallia	E63
065680	Gallia County Local SD	Gallia	E65
047159	Geauga Educ Service Center	Geauga	E67
047167	Berkshire Local SD	Geauga	E69
047175	Cardinal Local SD	Geauga	E71
047183	Chardon Local SD	Geauga	E73
047191	Kenston Local SD	Geauga	E75
047209	Ledgemont Local SD	Geauga	E77
047217	Newbury Local SD	Geauga	E79
047225	West Geauga Local SD	Geauga	E81
043968	Fairborn City SD	Greene	E83
045153	Xenia City SD	Greene	E85
045674	Yellow Springs Ex Vill SD	Greene	E87
047233	Greene Educ Service Center	Greene	E89
047241	Beavercreek Local SD	Greene	E91
047258	Cedar Cliff Local SD	Greene	E93
047266	Greeneview Local SD	Greene	E95
047274	Sugarcreek Local SD	Greene	E97
051045	Greene Co. Vocational JVSD	Greene	E99
043695	Cambridge City SD	Guernsey	F01
047282	Guernsey Educ Service Center	Guernsey	F03
123281	Guernsey-Monroe-Noble Educ Service Center	Guernsey	F04

IRN	District Name	County	Prefix
047308	Rolling Hills Local SD	Guernsey	F05
069682	East Guernsey Local SD	Guernsey	F07
043752	Cincinnati City SD	Hamilton	F09
043851	Deer Park Community City SD	Hamilton	F11
044081	Winton Woods City SD	Hamilton	F13
044230	Lockland City SD	Hamilton	F15
044271	Loveland City SD	Hamilton	F17
044289	Madeira City SD	Hamilton	F19
044313	Mariemont City SD	Hamilton	F21
044412	Mount Healthy City SD	Hamilton	F23
044511	North College Hill City SD	Hamilton	F25
044578	Norwood City SD	Hamilton	F27
044677	Princeton City SD	Hamilton	F29
044693	Reading Community City SD	Hamilton	F31
044719	St Bernard-Elmwood Place City	Hamilton	F33
044867	Sycamore Community City SD	Hamilton	F35
045146	Wyoming City SD	Hamilton	F37
045435	Indian Hill Ex Vill SD	Hamilton	F39
047324	Hamilton Educ Service Center	Hamilton	F41
047332	Finneytown Local SD	Hamilton	F43
047340	Forest Hills Local SD	Hamilton	F45
047365	Northwest Local SD	Hamilton	F47
047373	Oak Hills Local SD	Hamilton	F49
047381	Southwest Local SD	Hamilton	F51
047399	Three Rivers Local SD	Hamilton	F53
051060	Great Oaks JVSD	Hamilton	F55
043984	Findlay City SD	Hancock	F57
047407	Hancock Educ Service Center	Hancock	F59
047415	Arcadia Local SD	Hancock	F61
047423	Arlington Local SD	Hancock	F63
047431	Cory-Rawson Local SD	Hancock	F65
047449	Liberty Benton Local SD	Hancock	F67
047456	McComb Local SD	Hancock	F69
047464	Van Buren Local SD	Hancock	F71
047472	Vanlue Local SD	Hancock	F73
044172	Kenton City SD	Hardin	F75
045187	Ada Ex Vill SD	Hardin	F77
047480	Hardin Educ Service Center	Hardin	F79
047498	Hardin Northern Local SD	Hardin	F81
047506	Ridgemont Local SD	Hardin	F83
047514	Riverdale Local SD	Hardin	F85
047522	Upper Scioto Valley Local SD	Hardin	F87
045245	Harrison Hills City SD	Harrison	F89
047530	Harrison Educ Service Center	Harrison	F91
047548	Conotton Valley Union Local SD	Harrison	F93
044438	Napoleon City SD	Henry	F95
047563	Henry Educ Service Center	Henry	F97
047571	Holgate Local SD	Henry	F99
047589	Liberty Center Local SD	Henry	G01
047597	Patrick Henry Local SD	Henry	G03
050963	Four County JVSD	Henry	G05
044123	Hillsboro City SD	Highland	G07
045401	Greenfield Ex Vill SD	Highland	G09
047605	Highland Educ Service Center	Highland	G11
047613	Bright Local SD	Highland	G13
047621	Fairfield Local SD	Highland	G15
047639	Lynchburg-Clay Local SD	Highland	G17
044248	Logan-Hocking Local SD	Hocking	G19
047647	Hocking Educ Service Center	Hocking	G21
047670	Holmes Educ Service Center	Holmes	G23
047688	East Holmes Local SD	Holmes	G25
047696	West Holmes Local SD	Holmes	G27
043596	Bellevue City SD	Huron	G29
044560	Norwalk City SD	Huron	G31
045096	Willard City SD	Huron	G33
047704	Huron Educ Service Center	Huron	G35

IRN	District Name	County	Prefix
047712	Monroeville Local SD	Huron	G37
047720	New London Local SD	Huron	G39
047738	South Central Local SD	Huron	G41
047746	Western Reserve Local SD	Huron	G43
044156	Jackson City SD	Jackson	G45
045021	Wellston City SD	Jackson	G47
047753	Jackson Educ Service Center	Jackson	G49
047761	Oak Hill Union Local SD	Jackson	G51
044826	Steubenville City SD	Jefferson	G53
044917	Toronto City SD	Jefferson	G55
047779	Jefferson Educ Service Center	Jefferson	G57
047787	Buckeye Local SD	Jefferson	G59
047795	Edison Local SD	Jefferson	G61
047803	Indian Creek Local SD	Jefferson	G63
051128	Jefferson County JVSD	Jefferson	G65
044420	Mount Vernon City SD	Knox	G67
047811	Knox Educ Service Center	Knox	G69
047829	Centerburg Local SD	Knox	G71
047837	Danville Local SD	Knox	G73
047845	East Knox Local SD	Knox	G75
047852	Fredericktown Local SD	Knox	G77
051144	Knox County JVSD	Knox	G79
044628	Painesville City SD	Lake	G81
045088	Wickliffe City SD	Lake	G83
045104	Willoughby-Eastlake City SD	Lake	G85
045369	Fairport Harbor Ex Vill SD	Lake	G87
045492	Mentor Ex Vill SD	Lake	G89
047860	Lake Educ Service Center	Lake	G91
047878	Kirtland Local SD	Lake	G93
047886	Madison Local SD	Lake	G95
047894	Painesville Local SD	Lake	G97
047902	Perry Local SD	Lake	G99
051169	Auburn JVSD	Lake	H01
044149	Ironton City SD	Lawrence	H03
045294	Chesapeake Union Ex Vill SD	Lawrence	H05
047910	Lawrence Educ Service Center	Lawrence	H07
047928	Dawson-Bryant Local SD	Lawrence	H09
047936	Fairland Local SD	Lawrence	H11
047944	Rock Hill Local SD	Lawrence	H13
047951	South Point Local SD	Lawrence	H15
047969	Symmes Valley Local SD	Lawrence	H17
051185	Lawrence County JVSD	Lawrence	H19
044115	Heath City SD	Licking	H21
044453	Newark City SD	Licking	H23
045393	Granville Ex Vill SD	Licking	H25
047977	Licking Educ Service Center	Licking	H27
047985	Johnstown-Monroe Local SD	Licking	H29
047993	Lakewood Local SD	Licking	H31
048009	Licking Heights Local SD	Licking	H33
048017	Licking Valley Local SD	Licking	H35
048025	North Fork Local SD	Licking	H37
048033	Northridge Local SD	Licking	H39
048041	Southwest Licking Local SD	Licking	H41
051201	Licking County JVSD	Licking	H43
043588	Bellefontaine City SD	Logan	H45
048058	Logan Educ Service Center	Logan	H47
048074	Benjamin Logan Local SD	Logan	H49
048082	Indian Lake Local SD	Logan	H51
048090	Riverside Local SD	Logan	H53
051334	Ohio Hi-Point JVSD	Logan	H55
043943	Elyria City SD	Lorain	H57
044263	Lorain City SD	Lorain	H59
044537	North Ridgeville City SD	Lorain	H61
044594	Oberlin City SD	Lorain	H63
044768	Sheffield-Sheffield Lake City	Lorain	H65
045195	Amherst Ex Vill SD	Lorain	H67

IRN	District Name	County	Prefix
045658	Wellington Ex Vill SD	Lorain	H69
048108	Lorain Educ Service Center	Lorain	H71
048116	Avon Local SD	Lorain	H73
048124	Avon Lake City SD	Lorain	H75
048132	Clearview Local SD	Lorain	H77
048140	Columbia Local SD	Lorain	H79
048157	Firelands Local SD	Lorain	H81
048165	Keystone Local SD	Lorain	H83
048173	Midview Local SD	Lorain	H85
051227	Lorain County JVSD	Lorain	H87
044362	Maumee City SD	Lucas	H89
044602	Oregon City SD	Lucas	H91
044875	Sylvania City SD	Lucas	H93
044909	Toledo City SD	Lucas	H95
048199	Lucas Educ Service Center	Lucas	H97
048207	Anthony Wayne Local SD	Lucas	H99
048215	Ottawa Hills Local SD	Lucas	I01
048223	Springfield Local SD	Lucas	I03
048231	Washington Local SD	Lucas	I05
044255	London City SD	Madison	I07
048249	Madison Educ Service Center	Madison	I09
048256	Jefferson Local SD	Madison	I11
048264	Jonathan Alder Local SD	Madison	I13
048272	Madison-Plains Local SD	Madison	I15
063511	Central Ohio JVSD	Madison	I17
043703	Campbell City SD	Mahoning	I19
044859	Struthers City SD	Mahoning	I21
045161	Youngstown City SD	Mahoning	I23
048280	Mahoning Educ Service Center	Mahoning	I25
048298	Austintown Local SD	Mahoning	I27
048306	Boardman Local SD	Mahoning	I29
048314	Canfield Local SD	Mahoning	I31
048322	Jackson-Milton Local SD	Mahoning	I33
048330	Lowellville Local SD	Mahoning	I35
048348	Poland Local SD	Mahoning	I37
048355	Sebring Local SD	Mahoning	I39
048363	South Range Local SD	Mahoning	I41
048371	Springfield Local SD	Mahoning	I43
048389	West Branch Local SD	Mahoning	I45
048397	Western Reserve Local SD	Mahoning	I47
051243	Mahoning County JVSD	Mahoning	I49
044339	Marion City SD	Marion	I51
048405	Marion Educ Service Center	Marion	I53
048413	Elgin Local SD	Marion	I55
048421	Pleasant Local SD	Marion	I57
048439	Ridgedale Local SD	Marion	I59
048447	River Valley Local SD	Marion	I61
065268	Tri-Rivers JVSD	Marion	I63
043661	Brunswick City SD	Medina	I65
044388	Medina City SD	Medina	I67
044974	Wadsworth City SD	Medina	I69
048454	Medina Educ Servic Center	Medina	I71
048462	Black River Local SD	Medina	I73
048470	Buckeye Local SD	Medina	I75
048488	Cloverleaf Local SD	Medina	I77
048496	Highland Local SD	Medina	I79
062109	Medina County JVSD	Medina	I81
048504	Meigs Educ Service Center	Meigs	I83
048512	Eastern Local SD	Meigs	I85
048520	Meigs Local SD	Meigs	I87
048538	Southern Local SD	Meigs	I89
043729	Celina City SD	Mercer	I91
045310	Coldwater Ex Vill SD	Mercer	I93
048546	Mercer Educ Service Center	Mercer	I95
048553	Marion Local SD	Mercer	I97
048561	Mendon Union Local SD	Mercer	I99

IRN	District Name	County	Prefix
048579	Parkway Local SD	Mercer	J01
048587	St Henry Consolidated Local SD	Mercer	J03
048595	Fort Recovery Local SD	Mercer	J05
044644	Piqua City SD	Miami	J07
044925	Troy City SD	Miami	J09
045229	Bradford Ex Vill SD	Miami	J11
045336	Covington Ex Vill SD	Miami	J13
045518	Milton-Union Ex Vill SD	Miami	J15
045617	Tipp City Ex Vill SD	Miami	J17
048603	Miami Educ Service Center	Miami	J19
048611	Bethel Local SD	Miami	J21
048629	Miami East Local SD	Miami	J23
048637	Newton Local SD	Miami	J25
062125	Upper Valley JVSD	Miami	J27
048645	Monroe Educ Service Center	Monroe	J29
048652	Switzerland Of Ohio Local SD	Monroe	J31
043737	Centerville City SD	Montgomery	J33
043844	Dayton City SD	Montgomery	J35
044180	Kettering City SD	Montgomery	J37
044396	Miamisburg City SD	Montgomery	J39
044586	Oakwood City SD	Montgomery	J41
044958	Vandalia-Butler City SD	Montgomery	J43
045054	West Carrollton City SD	Montgomery	J45
048660	Montgomery Educ Service Center	Montgomery	J47
048678	Brookville Local SD	Montgomery	J49
048686	Jefferson Township Local SD	Montgomery	J51
048694	Trotwood-Madison City SD	Montgomery	J53
048702	Mad River Local SD	Montgomery	J55
048710	New Lebanon Local SD	Montgomery	J57
048728	Northmont City SD	Montgomery	J59
048736	Northridge Local SD	Montgomery	J61
048744	Valley View Local SD	Montgomery	J63
048751	Huber Heights City SD	Montgomery	J65
051284	Montgomery County JVSD	Montgomery	J67
048769	Morgan Educ Service Center	Morgan	J69
048777	Morgan Local SD	Morgan	J71
045534	Mount Gilead Ex Vill SD	Morrow	J73
048785	Morrow Educ Service Center	Morrow	J75
048793	Cardington-Lincoln Local SD	Morrow	J77
048801	Highland Local SD	Morrow	J79
048819	Northmor Local SD	Morrow	J81
045179	Zanesville City SD	Muskingum	J83
048827	Muskingum Educ Service Center	Muskingum	J85
125252	Muskingum Valley Educ Service Center	Muskingum	J86
048835	East Muskingum Local SD	Muskingum	J87
048843	Franklin Local SD	Muskingum	J89
048850	Maysville Local SD	Muskingum	J91
048876	Tri-Valley Local SD	Muskingum	J93
048884	West Muskingum Local SD	Muskingum	J95
051300	Mid-East Ohio JVSD	Muskingum	J97
045252	Caldwell Ex Vill SD	Noble	J99
048892	Noble Educ Service Center	Noble	K01
048900	Noble Local SD	Noble	K03
044651	Port Clinton City SD	Ottawa	K05
048918	Ottawa Educ Service Center	Ottawa	K07
048926	Benton Carroll Salem Local SD	Ottawa	K09
048934	Danbury Local SD	Ottawa	K11
048942	Genoa Area Local SD	Ottawa	K13
048959	Middle Bass Local SD	Ottawa	K15
048967	North Bass Local SD	Ottawa	K17
048975	Put-In-Bay Local SD	Ottawa	K19
045575	Paulding Ex Vill SD	Paulding	K21
048983	Paulding Educ Service Center	Paulding	K23
048983	Antwerp Local SD	Paulding	K25
049031	Wayne Trace Local SD	Paulding	K27
044479	New Lexington City SD	Perry	K29

