

Spring EMIS and Special Services Coordinator Training

April 15, 2026
Cathy Edwards



Agenda

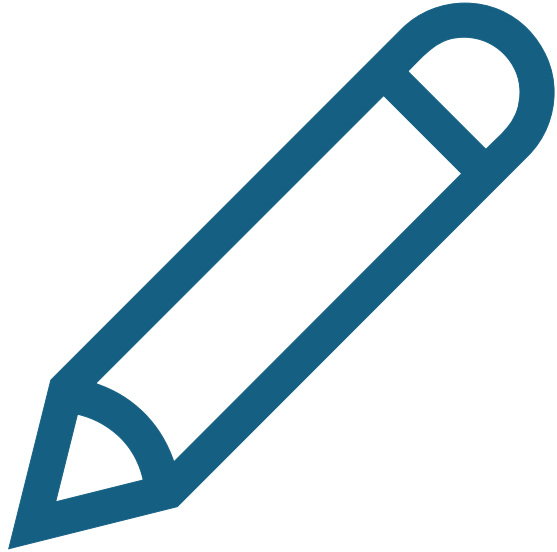
FY26 Review & Reminders

EMIS Reports for Review

Troubleshooting Errors

Preparing for FY27

FY26 Review & Reminders



- Report all Special Education Events that occur from 7/1/2025 through 6/30/2026
 - All documents must be locked to report
 - BUT...Referral and Consent dates will report without the document being locked
 - Missing or incorrect data in the documents may cause the document not to report
 - Use ODDEX to verify if data is being reported to DEW

FY26 Review & Reminders



Report Special Education Events for all Resident Students

Attending and not attending in district

- Examples – OE out, Foster/Court Placed, JVSD, Non-EMIS reporting entities placed by district, BDD, ESC



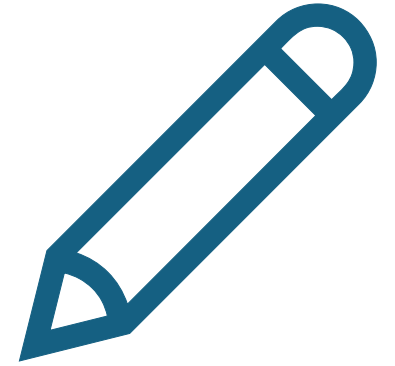
Report non-resident students attending in district

Important to share information with the resident district – they are responsible for reporting Special Education events and should be invited to meetings

- Examples OE in, Foster/Court placed in

If required to report and the event happened between 7/1/2025 and 6/30/2026 – it must be reported by close of the FY26 End of Year Student Collection on 7/15/2026

