



Reporting EMIS/Special Education in Infinite Campus

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Agenda

Reporting timeline

Who reports

FY26 EMIS Changes

What Data to Report

Reporting Scenarios

Reports

Fixing Errors

FY26 EMIS Reporting Timeline

Beginning of Year Student Collection

- August 14, 2025 – December 19, 2025
- Includes events from 7/1/2025 – current date
- Should include all events through October 31 of the current school year

★ Only data used for Federal Child Count ★

Midyear Student Collection

- January 2, 2026 – April 24, 2026
- Includes events from 7/1/2025 – current date

End of Year Student Collection

- April 30, 2026 – July 15, 2026
- Includes events from 7/1/2025 – 6/30/2026

★ Should be a complete record of all special ed events for FY26

Reporting Special Education



Report for students attending a public school and for students placed in a non-public school by a public school district, and for parentally placed non-public students receiving special education services from the public school district.

Each year, every student with a disability should have at least one event to report.

The RESIDENT District is responsible for reporting the Special Ed Events

Special Education Reporting determines Weighted Funding for students with disabilities

Reporting Special Education

Who Reports?

- All EMIS reporting entities, except JVSDs and ESCs, who either provide education or services to a student with a disability or are the resident district.
- There are two exceptions
 - Student attends another district for Contract Career Technical education only – the district where the Contract Career Technical education is being provided does not report
 - Student is enrolled in Department of Youth Services (DYS) – the resident district does not submit this record for events that occur while the student is attending DHS

FY26 Changes

26-73

Clarifies the reporting of PS students who are not otherwise enrolled in the district, are evaluated for special education services, and are found to be ineligible for services

SPECIAL REPORTING SITUATIONS

Preschool Students Found to be Ineligible for Service

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

26-25

Adds options and reporting instructions to the Other Follow-Up Status Element. These additional options may be used for all subgroups being reported via the Exiting Student Follow-Up (FW) Record; however, the new options are only required reporting for the students with disabilities subgroup.

FY26 Changes

☀ *Other Follow-Up Status Element*

Record Field Number	FW310
Definition	Status not reported in any of the other follow-up status elements.

Valid Options

- * Not applicable (default)
- A Contact attempted, no response
- R Contact made, refused
- U Status unknown; for special education students, only report if no contact attempt was made
- D Deceased

Reporting Instructions. Report an “*” if any of these elements—Apprenticeship Status, Employment Status, Military Enlistment Status, Postsecondary Education Status, or Service Program Status—are reported with a value other than their default (* - Unknown). Do not report any values in other fields based on data from another district or provided by the Department on a report. For the students with disabilities subgroup, reporting option * indicates that contact with the student was made and a response was received as reported in the other elements on this record.

Options A and R may be used for all students; however, distinguishing between “A”, “R”, and “U” is only required for those in the students with disabilities subgroup. For CTE concentrators and prior year graduates who are not also students with disabilities, districts are only required to report “*”, “U”, or “D”.

Examples of situations to report with option A include but are not limited to the following: it is discovered that the student moved and their location is unknown, the student’s phone number is not in service, or the district has attempted contact multiple times with no response.

Option U would be reported if the district did not attempt to reach out to the student at all.

FY26 Changes

26-21

Removes the Preschool Poverty Level Element from the Student Attributes – Effective Date (FD) Record. The element was used for the Early Childhood Education (ECE) Grant. As ECE has transitioned to the Department of Children and Youth, this element is no longer needed in EMIS reporting.

FY26 Changes

26-8

Updates the Student Special Education (GE) Record. Guidance related to Date Type Element options has been clarified

Date Type Element

Record Field Number	GE100
Definition	Used to indicate the type of date.

Valid Options

TETR Transfer Evaluation Team Report Completion Date

Date the district adopted an [in-state or out-of-state](#) ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.

SEMD Manifestation Determination

Reported when a student with disabilities has accumulated more than 10 days of suspensions or expulsions. The date the manifestation determination was [held](#)~~completed~~ for the related incident of misconduct.

NIEP Special Education Services being Provided without an IEP in Place

~~Student must have a disability code reported on the FD Record when an NIEP is reported.~~ [Reported when services are being provided to a student even though there is not a current IEP in place.](#)

If the district does accept the in-state ETR, the next ETR done by the district must be an RETR. If ~~you do~~ the district does not accept the ETR from out of state, the district must begin the eligibility process from the start resulting in an IETR. The district must continue to provide services to both in-state and out-of-state transfer students until it is determined that the student is no longer eligible for special education.

Amended IEP. AIEPs may be reported when there is a change to a current IEP that resulted in changes to data that must be reported to EMIS. Examples of such changes include changes to an existing Outcome ID Element (GE120), a change in IEP Test Type Element (GE160), a change to the Secondary Planning Element (GE170), or a change to the Extended School Year Services (GE180).

NEWLY Released Evaluation Guidance

ETRs are no longer considered to “expire.” Instead, they are now classified as having “lapsed.” Under this new guidance, when an in-state ETR lapses, a *reevaluation* is required - not an *initial evaluation*, as previously directed.

Reevaluation Guidance Update

- Student Attributes – Effective Date (FD) Record
- Student Attributes – No Date (FN) Record
- Student Special Education (GE) Record
- Student Special Education Graduation requirement (FE) Record
- Student Program (GQ) Record
- Organization – General Information (DN) Record

- Student Assessment (FA) Record
- Student Standing (FS) Record
- Student Demographic (GI) Record
- Student Discipline (GD) Record
- Exiting Student Follow-up (FW) Record

- Student Attributes – Effective Date (FD) Record
 - Disability Condition
 - State Equivalent Grade Level
- Student Attributes – No Date (FN) Record
 - Updated October 31 IEP Outcome Least Restrictive Environment (LRE) outcome as of Oct. 31 for a student whose IWP currently on file with the Department does not reflect the current LRE for a student with a disability

When completing the Federal Child Count, the Department will review the LRE on the latest reported IEP event effective as of October 31 (including IEPs reported in the prior End of Year Student (S) Collection and IEP events reported in the current Beginning of Year Student (S) Collection) and the value of this element. The value of this element will take precedence. For this element to be valid for the Federal Child Count, the student must already have an IEP reported to the Department that is valid on October 31 (e.g., October 31 is between the reported Outcome Beginning and End dates on an IEP that was reported to the Department in the prior End of Year or in the current Beginning of Year Student (S) Collection). If no reported IEP is valid on October 31, then the value in this element will be ignored.

- Student Special Education (GE) Record
 - Date Element
 - Date Type Element
 - Extended School Year (ESY) Services
 - IEP Test Type Element
 - Non-Compliance ID Element
 - Outcome Beginning Date Element
 - Outcome End Date Element
 - Outcome ID Element
 - Secondary Planning Element

- Student Special Education Graduation requirement (FE) Record
 - Assessment Area Code
 - Assessment Type Code
 - Exemption Flag
 - IEP Date
 - IEP Date Type Code
- Student Program (GQ) Record
 - Special Education Related Services
- Organization – General Information (DN) Record
 - Most were discussed during the Beginning of Year Collection training, and some will be discussed during following Student Collections as they are expected to be reported.
 - Heads up for Initial IEP Eye Examination Group (Final)

GE – Student Special Education Record

GE – Special Education Record Extract

OH State Extracts

This tool will extract data to complete several formats of the OH State-defined reporting formats. Choose the State Format to get the file in the state defined fixed width file format, otherwise choose one of the testing/debugging formats.

Selection Type ☒ Single Extract ☐ Multiple Extracts

Extract Options

Extract Type

Reporting Period

Pull data from
SPED product
integration ☐

Date Range --

Fiscal Year Override

Format

Ad Hoc Filter

Pull Prior
IEPs/Evals ☒

Generate Extract

Submit to Batch

Select Calendars

Which calendar(s) would you like to include in the report?

- ☒ active year
☐ list by school
☐ list by year

25-26

25-26 Arthur Elementary
25-26 Carter Middle
25-26 Cleveland Elementary
25-26 Elementary Training
25-26 Fillmore Middle School
25-26 Harrison High
25-26 High School/MSTraining
25-26 Taylor K-8
25-26 Van Buren High School

If using
SameGoal/IC
Integration

No longer need to back
date extract Date
Range

****If getting old PSTC data errors, do NOT check Pull Prior IEPs/Evals box and back date the extract with a 1/1/2025 start date.*

GE – Special Education Record



- Each school year, every student with a disability must have at least one Special Ed event reported (be aware that this may not show on the GE record until the End Of Year Collection – remember the date range)
- Newly enrolled school-age students with a disability require a minimum of current IEP and ETR (completed or adopted) to be reported
- For newly enrolled students with a disability, report all events completed by your district, including any that occurred prior to July 1
- Report events as they occur throughout the school year, during the Student collection that coincides with the event dates
- Events outside the date range will be in the excluded file (Date Range is 7/1/2025 – 6/30/2026)

GE Date/Date Type Element

Dates are reported for the following events:

- Preschool Transition Conference (**PSTC**)
- Manifestation Determination (**SEMD**)
- Referral for Evaluation (**RFRL**)
- Parent/Guardian Consent for Evaluation (**CNST**)
- Evaluation Team Report Completing (Initial, Reevaluation or Transfer) (**IETR, RETR, TETR**)
- Individualized Education Program Completing (Initial and Periodic Review) (**IIEP, RIEP, TIEP**)
- Transfer Student IEP Adoption Date (**TIEP**)
- IEP Consent withdrawn by parent (**CIEP**)
- Amended IEP (**AIEP**) only some amendments are EMIS reportable
- ISP (**IISP, RISP**)
- **NIEP**



Preschool Transition Conference

[Student Information](#)>[Special Ed](#)>[Special Ed Dates](#)

PSTC – Preschool Transition Conference Date

Date of the preschool transition conference arranged by the Early Intervention Services Coordinator (Department of DD) with the school district. The conference is for a student who is suspected of having a disability and may be transitioning from Part C (Early Intervention) to Part B preschool special education. It is federally mandated that the district of residence attend this conference and occurs between 90 and 120 days before the child's 3rd birthday.

SEMD Manifestation Determination

Student Information>Special Ed>Special Ed Dates

- Reported when a student with disabilities has accumulated more than 10 days of suspensions or expulsions. The date the manifestation determination was held for the related incident of misconduct.

All behavior incidents should also be reported (GD).

NIEP

Student Information>Special Ed>Special Ed Dates

- Reported when Special Education Services being Provided without an IEP in Place. Reported when services are being provided to a student even though there is not a current IEP in place.
- Outcome will be the same as the last IEP that services are being provided on.
- Non-Compliance will be 10, 11 or 12 ONLY (and a non-compliance code, in most cases, will be expected on the next RIEP).
- Outcome beginning Date will be the date the student starts receiving services (Can't be before the enrollment date for the student or outside the 7/1/2025 – 6/30/2026 timeline for reporting).
- Don't enter an Outcome Ending Date (the next RIEP start date will end the NIEP reporting).