IRN	District Name	County	Prefix
045351	Crooksville Ex Vill SD	Perry	K31
125674	Perry-Hocking Educ Service Center	Perry	K34
049056	Northern Local SD	Perry	K35
049064	Southern Local SD	Perry	K37
043760	Circleville City SD	Pickaway	K39
049072	Pickaway Educ Service Center	Pickaway	K41
049080	Logan Elm Local SD	Pickaway	K43
049098	Teays Valley Local SD	Pickaway	K45
049106	Westfall Local SD	Pickaway	K47
049114	Pike Educ Service Center	Pike	K49
049122	Eastern Local SD	Pike	K51
049130	Scioto Valley Local SD	Pike	K53
049148	Waverly City SD	Pike	K55
049155	Western Local SD	Pike	K57
051375	Pike County Area JVSD	Pike	K59
044164	Kent City SD	Portage	K61
044685	Ravenna City SD	Portage	K63
045666	Windham Ex Vill SD	Portage	K65
049163	Portage Educ Service Center	Portage	K67
049171	Aurora City SD	Portage	K69
049189	Crestwood Local SD	Portage	K71
049197	Field Local SD	Portage	K73
049205	James A Garfield Local SD	Portage	K75
049213	Rootstown Local SD	Portage	K77
049221	Southeast Local SD	Portage	K79
049239	Streetsboro City SD	Portage	K81
049247	Waterloo Local SD	Portage	K83
051391	Maplewood Area JVSD	Portage	K85
043935	Eaton City SD	Preble	K87
049254	Preble Educ Service Center	Preble	K89
049270	C R Coblenz Local SD	Preble	K91
049288	Preble-Shawnee Local SD	Preble	K93
049296	Twin Valley Community Local SD	Preble	K95
064964	College Corner Local SD	Preble	K97
091397	Tri-County North Local SD	Preble	K99
049304	Putnam Educ Service Center	Putnam	L01
049312	Columbus Grove Local SD	Putnam	L03
049320	Continental Local SD	Putnam	L05
049338	Jennings Local SD	Putnam	L07
049346	Kalida Local SD	Putnam	L09
049353	Leipsic Local SD	Putnam	L11
049361	Miller City-New Cleveland Local	Putnam	L13
049379	Ottawa-Glandorf Local SD	Putnam	L15
049387	Ottoville Local SD	Putnam	L17
049395	Pandora-Gilboa Local SD	Putnam	L19
044297	Mansfield City SD	Richland	L21
044776	Shelby City SD	Richland	L23
049403	Richland Educ Service Center	Richland	L25
123521	Mid-Ohio Educ Service Center	Richland	L26
049411	Clear Fork Valley Local SD	Richland	L27
049429	Crestview Local SD	Richland	L29
049437	Lexington Local SD	Richland	L31
049445	Lucas Local SD	Richland	L33
049452	Madison Local SD	Richland	L35
049460	Plymouth Local SD	Richland	L37
049478	Ontario Local SD	Richland	L39
051417	Pioneer JVSD	Richland	L41
043745	Chillicothe City SD	Ross	L43
049486	Ross Educ Service Center	Ross	L45
049494	Adena Local SD	Ross	L47
049502	Huntington Local SD	Ross	L49
049510	Paint Valley Local SD	Ross	L51
049528	Scioto Valley Local SD	Ross	L53
049536	Union Scioto Local SD	Ross	L55
049544	Zane Trace Local SD	Ross	L57
051433	Pickaway-Ross County JVSD	Ross	L59

IRN	District Name	County	Prefix
044016	Fremont City SD	Sandusky	L61
045302	Clyde-Green Springs Ex Vill SD	Sandusky	L63
045385	Gibsonburg Ex Vill SD	Sandusky	L65
049551	Sandusky Educ Service Center	Sandusky	L67
049569	Lakota Local SD	Sandusky	L69
049577	Woodmore Local SD	Sandusky	L71
051458	Vanguard-Sentinel JVSD	Sandusky	L73
044461	New Boston Local SD	Scioto	L75
044669	Portsmouth City SD	Scioto	L77
049585	Scioto Educ Service Center	Scioto	L79
125658	Scioto-Jackson-Adams Educ Service Center	Scioto	L80
049593	Bloom-Vernon Local SD	Scioto	L81
049601	Clay Local SD	Scioto	L83
049619	Green Local SD	Scioto	L85
049627	Minford Local SD	Scioto	L87
049635	Northwest Local SD	Scioto	L89
049643	Valley Local SD	Scioto	L91
049650	Washington Local SD	Scioto	L93
049668	Wheelersburg Local SD	Scioto	L95
051490	Scioto County JVSD	Scioto	L97
043992	Fostoria City SD	Seneca	L99
044891	Tiffin City SD	Seneca	M01
049676	Seneca Educ Service Center	Seneca	M03
123257	North Central Ohio Educ Service Center	Seneca	M04
049684	Seneca East Local SD	Seneca	M05
049692	Bettsville Local SD	Seneca	M07
049700	Hopewell-Loudon Local SD	Seneca	M09
049718	New Riegel Local SD	Seneca	M11
049726	Old Fort Local SD	Seneca	M13
044784	Sidney City SD	Shelby	M15
049742	Shelby Educ Service Center	Shelby	M17
049759	Anna Local SD	Shelby	M19
049767	Botkins Local SD	Shelby	M21
049775	Fairlawn Local SD	Shelby	M23
049783	Fort Loramie Local SD	Shelby	M25
049791	Hardin-Houston Local SD	Shelby	M27
049809	Jackson Center Local SD	Shelby	M29
049817	Russia Local SD	Shelby	M31
043497	Alliance City SD	Stark	M33
043711	Canton City SD	Stark	M35
044354	Massillon City SD	Stark	M37
044503	North Canton City SD	Stark	M39
049825	Stark Educ Service Center	Stark	M41
049833	Canton Local SD	Stark	M43
049841	Fairless Local SD	Stark	M45
049858	Jackson Local SD	Stark	M47
049866	Lake Local SD	Stark	M49
049874	Louisville City SD	Stark	M51
049882	Marlington Local SD	Stark	M53
049890	Minerva Local SD	Stark	M55
049908	Northwest Local SD	Stark	M57
049916	Osnaburg Local SD	Stark	M59
049924	Perry Local SD	Stark	M61
049932	Plain Local SD	Stark	M63
049940	Sandy Valley Local SD	Stark	M65
049957	Tuslaw Local SD	Stark	M67
062026	Stark County Area JVSD	Stark	M69
043489	Akron City SD	Summit	M71
043539	Barberton City SD	Summit	M73
043836	Cuyahoga Falls City SD	Summit	M75
044552	Norton City SD	Summit	M77
044834	Stow City SD	Summit	M79
044883	Tallmadge City SD	Summit	M81
049965	Summit Educ Service Center	Summit	M83
049973	Woodridge Local SD	Summit	M85
049981	Copley-Fairlawn City SD	Summit	M87

IRN	District Name	County	Prefix
049999	Coventry Local SD	Summit	M89
050005	Manchester Local SD	Summit	M91
050013	Green Local SD	Summit	M93
050021	Hudson Local SD	Summit	M95
050039	Mogadore Local SD	Summit	M97
050047	Nordonia Hills City SD	Summit	M99
050054	Revere Local SD	Summit	N01
050062	Springfield Local SD	Summit	N03
050070	Twinsburg City SD	Summit	N05
063495	Portage Lakes JVSD	Summit	N07
044065	Girard City SD	Trumbull	N09
044495	Niles City SD	Trumbull	N11
044990	Warren City SD	Trumbull	N13
045427	Hubbard Ex Vill SD	Trumbull	N15
045567	Newton Falls Ex Vill SD	Trumbull	N17
050088	Trumbull Educ Service Center	Trumbull	N19
050096	Bloomfield-Mespo Local SD	Trumbull	N21
050112	Bristol Local SD	Trumbull	N23
050120	Brookfield Local SD	Trumbull	N25
050138	Champion Local SD	Trumbull	N27
050153	Mathews Local SD	Trumbull	N29
050161	Howland Local SD	Trumbull	N31
050179	Joseph Badger Local SD	Trumbull	N33
050187	Lakeview Local SD	Trumbull	N35
050195	Liberty Local SD	Trumbull	N37
050203	Lordstown Local SD	Trumbull	N39
050211	Maplewood Local SD	Trumbull	N41
050229	McDonald Local SD	Trumbull	N43
050237	Southington Local SD	Trumbull	N45
050245	La Brae Local SD	Trumbull	N47
050252	Weathersfield Local SD	Trumbull	N49
051631	Trumbull County JVSD	Trumbull	N51
043778	Claymont City SD	Tuscarawas	N53
043893	Dover City SD	Tuscarawas	N55
044487	New Philadelphia City SD	Tuscarawas	N57
045542	Newcomerstown Ex Vill SD	Tuscarawas	N59
050260	Tuscarawas Educ Service Center	Tuscarawas	N61
050278	Garaway Local SD	Tuscarawas	N63
050286	Indian Valley Local SD	Tuscarawas	N65
050294	Strasburg-Franklin Local SD	Tuscarawas	N67
050302	Tuscarawas Valley Local SD	Tuscarawas	N69
051656	Buckeye JVSD	Tuscarawas	N71
045476	Marysville Ex Vill SD	Union	N73
050310	Union Educ Service Center	Union	N75
050328	Fairbanks Local SD	Union	N77
050336	North Union Local SD	Union	N79
044966	Van Wert City SD	Van Wert	N81
050344	Van Wert Educ Service Center	Van Wert	N83
134999	Western Buckeye ESC	Van Wert	N84
050351	Crestview Local SD	Van Wert	N85
050369	Lincolnview Local SD	Van Wert	N87
051672	Vantage JVSD	Van Wert	N89
050385	Vinton Educ Service Center	Vinton	N91
050393	Vinton County Local SD	Vinton	N93
044008	Franklin City SD	Warren	N95
044214	Lebanon City SD	Warren	N97
050401	Warren Educ Service Center	Warren	N99
		The first character in the prefix is the letter O not a zero	
050419	Carlisle Local SD	Warren	O01
050427	Springboro Community City SD	Warren	O03
050435	Kings Local SD	Warren	O05
050443	Little Miami Local SD	Warren	O07
050450	Mason Local SD	Warren	O09
050468	Wayne Local SD	Warren	O11
051474	Warren County JVSD	Warren	O13

IRN	District Name	County	Prefix
043604	Belpre City SD	Washington	O15
044321	Marietta City SD	Washington	O17
050476	Washington Educ Service Center	Washington	O19
050484	Fort Frye Local SD	Washington	O21
050492	Frontier Local SD	Washington	O23
050500	Warren Local SD	Washington	O25
050518	Wolf Creek Local SD	Washington	O27
051698	Washington County JVSD	Washington	O29
044610	Orrville City SD	Wayne	O31
045120	Wooster City SD	Wayne	O33
045591	Rittman Ex Vill SD	Wayne	O35
050526	Tri-County Educ Service Center	Wayne	O37
050534	Chippewa Local SD	Wayne	O39
050542	Dalton Local SD	Wayne	O41
050559	Green Local SD	Wayne	O43
050567	North Central Local SD	Wayne	O45
050575	Northwestern Local SD	Wayne	O47
050583	Southeast Local SD	Wayne	O49
050591	Triway Local SD	Wayne	O51
051714	Wayne County JVSD	Wayne	O53
043679	Bryan City SD	Williams	O55
045526	Montpelier Ex Vill SD	Williams	O57
050609	Williams Educ Service Center	Williams	O59
050617	Edgerton Local SD	Williams	O61
050625	Edon-Northwest Local SD	Williams	O63
050633	Millcreek-West Unity Local SD	Williams	O65
050641	North Central Local SD	Williams	O67
050658	Stryker Local SD	Williams	O69
043638	Bowling Green City SD	Wood	O71
045583	Perrysburg Ex Vill SD	Wood	O73
045609	Rossford Ex Vill SD	Wood	O75
050666	Wood Educ Service Center	Wood	O77
050674	Eastwood Local SD	Wood	O79
050682	Elmwood Local SD	Wood	O81
050690	Lake Local SD	Wood	O83
050708	North Baltimore Local SD	Wood	O85
050716	Northwood Local SD	Wood	O87
050724	Otsego Local SD	Wood	O89
051359	Penta County JVSD	Wood	O91
045260	Carey Ex Vill SD	Wyandot	O93
045625	Upper Sandusky Ex Vill SD	Wyandot	O95
050732	Wyandot Educ Service Center	Wyandot	O97
050740	Mohawk Local SD	Wyandot	O99
134205	Hope Academy Cathedral Campus	Cuyahoga	P05
134197	Hope Academy Chapelside Campus	Cuyahoga	P09
134189	Hope Academy King Kennedy Camp	Cuyahoga	P13
134098	Old Brooklyn Montessori School	Cuyahoga	P17
134106	Harmony Community School	Hamilton	P21
134064	Oak Tree Montessori District	Hamilton	P25
134148	Aurora Academy	Lucas	P29
134122	M.O.D.E.L. Community School	Lucas	P33
134114	Toledo Village Shule Community	Lucas	P37
134171	Vail Meadows CHOICE	Lucas	P41
134080	Eagle Heights Academy-Dist	Mahoning	P45
134072	Youngstown Community Schl/Dist	Mahoning	P49
134247	City Day Community School	Montgomery	P53
134221	Hope Academy Brown St Campus	Summit	P57
134213	Hope Academy University Campus	Summit	P61

Appendix J - EMIS Data Responsibilities

J.1 Situations Included

1. Student educated by resident district only, or out-of-state student
2. Student educated by JVS employee full or part-time
3. Student participates in open enrollment; student follows parent into a non-resident district; non-resident residing with grandparent; non-resident senior attending; or non-resident attending based on Superintendent's Agreement. (Student does not attend a JVSD)
4. Student participates in open enrollment and attends a JVS
5. Contract Vocational and non-resident Special Education (does not include education service center cooperatives OR court-placed, non-Special Education)
6. Postsecondary enrollment
7. Student participates in vocational proprietary ADM
8. No longer used (replaced by Situations 20, 21, and 22)
9. Student attends course before or after regular school hours in a district other than the regular district of attendance
10. Student attends MR/DD; State School for Blind or Deaf; OR DYS institution
11. No longer used
12. No longer used
13. Preschool Students (Ages 0-5)
14. Nonpublic Students receiving Special Education services from public district
15. Court-placed Students
16. Student at a nonpublic school participating in vocational courses instructed by a public district employee
17. Student attends JVS and is instructed by an employee of the Education Service Center
18. Vocational Adults educated by resident district only
19. Adults educated by JVS employees full- or part-time
20. Pre-school Students Educated by ESC
21. Non-resident not enrolled, receiving non-instructional support, supplemental or related services (ESC or District)
22. School-Age Special Education Students Educated by Education Service Center (ESC)
23. No longer used.
24. Students Attending Community Schools

J.2 General Rules

1. Resident District is as defined in the Student Demographic element District of Residence.
2. Educating District is the school district who employs the teacher providing instruction for the student.
3. The proficiency test data are reported by any district administering the test during the current school year and the last district in which the student was enrolled during the current school year. In addition, JVSDs should also report testing information. If a district is only monitoring a test they do not report the testing results in the EMIS.
4. Corporal Punishment, Suspension, and Expulsion data are to be reported by the district administering the discipline.
5. Financial data are reported by the school district incurring the expenses.
6. Staff data are reported by the employing district. When the district reports a Course Master record for a course in which the instruction is provided by another entity (e.g., post-secondary enrollment option courses), no teacher Social Security number needs to be provided - enter all 9's.
7. If a student takes a course after regular school hours (e.g., driver's education from an entity other than his/her regular school), the regular school is responsible for reporting course data through the EMIS. It is the responsibility of the entity providing instruction to report sufficient information to the regular school. The regular school will be required to complete a Course Master record for each course taken by its students at another educating entity after regular school hours.
8. If an element is indicated as optional for any reporting period, the field can be filled with '@'s or a valid option. ("Key" fields can never contain '@'s.) These fields will then be ignored.
9. FOR EACH REPORTING PERIOD, STUDENT DEMOGRAPHIC, ATTENDANCE, AND PROGRAM RECORDS WILL BE REPORTED UNDER THE IRN OF ONE BUILDING ONLY FOR EACH STUDENT. If a student concurrently attends more than one building within a district on a regular basis, the district should designate one building as the "home" school building. This will be the building IRN

under which the demographic, attendance, and testing records will be reported. All program codes of the student within the district are reported under the IRN of the building which is designated as the "home" school building. If a student transfers buildings within a district, the building that the student attends at the end of the reporting period will be the "home" school building. All data for that student should include the entire reporting period and all buildings attended.

10. If a student moves within a district during the school year and is assigned a new "home" school building, all data for that student should be reported under the "home" school building where the student is attending at the end of the reporting period. For the June reporting period, it will then be necessary to indicate in which building the student spent more than ninety-one consecutive school days in the Majority of Attendance IRN field. If the student was not enrolled in any one building for more than ninety-one consecutive school days, but was enrolled in the district for more than ninety-one consecutive school days, the district IRN should be entered in the Majority of Attendance IRN element.
11. The only supplemental contract information that needs to be reported in the fall is that which relates to extended service. All supplemental contract data is to be reported in June.
12. All districts required to report through EMIS will report a student in three-way situations, even if the student percent of time = 0. For guidance as to when a student is to be withdrawn, refer to Section 4.1.2.10.
13. For students court placed in Neglected or Delinquent institutions and receiving Title I services, use Situation 15 and the appropriate Program Codes.
14. THE EMIS DOES NOT TAKE THE PLACE OF OR SUPERSEDE ANY RECORD-KEEPING REQUIREMENTS DICTATED BY STATE AND FEDERAL LAW.
15. In FY2000, the Experience Before Kindergarten Record is ONLY required for kindergarten students AND students in Grade 1. (Grade Level on the FY2000 Student Demographic Record is reported as Kindergarten or Grade 1). The Experience Before Kindergarten Record is to be reported by the educating district. In cases where the KDG student is being EDUCATED by two districts, both districts should report the Experience Before Kindergarten Record. Additionally, in the case where a student is being educated by an ESC, the resident district should report the record.
16. Beginning with FY99, districts are required to report data on "Public School Preschool" grant students. If an ESC is the recipient of the grant, then the ESC should report the student similar to Situation 20.
17. Students court placed into institutions, juvenile detention centers, and other alternative placements are to be reported by both the district of residence and the district in which the institution is located. The district where the institution is located is under obligation to make provisions or see that provisions are made for students to receive appropriate educational services.