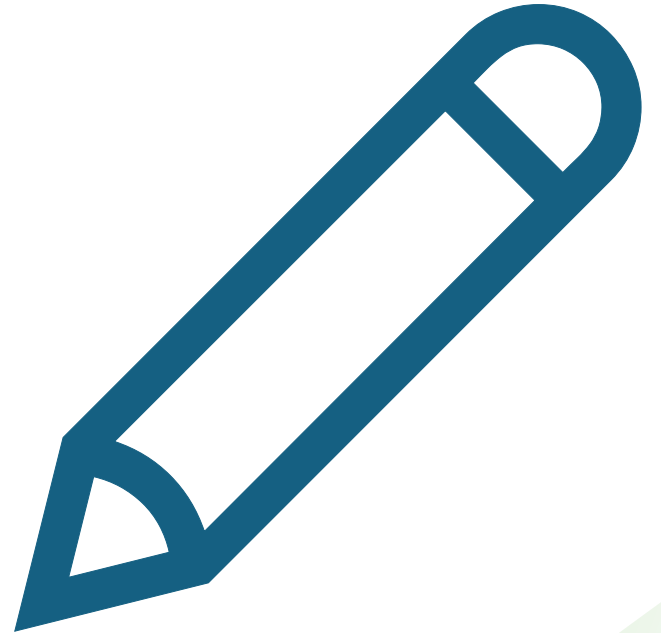
FY26 Review & Reminders



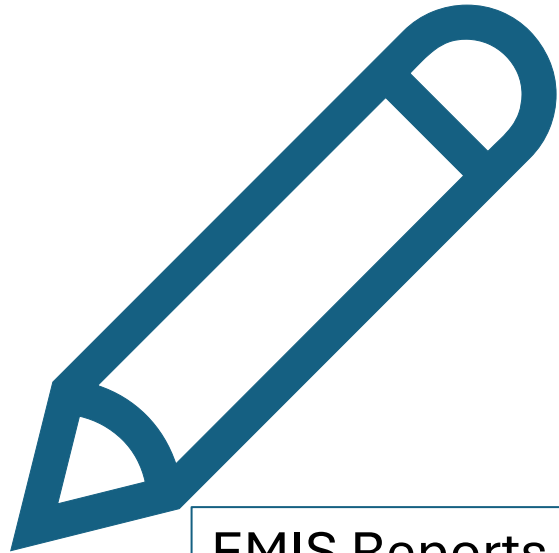
- Report Graduating Senior test exemptions
 - Exemptions must be reported for as long as the student is exempt
 - Most recent IEP must show the exemption
 - Check the Student SPED Graduation Requirements Record (FE) in the Student Collection (Data Collector) to view areas marked as exempt for each student
 - FE report showing Y in the Exemption Flag column for the subject area indicates the student is exempt from passing that subject area assessment to meet graduation requirements
 - FE report showing N in the Exemption Flag column for the subject area indicates they were last reported as exempt in the prior reporting but are not being reported as exempt in the current reporting

FY26 Review & Reminders

- Report all dismissals and newly identified students (keeping the 7/1-6/30 dates in mind)
 - The End of Year Collection GE Record should include at least one event for every student that has an IEP
- When a student is exiting because they no longer qualify for services, report an evaluation indicating that
 - If a student is being dismissed, also report the Special Ed Date entry
- Notify the EMIS Coordinator of all students returning as grade 23 student for FY27 and DO NOT report a diploma date for those returning grade 23 students



FY26 EMIS Reports for Review



- FY26 End of Year Student Collection opens 05/01/2026 and closes 7/15/2026. The GE record in the End of Year Student Collection should contain at least one event for every student with a disability.

EMIS Reports Impacting Special Education

- Student Standing (FS)
- Student Demographic (GI)
- Student Attributes – Effective Date (FD)
- Student Attributes – No Date (FN)
- Student Special Education (GE)
- Student Special Education Graduation Requirement (FE)
- Student Assessment (FA)
- Student Discipline (GD)
- Student Program (GQ)
- Organization – General Information (DN)
- Exiting Student Follow-up (FW)

Student Standing (FS) Record

[Student Information](#)>[General](#)>[Enrollment](#)

- State Student ID (SSID)
- Admission Date
- Attending Building IRN
- District Relationship
- Effective Start Date and End Date
- How Received and How Received IRN
- Legal District of Residence
- Sent Reason and Sent to IRN
- Student Percent of Time
- Tuition Type
- Withdrawal Reason

Student Demographic (GI) Record

[Census](#)>[People](#)>[Demographics](#)

- Date of Birth
- Gender
- Summative Race/Ethnic Group

Student Attributes – Effective Date (FD) Record

- Disability Condition [Special Ed Documents>ETR>Primary Disability](#)
- Disadvantagement [Enrollments>State Reporting Fields>Disadvantaged](#)
- Effective Start/End Date [Enrollments>Start/End Date](#)
- English Learner [English Learners \(EL\)>Program Status](#)
- Homeless Status [Homeless>Primary Nighttime Residence](#)
- Migrant Status [Enrollment>State Reporting Fields>Migrant](#)
- State Equivalent Grade Level [Enrollment>Grade](#)

Student Attributes – No Date (FN) Record

- CORE Graduation Requirement Exemption [Student Information>General>Graduation>Exempt CORE Grad Req](#)
- Diploma Date and Diploma Type [Student Information>General>Graduation>Diploma Date/Type](#)
- Military Student Identifier [Census>People>Military Connections;](#)
[Census>People>Relationships>Guardian](#)
- Updated October 31 IEP Outcome [SPED Dates>Federal LRE Setting](#)

Student Special Education (GE) Record

- Date Element
- Date Type Element
- Extended School Year Services
- IEP Test Type
- Non-Compliance ID Element
- Outcome Beginning Date
- Outcome End Date
- Outcome ID Element
- Secondary Planning Element

Student Special Education Graduation Requirement Record (FE)

- Assessment Area Code
- Assessment Type Code
- Exemption Flag
- IEP Date
- IEP Date Type Code

Student Assessment (FA) Record

- Assessment Area Code
- Assessment Type Code (test code)
- Assessment Area Code (subject code)
- Required Test Type
- Type of Accommodation

Student Discipline(GD) Record

- Type of Discipline
- Total Discipline Days
- Discipline Modified
- Referred for Alternate Education

Student Program (GQ) Record

- Special Education Related Services

Organization General Information (DN) Record

[Additional Slides](#)

- Student Group
- Initial IEP Eye Exam Group

Exiting Student Follow-up (FW) Record

- Students who – at the time of exiting – were reported with a disability condition

Student Attributes-Effective Date (FD) Record

Disability Condition Element

- Describes the disability of a student between the ages of 3 and 21, inclusive, who has been officially identified with a disability by an ETR and one of the valid disability conditions

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 Mental Retardation, Developmentally Handicapped, 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

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective start Date

Last Name	First Name	State Student ID	Effective Start Date	Effective End Date	State Equivalent Grade Lev	Attendance Pattern	Disadvantage	Disability Condition	Student by a
America	Carl	XX1234567	20250701	20251103	03	**	4	**	N
America	Carl	XX1234567	20251104	00000000	03	**	4	10	N

Scenario

Student Carl America was enrolled from 7/1/2025 -11/3/2025 with no disability condition. On 11/4/2025 through the current date, Carl is being identified as having a disability condition.