Special Ed Dates Detail

*Date
 

Always enter the Date (must fall within the 7/1/2025 – 6/30/2026 timeline)

NIEP Event Type

Outcome

Non Compliance

Outcome Beginning Date
 

Outcome Ending Date
 

ESY Services

The NIEP event Date/Information

SEMD Event Type

Manifestation Determination Date
 

The SEMD event Date

Evaluation

Exit Date
 

Exit Reason

Preschool Transition Conference Date
 

The Preschool Transition Conference Date

Updated October 31 IEP Outcome

Federal LRE Date
 

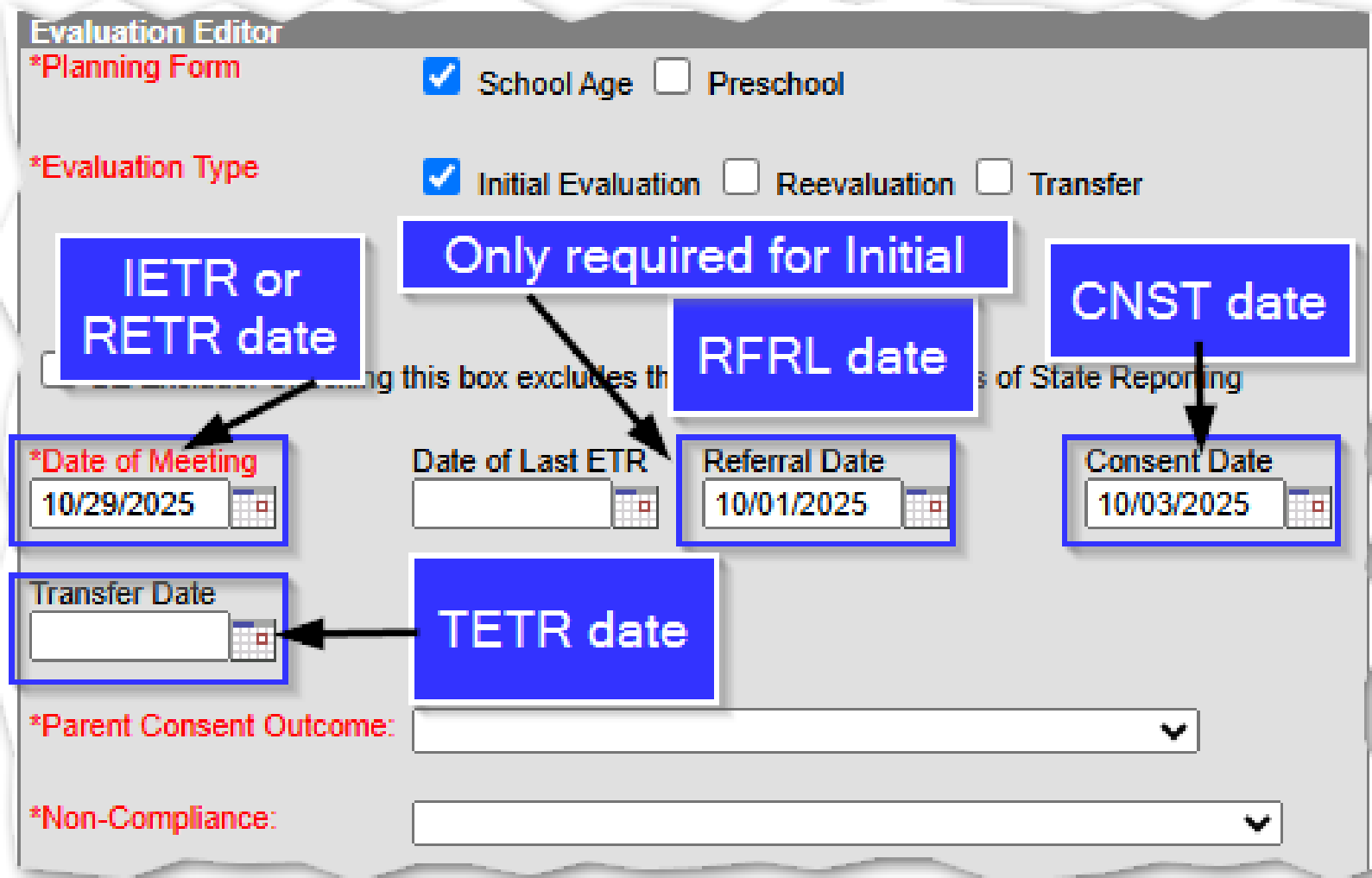
Federal LRE Setting

Only enter one event per Special Ed Dates Detail

ETR

GE Record Elements (ETR)

- Event Date – actual date the event was held (Date of Meeting in IC)



Evaluation Editor

***Planning Form** ☒ School Age ☐ Preschool

***Evaluation Type** ☒ Initial Evaluation ☐ Reevaluation ☐ Transfer

IETR or RETR date (Annotation pointing to *Date of Meeting)

Only required for Initial (Annotation pointing to Referral Date)

RFRL date (Annotation pointing to Referral Date)

CNST date (Annotation pointing to Consent Date)

***Date of Meeting** 10/29/2025

Date of Last ETR

Referral Date 10/01/2025

Consent Date 10/03/2025

Transfer Date

TETR date (Annotation pointing to Transfer Date)

***Parent Consent Outcome:**

***Non-Compliance:**

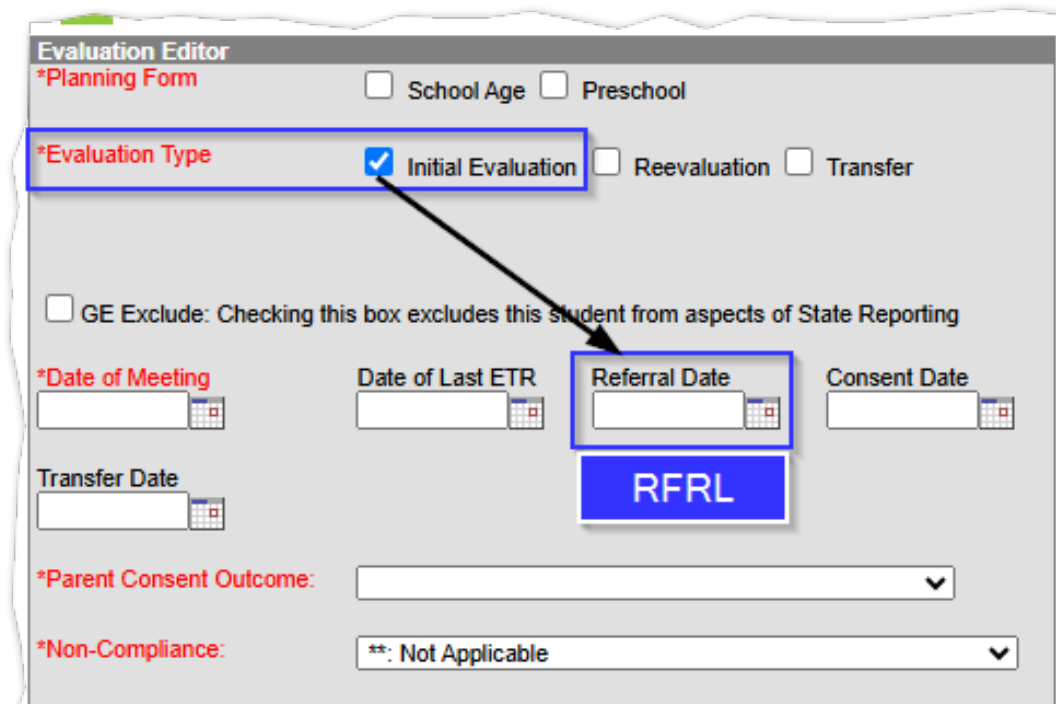
GE Record Elements (ETR)

Student Information>Special Ed>Special Ed Documents

- Event Type – Used to Indicate the Type of Date

RFRL Referral for Evaluation

The date the public school district or community school receives a parent's, school districts, or other educational agency's request for an initial evaluation.



The screenshot shows the 'Evaluation Editor' form with the following fields and options:

- *Planning Form**: ☐ School Age ☐ Preschool
- *Evaluation Type**: ☒ Initial Evaluation ☐ Reevaluation ☐ Transfer
- ☐ GE Exclude: Checking this box excludes this student from aspects of State Reporting
- *Date of Meeting**: [Date Picker]
- Date of Last ETR**: [Date Picker]
- Referral Date**: [Date Picker] (highlighted with a blue box and an arrow from the 'Initial Evaluation' checkbox)
- Consent Date**: [Date Picker]
- Transfer Date**: [Date Picker]
- *Parent Consent Outcome**: [Dropdown Menu]
- *Non-Compliance**: [Dropdown Menu] (selected: ** Not Applicable)

A blue button labeled **RFRL** is located below the 'Referral Date' field.



GE Record Elements (ETR)

Student Information>Special Ed>Special Ed Documents

- Event Type – Used to Indicate the Type of Date

Consent given for Initial Evaluation must be within 30 days of RFRL for compliance

CNST Parent/Guardian Consent for Evaluation Date

The date the parent or guardian grants/refuses consent for evaluation. This element should be reported with an Outcome ID to indicate status.

The screenshot shows the 'Evaluation Editor' form with the following fields and annotations:

- *Planning Form**: Includes checkboxes for 'School Age' and 'Preschool'.
- *Evaluation Type**: Includes checkboxes for 'Initial Evaluation', 'Reevaluation', and 'Transfer'. A blue box highlights this section.
- GE Exclude**: A checkbox with the text 'Checking this box excludes this student from aspects of State Reporting'.
- *Date of Meeting**: A date picker field.
- Date of Last ETR**: A date picker field.
- Referral Date**: A date picker field.
- Consent Date**: A date picker field, highlighted with a blue box. A blue arrow points from the 'Referral Date' field to this field.
- Transfer Date**: A date picker field.
- *Parent Consent Outcome:**: A dropdown menu, highlighted with a blue box. A blue line connects this field to the 'Consent Date' field. A blue arrow points from the text 'Consent given for Initial Evaluation must be within 30 days of RFRL for compliance' to this dropdown.
- *Non-Compliance:**: A dropdown menu.