NOTES: API = As Per Instructions

J.3 Situations

J.3.1 Situation 1

Student Educated by Resident District Only

Student Status - 0,4,5

(Includes out-of-state students)

RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of "home" building of student

Student ID - As per instructions in Chapter IV (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - API

Student Status -

- 0 if student is a resident of the district
- 4 or 5 if the student is from out-of-state

Grade Level - API

Grade Level, Next Year - Optional for October. Required in June.

Student Percent of Time - Percent of time spent at resident district (Usually 100%).

Disability Condition - API

Disadvantagement - API

Homeless - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of "home" building of student

Student ID - API

Re-entry - API

Admission Date - API

Attendance - API

Excused Absence - API

Unexcused Absence - API

Corporal Punishment - Optional for October, required in June

Withdrawal Date and Reason - API

Graduation Credit Units - Not required for October or December, API for June

Diploma Date - Optional for October, report in June

Curriculum/Comp. Status - Not required for October or December, API for June

Award of Merit - Not required for October or December, API for June

Attending/Home District IRN - Resident district IRN

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Required in October only

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting of all required tests given by the resident district for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report Student Course data for any courses provided by the resident district as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment

Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

J.3.2 Situation 2

Student Educated by JVS Employees Full or Part-time RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of "home" building of student

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - IRN of legal district of residence

Student Status - usually '0', can be other than '0'

Grade Level - based on local definition of grade level

Grade Level, Next Year - Optional for October, required for June

Student Percent of Time - Percent of time spent in instruction by an employee of the resident district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of "home" building of student

Student ID - API

Re-entry - API

Admission Date - API

Attendance - Combined attendance of resident and JVS district

Excused Absence - Combined absence of resident and JVS district

Unexcused Absence - Combined absence of resident and educating district

Corporal Punishment - Optional for October. Report discipline administered by resident district only in June.

Withdrawal Date and Reason - API

Graduation Credit Units - Optional for October, include JVS credits for June

Diploma Date - Optional for October

Curriculum/Comp. Status - Not required for October or December, API for June. Report option relevant to resident district only.

Award of Merit - Not required for October or December, API for June

Attending/Home District IRN - JVS district IRN

Attending/Home District IRN indicator - '3'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period of all required tests given by the resident district for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by an employee of the resident district as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be

reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

JVS DISTRICT

Demographic Record - One per student

Building IRN - Vocational High School IRN

Student ID - As Per Instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Same as resident district reports

Student Status - Same as resident district reports

Grade Level - API

Grade Level, Next Year - Not required for October

Student Percent of Time - Percent of time student spends in instruction by an employee of the JVS

Disability Condition - API

Disadvantagement - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - Vocational High School IRN

Student ID - API

Re-entry - Optional

Admission Date - Report as it relates to the JVS - API

Attendance - For the amount of time the student spends at the JVS only. If the student spends half of his/her day at the JVS, the maximum attendance for any given day is .5, otherwise API

Excused Absence - For the amount of time the student spends at the JVS only. If the student spends half of his/her day at the JVS, the maximum absence for any given day is .5, otherwise API

Unexcused Absence - Similar to excused absence

Corporal Punishment - Not required for October, API for June. Report discipline administered by JVS only.

Withdrawal Date and Reason - As it relates to the JVS

Graduation Credit Units - Not required for October. Report units earned at the JVS only.

Diploma Date - Optional

Curriculum/Comp. Status - Not required for October or December, API for June

Award of Merit - Optional

Attending/Home District IRN - District sending student to the JVSD, (usually the resident district IRN). If student was court-placed, this will be the IRN of the district where the student was court-placed.

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Required for October only

Majority of Attendance IRN - Not required for October, API for June

Proficiency and CBE Testing Records

Effective for FY2000 JVSDs are required to enter the entire record for the June reporting period of all required tests given by any district for each student.

Student Course Records

District IRN - JVS IRN

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report the entire Student Course record for any courses provided by an employee of the JVS as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the JVS as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

Note: It is the responsibility of the JVS to report the attendance, absence, and graduation credit units data to the sending district.

J.3.3 Situation 3

Regular OR Special Education student participates in open enrollment; non-resident student follows parent into a non-resident district; non-resident residing with grandparent; non-resident senior attending; or non-resident attending based on Superintendent's Agreement.

(Student does not attend a JVSD)

(Student status = 7, 8, A, S)

RESIDENT DISTRICT

For all of these situations, the resident district must report the Student Demographic and Student Attendance elements. NO ATTENDANCE OR ABSENCE DAYS ARE REQUIRED FROM THE RESIDENT DISTRICT if the student never attended that district during the school year.

Demographic Record - One per student

Building IRN - IRN of building student would attend

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Actual District of Residence

Student Status - 0

Grade Level - API

Grade Level, Next Year - not required

Student Percent of Time - Percent of time instructed by district of residence employees (usually 0)

Disability Condition - All Required Periods

Disadvantagement - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building student would attend

Student ID - API

Admission Date - API

Attendance, Excused Absence, Unexcused Absence - not required

Corporal Punishment - not required

Withdrawal Date and Reason - Refer to Section 4.1.2.10 for guidance regarding when to withdraw a student

Graduation Credit Units - not required

Diploma Received - not required

Curriculum/Comp. Status - not required

Award of Merit - not required

Attending/Home District IRN - Open Enrollment IRN or attending/educating district IRN

Attending/Home District IRN Indicator - 'E' (open enrollment) or 'S' (Superintendent's Agreement)

Non-attending Reason - not required

Majority of Attendance IRN - not required

Student Program Records

Report all programs in which the student participates at any time during the school year at the educating district as per instructions for the June reporting of data. One of the open enrollment program codes must be indicated if Student Status is '9'. Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

EDUCATING/OPEN ENROLLMENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of building providing instruction

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Actual District of Residence - API

Student Status - '9' for Open Enrollment, 'A' if following parent, 'S' if Superintendent's Agreement

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - Percent of time spent at educating district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building providing instruction

Student ID - API

Admission Date - API

Attendance - API

Excused Absence - API

Unexcused Absence - API

Corporal Punishment/ - Optional for October, API for June

Withdrawal Date and Reason - API

Graduation Credit Units - Not required for October or December, API for June

Diploma Received - Not required for October or December, API for June

Curriculum/Comp. Status - Not required for October or December, API for June

Award of Merit - Not required for October or December, API for June

Attending/Home District IRN - Resident district IRN

Attending/Home District IRN Indicator - '0'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period for all required tests administered by the educating district.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by the educating district as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the educating district as per instructions for the June reporting of data. One of the open enrollment program codes must be indicated if Student Status is '9'. Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

J.3.4 Situation 4

Regular or Special Education student participates in open enrollment and attends a JVSD RESIDENT DISTRICT

For open enrollment students, the resident district must report the Student Demographic and Student Attendance elements. (Refer to RESIDENT DISTRICT in [Situation 3](#), in this appendix). NO ATTENDANCE OR ABSENCE DAYS ARE REQUIRED FROM THE RESIDENT DISTRICT, if the student never attended that district during the school year.

Student Program Records

Report all programs in which the student participates at any time during the school year at the educating district as per instructions for the June reporting of data. One of the open enrollment program codes must be indicated if Student Status is '9'. Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Discipline Record

The entity administering the discipline is required to report it.

OPEN ENROLLMENT DISTRICT

The Open Enrollment district provides the same data as if it were the resident district sending students to a JVSD (see [Situation 2](#)) except for the following elements. A program code must be submitted for one of the open enrollment options.

District of Residence - actual district of residence

Student Percent of Time -'0' (assuming full-time JVS student)

Student Status - '9'

Attending/Home District IRN - JVS IRN

Attending/Home District IRN Indicator - '3'.

Student Program Records

Report all programs in which the student participates at any time during the school year at the educating district as per instructions for the June reporting of data. One of the open enrollment program codes must be indicated if Student Status is '9'. Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

JVS DISTRICT

JVS reports the same data as if this were not an open enrollment situation according to [Situation 2](#), except:

District of Residence - actual district of residence

Student Status - '9'

Attending/Home District IRN - open enrollment district IRN, not the legal district of residence IRN

Attending/Home District IRN Indicator - '0'.

Student Program Records

Report all programs in which the student participates at any time during the school year at the educating district as per instructions for the June reporting of data. One of the open enrollment program codes must be indicated if Student Status is '9'. Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program..

Discipline Record

The entity administering the discipline is required to report it.

J.3.5 Situation 5

Contract Vocational, Tuition Students and Non-resident Students in Special Education Programs

(Student Status = 2, B)

(Do not use for Court placed students status = C, P.)

RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend if he/she were not attending another district.

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - API

Student Status - usually '0'

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - Percent of time spent at resident district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of "home" building of student; ESC's use ESC IRN

Student ID - API

Re-entry - API

Admission Date - API

Attendance - For the amount of time the student spends at the resident district. If the student spends half of his/her day at the resident district, the maximum attendance for any given day is .5, otherwise API. Optional if Student Percent of Time is 0.

Excused Absence - For the amount of time the student spends at the resident district. If the student spends half of his/her day at the resident district, the maximum absence for any given day is .5, otherwise API. Optional if Student Percent of Time is 0.

Unexcused Absence - Similar to excused absence

Corporal Punishment - Optional for October.

Reported in June if resident district administered discipline.

Withdrawal Date and Reason - Data as it relates to the resident district.

Graduation Credit Units - Optional for October. Include credits earned at resident district only.

Diploma Date - Optional for October. Report in June if diploma awarded by resident district.

Curriculum/Completer Status - Optional for October, report in June if option completion accomplished at resident district.

Award of Merit - Optional for October. Report in June if completion accomplished at resident district.

Attending/Home District IRN - Educating District IRN

Attending/Home District IRN Indicator - '2' for contract vocational
'7' for Special Education

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period of all required tests given by the resident district for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June
Second Semester/Final Grade - Optional for October, API for June
Enter the entire Student Course record for any courses provided by the resident district as per instructions.

Student Program Records

Enter all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

ATTENDING DISTRICT

Demographic Record - One per student

Building IRN - IRN of educating building
Student ID - As per instructions (API)
Student Name - Optional
Date of Birth - API
Gender - API
Racial/Ethnic Category - API
District of Residence - Same as resident district reports
Student Status - '2' for contract vocational
'B' for Non-resident, Special Education
Grade Level - API
Grade Level, Next Year - Optional for October
Student Percent of Time - Percent of time student spends at the educating district
Disability Condition - API
Disadvantage - API
Homeless Status - API
LEP - API
Migrant - API
Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of educating building
Student ID - API
Re-entry - API
Admission Date - As it relates to the educating district
Attendance - For the amount of time the student spends at the educating district. If the student spends half of his/her day at the educating district, the maximum attendance for any given day is .5, otherwise API.
Excused Absence - For the amount of time the student spends at the educating district. If the student spends half of his/her day at the educating district, the maximum absence for any given day is .5, otherwise API
Unexcused Absence - Similar to excused Absence
Corporal Punishment - Optional for October. API for June. Report discipline administered by educating district only.
Withdrawal Date and Reason - As it relates to the educating district.
Graduation Credit Units - Optional for October. Include units earned at the educating district only.
Diploma Date - Optional for October. Report in June if diploma issued by educating district.
Curriculum/Comp. Status - Not required for October or December, API for June. Report if completion occurred at educating district.
Award of Merit - Optional for October. Report if issued at educating district.
Attending/Home District IRN - Resident District IRN
Attending/Home District IRN Indicator - '0'
Non-attending Reason - API for October, not required for December and June
Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period of all required tests administered by the educating district for each student.

Student Course Records

District IRN - IRN of district reporting data
Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by the educating district as per instructions.

Student Program Records

Enter all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

J.3.6 Situation 6

Student participates in postsecondary enrollment

Regular or Vocational

RESIDENT DISTRICT

The resident district must report the entire Demographic, Attendance, Subject, Program, and Testing records as in Situation 1.

Student Percent of Time - Percent of time student spends in instruction by an employee of the district only. Do not include time spent at the postsecondary institution.

Attending/Home District IRN - College/university IRN, found in Appendix M. If the post secondary institution does not appear in Appendix M, enter '999999' for the IRN.

Attending/Home District IRN Indicator - '5'

A Course Master record must be created for each course taken at each college/university and reported by the district. Students must have these courses reported on the Student Course file.

Course Code - must be selected from Appendix C of this guide.

Local Classroom Code - must match the Local Classroom Code on the Student Course record for the postsecondary enrollment option courses.

Location IRN - the actual location of the class. The college/university IRN's are found in Appendix M. If the postsecondary institution does not appear in Appendix M, enter '999999' for the Location IRN.

Teacher Social Security Number - '999999999'

Semester Code - 'other'

Course Type - S01

One program code must be Postsecondary Enrollment Option.

Discipline Record

The entity administering the discipline is required to report it.

POSTSECONDARY INSTITUTION

Colleges, technical schools, and universities are not required to report data to the data acquisition sites in the EMIS system. This does not release them from the responsibility to provide data to the resident district.

J.3.7 Situation 7

Student participates in vocational proprietary ADM situation RESIDENT DISTRICT

The resident school district must report the entire Demographic, Attendance, Subject, Program and Testing records as in Situation 1.

Attending/Home District IRN - '999999'

Attending/Home District IRN Status - '9'.

A Course Master record must be created for each course taken at each proprietary institution. Students must have these courses reported on the Student Course file.

Course Code - must be selected from Appendix C of this guide.

Location IRN - '999999'.

Local Classroom Code - must match the Local Classroom Code on Student Course records for the proprietary courses.

Teacher Social Security - '999999999'

Semester Code - 'other'

Course Type -

Discipline Record

The entity administering the discipline is required to report it.

EDUCATING DISTRICT

Colleges, technical schools, trade schools and universities are not required to report data to the data acquisition sites in the EMIS system. This does not release them from the responsibility to provide data to the resident district.

J.3.8 Situation 9

Student attends courses before or after regular school hours in a district other than the regular district of attendance

RESIDENT DISTRICT

The resident school district must report the courses that its students attend at other districts before or after regular school hours. A Course Master record must be created for each course taken.

Location IRN - actual location of the class (building IRN)

Local Classroom Code - must match the Local Classroom Code on Student Course file for these courses

Teacher Social Security - '999999999'

EDUCATING DISTRICT

The district providing the course is not required to report data to the designated data acquisition sites in the EMIS. The educating district must provide the Course Code, Grades, and Graduation Credit Unit information to the resident district.

J.3.9 Situation 10

Student Attends MR/DD, State School for Blind or Deaf, or DYS institution

Preschool Handicapped Children, Aged 0-2, who attend MR/DD programs are not to be included in the EMIS. Only if the public school district is serving these children are they to be included.

RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend if he/she were not attending special schools

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - API

Student Status - 0

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - 0

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend if he/she were not attending special schools

Student ID - API

Re-entry - Optional

Admission Date - Optional

Attendance - Optional

Excused Absence - Optional

Unexcused Absence - Optional

Corporal Punishment - Optional

Withdrawal Date and Reason - Optional ** DO NOT WITHDRAW STUDENTS WITH DISABILITIES

Graduation Credit Units - Optional

Diploma Date - Optional

Curriculum/Completer Status - Optional

Award of Merit - Optional

Attending/Home District IRN - State School or MR/DD IRN, or DYS = 060988

Attending/Home District IRN Indicator - '6' or '8'

Non-attending Reason - Optional

Majority of Attendance IRN - '*****'

Proficiency and CBE Testing Records

If a student has not attended classes in the resident district (or JVS) during the school year, then it will not be the district's responsibility to report test data for these students. This general rule will apply to Proficiency Tests and the Competency Test. Do not confuse these instructions to apply to students that were waived from taking the test for reasons of sickness, etc., who have to be reported with a proper code to explain why the waiver is authorized. Also, exempted students must also be reported with the proper exemption code.

Student Course Records

None.

Student Program Records

Enter all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

MR/DD - EDUCATING DISTRICT

The MR/DD has no reporting requirements in the EMIS.

The responsibilities of the Ohio School for the Deaf and Ohio School for the Blind are yet to be determined.

J.3.10 Situation 13

Preschool Students (Ages 0-5)

Preschool students, ages 3-5, who have been identified as having a disability condition have the same reporting requirements as students in grade levels K through 12. Students who are 3-5 years old and who have been identified as having a disability require one Early Childhood Service Delivery option. These are program codes from Appendix E. Do NOT report a "Placement Option" for 3-5 year olds identified as having a disability condition.

Preschool students, ages 3-5, who are served under "Public School Preschool" (PSPS) and who have not been identified as having a disability condition are required to be reported only by the Attending District. These non-handicapped preschool students have the following reporting requirements in EMIS: [Note: Reporting of preschool students, ages 0-2, who have been identified as having a disability condition is OPTIONAL.]

