

SPECIAL EDUCATION EVENT MASTER CODE SHEET

Date Type Element

NIEP	No Valid IEP in this District – Date the district first began providing services based on an IEP that they have not yet adopted. The IEP in which services are described might have been developed by another district prior to the student's enrollment in the current district, or could have been written by the current district but was not reviewed within one year of its adoption.
PSTC	Preschool Transition Conference Date - This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district. The conference is for a student who has been enrolled in Help Me Grow, and is suspected of having a disability and may be transitioning from Part C Early Intervention/Help Me Grow to Part B preschool special education services. It is federally mandated that a representative of the district attend this conference. The conference generally occurs between 90 and 120 days before the child's 3rd birthday. This option can be only used for preschool students transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education. It is NOT to be used for any other type of preschool conference.
RFRL	Referral for Evaluation Date - The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.
CNST	Parent/Guardian Consent for Evaluation Date - The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).
IETR	Evaluation Team Report Completion Date-Initial - The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.
IIEP	IEP Completion Date-Initial - The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required. The event date is the date of the IEP team meeting; the start date is decided by the IEP team but cannot precede the parental receipt of the PR-01, and the end date must be within 364 days of the start date and reflect the last day services will be provided.
AIEP	Amended IEP – The date when an existing IEP has been amended. Must be reported for amendments that change LRE, test types, or decisions related to graduation, such as OGT consequences & Secondary Planning element. The event date is the amendment date on the PR-07; the start date is decided by the IEP team but cannot precede the parental receipt of the PR-01, and the end date must match that of the IEP being amended.
IISP RISP	Initial Individual Services Plan – Date the District and the Non-pub completed the first Individual Services Plan. The outcome is always IE39. Initial Individual Services Plan – Reviewed or Revised Date the District and the Non-pub revised or updated an existing Individual Services Plan. The outcome is always IE39.
RETR	Evaluation Team Report Completion Date-Reevaluation - The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report reevaluation completion date does not meet mandated federal time lines then a Non-compliance ID is required.
RIEP	IEP Completion Date-Periodic Review or Review Other than Annual Review - The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program reevaluation completion date does not meet mandated federal time lines, then a Non-compliance ID is required. The event date is the date of the IEP team meeting; the start date is decided by the IEP team but cannot precede the parental receipt of the PR-01, and the end date must be within 364 days of the start date and reflect the last day services will be provided.
TETR	Transfer Evaluation Team Report Completion Date - Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.
TIEP	Transfer Student IEP Adoption Date - Date the district adopted an IEP developed by another public educational entity WITHOUT modification. If district chose to modify the IEP for a transfer student, they should report the date the IEP was modified as an "IEP Completion Date-Periodic Review" (RIEP).
CIEP	IEP consent withdrawn by parent - The date the parent/guardian withdraws consent for a previously written IEP that is still in effect. When reporting CIEP, the only valid outcome id is IEPR.
SEMD	Manifestation Determination – The date the Manifestation Determination was completed for the related incident of misconduct.

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Outcome Element

**** Not Applicable

CNDP Consent Moved to Due Process
 CNGI Consent Granted for Initial Evaluation (IETR)
 CNGR Consent Granted for a Reviewed Evaluation (RETR)
 CNGO Consent Granted for Other Special Education Activity (Neither IETR nor RETR)
 CNNR Consent Not Returned
 CNRF Consent Refused

ETDP ETR Resulted in Due Process
 ETEX Exiting Special Education. This code is to be used on the date the IEP team determines a child no longer requires specialized instruction or related services. It is NOT to be used if a student graduates or withdraws or when a parent revokes consent. Once a student has exited Special Education "***" are reported in the *Disability Condition* on the Student Attributes-Effective Date Record (FD).

ETNE Not Eligible for Services
 ET01 Multiple Disabilities (other than Deaf-Blind)
 ET02 Deaf-Blindness
 ET03 Deafness (Hearing Impairment)
 ET04 Visual Impairments
 ET05 Speech and Language Impairments
 ET06 Orthopedic Impairments
 ET08 Emotional Disturbance (fka SBH)
 ET09 Intellectual Disability (fka Cognitive Disabilities, Mental Retardation or Developmentally Handicapped)
 ET10 Specific Learning Disabilities
 ET12 Autism
 ET13 Traumatic Brain Injury (TBI)
 ET14 Other Health Impaired-Major
 ET15 Other Health Impaired-Minor
 ET16 Developmental Delay (students ages 3 - 5 only)

IEDP IEP Resulted in Due Process
 IENS IEP Complete – Not Served
 IEPR IEP Complete – Parental Refusal

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

Activity	In an average week, minutes spent in a setting not defined as "special education" that serves all students	In an average week, minutes spent in a setting that serves only SWDs	Total	Percent in typical
Related services (OT, PT, speech, counseling) required by IEP				
Academic and vocational coursework				
Other coursework (music, PE, art)				
Non-course activities (homeroom, lunch, recess)				
Work/study experiences				
Total				

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Outcome Element (Continued)