The dropdown menu for '*Parent Consent Outcome:' is open, showing the following options:

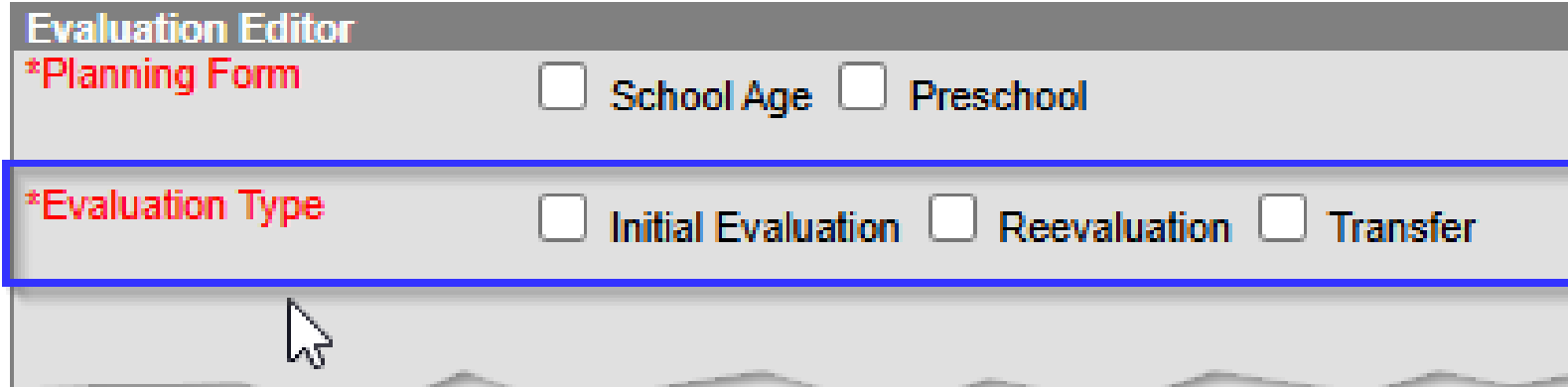
- Not Applicable
- Consent Refused
- Consent Not Returned
- Consent Moved to Due Process
- Consent Granted for Initial Evaluation (IETR)
- Consent Granted for Other Special Education Activity
- Consent Granted for a Reviewed Evaluation (RETR)

Consent Outcome Valid Options

****	Not Applicable
CNDP	Consent Moved to Due Process
CNGI	Consent Granted for <u>Initial</u> Evaluation (IETR)
CNGO	Consent Granted for Other Special Education Activity (neither IETR or RETR) DO NOT USE FOR TRANSFERS
CNGR	Consent Granted for a <u>Reviewed</u> Evaluation (RETR)
CNNR	Consent Not Returned
CNRF	Consent Refused
ETDP	ETR Resulted in Due Process

GE Record Elements (ETR)

- Event Type – Used to Indicate the Type of Date



Evaluation Editor

***Planning Form** ☐ School Age ☐ Preschool

***Evaluation Type** ☐ Initial Evaluation ☐ Reevaluation ☐ Transfer

Changing the Evaluation Type will change the additional information areas that are required.

Selecting Initial will make the Referral Date active (and is required).

Selecting Reevaluation or Transfer will make the Date of Last ETR required.

Evaluation Team Report Completion

IETR Evaluation Team Report Completion Date – Initial

The date the Evaluation Team Report is completed. This element should be reported with an Outcome ID to indicate status. If initial completion date does not meet mandated federal timelines, then a non-compliance ID is required.

Evaluation Team Report held within 60 days of CNST, or 90 days from RFRL, whichever comes first.

RETR Evaluation Team Report Completion Date – Reevaluation

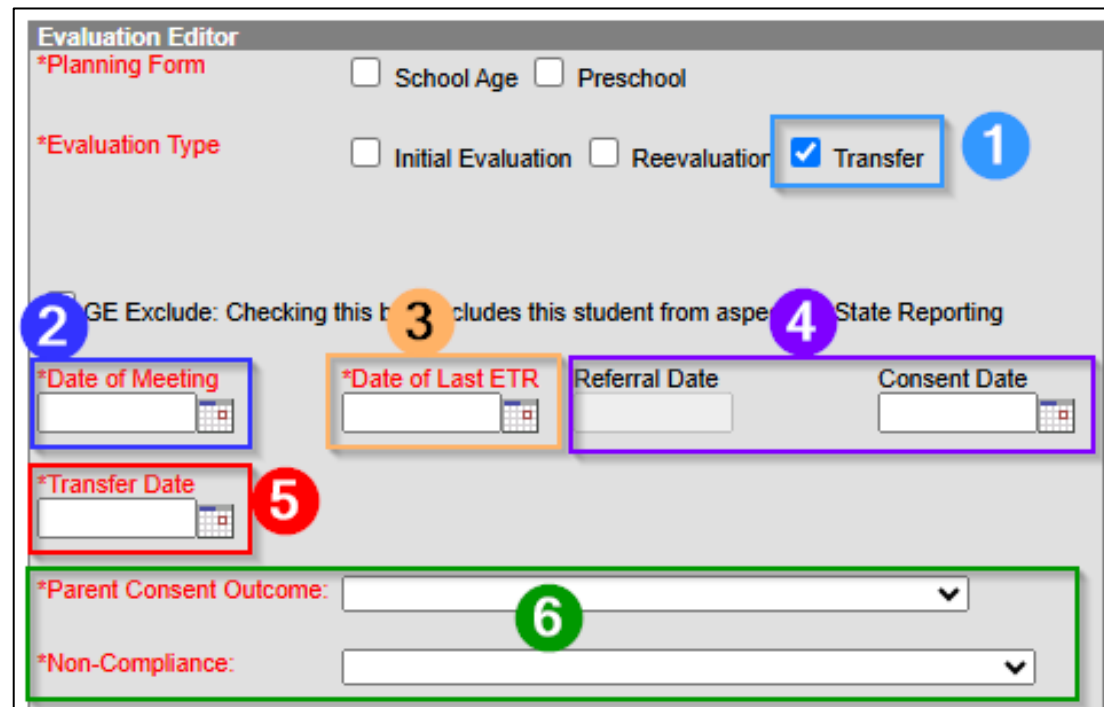
The date the Evaluation Team Report is completed. This element should be reported with an Outcome ID to indicate status. If the Evaluation Team Report reevaluation completion date does not meet mandated federal timelines, then a non-compliance ID is required.

Evaluation Team Report held within three years minus one day of last ETR.

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.



The screenshot shows the 'Evaluation Editor' form with the following elements highlighted by numbered callouts:

- 1**: A blue box around the 'Transfer' checkbox under '*Evaluation Type'.
- 2**: A blue box around the '*Date of Meeting' date field.
- 3**: An orange box around the '*Date of Last ETR' date field.
- 4**: A purple box around the 'Referral Date' and 'Consent Date' date fields.
- 5**: A red box around the '*Transfer Date' date field.
- 6**: A green box around the '*Parent Consent Outcome' dropdown menu.

- 1 – Check Transfer
- 2 – Entered exactly as on transferring ETR
- 3 – Use same date as entered for Date of Meeting
- 4 – Leave Blank
- 5 – Date your district accepts the ETR
- 6 - ** Not Applicable

Outcome ID

Eligibility Determination
ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics.

☐ Yes ☐ No

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document.

The child demonstrates an educational need that requires specially designed instruction

If the response is **NO** to any question, then the child is not eligible for special education.
If the response to all three questions is **YES**, the child is eligible for special education.

***Primary Disability:**

- ** Not Applicable
- 01: Multiple Disabilities (other than Deaf-Blind)
- 02: Deaf-Blindness
- 03: Deafness (Hearing Impairment)
- 04: Visual Impairments
- 05: Speech and Language Impairments
- 06: Orthopedic Impairments
- 08: Emotional Disturbance (SBH)
- 09: Intellectual Disabilities
- 10: Specific Learning Disabilities
- 12: Autism
- 13: Traumatic Brain Injury (TBI)
- 14: Other Health Impaired (Major)
- 15: Other Health Impaired (Minor)
- 16: Developmental Delay

Evaluation

Exit Date

Exit Reason

Preschool Transition Conference

Updated October 31 IEP Cycle

ETDP: ETR Resulted in Due Process
ETEX: Exiting Special Education
ETNE: Not Eligible for Services

IETR Outcome ID options include **ETNE** (Student Not Eligible for Special Education)

RETR Outcome ID options include **ETEX** (Student Exited Special Education)

*Both entered on the Special Ed Dates Tab

ET01-ET16 – Describes the Disability Category (See EMIS Manual 2.13 Student Special Education (GE) Record for the full list)

ETR Outcome ID

Outcome ID – Identifies the outcome of the event

CNDP – Consent moved to Due Process

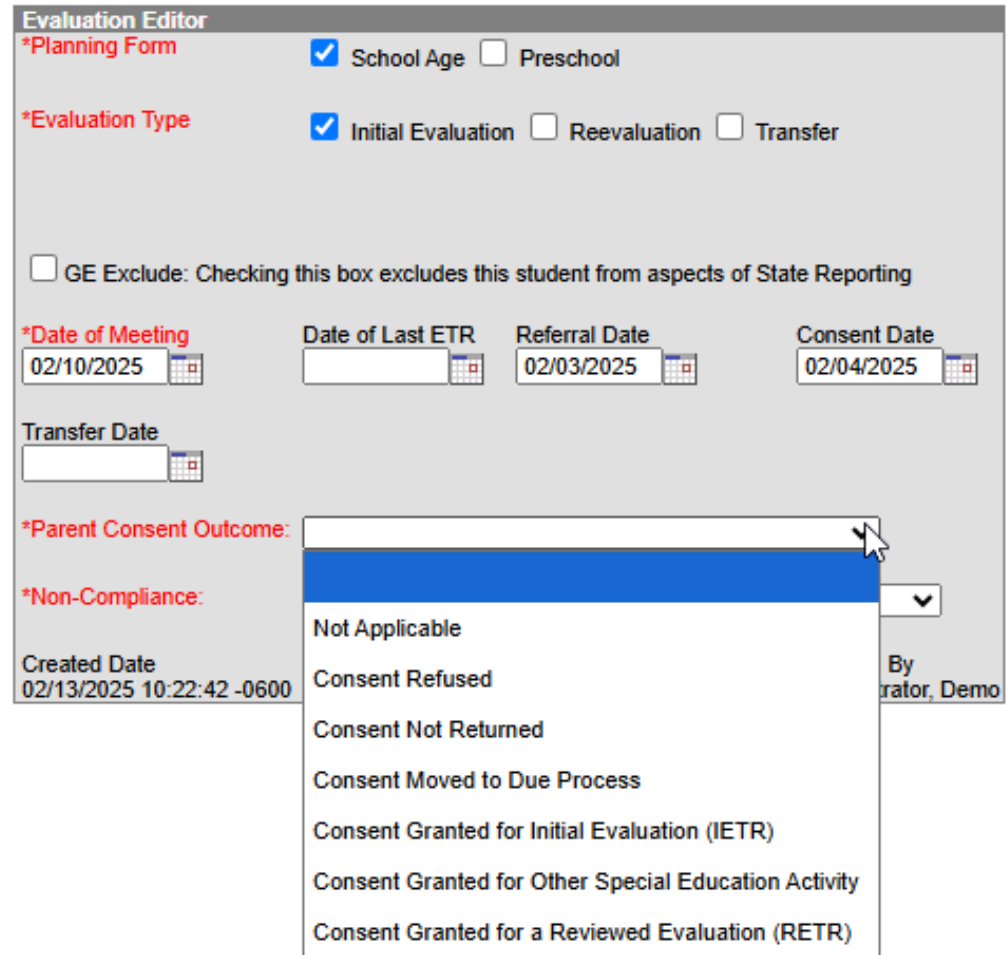
CNGI – Consent Granted for Initial Evaluation

CNGO – Consent Granted for Other Special Education Activity (Neither IETR nor RETR)