* See Chapter 4 for Special Reporting Instructions for the Student Percent of Time.

	Preschool (0-2) with disability	(Preschool (3-5)) (non-disabled)
Demographic Record		
Building IRN	'home' building IRN'	home' building IRN
Student ID	API	API
Student Name	Optional	Optional
Date of Birth	API	API
Gender - API	API	API
Racial/Ethnic	API	API
District/Residence	API	API
Student Status	0,3,4,5,6	0,3,4,5
Grade Level	API	API
Grade Level/Next Year	Optional for October	Optional for October
*Student Percent of Time	Percent of time spent at resident district	
Disability Condition	API	API
Disadvantagemnt	API	API
Homeless Status	API	API
LEP	API	API
Migrant	API	API
Prior Disability Condition	API	API
Attendance Record - One per student		
Building IRN	'home' building IRN'	home' building IRN
Student ID	API	API
Admission Date	API	API
Withdrawal Date	API	API
Other Student Attendance elements are not required.		
Student Course Records	Record not required	
District IRN		District IRN
Student ID		API
For the preschool course:		
Local Classroom Code		API
Course Status		Optional
First Semester Grade		Optional
Second Semester/Final Grade		Optional
Course Master		
Course Code -	196095(Early Education of Handicapped)	180108 (Preschool)

Student Program Records

Enter all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program. For Title VI-B Flow-through purposes, this data is also reported in December.

Discipline Record

The entity administering the discipline is required to report it.

J.3.11 Situation 14

Student Enrolled in and Attends a Nonpublic School and receives only Special Education Services or Title I Services from a Public District PUBLIC DISTRICT PROVIDING SERVICES

(May or may not be the resident district.)

Demographic Record - One per student

Building IRN - IRN of district which is providing services to the student.

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - API

Student Status - 6

Grade Level - API

Grade Level, Next Year - Optional

Student Percent of Time - 0

Disability Condition - API

Disadvantagement - Optional

Homeless Status - API

LEP - Optional

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of district which is providing services to the student.

Student ID - API

Re-entry - Optional

Admission Date - Prior to December 1

Attendance - Optional

Excused Absence - Optional

Unexcused Absence - Optional

Corporal Punishment - Optional

Withdrawal Date - API

Withdrawal Reason - Optional

Graduation Credit Units - Optional

Diploma Date - Optional

Curriculum/Completer Status - Optional

Award of Merit - Optional

Attending/Home District IRN - Blank

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Optional

Majority of Attendance IRN - Optional

Student Program Records

Enter the Placement Option and relevant Related Services OR appropriate Title I codes.

Experience Before Kindergarten Records

Student Program Records

Enter all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

J.3.12 Situation 15

Court-placed Students

Student Status = P, C.

DISTRICT WHERE PARENTS RESIDE

Demographic Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend.

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Legal district of residence

Student Status - '0'

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - Percent of time at resident district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend

Student ID - API

Re-entry - API

Admission Date - API

Attendance - For the amount of time the student spends at the resident district. If the student spends half of his/her day at the resident district, the maximum attendance for any given day is .5, otherwise API. Optional if Student Percent of Time - 0.

Excused Absence - For the amount of time the student spends at the resident district. If the student spends half of his/her day at the resident district, the maximum absence for any given day is .5, otherwise API. Optional if Student Percent of Time - 0.

Unexcused Absence - Similar to excused absence

Corporal Punishment - Optional for October. Reported in June if resident district administered discipline.

Withdrawal Date and Reason - Refer to Section 4.1.2.10 for guidance regarding withdrawal

Graduation Credit Units - Optional for October. Include credits earned at resident district only.

Diploma Date - Optional for October. Report in June if diploma awarded by resident district.

Curriculum/Completer Status - Optional for October. Report in June if completion accomplished at resident district.

Award of Merit - Optional for October. Report in June if completion accomplished at resident district.

Attending/Home District IRN - District IRN where student is court-placed

Attending/Home District IRN Indicator - 'C' or 'P'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period of all required tests given by the resident district for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by the resident district as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be

reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

DISTRICT WHERE STUDENT IS COURT-PLACED

Demographic Record - One per student

Building IRN - IRN of building within district which student attends

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Legal district of residence

Student Status - 'C' or 'P'

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - Percent of time in instruction by an employee of the district where student is court-placed

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building within district which student attends

Student ID - API

Re-entry - API

Admission Date - API

Attendance - For the amount of time the student spends at the district where student is court-placed. If the student spends half of his/her day at the district where student is court-placed, the maximum attendance for any given day is .5, otherwise API. Optional if Student Percent of Time - 0.

Excused Absence - For the amount of time the student spends at the district. If the student spends half of his/her day at the district, the maximum absence for any given day is .5, otherwise API. Optional if Student Percent of Time - 0.

Unexcused Absence - Similar to Excused absence

Corporal Punishment - Optional for October. Reported in June if district where student is court-placed administered the discipline.

Withdrawal Date and Reason - Data as it relates to the district where student is court-placed.

Graduation Credit Units - Optional for October. Include credits earned at district where the student is court-placed only.

Diploma Date - Optional for October, report API if diploma awarded by district where student is court-placed.

Curriculum/Completer Status - Optional for October, report if completion accomplished at district where the student is court-placed.

Award of Merit - Optional for October. Report if completion accomplished at district where student is court-placed.

Attending/Home District IRN - If student is educated 100% by the district where the student is court-placed, then enter District of Residence. Otherwise, enter the Educating District IRN.

Attending/Home District IRN Indicator - If student attends district where the student is court-placed 100%, then enter '0'. Otherwise, any option except '0'.

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for June reporting of all required tests given by the district where the student is court-placed for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by the district where the student is court-placed as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the district where the student is court-placed.

EDUCATING DISTRICT

(If different from district where the student is court-placed and not a JVS.

If the educating district is a JVS, JVS should refer to Situation 2.)

Demographic Record - One per student

Building IRN - IRN of educating building

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Legal district of residence

Student Status - Do not use '0', usually a '1'

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - Percent of time student spends in instruction by employees of the educating district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of educating building

Student ID - API

Re-entry - API

Admission Date - As it relates to the educating district

Attendance - For the amount of time the student spends at the educating district. If the student spends half of his/her day at the educating district, the maximum attendance for any given day is .5

Excused Absence - For the amount of time the student spends at the educating district. If the student spends half of his/her day at the educating district, the maximum absence for any given day is .5

Unexcused Absence - Similar to Excused Absence

Corporal Punishment - Optional for October. API for June. Reported if educating district administered discipline.

Withdrawal Date and Reason - As it relates to the educating district.

Graduation Credit Units - Optional for October. Include units earned at the educating district only.

Diploma Date - Optional for October. Report if diploma issued by educating district.

Curriculum/Comp. Status - Not required for October or December, API for June. Report if completion occurred at educating district.

Award of Merit - Optional for October. Report if issued at educating district.

Attending/Home District IRN - IRN of district where student is court-placed

Attending/Home District IRN Indicator - '0'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for June reporting period of all required tests administered by the educating district for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report Student Course information for any courses provided by the educating district as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

NOTE: For students receiving Title I services use the appropriate codes 231xxx and / or 234xxx

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

J.3.13 Situation 16

Student at a Nonpublic School Participates in Vocational

Courses Instructed by a Public District Employee

Students located at nonpublic schools and enrolled in vocational courses taught by public district employees must be reported in the EMIS by the district employing the instructor and the student's Legal District of Residence according to Situation 2 of this appendix. The district employing the instructor must report these students in the same manner as other students, regardless of the students being full-time or part-time. All of the vocational courses must have a Course Master record and include all students (i.e., on the corresponding individual Student Course file) for the class to be correctly aggregated and reported to the Department. The enrollment at the parochial school is irrelevant in the EMIS. The student is receiving vocational instruction provided by a public district and is a resident of another public district. Both public districts (i.e., the vocational district and the public district of residence) report the student in the EMIS.

Refer to Situation 2 of this Appendix for a complete list of elements.

PUBLIC RESIDENT DISTRICT

Student Status - API

Student Percent of Time - Percent of time spent in instruction by an employee of the resident district. Usually '0'.

Attendance - Combined attendance of resident and vocational district

Excused Absence - Combined absence of resident and vocational district

Unexcused Absence - Combined absence of resident and vocational district

Attending/Home District IRN Indicator - '3' for JVS, '2' if the district employing the vocational teacher is not a JVS

Non-attending Reason - API for October, not required for December and June

Student Course Records

Enter the entire Student Course record for any courses provided by the resident district only as per instructions. Do not report courses taught by district employing the vocational teacher.

VOCATIONAL DISTRICT

Refer to Situation 2 of this Appendix for a complete list of elements.

Student Status - '0' if JVSD, or '2' if not a JVSD

Student Percent of Time - Percent of time student spends in instruction by an employee of the district providing the vocational course

Admission Date - Report as it relates to the district employing the vocational teacher - API

Attending/Home District IRN - Public district of residence, (usually the resident district IRN). If the student is court-placed in a district which is different from where the student's parents reside, this will be the IRN of the district where the student is court-placed.

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Required for October only

Majority of Attendance IRN - Not required for October, otherwise API

Proficiency and CBE Testing Records

JVSD's do not report testing information in the EMIS.

Student Course Records

Report the entire Student Course record for any courses provided by the district employing the vocational teacher as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year through the vocational district as per instructions for the June reporting of data.

Discipline Record

The entity administering the discipline is required to report it.

Note: It is the responsibility of the district employing the vocational teacher to report the attendance, absence, and graduation credit units data to the public district of residence.

J.3.14 Situation 17 (REVISED)

**School-Age Student Attends JVS and is Instructed
by an Employee of the Education Service Center
RESIDENT DISTRICT**

Report information according to Situation 22 of this appendix. The resident district cannot report information about the student being educated by the JVSD.

JVS DISTRICT

Report information according to Situation 2 of this appendix. The JVS district cannot report information about the student being educated by the education service center.

EDUCATION SERVICE CENTER

The education service center reports information according to Situation 22 of this appendix.

J.3.15 Situation 18

Vocational Adult Educated by Resident District Only

Student Status - 0

RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of building where instruction is being received

Student ID - As per instructions in Chapter IV (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - API

Student Status - 0 (**Adult is resident of district**)

Grade Level

- 30- Adult, non-high school completer

- 31- Adult, high school completer

Grade Level, Next Year - Not required for October

- 30- Adult, non-high school completer

- 31- Adult, high school completer

- GR- Adult will complete educational requirements

Student Percent of Time - % of time spent in instruction by an employee of the resident district (Usually 100%).

Disability Condition - API

Disadvantagemen Status - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of "home" building of student

Student ID - API

Re-entry - API

Admission Date - API

Attendance - API

Excused Absence - API

Unexcused Absence - API

Corporal Punishment - Optional for October, report in June

Withdrawal Date and Reason - API

Graduation Credit Units - Not required for October or December, API for June

Diploma Date - Optional for October, report in June

Curriculum/Comp. Status - Not required for October or December, API for June

Award of Merit - Not required for October or December, API for June

Attending/Home District IRN - Resident district IRN

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Required in October only

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Not required for Adult students.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report Student Course data for any courses provided by the resident district as per instructions.

Student Program Records

Report all vocational programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data.

J.3.16 Situation 19

Adult Educated by JVS Employees Full or Part-time RESIDENT DISTRICT

No student or staff data is required to be reported through the EMIS.

JVS DISTRICT

Demographic Record - One per student

Building IRN - Vocational High School IRN

Student ID - As Per Instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - **(The IRN of any feeder district)**

Student Status - 0 (**Adult is resident of district**)

Grade Level

- 30- Adult, non-high school completer

- 31- Adult, high school completer

Grade Level, Next Year - Not required for October

- 30- Adult, non-high school completer

- 31- Adult, high school completer

- GR- Adult will complete educational requirements

Student Percent of Time - Percent of time student spends in instruction by an employee of the JVS

Disability Condition - API

Disadvantagement - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - Vocational High School IRN

Student ID - API

Re-entry - Optional

Admission Date - Report as it relates to the JVS - API

Attendance - For the amount of time the student spends at the JVS only. If the student spends half of his/her day at the JVS, the maximum attendance for any given day is .5, otherwise API

Excused Absence - For the amount of time the student spends at the JVS only. If the student spends half of his/her day at the JVS, the maximum absence for any given day is .5, otherwise API

Unexcused Absence - Similar to Excused absence

Corporal Punishment - Not required for October, API for June. Report discipline administered by JVS only.

Withdrawal Date and Reason - As it relates to the JVS

Graduation Credit Units - Not required for October. Report units earned at the JVS only.

Diploma Date - Optional

Curriculum/Comp. Status - Not required for October or December, API for June

Award of Merit - Optional

Attending/Home District IRN - Same IRN reported in District of Residence element

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Required for October only

Majority of Attendance IRN - Not required for October, API for June

Proficiency and CBE Testing Records

Effective for FY2000 JVSs are required to enter the entire record for the June reporting period of all required tests given by any district for each student.

Student Course Records

District IRN - JVS IRN

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report the entire Student Course record for any courses provided by an employee of the JVS as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

J.3.17 Situation 20

Preschool Student Educated by Education Service Center (ESC) Employees Full or Part-time RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of "home" building of student

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - IRN of legal district of residence

Student Status - usually '0', can be other than '0'

Grade Level - based on local definition of grade level

Grade Level, Next Year - Optional for October, required for June

Student Percent of Time - Percent of time spent in instruction by an employee of the resident district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of "home" building of student

Student ID - API

Re-entry - API

Admission Date - API

Attendance Days - Combined Attendance at the Resident District and the ESC

Excused Absence Days - Combined Absence at the Resident District and the ESC

Unexcused Absence Days - Combined Absence at the Resident District and the ESC

Corporal Punishment - Optional for October. Required in June

Report discipline administered by resident district only in June.

Withdrawal Date and Reason - Data as it relates to the resident district

Attending/Home District IRN - ESC IRN

Attending/Home District IRN indicator - '4'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June ---

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period for all required tests given by the resident district for each student.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

- Local Classroom Code - API
- Course Status - 'O' (active) for October, API for June
- First Semester Grade - Optional for October, API for June
- Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by an employee of the resident district as per instructions.

Student Program Records

October:

Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery Options, Vocational Programs, Placement Options for Disability Programs and Related Services.

December:

Early Childhood Service Delivery Options, Placement Options for Disability Programs and Related Services.

June:

All programs in which student participates at any time during the school year at the resident district.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

ESC DISTRICT

Demographic Record - One per student

Building IRN - ESC IRN

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - **Same as resident district reports**

Student Status - 'H'

Grade Level - API

Grade Level, Next Year - Not required for October

Student Percent of Time - Percent of time student spends in instruction by employees of the ESC

Disability Condition - '11' -= Preschooler with a Disability

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Building IRN - ESC IRN

Student ID - API

Re-entry - Optional

Admission Date - Report as it relates to the ESC - API

Attendance - For the amount of time the student spends at the ESC only. If the student spends half of his/her day at the ESC, the maximum attendance for any given day is .5, otherwise API.

Excused Absence - For the amount of time the student spends at the ESC only. If the student spends half of his/her day at the ESC, the maximum absence for any given day is .5, otherwise API.

Unexcused Absence - Similar to Excused Absence

Corporal Punishment - Not required for October, API for June. Report discipline administered by ESC only.

Withdrawal Date and Reason - As it relates to the ESC.

Diploma Date - Optional

Curriculum/Comp. Status - Not required for October or December, API for June.

Award of Merit - Optional

Attending/Home District IRN - District sending student to the ESC, (usually the resident district IRN). If student was court placed, this will be the IRN of the district where the student was court-placed.

Attending/Home District IRN Indicator - '0'

Non-attending Reason - Required for October only

Majority of Attendance IRN - Not required for October, API for June

Proficiency and CBE Testing Records

ESC's do not report testing information in the EMIS.

Student Course Records

District IRN - ESC IRN

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report Student Course information for any courses provided by an employee of the ESC as per instructions.

Student Program Records

October:

Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery Options, Vocational Programs, Placement Options for Disability Programs and Related Services.

December:

ESC's are not required to report data in December.

June:

All programs in which student participates at any time during the school year at the ESC.

Discipline Record

The entity administering the discipline is required to report it.

J.3.18 Situation 21

Non-resident NOT enrolled, receiving non-instructional support, supplementary or related services.

Student Status = 'T'

For students coded with Student Status = 'T', the district/ESC providing the services should ONLY report the following:

Demographic Record

Building IRN - IRN of "home" building of student; ESC's use ESC IRN

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - IRN of legal district of residence

Student Status - 'T'

Grade Level - based on local definition of grade level

Grade Level, Next Year - Optional for October, required for June

Student Percent of Time - '0'

Disability Condition - API

Disadvantagement - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of "home" building of student

Student ID - API

Attending/Home District IRN - District sending student to the district (usually the resident district IRN).

