

**Data Collection Tool for Students with Suspected/Identified Disabilities**  
**2012-2013 School Year**  
**Use for Events From June 1, 2012 Through May 31, 2013**

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

\*\*\*\* Refer to Master Code Sheet on page 3 for codes and explanations!!!

A. Date Type Codes: Activity (GE100)	Event Date from PR-XX form (GE 110)	Outcome (circle) (GE 120)				Begin Date (GE 140)	End Date (GE 150)	Compliance
1. PSTC (Preschool Transition -transition from Help Me Grow)		N/A						N/A
2. RFRL (Referral for Evaluation - after the child is suspected of having a disability)		N/A						N/A
3. CNST (Parent Consent for Evaluation -on or after referral date)		CNGT	CNRf	CNNR	CNDP			
4. IETR (Initial Evaluation Team Report - Completion due 60 days from consent)		ETNE ETDP Disability Category (circle): ET01 ET02 ET03 ET04 ET05 ET06 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16						
5. IIEP (Initial IEP - 30 days from ETR Completion; by third birthday if PSTC)		IENS IEPR IEDP LRE codes (circle) : IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE38 IE39 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72						
6. RETR (Reevaluation Team Report - 3 years from prior ETR)		ETDP ETEX Disability Category (circle): ET01 ET02 ET03 ET04 ET05 ET06 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16						
7. RIEP (Periodic Review of IEP - 1 year from previous IEP)		IENS IEPR IEDP LRE codes (circle) IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE38 IE39 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72						
8. TETR (Transfer Student ETR Adoption)		ET01 ET02 ET03 ET04 ET05 ET06 ET08 ET09 ET10 ET12 ET13 ET14 ET15 ET16						
9. TIEP (Transfer Student IEP Adoption)		LRE codes (circle) IE13 IE14 IE15 IE16 IE17 IE18 IE19 IE20 IE38 IE39 IE51 IE53 IE55 IE56 IE60 IE62 IE64 IE70 IE72						NA
10. FIEP (Final IEP meeting prior to graduation)								
11. CIEP (Consent for services withdrawn by parent)								NA

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<b>B. Has the student been removed to alternative school setting?</b> EMIS program code 211001 (circle if appropriate)													
<b>C. Secondary Planning Element</b> (Transition Plan reported for students 14 yrs or older)** (GE 170)		**** TPNP TFYG TMYG TPCE											
		<b>Frequency</b>		<b>Minutes</b>									
<b>D. Services (2150XX)</b> Record any and only those services described on IEP. Make sure to include any IEP required "speech and language services" for students whose disability category is "speech."	215002			Aide		Start Date		End Date					
	215003			Attendant									
	215004			Audiology									
	215006			Interpreting									
	215007			Medical.									
	215008			Occupational Therapy									
	215009			Orientation and Mobility									
	215010			Physical Therapy									
	215011			Reader Services									
	215012			Psychological									
	215013			Speech-language Pathology									
	215015			Rehabilitation counseling									
	215017			Parent counseling and training									
	215018			Counseling									
	215020			Recreational									
215021			Special Transportation										
215022			Social Work										
215026			School health services										
215027			School nurse services										
215023			Other										
<b>E. Preschool Itinerant Services (a teacher)</b>		220100 Provider:											
<b>F. Testing Requirements</b>	<b>TEST TYPE required by IEP:</b>			<b>Accommodations required:</b>					<b>Passing OGT Required for Graduation?</b>				
	ALT	STR	STA	**	NO	Y1	Y2	Y3	<b>M</b>	<b>R</b>	<b>S</b>	<b>SS</b>	<b>W</b>

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## Master Code Sheet

***Date Type Element***

<b>PSTC</b>	<b>Preschool Transition Conference Date</b> This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district. The conference is for a student who 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. <b>It is federally mandated that the district attend this conference.</b> The conference generally occurs between 90 and 120 days before the child's 3rd birthday.  This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education, NOT to be used for school-age children.
<b>RFRL</b>	<b>Referral for Evaluation Date</b> The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.
<b>CNST</b>	<b>Parent/Guardian Consent for Evaluation Date</b> The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).
<b>IETR</b>	<b>Evaluation Team Report Completion Date-Initial</b> The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.
<b>RETR</b>	<b>Evaluation Team Report Completion Date-Reevaluation</b> The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report reevaluation completion date does not meet mandated federal time lines then a Non-compliance ID is required.
<b>TETR</b>	<b>Transfer Evaluation Team Report Completion Date</b> Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.
<b>IIEP</b>	<b>IEP Completion Date-Initial</b> The meeting date when the Individualized Education Program was completed. From

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page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

- RIEP IEP Completion Date-Periodic Review 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.
- 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).
- FIEP Final IEP Team Meeting Prior to Graduation**  
A meeting of the IEP team that takes place within two months of graduation. In this meeting, a new IEP is NOT completed, since the student has met graduation requirements, will graduate, and the content in the existing IEP is appropriate for the days remaining until graduation.
- 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.