CNGR – Consent Granted for a Reviewed Evaluation

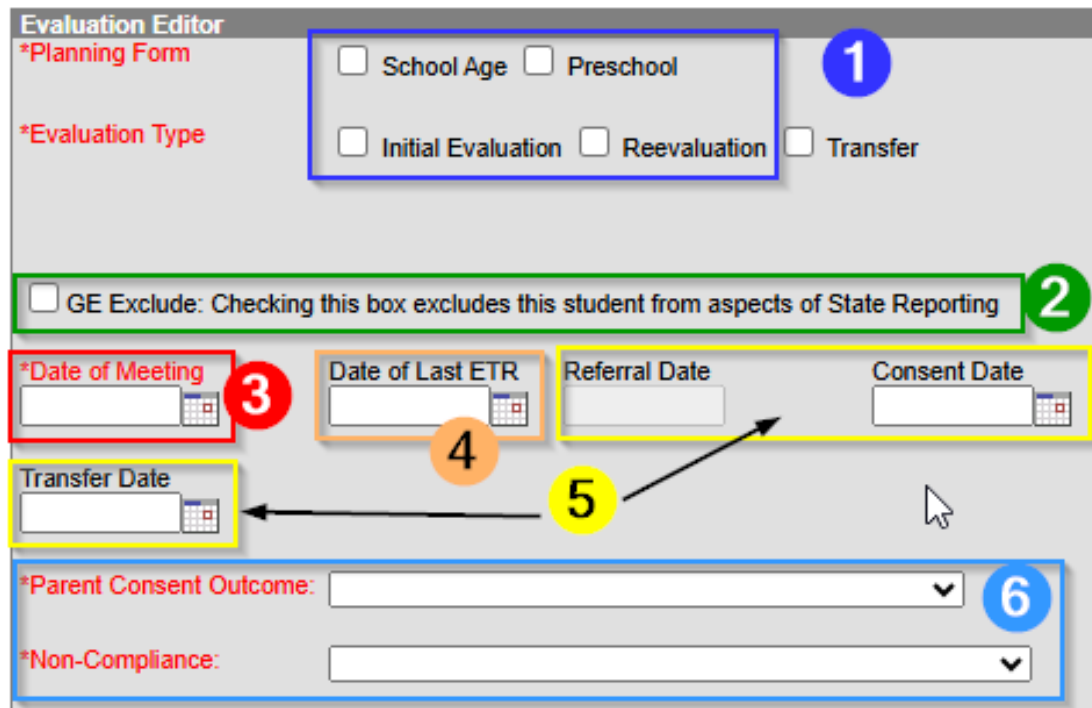
CNNR – Consent Not returned

CNRF – Consent Refused



The screenshot displays the 'Evaluation Editor' form. It includes sections for 'Planning Form' (School Age/Preschool), 'Evaluation Type' (Initial Evaluation/Reevaluation/Transfer), and a 'GE Exclude' checkbox. Date fields for 'Date of Meeting', 'Date of Last ETR', 'Referral Date', 'Consent Date', and 'Transfer Date' are present. A dropdown menu for '*Parent Consent Outcome:' is open, showing options: 'Not Applicable', 'Consent Refused', 'Consent Not Returned', 'Consent Moved to Due Process', 'Consent Granted for Initial Evaluation (IETR)', 'Consent Granted for Other Special Education Activity', and 'Consent Granted for a Reviewed Evaluation (RETR)'. The 'Created Date' is 02/13/2025 10:22:42 -0600, and the user is 'rator, Demo'.

ETR for FD (Disability) Reporting Only



The screenshot shows the 'Evaluation Editor' form with the following fields and callouts:

- 1** (Blue circle): A group of checkboxes including 'School Age', 'Preschool', 'Initial Evaluation', 'Reevaluation', and 'Transfer'.
- 2** (Green circle): A checkbox labeled 'GE Exclude: Checking this box excludes this student from aspects of State Reporting'.
- 3** (Red circle): The '*Date of Meeting' date field.
- 4** (Orange circle): The 'Date of Last ETR' date field.
- 5** (Yellow circle): The 'Referral Date' date field.
- 6** (Blue circle): The '*Parent Consent Outcome' dropdown menu.

Arrows indicate that the 'Date of Last ETR' (4) and 'Referral Date' (5) fields should be the same as the 'Date of Meeting' (3). The 'Transfer Date' field is also present but not numbered.

1 – Enter exactly as in the ETR

2 – Check Box

3 – Enter exactly as in the ETR

4 – Same as Date of Meeting

5 – Leave Blank

6 - Select ** Not Applicable

Use the GE Exclude check box to report a disability for a student without reporting the Evaluation. (Ex – ETR did not get reported in past FY, Transfer IEP accepted, ETR was not)

IEP

GE Record Elements (IEP)

- Event Date – actual date the event was held

Education Plan

***Meeting Type**

☒ Initial IEP **IIEP** ☐ Annual Review **RIEP** ☐ Amendment **AIEP**

☐ Transfer

☐ Review other than annual review

☐ Other

☐ GE Exclude: Checking this box excludes this student from aspects of State Reporting

***Meeting Date:** 02/14/2025

***Start Date:** 02/14/2025

ETR Completion Date : 02/10/2025

***End Date:** 02/13/2026

Next ETR Due Date: 02/09/2028

Next IEP Review: 02/13/2026



The Meeting Date determines the End Date (Not the START DATE)

IEP Date Type Element

IIEP IEP Completion Date – Initial

The meeting date when the Individualized Education Program was completed. From the **Meeting Date**

IIEP must be held within 30 days of ETR, 90 days from CNST, or 120 days from RFRL, whichever comes first, or a non-compliance reason is needed

RIEP IEP Completion Date - Periodic Review

The meeting date when the Individualized Education Program was completed. From the **Meeting Date**

RIEP must be held within 364 days of the previous IEP event date, or a non-compliance reason is needed

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).



IEP Completion Date

CIEP IEP consent withdrawn by parent

The date the parent/guardian withdraws consent for a previously written IEP that is still in effect.

Disability changed to ** (no disability)

AIEP Amended IEP

The meeting date when an existing IEP was amended that resulted in changes to data that must be reported to EMIS. No Non-compliance ID is required. The begin date reported must be on or after the date of the amendment; the end date must be the same as or earlier than the most recent previous IEP

NIEP Special Education Services being Provided without an IEP in Place

Student must have a disability code reported on the FD Record when an NIEP is reported

Allows Special Ed weighted funding to continue

GE Record Elements (IEP)

 Save  Save & Continue  Print  Print Editor

Plan Outline ohIEP19Rev
Education Plan
Enrollment Status
Student Demographics
Parent/Guardian Demographics
Future Planning
Special Factors
Profile
Extended School Year
Postsecondary Transition Services
Measurable Annual Goals
Specially Designed Instruction
Related Services
Assistive Technology
Accommodations
Modifications
Support for School Personnel
Support for Medical Needs
Transportation as a Related Service
Nonacademic and Extra.
General Factors
Least Restrictive Environment
Statewide and Districtwide Testing
Exemptions
Meeting Participants
Signatures
Children with Visual Impairments
Form Status Checklist

Education Plan

*Meeting Type

- ☒ Initial IEP ☐ Annual Review ☐ Amendment
- ☐ Transfer
- ☐ Review other than annual review
- ☐ Other
- ☐ GE Exclude: Checking this box excludes this student from aspects of State Reporting

*Meeting Date:

01/25/2024

ETR Completion Date :

01/25/2024

Next ETR Due Date:

01/24/2027

*Start Date:

01/25/2024

*End Date:

01/24/2025

Next IEP Review:

01/24/2025

Target date for child to Graduate

*Secondary Planning (for state reporting)

**** : Not Applicable

*Is the child in preschool?

☐ Yes ☒ No

*Will the child be 14 years old before the end of this IEP?

☐ Yes ☒ No

*Is the child younger than 14 years of age but has transition and postsecondary goal information?

☐ Yes ☒ No

*Is the child a ward of the state?

☐ Yes ☒ No

IEP by 3rd birthday? (If transitioning from Part C services)

☐ Yes ☒ No

Other Information:

*Non Compliance ID:

** : Not Applicable

Created Date
01/23/2024

Created By
Ashcraft, Rebekah

Modified Date
10/07/2024

Modified By
Administrator, System

IIEP RIEP

The Meeting Date determines the End Date. Be careful using a later Start Date from the Meeting Date. The End date of the IEP is one year minus a day from the MEETING DATE not the START DATE

Education Plan

***Meeting Type**

☐ Initial IEP ☐ Annual Review ☐ Amendment

☐ Transfer 

☐ Review other than annual review

☐ Other

***Meeting Date:** 

***Start Date:** 

ETR Completion Date : 07/24/2019 

***End Date:** 

Next ETR Due Date: 07/23/2022 

Next IEP Review: 

Target date for child to Graduate 

***Secondary Planning (for state reporting)**

Is the child in preschool? ☐ Yes ☐ No

Will the child be 14 years old before the end of this IEP? ☐ Yes ☐ No

Is the child younger than 14 years of age but has transition and postsecondary goal information? ☐ Yes ☐ No

Is the child a ward of the state? ☐ Yes ☐ No

IEP by 3rd birthday? (If transitioning from Part C services) ☐ Yes ☐ No

Other Information: 

***Non Compliance ID:**

Education Plan

***Meeting Type**

☐ Initial IEP **1** ☐ Annual Review ☐ Amendment

☒ **Transfer** **REQUIRED** 

☐ Review other than annual review

☐ Other

2 GE Exclude: Checking this box excludes this student from aspects of State Reporting

***Meeting Date:** 

***Start Date:** 

3 ETR Completion Date : 

***End Date:** 

Next ETR Due Date: 

Next IEP Review: 

Target date for child to Graduate: 

***Secondary Planning (for state reporting)**

- 1 – Select transfer and enter the date your district accepted the IEP from the previous district without any modifications
- 2 – Enter exactly as in IEP from previous district
- 3 – Should auto populate with entry of Meeting Date

GE Record Elements

Education Plan

***Meeting Type**

☐ Initial IEP
 ☐ Annual Review
 ☐ Amendme
 ☒ Transfer

☐ Review other than annual review
 ☐ Other

☐ GE Exclude: Checking this box excludes this student from aspects of State Rep

***Meeting Date:**

ETR Completion Date :

Next ETR Due Date

**DO
NOT
USE**

Do NOT use Review other than annual review or Other – These do not report to EMIS

GE Record Elements (IEP)

- IEP Test Type – State test format required for this student

12. Statewide and District Wide Testing

***Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?** Yes ☒ No ☐

Click below for guidance in considering AASCD:
[Ohio AASCD Participation Criteria](#)

If yes, justify the choice of alternate assessment and a

Student has met AASCD Testing Participation Requirements ☐

Date Completed

Accessibility on district and statewide test

***Will the child participate in district wide and state wide assessments with accommodations?** Yes ☒ No ☐

For each subject tested in the child's IEP, "Accommodations" is chosen for a subject in the text area.

Alternate assessment, if chosen,

Checking Yes indicates that the student is taking an Alternate Assessment

Test Type
ALT

When taking assessments with accommodations is Yes, the IEP must also indicate in what subject areas

Checking Yes indicates that the student is taking assessments with IEP Accommodations

Test Type
STA

IEP Test Type

The format of the test the student is required to take for all tests

Valid Options

STR Standard

ALT Alternate Assessment

STA Standard with Accommodations

*** Not Applicable

Test Type STR reports for students that do not have an indication in their most recent, valid, reported IEP showing they are taking an Alternate Assessment or the Standard test with accommodations.

This is only reported on IEP events (with the exception of a CIEP), and is reported regardless of the grade level of the student. IEP Test Type Element applies to testing in general, including but not limited to the state tests.