Attending/Home District IRN Indicator - '0'

Program Record

Report all programs/services being provided.

J.3.19 Situation 22

School-age Special Education Students educated by Education Service Center

Student Records

The education service center will be required to report preschool student data through the EMIS. (See Situation 20 for Preschool Special Ed reporting at ESC School-age student data will be transmitted to the district of residence for reporting. The ESC will be responsible for providing information concerning demographics, attendance, testing, programs, and summer school for students who attend their programs to each resident district.

Staff Records

The education service center will be responsible for reporting all staff records for each of their employees. This includes the creation of a Course Master file which contains information about each classroom instructed by a education service center staff member. The education service center will be responsible for creating a Local Classroom Code (LCC) for the courses taught.

RESIDENT DISTRICT

SCHOOL-AGE SPECIAL EDUCATION STUDENTS EDUCATED BY THE EDUCATION SERVICE CENTER ARE TO BE REPORTED BY THE RESIDENT DISTRICT, REGARDLESS OF WHERE THE PROGRAM IS HOUSED. If the education service center operates a program that is housed at District A and students from District B attend, District A should not report any of District B's students even if they are mainstreamed at District A.

Demographic Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend if he/she were not participating in the education service center unit

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - API

Student Status - 0

Grade Level - API

Grade Level, Next Year - Optional for October, API for June

Student Percent of Time - Include only percent of time spent in instruction by an employee of the resident district

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building in resident district which student attends part-time or would attend if he/she were not participating in education service center unit

Student ID - API

Re-entry - API

Admission Date - API

Attendance - Combined attendance of resident district and education service center

Excused Absence - Combined Excused of resident district and education service center

Unexcused Absence - Combined excused of resident district and education service center

Corporal Punishment - Optional for October. For June, report discipline administered by the resident district or the education service center

Withdrawal Date and Reason - Data as it relates to the resident district

Graduation Credit Units - Optional for October. Include credits earned at education service center program

Diploma Date - Optional for October, API for June

Curriculum/Comp. Status - Required for June only

Award of Merit - Required for June only

Attending/Home District IRN - Education Service Center IRN

Attending/Home District IRN Indicator - '4'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Required for June only

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period for all required tests given by the resident district or the education service center.

Student Course Records

It is recommended that the resident district submit course records for the school-age special education students educated by the ESC.

Course Master Records

Course Master information is required for every unique course taught by an employee of the district - including school-age special education courses. (Note: Exceptions are outline in Chapter 4 of the Guide).

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October. Placement Options for Disability Programs and Related Services for Children with Disabilities must also be reported in October by the resident district for all students who are considered residents of the district regardless of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

ESC District

REPORTING OF SCHOOL-AGE SPECIAL EDUCATION STUDENTS IS OPTIONAL

Demographic Record - One per student

Building IRN - ESC IRN

Student ID - Student ID of the resident district

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Same as resident district reports

Student Status - 'H'

Grade Level - API

Grade Level, Next Year - Not required for October

Student Percent of Time - Percent of time student spends in instruction by an employee of the ESC

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - ESC IRN

Student ID - API

Re-entry - Optional

Admission Date - Report as it relates to the ESC - API

Attendance - For the amount of time the student spends at the ESC only. If the student spends half of his/her day at the ESC, the maximum attendance for any given day is .5, otherwise API.

Excused Absence - For the amount of time the student spends at the ESC only. If the student spends half of his/her day at the ESC, the maximum absence for any given day is .5, otherwise API.

Unexcused Absence - Similar to Excused absence

Corporal Punishment - Not required for October, API for June. Report discipline administered by ESC only.

Withdrawal Date and Reason - Data as it relates to the ESC.

Graduation Credit Units - Not required for October. Include credits earned at the ESC only.

Diploma Date - Optional

Curriculum/Completer Status - Not required for October or December, API for June.

Award of Merit - Optional

Proficiency and CBE Testing Records

ESC's do not report testing information in the EMIS.

Student Course Records

District IRN - ESC IRN

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Report Student Course information for any courses provided by an employee of the ESC as per instructions.

Student Program Records

October:

Child Day-care, Postsecondary Options, Open Enrollment Options, Early Childhood Service Delivery Options, Vocational Programs, Placement Options for Disability Programs and Related Services.

December:

ESC's are not required to report data in December.

June:

All programs in which student participates at any time during the school year at the ESC. **Experience Before**

Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

Note: It is the responsibility of the ESC to report the attendance, absence, and graduation credit units data to the sending district.

J.3.20 Situation 24

Student is Educated in a Community School RESIDENT DISTRICT

Demographic Record - One per student

Building IRN - IRN of building student would attend

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Actual District of Residence

Student Status - 0

Grade Level - API

Grade Level, Next Year - not required

Student Percent of Time - Percent of time instructed by district of residence employees (usually 0)

Disability Condition - All Required Periods

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building student would attend

Student ID - API

Admission Date - API

Attendance, Excused Absence, Unexcused Absence - not required

Corporal Punishment - not required

Withdrawal Date and Reason - Refer to Section 4.1.2.10 for guidance regarding withdrawing students

Graduation Credit Units - not required

Diploma Received - not required

Curriculum/Comp. Status - not required

Award of Merit - not required

Attending/Home District IRN - Community School IRN

Attending/Home District IRN Indicator - 'M'

Non-attending Reason - not required

Majority of Attendance IRN - not required

EDUCATING/COMMUNITY SCHOOL

Demographic Record - One per student

Building IRN - IRN of building providing instruction

Student ID - As per instructions (API)

Student Name - Optional

Date of Birth - API

Gender - API

Racial/Ethnic Category - API

District of Residence - Actual District of Residence - API

Student Status - 'M' Community School

Grade Level - API

Grade Level, Next Year - Optional for October

Student Percent of Time - Percent of time student is educated by staff employed by the Community School

Disability Condition - API

Disadvantage - API

Homeless Status - API

LEP - API

Migrant - API

Prior Disability Condition - API

Attendance Record - One per student

Building IRN - IRN of building providing instruction

Student ID - API

Admission Date - API

Attendance - API

Excused Absence - API

Unexcused Absence - API

Corporal Punishment - Optional for October, API for June

Withdrawal Date and Reason - Refer to Section 4.1.2.10 for guidance regarding withdrawing students

Graduation Credit Units - Not required for October or December, API for June

Diploma Received - Not required for October or December, API for June

Curriculum/Comp. Status - Not required for October or December, API for June

Award of Merit - Not required for October or December, API for June

Attending/Home District IRN - Resident district IRN

Attending/Home District IRN Indicator - '0'

Non-attending Reason - API for October, not required for December and June

Majority of Attendance IRN - Not required for October or December, API for June

Proficiency and CBE Testing Records

Enter the entire record for the June reporting period for all required tests administered by the educating district.

Student Course Records

District IRN - IRN of district reporting data

Student ID - API

For each course:

Local Classroom Code - API

Course Status - '0' (active) for October, API for June

First Semester Grade - Optional for October, API for June

Second Semester/Final Grade - Optional for October, API for June

Enter the entire Student Course record for any courses provided by the educating district as per instructions.

Student Program Records

Report all programs in which the student participates at any time during the school year at the resident district as per instructions for the June reporting of data. The Child Day-care, Postsecondary Options, Open Enrollment

Options, Early Childhood Service Delivery options, and the Vocational Programs must be reported in October.

Placement Options for Disability Programs and Related Services for Children with Disabilities must also be

reported in October by the resident district for all students who are considered residents of the district regardless

of the location of the program.. For Title VI-B Flow-through purposes, this data is also reported in December.

Experience Before Kindergarten Records

Discipline Record

The entity administering the discipline is required to report it.

Appendix K - ADDITIONAL RESOURCES AVAILABLE

K.1 Special Education / IDEA Child Count Guidelines

GENERAL INFORMATION

City, municipal, exempted village, local and community school districts are required by IDEA and Chapter 3323 of the Ohio Revised Code to submit to the Division of Special Education specific data on the number of children with disabilities who are receiving special education and related services in accordance with an IEP. These data will be submitted to the U.S. Department of Education by February 1, 2000.

The data collected is used to determine the amount of Title VI-B Flow-Thru funds and the Preschool Grant Funds for your district.

The Special Education / IDEA Child Count Guidelines provided by the Ohio Department of Education/Division of Special Education Childhood, are available in Adobe Acrobat format (PDF) at the following website:

[Guidelines](http://www.oecn.ohio.gov/www/emis/childcnt.pdf) or <http://www.oecn.ohio.gov/www/emis/childcnt.pdf>

Adobe Acrobat Reader (TM) Version 3.0. is available free from <http://www.adobe.com/prodindex/acrobat/readstep.html>.

K.2 Instructions for Reporting Proficiency

INSTRUCTIONS FOR REPORTING THE 1999-2000 FOURTH, SIXTH, NINTH AND TWELFTH-GRADE PROFICIENCY TEST'S RESULTS VIA EMIS

Results of fourth-, sixth-, ninth- and twelfth-grade proficiency test data need to be reported through EMIS to the Ohio Department of Education by June 30, 2000.

While the EMIS Manual will direct you in the elements to be reported relative to the fourth-, sixth-, ninth- and twelfth-grade proficiency tests, the following additional information may be helpful.

The complete Instructions provided by The Ohio Department of Education / Division of Assessment, are available in Adobe Acrobat format (PDF) at the following website: [Instructions](http://www.oecn.ohio.gov/www/emis/prof.pdf) or

<http://www.oecn.ohio.gov/www/emis/prof.pdf>

Adobe Acrobat Reader (TM) Version 3.0. is available free from <http://www.adobe.com/prodindex/acrobat/readstep.html>.

Appendix L - Forms Eliminated

Table L-1 Forms Eliminated

Pages	ID	Name
1	SF-2(1)	ADM in institutions with approved special education units
1	SF-2C	ADM Inter-district contract vocational pupils
1	JVSADM	ADM for vocational schools
1	ADM1-S	Non-attendance supplement
10	SE08-1/SE08-9	Handicapped child counts
4	ADM-1	Average Daily Membership
1	CS-1	Certificated Staff form
4	OCCD-5	Superintendent's Annual Closing Report
4	OCCD-6	Superintendent's Annual Opening Report
1	EDU-0081	Ohio Educational Directory Position Information Form
1	EDU-0082	Ohio Educational Directory Building Information Form
53	AUD/ODE 4502	Annual Financial Report
2	SM-1	Budget (annual spending plan)
1	SM-2	Budget (quarterly spending - status report)
1	VE-21	Vocational Education Opening Report
1	VE-22	Vocational Education Closing Report
1	VE-22SS	Vocational Education Social Security Report
1	EDS-AAT-B	Building Achievement/Ability Test Score Report
1	EDS-AAT-D	District Achievement/Ability Test Score Report
1	EDS-HSPT-B	High School Proficiency Test Coordinator
1	EDS-HSPT-D	District Proficiency Test Coordinator
1	Form G	Teacher Education Student Form
1	Form H	Summary of Findings by Institution
1	Form I	National Association of State Directors of Teacher Education
2	Form J	Interstate Agreement on Qualifications of Education Personnel
1	Form M	Teacher Education Loan Program
	EEO-05	
1	EDU 0177 OR VE23	Vocational Education Placement Record

Appendix M - Post Secondary IRNs

Table M-1 Post Secondary IRNs

IRN	Name
062869	Akron University
063560	Antioch College
063396	Ashland University
063586	Baldwin-Wallace College
063446	Belmont Technical College
063602	Bluffton College
063594	Borromeo Seminary Of Wickliffe
062893	Bowling Green State University
063610	Capital University
063628	Case Western Reserve University
063636	Cedarville College
065078	Central Ohio Technical College
068254	Central State University
112151	Chatfield College
062927	University Of Cincinnati
063388	Cincinnati Technical College
063370	Clark State Community College
111658	Cleveland School of Music
062950	Cleveland State University
063305	Columbus State Community College
063404	Cuyahoga Community College
063941	University Of Dayton
063701	Defiance College
063719	Denison University
063727	Edgecliff College
065763	Edison State Community College
063735	Fenn College
063743	Findlay College
063750	Heidelberg College
063768	Hiram College
063339	Hocking Technical College
063453	Jefferson Technical College
063776	John Carroll University
062976	Kent State University
063784	Kenyon College
063792	Lake Erie College
063347	Lakeland Community College
064501	Lima Technical College
111476	Lourdes College
063297	Lorain County Community College
063800	Malone College
063818	Marietta College
064527	Marion Technical College
062984	Miami University
063651	Mount St Joseph-In-Ohio
063834	Mount Union College
068247	Mount Vernon Nazarene College
063842	Muskingum College
063289	Muskingum Area Technical College
063354	North Central Technical College
063313	Northwest State Community College
063859	Notre Dame College
063867	Oberlin College
063677	Ohio Dominican College
063875	Ohio Northern University
063214	Ohio State University
063255	Ohio State University - Marion Campus
063024	Ohio University
063883	Ohio Wesleyan University
063891	Otterbein College

IRN	Name
063271	Michael J. Owens Technical College
070607	University of Rio Grande
070581	Rio Grande Community College
063321	Shawnee State University
063362	Sinclair Community College
063420	Stark Technical College
063685	University Of Steubenville
067694	Southern State Community College
063925	St. Charles Borromeo
063438	Terra Technical College
113472	Tiffin University
063099	Toledo University
063958	Urbana University
063966	Ursuline College
063974	Walsh College
064345	Washington Technical College
063982	Western College
064006	Wilberforce University
064014	Wilmington College
064022	Wittenberg University
063693	Wooster College
063123	Wright State University
064030	Xavier University
063156	Youngstown State University

Appendix N - EMIS Reporting Dates

Table N-1 Reporting Dates by Element

Staff Demographic Record	OCT 15	DEC 20	JAN 30	APR 30	JUN 30	JUL 30	OCT 30
CI010 Sort Type "CI"	OCT 15				JUN 30		
CI015 Record Format Indicator	OCT 15				JUN 30		
CI020 Fiscal Year	OCT 15				JUN 30		
CI030 Reporting Period	OCT 15				JUN 30		
CI040 District IRN	OCT 15				JUN 30		
CI050 Social Security Number	OCT 15				JUN 30		
CI060 Employee Name	OCT 15				JUN 30		
CI070 Date of Birth					JUN 30		
CI080 Racial/Ethnic Category	OCT 15				JUN 30		
CI090 Gender	OCT 15				JUN 30		
CI100 Degree Type	OCT 15				JUN 30		
CI110 Semester Hours	OCT 15				JUN 30		
CI140 Attendance Days					JUN 30		
CI150 Absence Days-Total					JUN 30		
CI155 Absence Days - Long-term Illness					JUN 30		
CI200 Authorized Experience Years	OCT 15				JUN 30		
CI210 Total Experience Years	OCT 15				JUN 30		
Staff Employment Record	OCT 15				JUN 30		
CK010 Sort Type "CK"	OCT 15				JUN 30		
CK015 Record Format Indicator	OCT 15				JUN 30		
CK020 Fiscal Year	OCT 15				JUN 30		
CK030 Reporting Period	OCT 15				JUN 30		
CK040 District IRN	OCT 15				JUN 30		
CK050 Social Security Number	OCT 15				JUN 30		
CK060 Position Assignment Code	OCT 15				JUN 30		
CK070 Position Status	OCT 15				JUN 30		
CK080 Position Start Date	OCT 15				JUN 30		
CK090 School Building IRN	OCT 15				JUN 30		
CK100 Position FTE	OCT 15				JUN 30		
CK120 Fund Source Percent	OCT 15				JUN 30		
CK130 Position Fund Source	OCT 15				JUN 30		
CK140 Position Type	OCT 15				JUN 30		
CK150 Type of Appointment	OCT 15				JUN 30		
CK160 Length of Work Day	OCT 15				JUN 30		
CK170 Scheduled Work Days	OCT 15				JUN 30		
CK180 Contracted Pay Type	OCT 15				JUN 30		
CK190 Contracted Pay Amount Rate	OCT 15				JUN 30		
CK210 Extended Service	OCT 15				JUN 30		
CK220 Assignment Area	OCT 15				JUN 30		
CK230 Separation Reason	OCT 15				JUN 30		
CK240 Certificate Application	OCT 15				JUN 30		
CK250 Local Contract Code	OCT 15				JUN 30		
CK260 Grade Levels assigned	OCT 15				JUN 30		
CK270 Grade levels assigned	OCT 15				JUN 30		

Course Master Record	OCT 15				JUN 30		
CN010 Sort Type "CN"	OCT 15				JUN 30		
CN015 Record Format Indicator	OCT 15				JUN 30		
CN020 Fiscal Year	OCT 15				JUN 30		
CN030 Reporting Period	OCT 15				JUN 30		
CN040 District IRN	OCT 15				JUN 30		
CN050 Course Code	OCT 15				JUN 30		
CN060 Local Classroom Code	OCT 15				JUN 30		
CN070 Teacher Social Security Number	OCT 15				JUN 30		
CN080 Course Level	OCT 15				JUN 30		
CN090 Semester Code	OCT 15				JUN 30		
CN100 Length of Scheduled Instruction	OCT 15				JUN 30		
CN110 Location IRN	OCT 15				JUN 30		