FD Example

Student Attributes- No Date (FN) Record


Core Graduation Requirement Exemption

- The Ohio CORE exemption status of a student
 - * - Student has not opted out of Ohio CORE requirements
 - 2 – Student is attending drop-out prevention and recovery program with an approved waiver from the Department and student has opted out of Ohio CORE requirements
 - 3 – Student’s IEP required substantial modifications to curriculum; student receiving diploma by meeting IEP goals instead of meeting CORE requirements

State Reporting Graduation Fields


Courses Completed Date: 

Foreign Exchange Student:

Expected Graduation Date: 

CORE Grad Req Met:

Exempt CORE Grad Req.:

CORE Grad Req Exemption Date: 

CORE Econ & Lit Req Met:

CORE Fine Art Req Met:

Exempt PhyEd Req:

Military Compact Alternative:

Begin reporting in the year the student meets the exemption and continue to report until the student withdraws or chooses to forego the exemption and graduate under the Ohio CORE requirements

Student Attributes- No Date (FN) Record

Updated October 31 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

Student Information>Special Ed>
Special Ed Dates

Both dates on record must be within the 7/1/2025 to 6/30/2026 timeframe to report in FY26

Special Ed Dates Detail

*Date
07/01/2025

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

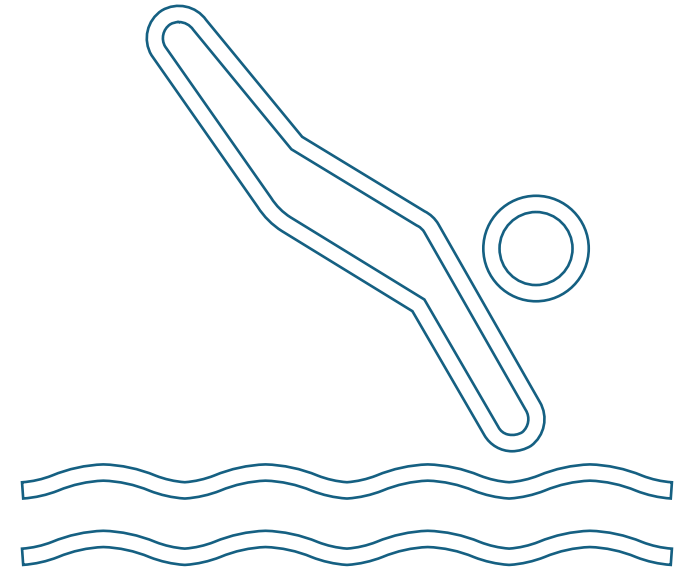
Updated October 31 IEP Outcome
Federal LRE Date Federal LRE Setting
07/01/2025

Student Special Education (GE) Record

Date Type Element

- **PSTC** – Preschool Transition Conference Date
- **RFRL** – Referral for Evaluation Date
- **CNST** – Parent/Guardian Consent for Evaluation Date
- **ETR** – Evaluation Team Report Completion Date
- **IEP** – Individualized Education Program Completion Date
- **ISP** – Individual Service Plan Completion Date
- **SEMD** – Manifestation Determination

Deeper Dive



Date Type – PSTC – Preschool Transition Conference

Student Information>Special Ed>Special Ed Dates

- Date element: The date the conference was held
 - Generally, occurs between 90 and 120 days before 3rd birthday
- Only for students suspected of having a disability transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education
- Required to be reported by the resident district
- Starts the compliance clock

The screenshot shows a web form titled "Special Ed Dates Detail". It contains several sections with date pickers and dropdown menus. Two date pickers are highlighted with red boxes: the "*Date" field at the top, which contains "07/01/2025", and the "Preschool Transition Conference Date" field at the bottom, which also contains "07/01/2025". A blue callout box on the right side of the form contains the text: "Both these dates should be within the 7/1/2025 and 6/30/2026 time frame to be included in FY26 reporting". Two black arrows point from the blue box to the two red-highlighted date fields.