GE Record Elements (IEP)

- Non-Compliance ID – why this event does not meet required timelines

*Non Compliance ID:

** Not Applicable

** Not Applicable

01: No Identified Reason

02: Staff Not Available-Summer Months

03: Staff Not Available-School Year

04: Scheduling conflicts with family

05: Parental Choice

06: Parent Refused Consent

07: Child's Health

08: Student's Incarceration

09: Missing/incorrect data prior reporting period

10: NIEP/Newly transferred/IEP not complete/serv prior IEP

11: NIEP/IEP expired/IEP not in place/serv prior IEP

12: NIEP/Not reported prior report period/serv current IEP

Non-Compliance ID on NIEP 10, 11 and 12 are ONLY used on a NIEP that is created in Special Ed Dates

- NIEP Non-compliance codes of 11 and 12 require a Non-Compliance code to be reported on the next RIEP.
 - NIEP Non-Compliance code 11 requires 01-08 (whichever is applicable) on the next RIEP.
 - NIEP Non-Compliance code 12 requires 09 on the next RIEP.

NIEP Non-Compliance code 10 does not require a non-compliance code on the next RIEP

Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Get Disability from Evaluation

The editable Primary Disability value will populate the Primary Disability from the most recent locked Evaluation. If no Evaluation exists, this button will populate the Disability from Enrollments.

Get Special Ed Status from Enrollment

The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked locked.

State ID
XY1234567

*Primary Disability

08: Emotional Disturbance (SBH)

*Special Ed Status

IEPR: IEP Complete - Parental Refusal

IEDP: IEP Resulted in Due Process

IENS: IEP Complete - Not Served

IEPR: IEP Complete - Parental Refusal

N: None

Y: Receiving Services

Resident District
069278: Adams Co Treas Chil Srv Bd

*Home Primary Language

ENG: English

The CIEP will end the Disability so you will also need to report the Exiting Special Education Outcome ID of ETEX on Special Ed Dates.

Special Ed Dates Detail

*Date

NIEP Event Type

Outcome

Non Compliance

Outcome Beginning Date

Outcome Ending Date

ESY Services

SEMD Event Type

Manifestation Determination Date

Evaluation

Exit Date

Exit Reason

Preschool Transition Confer

ETDP: ETR Resulted in Due Process

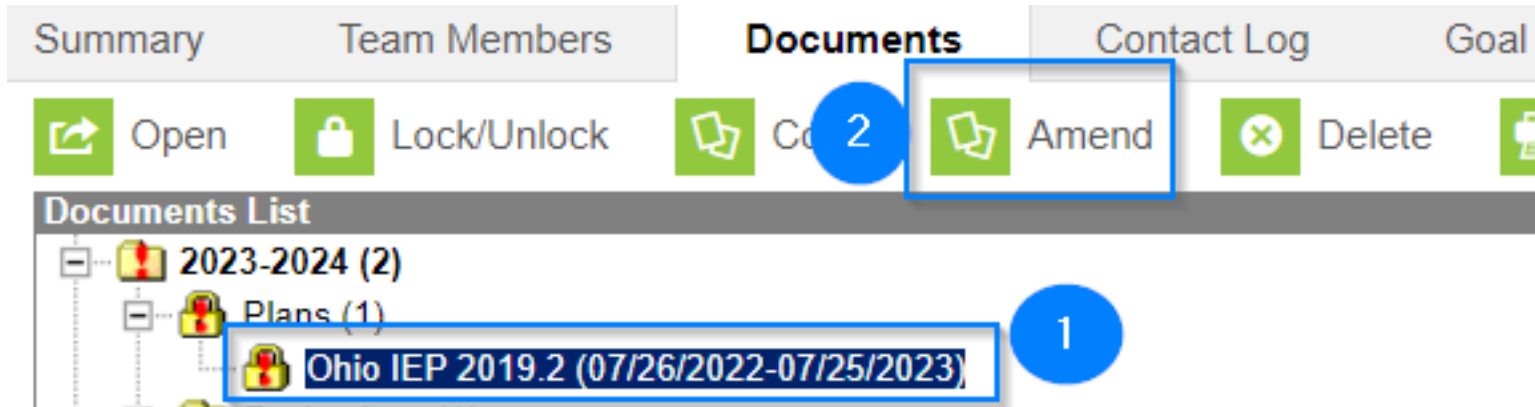
ETEX: Exiting Special Education

ETNE: Not Eligible for Services

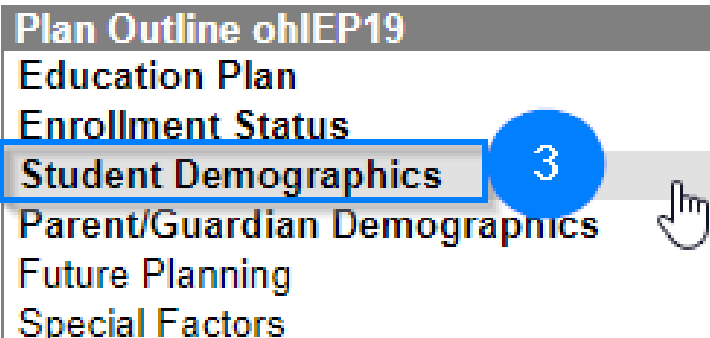
Updated October 31 IEP Outcome

Federal LRE Date

Federal LRE Setting



1. Select the IEP that needs to be amended (single click)
2. Click Amend

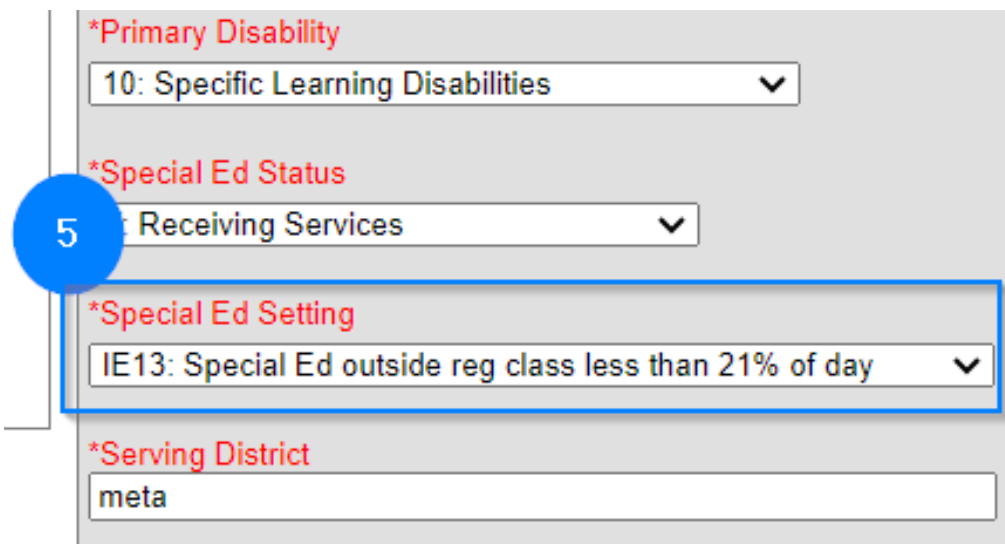


3. Select the area that needs amended from the Plan Outline.

4. Click Amend Editor.



5. Change the Entry.



*Primary Disability
10: Specific Learning Disabilities

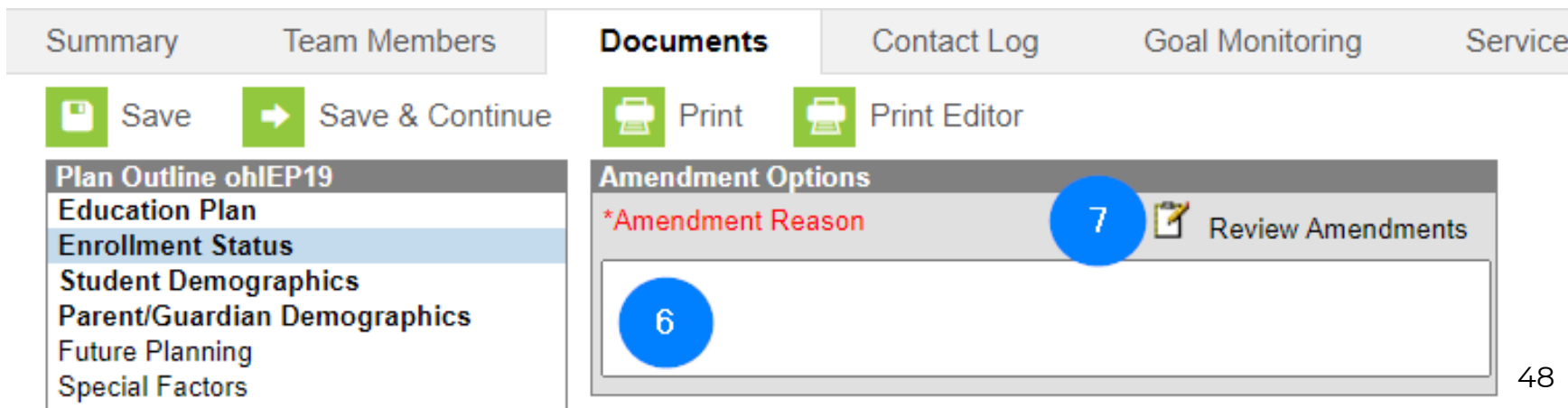
*Special Ed Status
Receiving Services

*Special Ed Setting
IE13: Special Ed outside reg class less than 21% of day

*Serving District
meta

6. Enter Amendment Reason.

7. Click the Review Amendments Button.



Summary Team Members Documents Contact Log Goal Monitoring Service

Save Save & Continue Print Print Editor

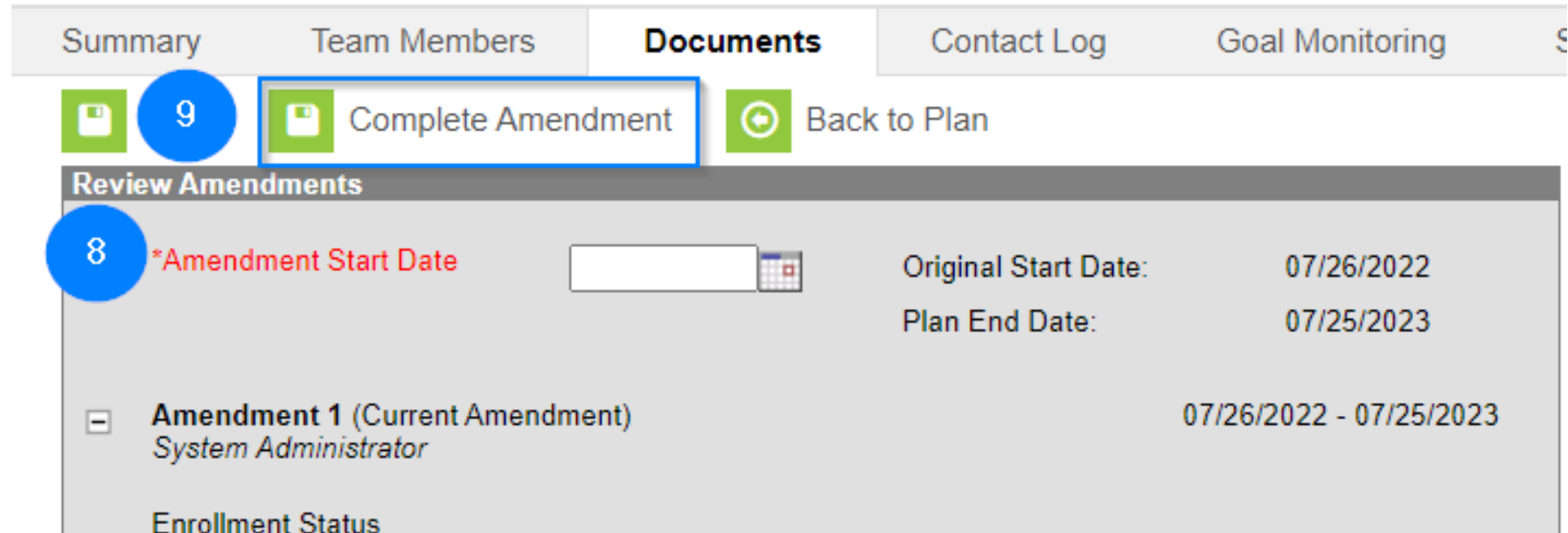
Plan Outline ohIEP19
Education Plan
Enrollment Status
Student Demographics
Parent/Guardian Demographics
Future Planning
Special Factors