CN130 Course Type	OCT 15				JUN 30		
CN140 Vocational Advisory Committee	OCT 15				JUN 30		
CN150 Beginning Hours of Operation	OCT 15				JUN 30		
CN160 Ending Hours of Operation	OCT 15				JUN 30		
CN180 Program Provider	OCT 15				JUN 30		
CN190 Program Builder Code	OCT 15				JUN 30		
CN200 High School Credit Amount	OCT 15				JUN 30		
CN210 High School Credit Area	OCT 15				JUN 30		

Vocational Correlated Class Record	OCT 15				JUN 30		
CV010 Sort Type "CV"	OCT 15				JUN 30		
CV015 Record Format Indicator	OCT 15				JUN 30		
CV020 Fiscal Year	OCT 15				JUN 30		
CV030 Reporting Period	OCT 15				JUN 30		
CV040 District IRN	OCT 15				JUN 30		
CV060 Primary Local Classroom Code	OCT 15				JUN 30		
CV070 First Correlated Local Classroom Code	OCT 15				JUN 30		
CV080 Second Correlated Local Classroom Code	OCT 15				JUN 30		

District General Information for Fall Record	OCT 15						
DQ010 Sort Type "DQ"	OCT 15						
DQ015 Record Format Indicator	OCT 15						
DQ020 Fiscal Year	OCT 15						
DQ030 Reporting Period	OCT 15						
DQ040 District IRN	OCT 15						
DQ050 Days in Session	OCT 15						
DQ060 Instruction Plan	OCT 15						
DQ070 Last Day of School	OCT 15						
DQ080 Participation Eligibility	OCT 15						

District General Information for Year End Record					JUN 30		
DR010 Sort Type "DR"					JUN 30		
DR015 Record Format Indicator					JUN 30		
DR020 Fiscal Year					JUN 30		
DR030 Reporting Period					JUN 30		
DR040 District IRN					JUN 30		
DR100 School Year					JUN 30		
DR110 Number of Days in Session					JUN 30		
DR630 Kindergarten (Half-day everyday)					JUN 30		
DR640 Kindergarten (Alternating full day)					JUN 30		
DR650 Kindergarten (All-day everyday)					JUN 30		
DR660 Total kindergarten days in session					JUN 30		
DR670 Title I Eligible Unserved					JUN 30		

Student – Discipline Record					JUN 30		
GD010 Sort Type "CV"					JUN 30		
GD015 Record Format Indicator					JUN 30		
GD020 Fiscal Year					JUN 30		
GD030 Reporting Period					JUN 30		
GD040 Building IRN					JUN 30		
GD050 Student ID Number					JUN 30		
GD060 Date of Discipline					JUN 30		
GD070 Type of Discipline					JUN 30		
GD080 Discipline Reason					JUN 30		
GD090 Total Discipline Days each occurrence					JUN 30		
GD100 Discipline modified on per exception basis					JUN 30		
GD110 Referred for Alternative program					JUN 30		

Student – Experience Before Kindergarten Record	OCT 15				JUN 30		
GE010 Sort Type "CV"	OCT 15				JUN 30		
GE015 Record Format Indicator	OCT 15				JUN 30		
GE020 Fiscal Year	OCT 15				JUN 30		
GE030 Reporting Period	OCT 15				JUN 30		
GE040 Building IRN	OCT 15				JUN 30		
GE050 Student ID Number	OCT 15				JUN 30		
GE060 Age	OCT 15				JUN 30		
GE070 Experience Before Kindergarten	OCT 15				JUN 30		

GE080 Number of Months	OCT 15				JUN 30		
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Student Demographics Record	OCT 15	DEC 20			JUN 30		
GI010 Sort Type "GI"	OCT 15	DEC 20			JUN 30		
GI015 Record Format Indicator	OCT 15	DEC 20			JUN 30		
GI020 Fiscal Year	OCT 15	DEC 20			JUN 30		
GI030 Reporting Period	OCT 15	DEC 20			JUN 30		
GI040 Building IRN	OCT 15	DEC 20			JUN 30		
GI050 Student ID Number	OCT 15	DEC 20			JUN 30		
GI060 Student Name	OCT 15	DEC 20			JUN 30		
GI070 Date of Birth	OCT 15	DEC 20			JUN 30		
GI080 Gender	OCT 15	DEC 20			JUN 30		
GI090 Racial/Ethnic Category	OCT 15	DEC 20			JUN 30		
GI100 District of Residence	OCT 15	DEC 20			JUN 30		
GI120 Student Status	OCT 15	DEC 20			JUN 30		
GI130 Grade Level	OCT 15	DEC 20			JUN 30		
GI140 Grade Level, Next Year	OCT 15	DEC 20			JUN 30		
GI150 Student Percent of Time	OCT 15	DEC 20			JUN 30		
GI160 Disability Condition	OCT 15	DEC 20			JUN 30		
GI170 Disadvantage	OCT 15	DEC 20			JUN 30		
GI190 Homeless Status	OCT 15	DEC 20			JUN 30		
GI230 Limited English Proficiency	OCT 15	DEC 20			JUN 30		
GI240 Migrant Status	OCT 15	DEC 20			JUN 30		
GI250 Prior Disability Condition	OCT 15	DEC 20			JUN 30		
GI260 Kindergarten Experience	OCT 15	DEC 20			JUN 30		

Student Attendance Record	OCT 15	DEC 20			JUN 30		
GK010 Sort Type "GK"	OCT 15	DEC 20			JUN 30		
GK015 Record Format Indicator	OCT 15	DEC 20			JUN 30		
GK020 Fiscal Year	OCT 15	DEC 20			JUN 30		
GK030 Reporting Period	OCT 15	DEC 20			JUN 30		
GK040 Building IRN	OCT 15	DEC 20			JUN 30		
GK050 Student ID Number	OCT 15	DEC 20			JUN 30		
GK070 Re-entry					JUN 30		
GK080 Admission Date	OCT 15	DEC 20			JUN 30		
GK110 Attendance	OCT 15				JUN 30		
GK120 Authorized Absence	OCT 15				JUN 30		
GK130 Unauthorized Absence	OCT 15				JUN 30		
GK140 Corporal Punishment					JUN 30		
GK230 Date of Withdrawal/Truancy	OCT 15				JUN 30		
GK240 Withdrawal/Dropout/Truancy Reason	OCT 15				JUN 30		
GK250 Graduation Credit Units (9-12)					JUN 30		
GK260 Diploma Date					JUN 30		
GK270 Diploma Type					JUN 30		
GK280 Curriculum/Completer Status					JUN 30		
GK290 Award of Merit					JUN 30		
GK300 Attending/Home District IRN	OCT 15				JUN 30		
GK305 Attending/Home IRN Indicator	OCT 15				JUN 30		
GK310 Non-attending Reason	OCT 15						
GK320 Majority of Attendance IRN					JUN 30		

Summer School Record	OCT 15						
GL010 Sort Type "GL"	OCT 15						
GL015 Record Format Indicator	OCT 15						
GL020 Fiscal Year	OCT 15						
GL030 Reporting Period	OCT 15						
GL040 Building IRN (Home District)	OCT 15						
GL050 Student ID Number	OCT 15						
GL060 Student Name	OCT 15						
GL070 Date of Birth	OCT 15						
GL080 Gender	OCT 15						
GL090 Racial/Ethnic Category	OCT 15						
GL100 Curriculum/Completer Status	OCT 15						
GL110 Previously Retained	OCT 15						
GL120 Diploma Date	OCT 15						
GL140 Award of Merit	OCT 15						
GL150 Attendance	OCT 15						

GL160 Authorized Absence	OCT 15						
GL170 Unauthorized Absence	OCT 15						
GL190 Grade Level	OCT 15						
GL200 Disability Condition	OCT 15						
GL210 Limited English Proficiency	OCT 15						

Student Course Record	OCT 15				JUN 30		
GN010 Sort Type "GN"	OCT 15				JUN 30		
GN015 Record Format Indicator	OCT 15				JUN 30		
GN020 Fiscal Year	OCT 15				JUN 30		
GN030 Reporting Period	OCT 15				JUN 30		
GN040 District IRN	OCT 15				JUN 30		
GN050 Student ID Number	OCT 15				JUN 30		
GN060 Subject Information	OCT 15				JUN 30		
GN080 Local Classroom Code	OCT 15				JUN 30		
GN090 Course Status	OCT 15				JUN 30		
GN100 First Semester Grade					JUN 30		
GN110 Second Semester or Final Grade					JUN 30		

Student Program Record-1	OCT 15	DEC 20			JUN 30		
GQ010 Sort Type "GQ"	OCT 15	DEC 20			JUN 30		
GQ015 Record Format Indicator "A"	OCT 15	DEC 20			JUN 30		
GQ020 Fiscal Year	OCT 15	DEC 20			JUN 30		
GQ030 Reporting Period	OCT 15	DEC 20			JUN 30		
GQ040 Building IRN	OCT 15	DEC 20			JUN 30		
GQ050 Student ID Number	OCT 15	DEC 20			JUN 30		
GQ060 Program Code	OCT 15	DEC 20			JUN 30		

Student Program Record-2	OCT 15	DEC 20			JUN 30			
GQ010 Sort Type "GQ"	OCT 15	DEC 20			JUN 30			
GQ015 Record Format Indicator "C"	OCT 15	DEC 20			JUN 30			
GQ020 Fiscal Year	OCT 15	DEC 20			JUN 30			
GQ030 Reporting Period	OCT 15	DEC 20			JUN 30			
GQ040 Building IRN	OCT 15	DEC 20			JUN 30			
GQ050 Student ID Number	OCT 15	DEC 20			JUN 30			
GQ060 Program Code	OCT 15	DEC 20			JUN 30			
GQ070 Employee ID	OCT 15	DEC 20			JUN 30			

For October: Child Day-care, Postsecondary Enrollment Options, Open Enrollment Options, ECE Service Delivery Options Early Childhood Setting, and the Vocational Programs (Vocational Evaluation Unit and TECH PREP required in October) are the only program areas required.

For December: Placement Options for Disability Programs, Related Services for Children with Disabilities, and ECE Service Delivery Options Early Childhood Setting are the only programs required for all students who are considered residents of the district for Title VI-B Flow-through purposes, regardless of the location of the program. If this code is not reported, the student will not be eligible for Title VI-B funding.

Year-end: Report all programs.

Student Testing Record - Proficiency, CBE					JUN 30		
GT010 Sort Type "GT"					JUN 30		
GT015 Record Format Indicator					JUN 30		
GT020 Fiscal Year					JUN 30		
GT030 Reporting Period					JUN 30		
GT040 Building IRN					JUN 30		
GT050 Student ID Number					JUN 30		
GT060 Testing Type/					JUN 30		
GT090 Testing Grade					JUN 30		

Student Testing Record - Proficiency					JUN 30		
GT310 Reading Attempt					JUN 30		
GT312 Reading Test-taking Status					JUN 30		
GT314 Reading Grade Level					JUN 30		
GT316 Reading Date					JUN 30		
GT320 Reading Proficiency Test Score					JUN 30		
GT330 Writing Attempt					JUN 30		
GT332 Writing Test-taking Status					JUN 30		
GT334 Writing Grade Level					JUN 30		
GT336 Writing Date					JUN 30		
GT340 Writing Proficiency Test Score					JUN 30		
GT350 Math Attempt					JUN 30		
GT352 Math Test-taking Status					JUN 30		

GT354 Math Grade Level					JUN 30		
GT356 Math Date					JUN 30		
GT360 Math Proficiency Test Score					JUN 30		
GT370 Citizenship Attempt					JUN 30		
GT372 Citizenship Test-taking Status					JUN 30		
GT374 Citizenship Grade Level					JUN 30		
GT376 Citizenship Date					JUN 30		
GT380 Citizenship Proficiency Test Score					JUN 30		
GT390 Science Attempt					JUN 30		
GT382 Science Test-taking Status					JUN 30		
GT384 Science Grade Level					JUN 30		
GT386 Science Date					JUN 30		
GT388 Science Proficiency Test Score					JUN 30		
GT400 Reading Scaled Score					JUN 30		
GT410 Writing Scaled Score					JUN 30		
GT420 Math Scaled Score					JUN 30		
GT430 Citizenship Scaled Score					JUN 30		
GT440 Science Scaled Score					JUN 30		

Student Testing Record – Proficiency Only					JUN 30		
GP010 Sort Type "GP"					JUN 30		
GP015 Record Format Indicator					JUN 30		
GP020 Fiscal Year					JUN 30		
GP030 Reporting Period					JUN 30		
GP040 IRN of Building					JUN 30		
GP050 Student ID					JUN 30		
GP060 Student Name					JUN 30		
GP070 Gender					JUN 30		
GP080 Racial/Ethnic Category					JUN 30		
GP090 Courses Completed Date					JUN 30		
GP100 Courses Completed IRN					JUN 30		
GP110 Reading Proficiency Test Score					JUN 30		
GP120 Writing Proficiency Test Score					JUN 30		
GP130 Mathematics Proficiency Test Score					JUN 30		
GP140 Citizenship Proficiency Test Score					JUN 30		
GP150 Science Proficiency Test Score					JUN 30		
GP160 Diploma Date					JUN 30		
GP170 Reading Scaled Score					JUN 30		
GP180 Writing Scaled Score					JUN 30		
GP190 Math Scaled Score					JUN 30		
GP200 Citizenship Scaled Score					JUN 30		
GP210 Science Scaled Score					JUN 30		

Student Testing Record - CBE					JUN 30		
GT010 Sort Type "GT"					JUN 30		
GT015 Record Format Indicator					JUN 30		
GT020 Fiscal Year					JUN 30		
GT030 Reporting Period					JUN 30		
GT040 Building IRN					JUN 30		
GT050 Student ID					JUN 30		
GT060 Testing Type					JUN 30		
GT090 Testing Grade Level					JUN 30		
GT500 Reading Progress					JUN 30		
GT510 Reading Intervention Code					JUN 30		
GT520 Composition Progress					JUN 30		
GT530 Composition Intervention Code					JUN 30		
GT540 Math Progress					JUN 30		
GT550 Math Intervention Code					JUN 30		
GT560 Science Progress					JUN 30		
GT570 Science Intervention Code					JUN 30		
GT580 Social Studies Progress					JUN 30		
GT590 Social Studies Intervention Code					JUN 30		

VE Student Employment Record					APR 30		
GV010 Sort Type "CV"					APR 30		
GV015 Record Format Indicator					APR 30		

GV020 Fiscal Year				APR 30			
GV030 Reporting Period				APR 30			
GV040 Building IRN				APR 30			
GV050-Student ID Number				APR 30			
GV060-VE Employment-Student Work				APR 30			
GV070-VE Student Salary				APR 30			
Building General Information Record					JUN 30		
DB010 Sort Type "DB"					JUN 30		
DB015 Record Format Indicator					JUN 30		
DB020 Fiscal Year					JUN 30		
DB030 Reporting Period					JUN 30		
DB040 District IRN					JUN 30		
DB050 Building IRN					JUN 30		
DB060 Percent Transportation					JUN 30		
DB070 Percent Lunchroom					JUN 30		
DB080 Building Square Feet					JUN 30		
DB090 Building Program Code					JUN 30		
DB100 Parent Involvement – Inform					JUN 30		
DB110 Parent Involvement – Evening					JUN 30		
DB120 Parent Involvement - Workshop					JUN 30		

Spending Plan/Actual Record				JAN 30	APR 30		JUL 30	OCT 30
QB010 Sort Type "QB"				JAN 30	APR 30		JUL 30	OCT 30
QB015 Record Format Indicator				JAN 30	APR 30		JUL 30	OCT 30
QB020 Fiscal Year				JAN 30	APR 30		JUL 30	OCT 30
QB030 Reporting Period				JAN 30	APR 30		JUL 30	OCT 30
QB040 District IRN				JAN 30	APR 30		JUL 30	OCT 30
QB050 Schedule Sequence				JAN 30	APR 30		JUL 30	OCT 30
QB060 Schedule Frequency				JAN 30	APR 30		JUL 30	OCT 30
QB070 Line Number				JAN 30	APR 30		JUL 30	OCT 30
QB080 Schedule Number				JAN 30	APR 30		JUL 30	OCT 30
QB090 Amount				JAN 30	APR 30		JUL 30	OCT 30