Date Type – RFRL – Referral For Evaluation

Student Information>Special Ed>Special Ed Documents>Referral

- Date element: The date a child is referred for evaluation after suspected of having a disability
- Only required for an Initial Consent

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** 02/28/2026 **Date of Last ETR** **Referral Date** 02/04/2026 **Consent Date** 02/06/2026

Transfer Date

***Parent Consent Outcome:** Consent Granted for Initial Evaluation (IETR)

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

Date Type – CNST – Consent for Evaluation

Student Information>Special Ed>Special Ed Documents>Referral

- Date element: The date the district received consent
- Outcome ID Options:
 - CNPD – Consent moved to due process
 - CNGI – Consent granted for initial evaluation
 - CNGR – Consent granted for reviewed evaluation
 - CNGO – Consent granted for other special education activity
 - CNNR – Consent not returned
 - CNRF – Consent refused

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] **Consent Date**: [Date Picker]
- Transfer Date**: [Date Picker]
- *Parent Consent Outcome:** [Dropdown Menu]
- *Non-Compliance:** [Dropdown Menu]
- Created Date**: 02/13/2025 10:22:42 -0600
- By**: rator, Demo

Buttons at the bottom: **Initial ETR** and **Reviewed ETR**.

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)**

Date Type – ETR – Evaluation Team Report

Student Information>Special Ed>Special Ed Documents>Referral

- Date element: The date the ETR was completed
- IETR – Initial: Must be conducted before initialing special education and/or services
- RETR – Reevaluation: Required every three years
 - Unless deemed unnecessary by parent and district
 - Still report RETR
- TETR – Transfer: ETR of transfer student accepted in entirety

The screenshot shows a web form titled "Evaluation Editor". The "Evaluation Type" section is highlighted with a red border and contains three radio button options: "Initial Evaluation", "Reevaluation", and "Transfer". The "Transfer" option is selected. Other sections include "Planning Form" with "School Age" and "Preschool" checkboxes, a "GE Exclude" checkbox with a description, date pickers for "Date of Meeting", "Date of Last ETR", "Referral Date", and "Consent Date", a "Transfer Date" date picker, a "Parent Consent Outcome" dropdown menu set to "Consent Granted for Other Special Education Activity", and a "Non-Compliance" dropdown menu set to "**: Not Applicable".

Date Type – IEP – Individualized Education Program

Student Information>Special Ed>Special Ed Documents>Plan

- Date element: The date the IEP was completed
- IIEP – Initial
- RIEP – Periodic Review
- TETR – Transfer: IEP of transfer student accepted in entirety
- CIEP – Consent withdrawn by parent
- AIEP – Amendment
- NIEP – No IEP in place, services provided
- IISP/RISP – Initial or Review of Individual Service Plan (non-public)

- Meeting Date – determines the End Date
- Start Date is the date services start and does not determine End Date (can be the same as or different than the Meeting Date)

The screenshot shows the 'Education Plan' form with several fields highlighted in blue boxes. The 'Meeting Type' section includes radio buttons for 'Initial IEP' (IIEP), 'Annual Review' (RIEP), 'Transfer' (TIEP), 'Review other than annual review', and 'Other'. A 'DO NOT USE' button is also present. The 'Meeting Date' and 'End Date' fields are highlighted, with a line connecting them. The 'Start Date' field is also highlighted. The 'Secondary Planning' dropdown is set to '06: Parent Refused Consent', which is also highlighted. The 'CIEP' button is highlighted at the bottom right.

Date Type: SEMD – Special Education Manifestation Determination

Student Information>Special Ed>Special Ed Dates

- Date element: The date the manifestation determination was completed for the related incident of misconduct
- Reported when a student with a disability has accumulated more than 10 days of suspensions or expulsions

The screenshot shows the 'Special Ed Dates Detail' form with several fields. Two date fields are highlighted with red boxes: '*Date' (07/01/2025) and 'SEMD Event Type' (Manifestation Determination Date, 07/01/2025). A blue callout box with white text states: 'Both dates must fall between 7/1/2025 and 6/30/2026 to report in FY26 EMIS reporting'. Arrows point from the callout box to the two highlighted date fields.