Amendment Options

*Amendment Reason

Review Amendments

8. Enter the Amendment Start Date.
9. Click Complete Amendment



The screenshot displays the AIEP system interface. At the top, there are tabs: Summary, Team Members, Documents (selected), Contact Log, and Goal Monitoring. Below the tabs, there are two buttons: 'Complete Amendment' (highlighted with a blue box and a blue circle with the number 9) and 'Back to Plan'. Below these buttons is a section titled 'Review Amendments'. This section contains a form with a red label '*Amendment Start Date' and a date input field (highlighted with a blue circle with the number 8). To the right of the input field, there are two rows of text: 'Original Start Date: 07/26/2022' and 'Plan End Date: 07/25/2023'. Below this, there is a table with one row showing 'Amendment 1 (Current Amendment)' by 'System Administrator' with a date range of '07/26/2022 - 07/25/2023'. At the bottom of the section, there is a label 'Enrollment Status'.

Clicking the Complete Amendment option locks amendment for EMIS Reporting.

AIEP Reminders

		Plans (3)
		Ohio IEP 2019.2 (11/27/2020-11/22/2021) (Amended 1)
		Ohio IEP 2019.2 (11/23/2020-11/26/2020) (Amended Original)



When doing an amendment IC
will end date the original IEP.

- If the amendment is not updating an EMIS Reporting field, it will not report. You will need to update the End Dates of the Original IEP.
- If you need to delete an Amendment for any reason you will need to update the END Dates of the Original IEP.

GE Record Elements (IEP)

- Outcome ID – Identifies the outcome of an event.

***Special Ed Setting**

IE13: Special Ed outside reg class less than 21% of day

IE13: Special Ed outside reg class less than 21% of day

IE14: Special Ed outside reg class 21% to 60% of day

IE15: Special Ed outside reg class more than 60% of day

IE16: Public Separate School

IE17: Private Separate School

IE18: Public Residential Facility

IE19: Private Residential Facility

IE20: Homebound/Hospital

IE21: Correctional Facility

Drop down list shown is not all inclusive.

Pushes to the IEP from a completed ETR when getting disability information from Evaluation is selected in the editor.

Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Get Disability from Evaluation

The editable Primary Disability value will populate the Primary Disability from the most recent locked Evaluation. If no Evaluation exists, this button will populate the Disability from Enrollments.

Outcome ID shows is/how the students is being served.

- IE13 – IE39 – only valid for school-age
- IE51 – IE72 – only valid for Preschool
- IEDP – IEP resulted in Due Process
- IENS – IEP complete but Not Served
- IEPR – IEP complete but Parent Refused Services
 - IEPR outcome requires you to change the FD Disability code to ** (no disability) with the same effective date as that IEP.



GE Record Elements (IEP)

- Secondary Planning Element – required for students ages 14 and above (at any time during the IEP date range), to indicate when they're expecting to graduate.

Valid Options

******** Not Applicable

TPNP Transition Plan Not In Place

TFYG (FYG – Four Year Grad) Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.

TMYG (MYG – Multi-Year-Grad) Transition Plan in Place. Student plans meet graduation requirements more than four years after entering ninth grade.

TPCE (PCE – Planned Continuation of Ed Services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive services as a Grade 23 student.

*Secondary Planning (for state reporting)

**** : Not Applicable

**** : Not Applicable

TFYG : Four-Year Grad

TMYG : Multi-Year-Grad

TPCE : Planned Continuation of Ed services

TPNP : Transition Plan Not in Place

For Non-public students

IISP ISP Completion Date – Initial

RISP ISP Completion Date – Periodic Review

The meeting date when the Individual Service Plan was completed. This element should be reported with an Outcome ID Element value of “IE39”.

Traditional districts only need to report Service Plans for resident students in a non-pub IF they are providing services.



Extended School Year (ESY)

Student qualifies for extended school year services per IEP.

Valid Options

* Not applicable

Y Yes

N No

4. Extended School Year Services

*Has the team determined that ESY services are necessary?

☒ Yes☐ No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination?

☐ Yes☐ No

Date to Reconvene

If reporting Yes, you must also report a Program Code indicating if services were provided and if not, why.

211010	Extended School Year Services Provided The student qualified for ESY services; services will be provided.
211015	Extended School Year Services <i>Not</i> Provided, Parent Refusal The student qualified for ESY services; services will <i>not</i> be provided due to parent refusal.
211020	Extended School Year Services <i>Not</i> Provided, Other than Parent Refusal The student qualified for ESY services; services will <i>not</i> be provided due to a reason other than parent refusal.

ESY Program Code

Student Information>State Programs>Extended School Year (ESY).

 **Extended School Year (ESY)** ☆

Student Information > State Programs > Extended School Year (ESY)

Aarens, Joey  Student #: 104368 Grade: 04 DOB: 09/07/2015

* Medical Condition(s)

Related Tools ▾

Program Information

Start Date: (Required) 10/30/2025  **End Date:** 10/29/2026 

ESY Status:

211010: Services Provided ▾

211010: Services Provided

211015: Not Provided, Parent Refusal

211020: Not Provided, Other than Parent Refusal

Extended School Year (ESY)

Follow Up Data (FW)

Gifted

FD – Special Attributes – Effective Date Record

OH Extracts ☆

Selection Type ☒ Single Extract ☐ Multiple Extracts

Extract Options

Extract Type

Reporting Period

- ☐ Pull data from SPED product integration
- ☐ Request additional 3 years of data from SPED product integration

If district is using Campus/SameGoal Integration - you will need to mark these check boxes

Date Range –

Membership Begin Date

Format

Ad Hoc Filter

Generate Extract

Submit to Batch

Select Calendars

Which calendar(s) would you like to include in the report?

- ☒ active year
- ☐ list by school
- ☐ list by year

25-26

25-26 Arthur Elementary
25-26 Carter Middle
25-26 Cleveland Elementary
25-26 Elementary Training
25-26 Fillmore Middle School
25-26 Harrison High
25-26 High School/MSTraining
25-26 Taylor K-8
25-26 Van Buren High School

FD – Special Attributes – Effective Date Record

A change to this element requires a new FD record.

- Disability Condition
 - Describes the disability of a student between the ages of 3 and 21, inclusive, who has been identified with a disability by an ETR and one of the valid disability condition options.

Valid Options

**	Not Applicable
01	Multiple Disabilities (other than Deaf-Blind)
02	Deaf-Blindness
03	Deafness (Hearing Impairment)
04	Visual Impairments
05	Speech and Language Impairments
06	Orthopedic Impairments
08	Emotional Disturbance (SBH)
09	Intellectual Disabilities (Formerly <u>Mental Retardation, Developmentally Handi-</u> capped, or Cognitive Disabilities)
10	Specific Learning Disabilities
12	Autism
13	Traumatic Brain Injury (TBI)
14	Other Health Impaired (Major)
15	Other Health Impaired (Minor)
16	Developmental Delay

FY23 change reminder
Disability Condition 16 can be reported for any student who is 3-9 years old regardless of grade level. Once a student turns 10, a disability condition other than "16" must be reported

Element

Student who is identified with a disability under Section 504 of the Rehabilitation Act of 1973, and is being served by a 504 plan that has been developed to meet the specific needs of the student (reports as a Y-Yes or N-No).

Found on the student Enrollment Record under the State Reporting Fields.

Served By a 504 Plan	504 Accommodations:			
☐	ELA	Mathematics	Social Studies	Science
	☐	☐	☐	☐

GQ – Student Program Record

OH Extracts ☆

Selection Type ☒ Single Extract ☐ Multiple Extracts

Extract Options

Extract Type

Reporting Period

Pull data from
SPED product
integration ☐

Date Range

Staff ID

Format

Ad Hoc Filter

Select Calendars

Which calendar(s) would you like to include in the report?

year

school

year

Arthur Elementary

25-26 Carter Middle

25-26 Cleveland Elementary

25-26 Elementary Training

25-26 Fillmore Middle School

25-26 Harrison High

25-26 High School/MSTraining

25-26 Taylor K-8

25-26 Van Buren High School

If district is using
Campus/SameGoal
Integration - check this box

Special Education Related Services

Report the appropriate related service code(s) as indicated on the child's IEP. Multiple related service codes may be reported for a child with a disability condition. The EMIS reporting entity (e.g., the resident district or the ESC) providing related services to a preschool child with a disability is required to report the appropriate special education related service program codes.

For students reported with Disability Condition option 05-Speech and Language Impairments, program code 215013-Speech and Language Services is not reported.

Related Services

Program Code	Description
215002	Aide Services Support services provided by a qualified aide directly assigned to a child with a disability.
215003	Attendant Services Services include assisting children with disabilities with personal health care needs.
215004	Audiological Services Services provided by a qualified audiologist.
215006	Interpreter Services Services provided by a qualified interpreter to children who are deaf or hard of hearing.
215008	Occupational Therapy Services Services provided by a qualified occupational therapist.
215009	Orientation and Mobility Services Services provided to blind or visually impaired child by a qualified orientation and mobility specialist.
215010	Physical Therapy Services Services provided by a qualified physical therapist.
215012	Psychological Services Services provided by a qualified school psychologist.
215013	Speech and Language Services Services provided by a qualified speech pathologist.
215015	Transition Services Services include those provided by qualified personnel regarding post-secondary transition services (e.g., career development, employment preparation, achieving independence, and integration in the workplace and community).

Program Code	Description
215018	Counseling Services Services provided by qualified social workers, psychologists, school counselors, or other qualified personnel in accordance with an IEP.
215021	Transportation Transportation established solely for the purpose of transporting students with disabilities attending a regular public school or nonpublic school; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
215022	Social Work Services Services provided by a qualified social worker.
215026	School Health Services Services provided by a qualified person other than a school nurse.
215027	School Nurse Services Services provided only by a qualified school nurse.
215030	Board Certified Behavior Analyst Services Services provided by a Board Certified Behavior Analyst (BCBA).
215099	Other Services not specifically listed above that are required for students with disabilities to benefit from special education and that are included in the student's IEP. Report this code for services that are needed for a child to access the general curriculum that do not have a specific code.

Entering Related Services in Campus

Student Information>Special Ed>Documents IEP>Related Services

Save

Save & Continue

Delete

Print

Print Editor

New Service Provided

Plan Outline ohIEP15

Education Plan

Enrollment Status

Student Demographics

Parent/Guardian Demographics

Future Planning

Special Factors

Profile

Postsecondary Transition

Transition Services

Measurable Annual Goals

Specialty Designed Instruction

Related Services

Assistive Technology

Accommodations

Modifications

Support for School Personnel

Support for Medical Needs

Transportation Services

Nonacademic and Extra.