**Outcome Codes:**

\*\*\*\* Not Applicable

- CNDP Consent Moved to Due Process
- CNGT Consent Granted
- CNNR Consent Not Returned
- CNRF Consent Refused
- ETDP ETR Resulted in Due Process
- ETEX Exiting Special Education. THIS CODE IS TO BE USED WHEN THE IEP TEAM determines a child no longer requires specialized instruction or related services. It is NOT to be used if a student graduates or withdraws or a parent revokes consent
- ETNE Not Eligible for Services
- ET01 Multiple Disabilities (other than Deaf-Blind)
- ET02 Deaf-Blindness
- ET03 Deafness (Hearing Impairment)
- ET04 Visual Impairments

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- ET05      Speech and Language Impairments
- ET06      Orthopedic Impairments
- ET08      Emotional Disturbance (SBH)
- ET09      Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)
- ET10      Specific Learning Disabilities
- ET12      Autism
- ET13      Traumatic Brain Injury (TBI)
- ET14      Other Health Impaired (Major)
- ET15      Other Health Impaired (Minor)
- ET16      Developmental Delay (students ages 3 - 5 only)
- IEDP      IEP Resulted in Due Process
- IENS      IEP Complete – Not Served
- IEPR      IEP Complete – Parental Refusal

**Least Restrictive Environments, reported as outcomes of IEP events:**

The chart below can be used to calculate LRE for school-age children..

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 SWD	Total	Percent in typical
Related services (OT, PT, speech, counseling) required by IEP				
Core academic coursework				
Other coursework (music, PE, art)				
Non-course activities (homeroom, lunch, recess)				
Work/study experiences				
<b>Total</b>				

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- 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 MR/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
  - This does not include students being educated at a Community School.
- IE17 Private Separate School.** A student with a disability receiving education programs in private separate day school facilitates. This includes children with disabilities receiving special education and 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.

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- IE18 Public Residential Facility.** A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and related services for greater than 50% of the school day in public residential facilities. This may include children placed in:
- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week) ;
  - Public residential schools for students with disabilities;
  - Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day.
  - Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).
- IE19 Private Residential Facility.** A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:
- Private residential schools for students with disabilities;
  - Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.
  - Do not include students who received education programs at the facility and not living there.
- IE20 Homebound/Hospital .**A student with a disability receiving education programs in a homebound/hospital environment, includes children with disabilities placed in and receiving special education and related services in:
- Hospital programs;
  - Homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.

**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. There will be very few students with this code reported, as these students have ISPs, not reported in EMIS, instead of IEPs.

~~**IE50 Regular Early Childhood Program at Least 80% of the time.** An early childhood program that a student with disabilities attends for at least 80% of time.~~

~~**IE52 Regular Early Childhood Program 40-79%**~~

~~**IE54 Regular Early Childhood Program Less than 40%.** An early childhood program that a special education student attends for less than 40% of the time.~~

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- IE51 Services Regular Early Childhood Program (More Than 10 Hours)** Children attending a regular early childhood program at least 10 hrs 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 hrs 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 hrs 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 hrs per week and receiving the majority of special education and related services in some other location
- IE60 Preschool Special Education Program – Separate Class.** A preschool special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE62 Preschool Special Education Program – Separate School.** A special education program in which a student receives all of his/her special education and related services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE64 Preschool Special Education Program – Residential Facility.** A special education program in which a student receives all of his/her special education and related services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.
- IE70 Preschool at Home.** A program in which a child receives all of his/her special education and related services in the principle residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.
- IE72 Preschool Service Provider Location.** A program in which a student receives all of his/her special education and related services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians' offices, clinicians' offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

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



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**The code for removal to alternate setting in lieu of expulsion remains a program code, 211001.**

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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

**Secondary Planning Element**

- \*\*\*\* Not Applicable
- TPNP Transition Plan Not in Place
- TFYG (FYG-Four-Year Grad) Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.
- TMYG (MYG- Multi-Year-Grad) Transition Plan in Place. Student plans meet graduation requirements more than four years after entering ninth grade.
- TPCE (CPE – Planned Continuation of Ed services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in 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 (N) 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.

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***Services Program Codes***

215002	Aide
215003	Attendant
215004	Audiology
215006	Interpreting
215007	Medical.
215008	Occupational Therapy
215009	Orientation and Mobility
215010	Physical Therapy
215011	Reader Services
215012	Psychological
215013	Speech-language Pathology
215015	Rehabilitation counseling
215017	Parent counseling and training
215018	Counseling
215020	Recreational
215021	Special Transportation
215022	Social Work
215026	School health services
215027	School nurse services
215023	Other

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**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.

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