Special Ed Dates Detail

*Date
07/01/2025

NIEP Event Type
Outcome

Non Compliance
**: Not Applicable

Outcome Beginning Date
Outcome Ending Date

ESY Services

SEMD Event Type
Manifestation Determination Date
07/01/2025

Evaluation
Exit Date
Exit Reason

Preschool Transition Conference Date

Updated October 31 IEP Outcome
Federal LRE Date
Federal LRE Setting

Both dates must fall between 7/1/2025 and 6/30/2026 to report in FY26 EMIS reporting

Student Special Education (GE) Record

Extended School Year Services

Student qualifies for extended school year services per IEP

- Valid Options
 - Y – Yes
 - N - No

The Program Code for Extended School Year is reported in the GQ report (see later slides)

[Student Information](#)>[State Programs](#)>[Extended School Year \(ESY\)](#)

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

Program Information

Start Date: (Required)

End Date:

ESY Status:

211010: Services Provided

211015: Not Provided, Parent Refusal

211020: Not Provided, Other than Parent Refusal

Student Special Education (GE) Record

IEP Test Type

- The required format for all assessments
 - STR – Standard
 - ALT – Alternate Assessment
 - STA – Standard with Accommodations
- Reported on all IEP event types except CIEP and NIEP
- Must match Assessment Type Code (on FA record)

If NO was checked for Alternate Assessment

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 grade, choose "Accommodations" is chosen for any subject, provide each subject in the text area.

Alternate assessment, if chosen, must apply to all

1. DISTRICT TESTING

(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district)

Area: ELA Reading

Assessment Title

Select Values

If YES is Checked, Test Type will be STA

Save Save & Continue Print Print Editor

Plan Outline ohIEP19Rev

Education Plan
Enrollment Status
Student Demographics
Parent/Guardian Demographics
Special Factors
Extended School Year
Postsecondary Transition Services
Specially Designed Instruction
Related Services
Transportation as a Related Service
Least Restrictive Environment
Statewide and Districtwide Testing
Exemptions

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 Testing Participation Criteria

If yes, justify the choice of alternate assessment and address why it is appropriate below.

Student has met AASCD Testing Participation Requirements

Date Completed

If YES is checked, Test Type will be ALT

If NO is answered to both questions – Test Type is STR

Student Special Education (GE) Record

Non-Compliance ID Element

- Options
 - ** - Not Applicable – Timelines were all met
 - 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 – District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior collection

Reason event has not met federally mandated timelines

The screenshot shows the 'Education Plan' form with the following fields and options:

- *Meeting Type:** Radio buttons for Initial IEP, Annual Review (selected), and Amendment. There are also input fields for dates.
- *Meeting Date:** 02/14/2025
- ETR Completion Date:** 02/10/2025
- Next ETR Due Date:** 02/09/2028
- *Start Date:** 02/14/2025
- *End Date:** 02/13/2026
- Next IEP Review:** 02/13/2026
- Target date for child to Graduate:** [Input field]
- *Secondary Planning (for state reporting):** **** : Not Applicable
- *Is the child in preschool?**
- *Will the child be 14 years old before the end of this IEP?**
- *Is the child younger than 14 years of age but has transition and postsecondary goal information?**
- *Is the child a ward of the state?**
- IEP by 3rd birthday? (If transitioning from Part C services)**
- Other Information:** [Input field]
- *Non Compliance ID:** [Dropdown menu]

The dropdown menu for *Non Compliance ID is open, showing the following options:

- ** : 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

Used for NIEP Screen ONLY

NIEP Non-Compliance ID Options

- 10 – Student newly transferred in; IEP adoption determination not complete; services being provided based on prior IEP
- 11 - IEP Expired; new IEP not in place; services being provided based on prior IEP
- 12 – IEP current, but not reported to EMIS in prior reporting period; services being provided based on current IEP

Special Ed Dates Detail

*Date
07/01/2025

NIEP Event Type
Outcome

Non Compliance
**: Not Applicable

Outcome Beginning Date
Outcome Ending Date

ESY Services

Both dates must be within 7/1/2025 and 6/30/2026 timeframe to report for FY26

Student Special Education (GE) Record

Outcome Beginning/Outcome End Date

Student Information>Special Ed>Special Ed Documents>Plan

- Meeting Date – determines the End Date and is the Outcome Beginning Date
- Start Date is the date services start and does not determine End Date (can be the same as or different than the Meeting Date)

Outcome Beginning Date

Outcome End Date

The screenshot shows the 'Education Plan' form with the following fields and values:

- *Meeting Type:** Annual Review (selected)
- *Meeting Date:** 02/14/2025 (highlighted in green)
- *Start Date:** 02/20/2025
- *End Date:** 02/13/2026 (highlighted in red)
- ETR Completion Date:** 02/10/2025
- Next ETR Due Date:** 02/09/2028
- Next IEP Review:** 02/13/2026
- Target date for child to Graduate:** (empty)
- *Secondary Planning (for state reporting):** **** : Not Applicable

Annotations: A green box labeled 'Outcome Beginning Date' points to the *Meeting Date field. A red box labeled 'Outcome End Date' points to the *End Date field.