- IE13 Special Education outside the regular class less than 21% of the day.** Student with a disability receiving special education and related services outside the regular classroom for less than 21% of the school day. This may include placement in:
- Regular classes with special education/related services provided within the regular classes;
 - Regular classes with special education/related services provided outside regular classes;
 - Regular classes with special education services provided in resource rooms.
- IE14 Special education outside the regular class at least 21% of the day and no more than 60% of the day.** This may include placement in:
- Resource rooms with special education/related services provided within the resource room;
 - Resource rooms with part-time instruction in a regular class.
- IE15 Special education outside the regular class more than 60% of the day.** Student with a disability receiving special education and related services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:
- Self-contained special classrooms with part-time instruction in a regular class;
 - Self-contained special classrooms with full-time special education instruction on a regular school campus;
 - Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.
- IE16 Public Separate School.** Student with a disability receiving special education and related services, at public expense, for greater than 50% of the school day in public separate schools. This may include:
- Students with disabilities attending County Boards of DD;
 - Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
 - Public day schools for students with disabilities;
 - Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
 - Community Schools can use the code for their students when the IEP written by the Community school places the child in a different school.
- IE17 Private Separate School.** A student with a disability receiving education programs in private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in private separate schools. This may include:
- Private day schools for students with disabilities;
 - Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day;
 - Private residential facilities, if the student does not live at the facility
 - Community Schools should use the code for their students when the IEP written by the Community school places the child in a private school with more than 50% of its student population having disabilities
- IE18 Public Residential Facility.** A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and related services for greater than 50% of the school day in public residential facilities. This may include children placed in:
- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week) ;
 - Public residential schools for students with disabilities;
 - Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day.
 - Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School;
 - Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).
- IE19 Private Residential Facility.** A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:
- Private residential schools for students with disabilities;
 - Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.
 - Do not include students who received education programs at the facility and not living there.

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Outcome Element (Continued)

IE20	Homebound/Hospital. A student with a disability receiving education programs in a homebound/hospital environment, includes children with disabilities placed in and receiving special education and related services in: Hospital programs; Homebound programs. Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.
IE21	Correctional Facility. A student with a disability receiving education programs in any correctional facility, regardless of the amount of time spent with typically developing peers including: County jails; Juvenile detention facilities; and Community-based correctional facilities.
IE38	A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.
IE39	A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and related services at public expense from an LEA under a Services Plan. Include children whose parents chose to home school them but who receive special education and related services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA; do not include on an IEP developed for Scholarship students. This code can only be used as an outcome of an ISP.
IE51	Services Regular Early Childhood Program (More Than 10 Hours). Children attending a regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in the regular early childhood program
IE53	Services Regular Early Childhood Program (Less Than 10 Hours). Children attending a regular early childhood program less than 10 hour per week and receiving the majority of special education and related services in the regular early childhood program
IE55	Other Location Regular Early Childhood Program (More Than 10 Hours). Children attending a regular early childhood program at least 10 hour per week and receiving the majority of special education and related services in some other location
IE56	Other Location Regular Early Childhood Program (Less Than 10 Hours). Children attending a regular early childhood program less than 10 hour per week and receiving the majority of special education and related services in some other location
IE60	Preschool Special Education Program – Separate Class. A preschool special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
IE62	Preschool Special Education Program – Separate School. A special education program in which a student receives all of his/her special education and related services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
IE64	Preschool Special Education Program – Residential Facility. A special education program in which a student receives all of his/her special education and related services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.
IE70	Preschool at Home. A program in which a child receives all of his/her special education and related services in the principle residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.
IE72	Preschool Service Provider Location. A program in which a student receives all of his/her special education and related services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

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Non-Compliance ID Element

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

Secondary Planning Element

****	Not Applicable (use if IISP, RISP, NIEP, CIEP or it no age 14 or older during life of IEP)
TPNP	Transition Plan Not in Place
TFYG	FGY - Four-Year Grad, Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.
TMYG	MYG - Multi-Year-Grad, Transition Plan in Place. Student plans to meet graduation requirements more than four years after entering ninth grade.
TPCE	CPE – Planned Continuation of Ed services, Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive service as a Grade 23 student.

Reporting Instructions. Determining when a student will have completed coursework and will graduate, or will have completed coursework but needs additional education services in preparation for employment or enrollment in college, is a decision made by the IEP team and documented on the transition plan.

The decision can be made any time PRIOR to the start of the student's last year. This decision may include, but is not limited to, IEPs that specify the student will need more than one year to complete the requirements for a single grade level. For example, option TMYG would be used if a student's IEP specifies that the student needs two years to complete the coursework that is needed to move from ninth to tenth grade.

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

Assessment Codes

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

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

Accommodations

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

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Student Special Education Graduation Requirement Record Data Elements

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

Assessment Type Code - The code used to indicate the type of graduation assessment for which the student has been granted a graduation exemption or is no longer exempt.

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

- "Y" Exempt- the student's IEP team has determined that the student does not need to achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate
- "N" Not exempt- the student's IEP team has determined that the student must achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate
- IEP Date - Date of the IEP, as reported on the Special Education (GE) record, on which the graduation assessment requirement was determined.
- IEP Date Type Code -- Type of the IEP, as reported on the Special Education (GE) record, on which the graduation assessment requirement was determined.

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

If the child was removed from his usual setting due to disciplinary reasons, please make sure the following elements are reported correctly, and confirm that the planned discipline actually occurred. For example, a student who participates in an expulsion hearing might not actually be expelled.

Date of Discipline: The date the discipline action began.

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

Discipline type: For special education students, a code representing expulsion should only be reported when the manifestation determination found that the infractions resulting in disciplinary action **were NOT a manifestation of the student's disability**. A PR-03 form must be completed and included in the student's file. As special education services must continue to be provided, a withdrawal date and reason are NOT entered for the student. *(Expulsion code reported when action not due to disability.)*

If the manifestation determination found that the infractions resulting in disciplinary action **WERE a manifestation of the student's disability**, the expulsion code is NOT reported and the student cannot be expelled. Instead, program code 211001. (If action due to disability, no expulsion, placed in alternate setting, report code 211001.)

Any educational setting where a special education student may be temporarily placed for up to 45 days and for the same amount of time as children and youth without disabilities would be subject to discipline. This setting, where the student will continue to receive instruction, is different from the student's current placement setting.