General Factors

Least Restrictive Environment

Statewide and Districtwide Testing

Meeting Participants

Signatures

Form Status Checklist

Service Provided List

Service Provided	Time	Start Date	End Date
------------------	------	------------	----------

Related Services

*Related Services

*Service Provider

*Service Position

*Goal(s) Addressed

*Start Date:

Amount of Time

*direct

Service Description:

*Location of Services:

*End Date:

Frequency

1

sessions per

year

*Service Frequency

SPECIAL EDUCATION SERVICES

Alternative Placement

Program Code	Description
211001	Alternative Placement Alternative Placement for Special Education Students who are Expelled: An educational setting where a special education student may be temporarily placed for up to 45 days and for the same amount of time as children and youth without disabilities would be subject to discipline. This setting, where the student will continue to receive instruction, is different from the student's current placement setting.
211010	Extended School Year Services Provided The student qualified for ESY services; services will be provided.
211015	Extended School Year Services <i>Not</i> Provided, Parent Refusal The student qualified for ESY services; services will <i>not</i> be provided due to parent refusal.
211020	Extended School Year Services <i>Not</i> Provided, Other than Parent Refusal The student qualified for ESY services; services will <i>not</i> be provided due to a reason other than parent refusal.

PRESCHOOL

Preschool

Program Code	Description
220205	Preschool Special Education Itinerant Services Preschool student with disabilities receives special education itinerant services from a preschool special education teacher, speech language pathologist, occupational therapist, physical therapist, or another service provider listed in their IEP.
220210	Preschool Special Education Itinerant Services Received at a Nonpublic School Preschool student with disabilities receives special education itinerant services from a preschool special education teacher, speech language pathologist, occupational therapist, physical therapist, or another service provider listed in their IEP at the nonpublic entity where the student is enrolled.
220215	Preschool Special Education Itinerant Services Received in Another Setting Preschool student with disabilities receives special education itinerant services from any provider in a setting other than a center-based setting that is not a nonpublic entity (e.g., a special school, hospital, or home).
220300	Special Education Preschool Student Paying Tuition Preschool student with a disability condition is paying tuition or fees to attend a preschool program beyond the programming required to access general education curriculum and special education services listed in the IEP. Do not report if only payment is of incidental fees (such as materials fees) that are normally charged to nondisabled students or their parents as a part of the regular education program or any fees that are waived by the IEP team.

Entering Special Education Services In Campus

Student Information>General>Flags



Flags ☆

Aarens, Joey  Student #: 104368 Grade: 04 DOB: 09/07/2015

* Medical Condition(s)

Save

Delete

New

Documents

Student Flag Detail

*Flags

*Start Date

End Date

Eligibility Start Date

Eligibility End Date

User Warning

Participation Details

Description

Location

Program Staff

DN Organization General Information Record

OH State Extracts

This tool will extract data to complete several formats of the OH State-defined reporting formats. Choose the State Format to get the file in the state defined fixed width file format, otherwise choose one of the testing/debugging formats.

Selection Type ☒ Single Extract ☐ Multiple Extracts

Extract Options

Extract Type Organization General Information (DN) ▼

Reporting Period S - Student ▼

Group Assessment
Calendar
College Credit Plus
District
Financial
Initial Eye Exam
Medical
Physical Education
Student ▼

Date Range 07/01/2025 -- cur date

Format State Format (Fixed width) ▼

Select Calendars

Which calendar(s) would you like to include in the report?

- ☒ active year
☐ list by school
☐ list by year

25-26

25-26 Arthur Elementary
25-26 Carter Middle
25-26 Cleveland Elementary
25-26 Elementary Training
25-26 Fillmore Middle School
25-26 Harrison High
25-26 High School/MSTraining
25-26 Taylor K-8
25-26 Van Buren High School

Generate Extract

Submit to Batch

DN Organization General Information



Record

Attribute Group	Initial	Midyear	Final
TFRPSESCYS	X	X	X
TFRPSESCNO	X	X	X
STUNPNTSRV	X	X	X
STUNPNTELG			X
STUPSTCBTR			X
STUPSTCATR			X
EYEREQCNTA			X
EYERECCNTB			X
EYENRCCNT1			X

DN Organization General Information

Record

All options are reported at the District Level

District Group

- TFRPSESCYS and TFRPSESCNO – transfer of PS funding.

Student Group

- STUNPNTSRV – Count of resident and non-resident nonpublic students who are in grades K-12 within district boundaries eligible for special education services but not being served by the district.
- STUNPNTELG – Count of resident and non-resident nonpublic students who are in grades K-12 within district boundaries evaluated and determined ineligible for special education services.
- STUPSTCBTR – Count of preschool transition conferences held by 3rd birthday, no disability suspected, no additional evaluation.
- STUPSTCATR – Count of preschool transition conferences held after 3rd birthday, no disability suspected, no additional evaluation.

DN Organization General Information

Record



All options are reported at the District Level

Initial Eye Exam Group

- EYEREQCNTA – Number of students with an IIEP written within the stated timeframe (7/1/2025 – 6/30/2026)
- EYERECCNTB – Number of students with an IIEP written within the stated timeframe who received an eye exam within three months of beginning services
- EYENRCCNTI – Number of students with an IIEP written within the stated timeframe who received an eye exam more than three months after beginning services

There is an EMIS Cross Check report to help with this
- IIEP & IETR this Fiscal Year



Finding the DN in IC

School & District Settings>District>District General Information (DN)

Preschool SPED Agreements

District IRN Override

Select a Value

TFRPSESCYS: Check if providing preschool special education services for resident children and the district has authorized the Department to transfer funds for preschool special education students.

☐ TFRPSESCYS

TFRPSESCNO: Check if an educational service center (ESC) is providing preschool special education services for resident children and the district has not authorized the Department to transfer funds for preschool special education students to the ESC providing those services.

☐ TFRPSESCNO

Student Group

STUNPNTELG: Count of resident and non-resident nonpublic students who are in grades K-12 within district boundaries evaluated and determined ineligible for special education services.

STUNPNTELG



Finding the DN in IC

School & District Settings>District>District General Information (DN)

Initial Eye Exam Group

EYEREQCNTA: Number of students with an IIEP written within the stated timeframe.

EYEREQCNTA

EYERECCNTB: Number of students with an IIEP written within the stated timeframe who received an eye exam within three months of beginning services.

EYERECCNTB

EYENRCNT1: Number of students with an IIEP written within the stated timeframe who received an eye exam more than three months after beginning services.

EYENRCNT1

FE Student Special Education Graduation Requirement Record

OH State Extracts

This tool will extract data to complete several formats of the OH State-defined reports. Select the file in the state defined fixed width file format, otherwise choose one of the test files.

Selection Type ☒ Single Extract ☐ Multiple Extracts

Extract Options

Extract Type Student SPED Graduation Requirement (FE) ▼

Reporting Period S Stud

Pull data from SPED product integration ☐

Date Range 07/01/20...

Format State Format (Fixed width) ▼

Ad Hoc Filter ▼

Districts using Campus/SameGoal Integration - check box



Graduation Requirement Record

Record is to be reported whenever an IEP determination is made to add, confirm, or cancel an exemption from the consequences of any graduation assessment and/or individual graduation assessment areas.

This record is reported in the first school year of the IEP determination and every year thereafter, thereby confirming that the IEP team has continued the exemption on the IEP.

Building IRN	Last Name	First Name	IEP Date Type	IEP Date	Assessme	Assessme	Exemption	Record Is Valid
3456	Jackson	Daniel	RIEP	20250916	GE	ALG1	Y	Yes
3456	Jackson	Daniel	RIEP	20250916	GE	ELA2	Y	Yes
3456	Harrison	John	RIEP	20250910	GE	ALG1	N	Yes
3456	Harrison	John	AIEP	20251029	GE	ALG1	Y	Yes
3456	Harrison	John	RIEP	20250910	GE	ELA2	N	Yes
3456	Harrison	John	AIEP	20251029	GE	ELA2	Y	Yes
78910	Vhatty	Asuma	RIEP	20250916	GX	C	Y	Yes
78910	Vhatty	Asuma	RIEP	20250916	GX	M	Y	Yes
78910	Vhatty	Asuma	RIEP	20250916	GX	R	Y	Yes
78910	Vhatty	Asuma	RIEP	20250916	GX	S	Y	Yes

FE Assessment Area Code

The code that identifies the area for which the student has been granted exemption.

Valid Options

R	Reading	ALG1	Algebra 1
M	Math	GEOM	Geometry
C	Social Studies	MTH1	Mathematics 1
S	Science	MTH2	Mathematics 2
HIST	American/US History	BIOL	Biology
ELA1	English Language Arts 1	GOVM	Government
ELA2	English Language Arts 2		



FE Assessment Type Code

Valid Options

- | | |
|----|--|
| GX | High School Alternate Assessment (High School Alt) |
| GE | End of Course (EOC) |

FE Exemption Flag

Valid Options

- | | |
|---|--|
| Y | Exempt- the student's IEP team has determined that the student does not need to achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate |
| N | Not exempt- the student's IEP team has determined that the student must achieve at or above the proficient level on this assessment for the reported Assessment Type/Area in order to graduate |

The FE record is reported on IEP Type AIEP, IIEP, RIEP and TIEP Reported during all three Student collections and the Grad collection

Graduation Tests

Applicable ☒ NA ☐

Is the child excused from the consequences of not passing required graduation tests? ☒ Yes ☐ No

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

 Category Course Title

Justification

 Category Course Title

Justification

Add Subject

Each Category the student is excused in should be on the IEP Exemptions Outline page. If a student has passed an area, it should not be listed.

Updated October 31 IEP Outcome

Least Restrictive Environment (LRE) outcome as of October 31 for a student whose IEP currently on file with the Department does not reflect the current LRE for a student with a disability.

Reporting Instructions. This element is reported in Beginning of Year, Midyear, and End of Year Student Collections and SOES Beginning and End of Year Student (S) Collections for only those students with a change in their Least Restrictive Environment (LRE) since their most recent IEP as of October 31. In general, the LRE will not change without a new IEP being completed and reported, but there are some cases, especially with IEPs reported in the prior year that are still in effect on October 31, where the LRE could change. Examples include but are not limited to a student whose parent originally consented to services but pulled the student from services prior to October 31 and situations where an expelled student is given an alternative placement that will be in effect on October 31. In addition, for a preschool student (especially for those who are part time), a parental placement in a private preschool program could change the LRE for that student.

When completing the Federal Child Count, the Department will review the LRE on the latest reported IEP event effective as of October 31 (including IEPs reported in the prior End of Year Student (S) Collection and IEP events reported in the current Beginning of Year Student (S) Collection) and the value of this element. The value of this element will take precedence. For this element to be valid for the Federal Child Count, the student must already have an IEP reported to the Department that is valid on October 31 (e.g., October 31 is between the reported Outcome Beginning and End dates on an IEP that was reported to the Department in the prior End of Year or in the current Beginning of Year Student (S) Collection). If no reported IEP is valid on October 31, then the value in this element will be ignored.