Student Special Education (GE) Record

Outcome ID: ETR

- ET01 – ET16: Identified disability condition
 - Disability Condition
- ETPD – ETR Resulted in due process
- ETNE – Not Eligible for services
- ETEX: Exiting special education
 - Update disability condition to **
 - Not used when a student graduates or withdraws
 - Not used when a parent revokes consent for services
- Outcome Beginning Date and End Date
 - Effective date range of event

Entry of Special Ed Dates element also required

Special Ed Dates Detail

*Date
07/01/2025

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 07/01/2025
Exit Reason
ETDP: ETR Resulted in Due Process
ETEX: Exiting Special Education
ETNE: Not Eligible for Services

Updated October 31 IEP Out
Federal LRE Date

Both dates must be between 7/1/2025 and 6/30/2026

- **ETDP:** Use if the ETR Outcome Resulted in Due Process
- **ETEX:** Use if the ETR is a **Re-evaluation** and the ETR Outcome is that the student no longer has a disability and is exiting special education
- **ETNE:** Use if the ETR is an **Initial Evaluation** and the ETR Outcome is No Disability – Not Eligible for Services

Student Special Education (GE) Record

Outcome ID: IEP

- Least Restrictive Environment (LRE) for the current IEP
 - Must be age and grade appropriate
 - Preschool IE51-IE72: ages 3-5 in PS; age 4 in KG
 - School-age: ages 5 and over in KG or higher

- Outcome Beginning and End Date
 - Effective date range of event

Always click the Get Disability From Evaluation and Get Special Ed Status From Enrollment buttons

If IIEP – these fields will be blank, filling in these fields manually will push back to the enrollment screen when the IIEP is locked.

If there is a change in these fields with a RIEP, make the change here then lock the RIEP and it will push back to the enrollment screen

The screenshot displays the 'Plan Outline ohIEP19Rev' interface. On the left, a vertical menu lists various sections: Education Plan, Enrollment Status (highlighted with a red box), Student Demographics, Parent/Guardian Demographics, Special Factors, Extended School Year, Postsecondary Transition Services, Specially Designed Instruction, Related Services, Transportation as a Related Service, Least Restrictive Environment, Statewide and Districtwide Testing, and Exemptions. On the right, the 'Enrollment Status' section contains a note, two buttons ('Get Disability from Evaluation' and 'Get Special Ed Status from Enrollment'), and three dropdown menus: '*Primary Disability', '*Special Ed Status' (highlighted with a red box), and '*Special Ed Setting'. Blue arrows point from the text boxes to the 'Enrollment Status' menu item and the '*Special Ed Status' dropdown.

Student Special Education (GE) Record

IEP Secondary Planning Element

When a student will complete coursework and graduate or needs additional services

Required for students ages 14 and above or will turn 14 any time during the plan duration

- TPNP – Transition Plan Not In Place
 - Used when student is required to have a plan in place but does not
- TFYG – Transition Plan in Place, four-year grad
- TMYG – Transition Plan in Place, multi-year grad
 - Used for students who were retained any time during grades 9-12
- TPCE – Transition Plan in Place, planned continuation of education services
 - Used for students returning as a Grade 23 student

The screenshot shows the 'Education Plan' form with the following fields and options:

- *Meeting Type:** Radio buttons for Initial IEP, Annual Review (selected), and Amendment. There are also input fields for dates.
- *Meeting Date:** 02/14/2025
- ETR Completion Date:** 02/10/2025
- Next ETR Due Date:** 02/09/2028
- *Start Date:** 02/14/2025
- *End Date:** 02/13/2026
- Next IEP Review:** 02/13/2026
- Target date for child to Graduate:** [Input field]
- *Secondary Planning (for state reporting):** A dropdown menu is open, showing options: **** : Not Applicable (selected), TFYG : Four-Year Grad, TMYG : Multi-Year-Grad, TPCE : Planned Continuation of Ed services, and TPNP : Transition Plan Not in Place.
- *Is the child in preschool?**
- *Will the child be 14 years old by [date]?**
- *Is the child younger than 14 years old? (postsecondary goal information?)**
- *Is the child a ward of the state?**
- IEP by 3rd birthday? (If transition plan)**

Student Special Education Graduation Requirement (FE) Record

- **Assessment Area Code:** The subject for which the student is exempt from meeting graduation requirements
- **Assessment Type**
 - GX – High School Alternate Assessment
 - GE – End of Course
- **Exemption Flag:** Y or N
- **IEP Date and IEP Date Type Code:** The same as reported in the current IEP with the Student Special Education Record

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

13. Exemptions

***Third Grade Reading Guarantee** (See [The Ohio Third Grade Reading Guarantee Guidance Manual](#) for details)
Applicable NA