Financial Record							JUL 30	
QC010 Sort Type "QC"							JUL 30	
QC015 Record Format Indicator							JUL 30	
QC020 Fiscal Year							JUL 30	
QC030 Reporting Period							JUL 30	
QC040 District IRN							JUL 30	
QC050 Schedule Sequence							JUL 30	
QC060 Schedule Frequency							JUL 30	
QC070 Line Number							JUL 30	
QC080 Schedule Number							JUL 30	
QC110 Fund							JUL 30	
QC120 Special Cost Center							JUL 30	
QC130 Function							JUL 30	
QC140 Object							JUL 30	
QC150 Subject							JUL 30	
QC160 Operational Unit							JUL 30	
QC170 Instructional Level							JUL 30	
QC180 Job							JUL 30	
QC190 Account Description							JUL 30	
QC200 Fund Class							JUL 30	
QC210 July 1 Cash Balance							JUL 30	
QC220 Fiscal Year Receipts							JUL 30	
QC230 Fiscal Year Expenditures							JUL 30	
QC240 Current Cash Encumbered							JUL 30	
QC250 Current Fund Balance							JUL 30	
QC260 Current Payables (Optional)							JUL 30	
QC270 Prior Fiscal Year Encumbered							JUL 30	
QC280 Fiscal Year Total Appropriation							JUL 30	
QC290 Fiscal Year Actual Expenditure							JUL 30	
QC300 Current Encumbered							JUL 30	
QC305 General Fund Debt-Bond Ret.							JUL 30	
QC320 Fiscal Year Estimated Revenue							JUL 30	
QC330 Fiscal Year Actual Receipts							JUL 30	
QC340 Fiscal Year Receivable (Optional)							JUL 30	
QC345 Debt Retire.-General Fund							JUL 30	
QC350 Entity IRN							JUL 30	

QC360 Entity Name						JUL 30
QC365 Entity Type						JUL 30
QC370 Depository Name						JUL 30
QC380 Amount						JUL 30
QC390 Description/Purpose of Issue						JUL 30
QC400 Interest Rate						JUL 30
QC410 Interest Date						JUL 30
QC420 Issue Date						JUL 30
QC430 Maturity Date						JUL 30
QC435 Amt Outstanding Beg of Per						JUL 30
QC440 New Issues During Period						JUL 30
QC450 Principal Redemptions During Period						JUL 30
QC460 Amount Outstanding End of Period						JUL 30
QC470 Receiving Fund						JUL 30
QC480 Receiving Special Cost Center						JUL 30
QC490 Statutory Authority						JUL 30
QC500 Source						JUL 30
QC510 Year						JUL 30
QC520 Principal						JUL 30
QC530 Interest						JUL 30
QC540 Total						JUL 30
QC550 Tax Valuation - Real - Commercial/Industrial						JUL 30
QC560 Tax Valuation - Real - Residential/Agricultural						JUL 30
QC570 Tax Valuation - Real - Public Utilities						JUL 30
QC580 Tax Valuation - Real - Minerals						JUL 30
QC590 Tax Valuation - Personal - General						JUL 30
QC600 Tax Valuation - Personal - Public Utilities						JUL 30
QC610 Tax Valuation - Total Assessed Valuation						JUL 30
QC620 Tax Valuation - Tax Exempt						JUL 30
QC630 Tax Receipts - Real - Commercial/Industrial						JUL 30
QC640 Tax Receipts - Real - Residential/Agricultural						JUL 30
QC650 Tax Receipts - Real - Public Utilities						JUL 30
QC660 Tax Receipts - Real - Minerals						JUL 30
QC670 Tax Receipts - Personal - General						JUL 30
QC680 Tax Receipts - Personal - Public Utilities						JUL 30
QC690 Tax Receipts - Total Tax Receipts						JUL 30
QC700 Millage - Line Number						JUL 30
QC710 Millage - Full Assessed Rate						JUL 30
QC720 Millage - Adjusted Residential/Agricultural						JUL 30
QC730 Millage - Adjusted Commercial/Industrial						JUL 30
QC740 County Name						JUL 30
QC750 Fiscal Year Ending						JUL 30
QC760 Total Federal Receipt Group						JUL 30
QC770 Comments						JUL 30
QC780 CFDA Number						JUL 30
QC790 Grant Title						JUL 30
QC810 Federal Contribution Received						JUL 30
QC820 Federal Expenditure during current fiscal year						JUL 30
QC830 Case Number						JUL 30
QC840 Court Name						JUL 30
QC850 Plaintiff/Defendant Type						JUL 30
QC860 Plaintiff/Defendant Name						JUL 30
QC870 Capacity of Board						JUL 30
QC880 Total Expense						JUL 30
QC890 Expense for proceeding for current fiscal year						JUL 30
QC900 Description of Proceedings						JUL 30
QC910 Total Assessed Valuation						JUL 30
QC920 Inside Millage						JUL 30
QC930 Outside Millage						JUL 30
QC940 Total Average Daily Membership						JUL 30
QC950 Total Number of Noncertificated Employees						JUL 30
QC960 Total Number of Certificated Employees						JUL 30

Appendix O - EMIS Neglected and Delinquent IRN's for Title I

Table O-1 Neglected and Delinquent IRN's for Title I

County	Institution Name	IRN	Institution Type
Richland	Abraxas Foundation of Ohio	118372	Delinquent
Summit	Act I, Corrections	910192	Delinquent
Stark	Act I Alliance	910193	Delinquent
Summit	Act I, Boys	910194	Neglected
Summit	Act I, Girls	910195	Neglected
Hamilton	Adolph Frazier Treatment Home	910196	Neglected
Cuyahoga	Agape Programs	910036	Neglected
Allen	Allen Acres	910002	Neglected
Allen	Allen County Juvenile Treatment & Detention Center	910003	Delinquent
Hamilton	Altercrest	910082	Neglected
Huron	Alternative Resources for Kids, Inc.	910096	Delinquent
Ashtabula	Ashtabula County Children Services Board Receiving Center	910006	Neglected
Ashtabula	Ashtabula County Youth Development Center	910005	Delinquent
Muskingum	Avondale Youth Center	910130	Neglected
Athens	Bassett House	910007	Delinquent
Cuyahoga	Bellefaire Jewish Children Bureau	910197	Neglected
Cuyahoga	Berea Childrens Home	910032	Neglected
Belmont	BHC Fox Run Hospital	910198	Delinquent
Mahoning	Boys Child Care Center	910115	Neglected
Wayne	Boys Village Inc.	910174	Delinquent
Franklin	Buckeye Boys Ranch	910069	Neglected
Butler	Bunker Hill Haven for Boys	910016	Delinquent
Butler	Butler County Juvenile Detention Center	065888	Delinquent
Butler	Butler County Juvenile Rehabilitation Center	065888	Delinquent
Summit	Camp Roulston	910199	Delinquent
Stark	Canton Childrens Residential Center	910148	Neglected
Carroll	Char-Lynn Group Homes	910017	Delinquent
Lucas	Child Study Institute	910110	Delinquent
Cuyahoga	Childrens Aid Society	910038	Neglected
Hamilton	Childrens Home of Cincinnati	910090	Neglected
Wayne	Christian Childrens Home of Ohio (Residential)	910175	Neglected
Clark	Clark County Childrens Home	910018	Neglected
Shelby	Clear Creek Farm	910145	Neglected
Cuyahoga	Cleveland Christian Home for Children, Inc.	910039	Neglected
Cuyahoga	Cuyahoga County Detention Center	910041	Delinquent
Miami	David L. Brown Youth Center	069328	Delinquent
Delaware	Delwood	910054	Neglected
Richland	Downs Residence Hall	910138	Neglected
Marion	Edward J. Ruzzo Juvenile Justice Center	910200	Delinquent
Lake	Emma Caley Receiving Home	079301	Neglected
Erie	Erie County Juvenile Detention Center	910056	Delinquent
Cuyahoga	Euphrasia Center	910201	Delinquent
Fairfield	Fairfield Academy	125021	Delinquent
Franklin	Franklin County Juvenile Detention Center	910060	Delinquent
Hamilton	Friars Club	910083	Neglected
Gallia	Gallia County Childrens Home	910073	Neglected
Athens	Genesis Community Residential Center	910008	Delinquent
Mahoning	Girls Child Care Center	910117	Neglected
Hamilton	Hamilton County Juvenile Court Youth Center	069708	Delinquent
Franklin	Hannah Neil Center for Children	910062	Neglected
Hamilton	Hearne House, Inc. Boys	126433	Neglected
Hamilton	Hillcrest Training School	910085	Delinquent
Athens	Hocking Valley Community Residential Center	119198	Delinquent
Stark	Horizon Group Home	910158	Neglected
Cuyahoga	Jones Home of Childrens Services, Inc.	910042	Neglected
Lawrence	Judge Dennis J. Boll Group & Shelter Home	910202	Delinquent

County	Institution Name	IRN	Institution Type
Wood	Juvenile Residential Center of Northwest Ohio	121012	Delinquent
Crawford	Keller Hall	910203	Neglected
Montgomery	Kettering Youth Services	910204	Delinquent
Hamilton	Lighthouse New Beginnings Program	910205	Neglected
Ross	Lighthouse Youth Center - Paint Creek	910141	Delinquent
Hamilton	Lighthouse Youth Development Center	083014	Neglected
Mahoning	Lincoln Place/Compass Residential Center for Youth	122184	Delinquent
Van Wert	Lincolnview Langley	019802	Delinquent
Cuyahoga	Looking Glass Group Home	910043	Delinquent
Lorain	Lorain County Juvenile Detention Home	910105	Delinquent
Columbiana	Louis Tobin Attention Center	910030	Delinquent
Lucas	Lucas County Youth Treatment Center	122283	Delinquent
Lucas	Lutheran Homes-Wynn Road Group Home	910109	Neglected
Van Wert	Marsh Foundation Home and School	910168	Delinquent
Mahoning	Martin P. Joyce Juvenile Detention Center	910206	Delinquent
Warren	Mary Haven Youth Center	910170	Delinquent
Cuyahoga	Marycrest	910048	Neglected
Franklin	Maryhaven, Inc. Adolescent Treatment Program	123661	Delinquent
Clermont	Mid-Western Childrens Home	910027	Neglected
Montgomery	Montgomery County Juvenile Detention Center	910125	Delinquent
Stark	Multi-County Juvenile Residential Treatment Center	066332	Delinquent
Guernsey	Nelle Lane Gardner Home	910080	Neglected
Stark	Next Step, Inc. Group Home #2	910152	Neglected
Montgomery	Nicholas Residential Treatment Center for Youth	910129	Delinquent
Marion	North Central Ohio Rehabilitation Center	123745	Delinquent
Belmont	Oakview Juvenile Rehabilitation District	121749	Delinquent
Clark	Oesterlen Services for Youth, Inc.	910023	Neglected
Cuyahoga	Ohio Boys Town, Inc.	082115	Neglected
Cuyahoga	Ohio Boys Town, Inc.	083477	Neglected
Lawrence	Ohio Center for Youth	090324	Delinquent
Butler	One Way Farm of Fairfield Inc.	910013	Neglected
Cuyahoga	Parmadale, Inc.	910053	Delinquent
Wood	Pemberville Boys Ranch	910176	Delinquent
Perry	Perry County Group Home	910132	Delinquent
Portage	Portage-Geauga County Juvenile Detention Center	910134	Delinquent
Columbiana	Rogers Boys Group Home	910028	Delinquent
Franklin	Rosemont School	910067	Neglected
Cuyahoga	Safely Home Inc.	122218	Delinquent
Sandusky	Sandusky County Juvenile Detention Center	910143	Delinquent
Belmont	Sargus Juvenile Detention Center	910012	Delinquent
Seneca	Seneca County Youth Center	910144	Delinquent
Summit	Shelter Care, Inc.	910159	Neglected
Stark	Ship, Inc. (Lynn Way)	910184	Delinquent
Hamilton	St. Aloysius Orphanage	910088	Neglected
Lucas	St. Anthony Villa	910111	Delinquent
Preble	St. Clair Springs Children Home	910136	Delinquent
Montgomery	St. Joseph Childrens Treatment Center	910127	Neglected
Hamilton	St. Joseph Orphanage-Villa	910095	Neglected
Stark	Stark Attention Center	910156	Delinquent
Lorain	Stepping Stone Residential Center	910106	Delinquent
Summit	Summit County Children Services	069856	Neglected
Franklin	Syntaxis Youth Homes	083204	Neglected
Franklin	Syntaxis Youth Homes - Hampton Road Home	910061	Neglected
Franklin	Syntaxis Youth Homes - Joyce Group Home	910063	Neglected
Franklin	Syntaxis Youth Homes - Karl Group Home	910064	Neglected
Hamilton	Talbert House Residential Options for Youth	910208	Delinquent
Hamilton	Talbert House/Alternatives	126441	Delinquent
Trumbull	Trumbull County Childrens Center	910163	Neglected
Trumbull	Trumbull County Detention Center	910188	Delinquent
Tuscarawas	Tuscarawas Juvenile Attention Center	910167	Delinquent
Franklin	United Methodist Childrens Home	083980	Delinquent
Washington	Washington County Open Door Home	910171	Delinquent
Wayne	Wayne Holmes Detention Center	910173	Delinquent

County	Institution Name	IRN	Institution Type
Miami	West Central Juvenile Detention Center	117408	Delinquent
Miami	West Central Juvenile Rehabilitation Facility	119404	Delinquent
Summit	William P. Kannel Juvenile Court Detention Center	069732	Delinquent
Summit	Summit County Juvenile Detention Services	069740	Delinquent
Hamilton	St. Joseph Villa	910095	
Mahoning	William Swanston Home (The)	910118	Neglected
Adams	Wilson Childrens Home	910001	Neglected
Wood	Wood County Juvenile Detention Center	097402	Delinquent
Mahoning	Youngstown Youth Academy	910209	Delinquent
Cuyahoga	Youth Development Center	910044	Delinquent
Hamilton	Youth, Incorporated	910092	Delinquent

**Appendix Q -
RULE FOR CALCULATING STUDENT ATTENDANCE RATE TO MEET MINIMUM PERFORMANCE
STANDARDS**

Q.1 3301-18-01

- A. "STUDENT ATTENDANCE RATE" MEANS THE RATIO OF THE NUMBER OF ENROLLED STUDENTS ACTUALLY IN ATTENDANCE DURING THE COURSE OF A SCHOOL YEAR TO THE NUMBER OF ENROLLED STUDENTS THAT SCHOOL YEAR.
- B. ENROLLED STUDENT IS DEFINED AS PER DIVISION © OF SECTION 3317.03 OF THE REVISED CODE.
- C. "INSTRUCTIONAL SERVICES" MEANS 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.
- D. THE STUDENT ATTENDANCE RATE WILL BE CALCULATED BY MULTIPLYING THE SUM OF THE TOTAL AGGREGATE DAYS OF ATTENDANCE TIMES ONE HUNDRED AND THEN DIVIDING THAT PRODUCT BY THE SUM OF THE TOTAL AGGREGATE DAYS OF MEMBERSHIP PLUS THE TOTAL AGGREGATE DAYS OF UNEXCUSED ABSENCES.
- E. THE TOTAL AGGREGATE DAYS OF MEMBERSHIP IS THE SUM OF THE TOTAL AGGREGATE DAYS OF ATTENDANCE PLUS THE TOTAL AGGREGATE DAYS OF EXCUSED ABSENCE.
- F. TOTAL AGGREGATE DAYS (OF MEMBERSHIP, ATTENDANCE, EXCUSED ABSENCE, AND UNEXCUSED ABSENCE) ARE THE SUM OF THE DAYS FOR THE SCHOOL DISTRICT FOR ALL STUDENTS IN GRADES KINDERGARTEN THROUGH TWELFTH GRADE, INCLUDING THOSE STUDENTS WHO THE DISTRICT IS INSTRUCTING AND STUDENTS WHO ARE RESIDENTS OF THE DISTRICT AND ARE ATTENDING AN EDUCATIONAL SERVICE CENTER, JOINT VOCATIONAL SCHOOL DISTRICT (JVSD) OR A POST SECONDARY INSTITUTION.
- G. ATTENDANCE DAYS FOR A STUDENT ARE DEFINED AS THE ACTUAL NUMBER OF DAYS THE STUDENT WAS IN ATTENDANCE IN THE DISTRICT FOR THE ENTIRE YEAR.
 1. ATTENDANCE DAYS SHALL INCLUDE IN-SCHOOL SUSPENSIONS, SCHOOL SPONSORED FIELD TRIPS AND THE NUMBER OF DAYS 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. TO HAVE A DAY COUNTED AS AN ATTENDANCE DAY, A STUDENT MUST BE ENROLLED AND BE IN ATTENDANCE DURING THE YEAR OR BE ON EXPULSION OR SUSPENSION STATUS AND RECEIVING INSTRUCTIONAL SERVICES FROM THE SCHOOL DISTRICT.
 5. THE DAILY ATTENDANCE FOR A STUDENT WHO IS ATTENDING SCHOOL LESS THAN FULL-TIME MAY NOT EXCEED THAT PORTION OF THE DAY IN WHICH HE IS SCHEDULED TO ATTEND. FRACTIONAL DAYS (TO TWO DECIMAL PLACES) ARE PERMITTED. THIS WOULD INCLUDE STUDENTS RECEIVING INSTRUCTIONAL SERVICES FOR LESS THAN FULL-TIME WHILE EXPELLED OR DURING AN OUT-OF-SCHOOL SUSPENSION.
- H. EXCUSED ABSENCE DAYS FOR A STUDENT ARE DEFINED AS THE NUMBER OF DAYS THE STUDENT WAS ABSENT FOR EXCUSED REASONS IN THE DISTRICT FOR THE ENTIRE YEAR.
 1. THE REASONS FOR EXCUSED ABSENCE FROM SCHOOL AS DEFINED BY RULE 3301-51-13 OF THE ADMINISTRATIVE CODE ARE:
 - a. PERSONAL ILLNESS
 - b. ILLNESS IN THE FAMILY
 - c. QUARANTINE OF HOME
 - d. DEATH OF RELATIVE
 - e. HOME WORK DUE TO ABSENCE OF PARENTS OR GUARDIANS. ANY ABSENCE ARISING BECAUSE OF THIS SHALL NOT EXTEND BEYOND THE PERIOD FOR WHICH THE PARENTS OR GUARDIANS WERE ABSENT.
 - f. OBSERVANCE OF RELIGIOUS HOLIDAY
 - g. EMERGENCY OR SET OF CIRCUMSTANCES WHICH IN THE JUDGMENT OF SUPERINTENDENT OF

SCHOOLS CONSTITUTES A GOOD AND SUFFICIENT CAUSE FOR ABSENCE FROM SCHOOL. THIS WOULD NOT INCLUDE STUDENTS DURING AN OUT-OF-SCHOOL SUSPENSION IF THE STUDENT WAS NOT RECEIVING INSTRUCTIONAL SERVICES.