Updated October 31 IEP Outcome

Student Information>Special Ed>Special Ed Dates

Special Ed Dates Detail

Date

NIEP Event Type

Outcome

Non Compliance

** Not Applicable

Outcome Beginning Date

Outcome Ending Date

ESY Services

SEMD Event Type

Manifestation Determination Date

Evaluation

Exit Date

Exit Reason

Preschool Transition Conference Date

Updated October 31 IEP Outcome

Federal LRE Date

Federal LRE Setting

Always enter the Date (must fall within the 7/1/2025 – 6/30/2026 timeline)

Only enter one event per Special Ed Dates Detail

The Updated October 31 IEP Outcome

Updated October 31 IEP Outcome



When do you use it? (FN270)

State Reporting for Special Education uses grade level only for determining the LRE (what should be on the IEP). Federal Child Count uses a students age and grade level to determine the LRE. If the IEP is completed with the appropriate LRE for the grade level (as it should be), report the FN270 (LRE Override) for Federal Child Count LRE to be reported correctly.

LRE for Federal Child Count

- Age 3 to 5, Preschool Grade Level – Count as Preschool Student
 - Preschool LRE Expected (IE51-IE72) (should match IEP)
- Age 4, Kindergarten Grade Level – Count as Preschool Student
 - Preschool LRE Expected (IE51-IE72) (likely need FN270)
- Age 5 and up, Kindergarten Grade Level – Count as School Aged Student
 - School Aged LRE Expected (IE13-IE39) (should match IEP)
- Age 6 and up, Any Grade Level, including Preschool – Count as School Aged Student
 - School Aged LRE Expected (IE13-IE39) (may need FN270)

Reporting Scenarios

- Consent withdrawn at or before Evaluation Meeting
- In State or Out of State ETR/IEP Not Expired – Accepted
- In State IEP/ETR Not Expired – Rejected
- Out of State ETR/IEP Not Expired - Rejected
- In State or Out of State ETR LAPSED IEP Not Expired
- In State or Out of State ETR Not Expired IEP Expired
- In State or Out of State Both Expired/LAPSED
- IEP Consent Withdrawn by Parent
- Reenrolling student Exited Special Ed while enrolled elsewhere
- PS Student tested but didn't enroll until following FY

Consent is withdrawn at or before Evaluation Meeting

- Change the Consent Date and Parent Consent Outcome on the ETR
- Disability Condition is not reported

Evaluation Editor

***Planning Form** ☐ School Age ☐ Preschool

***Evaluation Type** ☒ Initial Evaluation ☐ Reevaluation ☐ Transfer

☐ GE Exclude: Checking this box excludes this student from aspects of State Reporting

***Date of Meeting** 11/03/2023 **Date of Last ETR** **Referral Date** 10/23/2023 **Consent Date** 11/01/2023

Transfer Date

***Parent Consent Outcome:** Consent Refused

***Non-Compliance:** **: Not Applicable

Eligibility Determination

ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics. ☐ Yes ☐ No

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document. ☐ Yes ☐ No

The child demonstrates an educational need that requires specially designed instruction ☐ Yes ☐ No

If the response is **NO** to any question, then the child is **NOT** eligible for special education.
If the response to all three questions is **YES**, then the child **IS** eligible for special education.

***Primary Disability:** **: Not Applicable

BASIS FOR ELIGIBILITY DETERMINATION: (or Continued Eligibility)

In State or Out of State ETR/IEP Not Expired/Lapsed - Accepted

District accepts prior to start of school or same day student enrolls

- TETR – Date of Last ETR is the same as the Meeting Date – this pulls the Outcome End date correctly
 - FD Disability pulls from TETR
- TIEP – Date of meeting is entered exactly as stated on IEP – which generated the end date (should match the IEP from previous district)

Start Date and Transfer date on TIEP will be the date the student starts receiving services in your district

In State or Out of State ETR/IEP Not Expired/Lapsed – Accepted (continued)

District accepts after student starts – student is served from first day enrolled

- ETR for FD reporting only – dated first day served/enrolled
 - FD disability pulls from GE Exclude ETR
- NIEP dated first day served/enrolled with a Non-Compliance ID of 10
- TETR – Date of Last ETR is the same as the Meeting Date – this pulls the Outcome End date correctly
 - FD Disability pulls from TETR
- TIEP – Date of meeting is entered exactly as stated on IEP – which generated the end date (should match the IEP from previous district)

Transfer date will be date district decides to accept transfer documents

In State IEP/ETR Not Expired/Lapsed - Rejected

- ETR for FR Reporting only – dated first day served/enrolled
 - FD Disability pulls from GE Exclude ETR
- NIEP dated first day served/enrolled – Non-Compliance ID 10
- Write a **RETR**
 - FD Disability pulls from the RETR – if disability changes, new FD record will pull with the start date of RETR
- Write **RIEP**

Out of State ETR/IEP Not Expired/Lapsed - Rejected

- ETR for FD Reporting only – dated first day served/enrolled
 - FD Disability pulls from GE Exclude ETR
- NIEP dated first day served/enrolled – Non-Compliance ID 10
- Write a **new IETR**
 - FD Disability pulls from the IETR, if disability changes a new FD record will pull with the start date of IETR
- Write **new IIEP**

In State or Out of State ETR LAPSED

IEP Not Expired

- ETR for FD reporting only – Use disability from “lapsed” ETR – dated first day student served
 - FD Disability pulls from GE Exclude ETR
- NIEP dated first day served/enrolled – Non-Compliance ID 11
- Write **new RETR**
- Write **new RIEP**

In State or Out of State ETR Not Lapsed - IEP Expired

District accepts prior to start of school or same day student enrolls

- TETR – Date of Last ETR is the same as the Meeting Date – this pulls the Outcome End Date correctly
 - FD Disability pulls from TETR
- NIEP dated first day of school or date students starts – Non-Compliance ID 11
- Write a new **RIEP**

In State or Out of State ETR Not Lapsed - IEP Expired (continued)

District does not decide to accept ETR after student starts but the student is served from first day enrolled

- ETR for FD Reporting only – dated first day served/enrolled
 - FD Pulls from GE Exclude ETR
- NIEP dated first day served/enrolled – Non-Compliance ID 11
- TETR – Date of Last ETR is the same as the Meeting Date – this pulls the Outcome End date correctly. Transfer Date is the date the district decides to accept the ETR from Previous District as written
 - FD Disability pulls from TETR
- Write a new **RIEP**

In State IEP/ETR Both Expired/LAPSED

- ETR for FD Reporting only – dated first day served/enrolled
- FD Disability pulls from GE Exclude ETR
- NIEP dated first day served/enrolled – Non-Compliance ID 11
- Write new **RETR**
- Write new **RIEP**

Out of State ETR/IEP Both Expired/LAPSED

- ETR for FD Reporting only – dated first day served/enrolled
- FD Disability pulls from GE Exclude ETR
- NIEP dated first day served/enrolled – Non-Compliance ID 11
- Write new **IETR**
- Write new **IIEP**

IEP Consent Withdrawn by Parent

Create new Review IEP with the Special Ed Status as IEPR – this reports the CIEP event

***Special Ed Status**

IEPR: IEP Complete - Parental Refusal

IEDP: IEP Resulted in Due Process

IENS: IEP Complete - Not Served

IEPR: IEP Complete - Parental Refusal

N: None

Y: Receiving Services

Enter Evaluation Exit Date and Exit Reason to stop reporting the Disability on FD Record

Evaluation

Exit Date: 11/10/2023

Exit Reason: **ETEX: Exiting Special Education**

Preschool Transition Conference:

Updated October 31 IEP Out

If a disability is suspected in the future or the parent changes their mind, the special education identification process will need to start from the beginning

Reenrolling student who Exited Special Ed while enrolled elsewhere

- Enter Exiting Code on Special Ed Dates tab
 - Use exiting date as the date the student reenrolls in your district

Evaluation

Exit Date

08/24/2023



Exit Reason

ETEX: Exiting Special Education



The Exit date needs to be 7/1/2025 or if the student enrolled later than that, the student re-enrollment date in your district,

PS Student was tested in prior year but did not enroll until following FY

- If a PS student had an evaluation and IEP completed in Early 2025 and were not reported to ODE, then the Special Ed events were not reported either.
 - Indications in IC of this – 24-25 enrollment record is Red (Can verify if it was/was not not reported in ODDEX)

Enrollment Editor				
Grade	Type	Calendar	Start Date	End Date
PS	P	23-24 META Elementary School	07/01/2023	
PS	P	22-23 META Elementary School	04/17/2023	

PS Student was tested in prior year but did not enroll until following FY

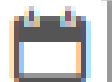
- To report the FY25 Special Ed Events in FY26 (for this instance only)
 - Change the FY26 Enrollment record to show Local Start Status 4 and District Entry Date as 7/1/2025

*Local Start Status

4: Enroll 1st time in OH pub/comm school bc of age

District Entry Date

07/01/2025



Parent Waives Reevaluation

In Ohio, a special education reevaluation can be waived if both the parent and the school district agree in writing that it is not necessary (OP-4)

To report a waived ETR, complete the RETR as if you had conducted the Evaluation Meeting and duplicate the information from the last ETR.

Student Collections

Level 1

- Fatal Level 1 error for special ed event only, stops Special Education Weighted Funding. General student funding will continue.

Level 2

- FTE Detail
- FTE Adjustment
- Federal Child Count Detail
- Federal Child Count Statement of Assurance

Meta Cross Check

Special Ed Checks

- Disability w/no IEP
- ETR Due Within 90 Days
- ETR Length not 3 Years
- Exiting Spec Ed with FD Disability
- \$ Expired ETRs
- Extended School Year Service – No Program Code
- \$ FD Disability and ETR Disab Mismatch
- FD Shows Disability after CIEP Event
- IEP Date Range
- IIEP Due Within 90 Days
- \$ IEP w/no Disability
- ETR – 60 Days of Consent
- IETR w/No Referral or Consent
- IIEP & IETR this Fiscal Year
- NIEP Before IETR

Other Places to look

- ODDEX
 - Verify what has actually been reported to EMIS
 - Looking at data in the SIS is not a valid way to check data that has been reported to DEW
 - See what a prior district has reported
 - Student may have exited, have newer documents than are presented to you at enrollment, had a change in placement
 - See what a Resident District/Educating District is reporting
 - Both an Educating District and a Resident District in many cases should report Special Education Records (but they should match)



Looking at the FTE Adjustment Report

Result Code FT0005 – Disability – no IEP

- Look for the Adjustment Start and End Date – is this a newly identified student and the adjustment is from the time the ETR is complete and the time the services start with the IEP? This is valid and nothing to be done
- Is the adjustment end date your last day of school? Has the IEP that was being reported expired and a new IEP needs to be added?
- Is there a fatal error on the GE record for the student? Fixing that fatal GE error should fix the FTE Adjustment

Office of Exceptional Children Reminders

If a student was identified as a student with a disability and was receiving services in a previous district, the new district is required to provide comparable IEP services until it determines to either adopt the transfer ETR/IEP or completes its own evaluation and develops an IEP.

Districts cannot decline to serve students with a valid ETR and IEP

The district still has the obligation to support the student with a disability regardless of the previous school's noncompliance of the ETR/IEP unless the parent revoked consent for special education services.

Four horizontal lines of varying colors (blue, light blue, green, and yellow) stacked vertically.

Questions?

emishelp@metasolutions.net

<https://forms.gle/dwdSnmXTsPxYrjKt7>