Does the child have a significant cognitive disability? Yes No

If yes, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).
If no, the team considered all data and made the following decision (check one):
 Not to exempt the child from their retention provision of the Third Grade Reading Guarantee
 To exempt the child from the retention provision of the Third Grade Reading Guarantee

***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
<input type="text"/>	<input type="text"/>

Justification

	A	B	C	D	E	F	G	H
1	Last Name	First Name	IEP Date Type	IEP Date	Assessment Type Code	Assessment Area Code	Exemption Flag	Record Is Valid
2	Doe	John	RIEP	20250825	GE	ALG1	Y	Yes
3	Doe	John	RIEP	20250825	GE	BIOL	Y	Yes
4	Doe	John	RIEP	20250825	GE	ELA2	Y	Yes
5								
6								
7	White	Carol	RIEP	20250929	GX	M	Y	Yes
8	White	Carol	RIEP	20250929	GX	R	Y	Yes
9								
10								
11								
12								
13	Smith	Jane	RIEP	20250918	GE	ELA1	N	Yes
14	Smith	Jane	RIEP	20250918	GE	MTH1	N	Yes
15								
16								

FE Scenarios

Last Name	First Name	IEP Date Type	IEP Date	Assessment Type Code	Assessment Area Code	Exemption Flag	Record Is Valid
Doe	John	RIEP	20250825	GE	ALG1	Y	Yes
Doe	John	RIEP	20250825	GE	BIOL	Y	Yes
Doe	John	RIEP	20250825	GE	ELA2	Y	Yes

IEP Statewide and Districtwide Testing Plan Editor

12. Statewide and District Wide Testing

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

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



***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
Algebra I	
Justification	
Category	Course Title
Biology	
Justification	
Category	Course Title
ELA II	
Justification	

	A	B	C	D	E	F	G	H
1	Last Name	First Name	IEP Date Type	IEP Date	Assessment Type Code	Assessment Area Code	Exemption Flag	Record Is Valid
	White	Carol	RIEP	20250929	GX	M	Y	Yes
	White	Carol	RIEP	20250929	GX	R	Y	Yes

IEP Statewide and Districtwide Testing Plan Outline

12. Statewide and District Wide Testing

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

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

Exemptions Plan Outline

***Graduation Tests**

Applicable NA

	A	B	C	D	E	F	G	H
1	Last Name	First Name	IEP Date Type	IEP Date	Assessment Type Code	Assessment Area Code	Exemption Flag	Record Is Valid
	Smith	Jane	RIEP	20250918	GE	ELA1	N	Yes
	Smith	Jane	RIEP	20250918	GE	MTH1	N	Yes

Exemptions Plan Outline

***Graduation Tests**

Applicable NA

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

Prior IEP Exemptions would have shown as Yes, excused from the Consequences of not passing and the subject levels of ELA1 and MTH1 would have been indicated. However, the current valid IEP would not list that exemption.

What to look for if not listed as being Exempt from a subject area

Did the student take the subject test and pass?

Is the Student no longer exempt for this subject?

Does the latest valid IEP correctly reflect the Exemptions and is it being reported to DEW?

Student Assessment (FA) Record

- Assessment Type Code
- Required Test Type
- Score
- Score Not Reported
- Test Date and Test Day of Month
- Test Grade Level
- Type of Accommodation

STR: Standard (regular)
ALT: Alternative Assessment

Standard Required Test Type with a Type of Accommodation other than ** will report as Test Type STA

- ** : Not Applicable
- NO: No accommodations
- Y1: 504 plan accommodations
- Y2: IEP accommodations
- Y3: EL accommodations
- Y4: 504 plan and EL accommodations
- Y5: 504 plan and IEP accommodations
- Y6: IEP and EL accommodations
- Y7: 504 plan, IEP, and EL accommodations

OST EOC ELA1

Date	Raw Score	Scale Score
<input type="text"/>	<input type="text"/>	<input type="text"/>
Question Count		
<input type="text"/>		
Result		
<input type="text"/>		
Result Level	Required Test Type	
<input type="text"/>	STR: Standard (regular)	
Type of Accommodation		
Y2: IEP accommodations		
Score Not Reported		

Student Discipline (GD) Record



Date of Discipline

Determines when a student with disabilities has accumulated more than 10 days of suspensions or expulsions – requires a SEMD event



Referred for Alternate Educational Services

One-year expulsion requirement modified or not



Total Discipline Days =
Total days served across all types

5 days of suspension and 5 days of expulsion for same incident = 10 days

See slide 19 for SEMD entry information



Type of Discipline =
Expulsion, out-of-school suspension, etc.