- 2.-NO PUPILS SHALL BE COUNTED AS ABSENT PRIOR TO THE ACTUAL DATE OF ENTRY IN THE SCHOOL.
- 3- TO HAVE A DAY COUNTED AS AN EXCUSED ABSENCE, A STUDENT MUST BE ENROLLED AND HAVE BEEN IN ATTENDANCE DURING THE YEAR.
- 4.- ANY PUPIL PERMANENTLY WITHDRAWN FROM SCHOOL SHALL NOT BE COUNTED AS ABSENT AFTER THE DATE OF SUCH WITHDRAWAL.
- 5.-THE DAILY EXCUSED ABSENCE FOR A STUDENT WHO IS ATTENDING SCHOOL LESS THAN FULL-TIME MAY NOT EXCEED THAT PORTION OF THE DAY IN WHICH HE IS SCHEDULED TO ATTEND FRACTIONAL DAYS (TO TWO DECIMAL PLACES) ARE PERMITTED. ,

- I. UNEXCUSED ABSENCE DAYS FOR A STUDENT ARE DEFINED AS THE NUMBER OF DAYS THE STUDENT WAS ABSENT IN THE DISTRICT FOR THE ENTIRE YEAR FOR ANY REASONS NOT LISTED AS EXCUSED, INCLUDING TRUANCY.
 1. ABSENCES DUE TO OUT-OF-SCHOOL SUSPENSIONS ARE CONSIDERED AN UNEXCUSED ABSENCE IF THE DISTRICT IS NOT PROVIDING INSTRUCTIONAL SERVICES.
 2. NO PUPILS SHALL BE COUNTED AS ABSENT PRIOR TO THE ACTUAL DATE OF ENTRY IN THE SCHOOL.
 3. TO HAVE A DAY COUNTED AS AN UNEXCUSED ABSENCE, A STUDENT MUST BE ENROLLED AND HAVE BEEN IN ATTENDANCE DURING THE YEAR.
 4. ANY PUPIL PERMANENTLY WITHDRAWN FROM SCHOOL SHALL NOT BE COUNTED AS ABSENT AFTER THE DATE OF SUCH WITHDRAWAL.
 5. THE DAILY UNEXCUSED ABSENCE FOR A STUDENT WHO IS ATTENDING SCHOOL LESS THAN FULL-TIME MAY NOT EXCEED THAT PORTION OF THE DAY IN WHICH HE IS SCHEDULED TO ATTEND. FRACTIONAL DAYS (TO TWO DECIMAL PLACES ARE PERMITTED. THIS WOULD INCLUDE STUDENTS NOT RECEIVING INSTRUCTIONAL SERVICES FOR LESS THAN FULL-TIME DURING AN OUT-OF-SCHOOL SUSPENSION.

- J. THOUGH A STUDENT MAY ATTEND MULTIPLE BUILDINGS WITHIN A DISTRICT DURING A REPORTING PERIOD, THE DATA SHALL BE REPORTED AS PART OF THE LAST BUILDING A STUDENT ATTENDED DURING THE YEAR.

- K. STUDENTS WHO ARE EXPELLED AND NOT RECEIVING INSTRUCTIONAL SERVICES ARE TO BE WITHDRAWN FROM THE DISTRICT DURING THE TERM OF THE EXPULSION.

EFFECTIVE: _____

CERTIFICATION: _____

DATE: _____

PROMULGATED UNDER: CHAPTER 119., RC

STATUTORY AUTHORITY: R.C. 3302.01©

RULE AUTHORIZED BY: R.C. 3302.01©

RULE AMPLIFIES: R.C. 3302.01 through 3302.04

RULE REVIEW DATE: _____

Appendix R - DATA ACCOUNTABILITY REQUIREMENTS FOR EARLY CHILDHOOD PROGRAMS

R.1 Data Accountability Requirements For Early Childhood Programs

The following two documents and actual Preschool experience form, as provided by The Ohio Department of Education/Division of Early Childhood Education, is available in Adobe Acrobat format (PDF) at the following website: [Preschool Experience Documents](#) or http://www.oecn.ohio.gov/www/emis/ps_exp.pdf

Adobe Acrobat Reader (TM) Version 3.0. is available free from

<http://www.adobe.com/prodindex/acrobat/readstep.html>.

Am Sub HB 215 sets forth three new requirements for accountability for Early Childhood programs administered by ODE (Head Start, Public School Preschool and Preschool Special Education). As described below, they are:

1) to document child progress using a common instrument and to report aggregate results annually; 2) to formulate and prescribe target levels for critical performance indicators; and 3) to collect "preschool" information by program type through EMIS.

1. To document child progress using a common instrument and to report aggregate results annually.

The purpose of this requirement is to be able to assess the immediate impact that Early Childhood programs have on children. Four broad goals for children have been agreed upon by the Head Start, Public School Preschool and Preschool Special Education communities. Investigation is underway to determine the instrument that will be used. Results will be reported in terms of "gains scores". Selected districts will field test the instrument in the next school year.

2. To formulate and prescribe target levels for critical performance indicators.

Program performance indicators such as staff and student attendance rates, mobility rates, staff development activities and parent participation activities have been selected as critical because of their relationship to positive child outcomes and sound administrative performance. Baseline data are being collected and target levels will be established for next year.

All programs will be required to provide this data on paper forms at this time.

3. To collect "preschool" information by program type through EMIS.

Am Sub HB 215 Section 50.02 (F) reads in part: "The Ohio Department of Education shall require school districts to collect "preschool" information by program type. All data will be reported via the Education Management Information System (EMIS)."

The purpose of this requirement is to track long-term effects that Early Childhood programs may have on children as like groups of children progress through the public education system. Data are to be collected from all students entering Kindergarten regarding their "preschool" experiences prior to entering Kindergarten. These data will be entered into EMIS. The Department, having field tested several forms for this data collection, has provided a model questionnaire to districts for parents to use in reporting their child's experiences.

Data are required for reporting on students entering Kindergarten for the 1998-99 school year and entered into the EMIS system for the Oct. (K) 99 and June (N) 99 reporting periods. These data will become part of the DATA

ACCOUNTABILITY requirements in June 99 and for October and June each year thereafter.

Instructions for individuals assisting parents with forms: Because of the importance of the data, it is recommended that someone be available during kindergarten registration to assist parents in filling out these forms. Please do not give any of the information on this form to parents in writing. This information is provided for staff background in preparing them to address parent questions. This request is being made because during field testing parents found it easier and less confusing to respond when there was less descriptive information

Purpose: To provide schools with information on the type of organized experiences children have outside the home prior to entering Kindergarten.

Definition = Age- This is the time between a given date and a child's birth, measured in years.

Age	Definition
3 years	From the day a child has his/her third birthday, until he/she turns four. (When the child is 36-47 months of age.)
4 years	From the day a child has his/her fourth birthday, until he/she turns five. (When the child is 48-59 months of age.)
5 years	From the day a child has his/her fifth birthday, until he/she turns six. (When the child is 60-72 months of age.)

Parent should complete the experiences that it is anticipated the child will participate in before entry into Kindergarten. For example, if child is 4 now but turns 5 on April 1, and in a preschool class that will be in session through May, then in the age 5 section, parents would indicate Preschool for 2 months.

Type of Organized Experience before Kindergarten- These are the types of experiences a child had prior to entering kindergarten. A child could have been participating in multiple experiences during the same time period.

Type of Experience

Choices

Child Care Center

Head Start Program

Preschool program in a public school

Preschool program NOT in a public school.

Special Education services provided by a school district (or MRDD) (IEP)

None of the above

I do not remember / I do not know

Definition

A program for children ages 3,4,5, with the primary purpose of providing care (rather than education). Typically, a center is open 8-12 hours a day, year round.

Comprehensive developmental services provided through a Head Start program, to children 3, 4 and 5 years of age for 2 1/2 to 5 hours each day, four to five days a week OR through the Head Start Home-based option for 1 visit a week of 1-1/2 hrs minimum.

Educational services provided through a school, to children 3, 4 and 5 years of age for 2 1/2 to 5 hours each day in attendance.

Educational services provided through an entity other than a school, to children 3, 4 and 5 years of age for 2 1/2 to 5 hours each day in attendance.

These are services provided to children with an Individualized Education Program (IEP), through a public school or a county MRDD. Children can receive services at home or in a classroom setting. An IEP is a plan with specified goals/objectives developed on a yearly basis for children with a disability, signed by the child's parents, and the child's Legal District of Residence, and provided under their guidance. MRDD- is a school funded separately from public schools, for the purpose of providing schooling programs for students with disabilities and/or developmental delays.

If none of the other options apply, this should be checked. This could also mean that the child had no organized experiences outside of the home.

A parent can select this when s/he cannot recall the type of services provided to a child at a given age. If a child is adopted or is a foster child, the parent/guardian may not have the information for certain ages. Parents should fill in as much information as possible.

Months- This is the number of months during which a child participated in a certain experience. (If children participated in more than one activity, parents/guardians may select more than one experience for each age.) The number should be at least 1, but no larger than 12, for each type of experience. Only one number should be entered next to each experience, for each age.

If a child participated in an activity for less than one month, it does not count as an organized experience. (For example, if a child attended preschool for two weeks, when she was 3, that would not count as an activity, unless she had attended for one month or longer.)

If parents circle a range of numbers, enter the highest number circled.

I choose not to respond

Parents can elect not to respond by placing a check mark on the line next to this option.

Instructions for individuals assisting parents with forms

Because of the importance of the data, it is recommended that someone be available during kindergarten registration to assist parents in filling out these forms. Please do not give any of the information on this form to parents in writing. This information is provided for staff background in preparing them to address parent questions. This request is being made because during field testing parents found it easier and less confusing to respond when there was less descriptive information.

Purpose: To provide schools with information on the type of organized experiences children have outside the home prior to entering Kindergarten.

Definitions:

Age- This is the time between a given date and a child's birth, measured in years.

3 years	From the day a child has his/her third birthday, until he/she turns four. (When the child is 36-47 months of age.)
4 years	From the day a child has his/her fourth birthday, until he/she turns five. (When the child is 48-59 months of age.)
5 years	From the day a child has his/her fifth birthday, until he/she turns six. (When the child is 60-72 months of age.)

Parent should complete the experiences that it is anticipated the child will participate in before entry into Kindergarten. For example, if child is 4 now but turns 5 on April 1, and in a preschool class that will be in session through May, then in the age 5 section, parents would indicate Preschool for 2 months.

Type of Organized Experience before Kindergarten- These are the types of experiences a child had prior to entering kindergarten. *A child could have been participating in multiple experiences during the same time period.*

Choices for this field are listed below:

Child Care Center	A program for children ages 3,4,5, with the primary purpose of providing care (rather than education). Typically, a center is open 8-12 hours a day, year round.
Head Start Program	Comprehensive developmental services provided through a Head Start program , to children 3, 4 and 5 years of age for 2 1/2 to 5 hours each day, four to five days a week OR through the Head Start Home-based option for 1 visit a week of 1-1/2 hrs minimum.
Preschool program in a public school	Educational services provided through a school, to children 3, 4 and 5 years of age for 2 1/2 to 5 hours each day in attendance.
Preschool program NOT in a public school.	Educational services provided through an entity other than a school , to children 3, 4 and 5 years of age for 2 1/2 to 5 hours each day in attendance.
Special Education services provided by a school district (or MRDD) (IEP)	These are services provided to children with an Individualized Education Program (IEP), through a public school or a county MRDD. Children can receive services at home or in a classroom setting. An IEP is a plan with specified goals/objectives developed on a yearly basis for children with a disability, signed by the child's parents, and the child's Legal District of Residence, and provided under their guidance. MRDD- is a school funded separately from public schools, for the purpose of providing schooling programs for students with disabilities and/or developmental delays.

None of the above	If none of the other options apply, this should be checked. This could also mean that the child had no organized experiences outside of the home
I do not remember/ I do not know	A parent can select this when s/he cannot recall the type of services provided to a child at a given age. If a child is adopted or is a foster child, the parent/guardian may not have the information for certain ages. Parents should fill in as much information as possible.

Months- This is the number of months during which a child participated in a certain experience. (If children participated in more than one activity, parents/guardians may select more than one experience for each age.)

The number should be at least 1, but no larger than 12, for each type of experience. Only one number should be entered next to each experience, for each age.

If a child participated in an activity for *less than one month*, it does not count as an organized experience. (For example, if a child attended preschool for two weeks, when she was 3, that would not count as an activity, unless she had attended for one month or longer.)

If parents circle a range of numbers, enter the highest number circled.

I choose not to respond	Parents can elect not to respond by placing a check mark on the line next to this option.
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Child's Name _____ Date _____

School _____

The purpose of this survey is to find out which of the following types of organized experiences (listed below) children have had before entering kindergarten, and to learn how long they lasted each year. IN EACH question below, for each age, next to each experience that applies, circle the estimated number of months that it lasted. If none of the experiences apply, or if you do not remember, place a check in the appropriate blank.

AGE 3

When your child was **3** years old (36-47 months old), how many months did he or she participate in the following organized experiences? Select all that apply by circling the appropriate number of months.

	# months (1-12)											
Child care center	1	2	3	4	5	6	7	8	9	10	11	12
Head Start program	1	2	3	4	5	6	7	8	9	10	11	12
Preschool program in a public school	1	2	3	4	5	6	7	8	9	10	11	12
Preschool program NOT in a public school	1	2	3	4	5	6	7	8	9	10	11	12
Special Education services provided by a school district (or MRDD) (IEP)	1	2	3	4	5	6	7	8	9	10	11	12

_____ None of the above applies to my child.

_____ I do not remember/ I do not know.

AGE 4

When your child was **4** years old (48-59 months old), how many months did he or she participate in the following organized experiences? Select all that apply by circling the appropriate number of months .

	# months (1-12)											
Child care center	1	2	3	4	5	6	7	8	9	10	11	12
Head Start program	1	2	3	4	5	6	7	8	9	10	11	12
Preschool program in a public school	1	2	3	4	5	6	7	8	9	10	11	12
Preschool program NOT in a public school	1	2	3	4	5	6	7	8	9	10	11	12
Special Education services provided by a school district (or MRDD) (IEP)	1	2	3	4	5	6	7	8	9	10	11	12

_____ None of the above applies to my child.

_____ I do not remember/ I do not know.

AGE 5

When your child was **5** years old (60-72 months), how many months did he or she participate in the following organized experiences? Fill in all that apply.

	# months (1-12)											
Child care center	1	2	3	4	5	6	7	8	9	10	11	12
Head Start program	1	2	3	4	5	6	7	8	9	10	11	12
Preschool program in a public school	1	2	3	4	5	6	7	8	9	10	11	12
Preschool program NOT in a public school	1	2	3	4	5	6	7	8	9	10	11	12
Special Education services provided by a school district (or MRDD) (IEP)	1	2	3	4	5	6	7	8	9	10	11	12

_____ None of the above applies to my child.

_____ I do not remember/ I do not know.

_____ I choose not to respond