Only one per infraction
Report most severe

Student Program (GQ) Record

- Reported by entity providing services
- 21xxx – Alternate placement, including extended school year
- 215xxx – Related services **to be entered in Related Services Area of IEP**

- 220xxx – Preschool
 - Itinerant
 - Tuition

Student Flag Detail

*Flags
220205:220205 - Preschool SpEd Itinerant Services

*Start Date: 07/01/2025 | End Date: 06/30/2026 | Eligibility Start Date: | Eligibility End Date: |

User Warning

Participation Details

Description

Location: | Program Staff: |

Entered in Campus through the Student Flags Screen
[Student Information > General > Flags](#)

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.

Program Code	Description
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).
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.

Entered in Campus through the Related Services Plan Outline
[Student Information > Special Ed > Special Ed Documents](#)

Organization General Information (DN) Record

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

Cumulative counts for the school year

- Initial IEP Eye Examination (IIEP)
 - EYEREQCNTA – Written within the stated timeframe
 - EYERECNTB – Written within the stated timeframe who received an eye exam within 3 months of beginning services
 - EYENRCCNT1 – Written within the stated timeframe who received an eye exam more than 3 months after beginning services
- Resident and Non-Resident K-12 nonpublic students
 - STUNPNTSRV – Eligible, not served
 - STUNPNTTELG – Ineligible
- Preschool transition conferences held, no disability suspected
 - STUPSTCBTR – By 3rd birthday
 - STUPSTCATR – On or after 3rd birthday

Initial Eye Exam Group

EYEREQCNTA: Number of students with an IIEP written within the stated timeframe.	EYEREQCNTA	<input type="text"/>
EYERECNTB: Number of students with an IIEP written within the stated timeframe who received an eye exam within three months of beginning services.	EYERECNTB	<input type="text"/>
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	<input type="text"/>

Student Group

STUKGBRDAY: Date student is required to be 5 years old to be admitted into kindergarten.	STUKGBRDAY	<input type="text" value=""/>
STUKGLFREE: Count of all-day kindergarten students who pay tuition and are eligible for free lunch.	STUKGLFREE	<input type="text"/>
STUKGLRCED: Count of all-day kindergarten students who pay tuition and are eligible for reduced price lunch.	STUKGLRCED	<input type="text"/>
STUKGNFEES: Maximum amount charged to all-day kindergarten students for fees.	STUKGNFEES	<input type="text"/>
STUKGTUITN: Maximum amount charged to all-day kindergarten students for tuition.	STUKGTUITN	<input type="text"/>
STUHOMESCL: Count of homeschooled resident students.	STUHOMESCL	<input type="text"/>
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.	STUNPNTSRV	<input type="text"/>
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	<input type="text"/>
STUPSTCBTR: Count of preschool transition conferences held by 3rd birthday, no disability suspected, no additional evaluation.	STUPSTCBTR	<input type="text"/>
STUPSTCATR: Count of preschool transition conferences held after 3rd birthday, no disability suspected, no additional evaluation.	STUPSTCATR	<input type="text"/>
C_STUEEPOL: Student early entrance policy flag, reported by community schools only.	C_STUEEPOL	<input type="text" value=""/>

Exiting Student Follow-up (FW) Record

[Student Information](#)>[State Programs](#)>[Follow up Data \(FW\)](#)

Reported by the resident district for students who were reported with a disability condition at the time of exit from secondary education (exited in previous year)

- Employment Status
- Employment Typical Hours Per Week
- Employment Duration
- Employment Setting
- Employment Advancement Opportunity
- Apprenticeship Status
- Postsecondary Education Status
- Postsecondary Education Type
- Postsecondary Enrollment Duration
- Military Enlistment Status
- Other Follow-up Status

See additional Reporting Instruction in the Exiting Student Follow Up Training documents

Additional EMIS Report for Review (Level 2)

FTE Adjustments – Result Code FT0005

+	RESULT CODE	FTE FUND PTTRN CODE	ENRL START DATE	ENRL END DATE	ADJSTD FTE	ADJSMNT START DATE	ADJSMNT END DATE	
	FT0005	Disability - RGJV	01/21/2026	12/31/2500	-0.10413	01/21/2026	02/19/2026	
	FT0005	Disability - RGJV	08/19/2025	12/31/2500	-0.1941	11/24/2025	02/06/2026	
	FT0005	Disability - OPDD	08/19/2025	12/31/2500	-0.4252	02/09/2026	05/22/2026	
	FT0005	Disability - RGJV	08/19/2025	12/31/2500	-0.24963	03/24/2026	05/22/2026	

- For special education documents to report, the event dates should be within the reporting timeframes (7/1/2025 – 6/30/2026)
 - If it has a May 2025 date and you did not add it to Infinite Campus until after July 16, 2025, it did not get reported
 - Use ODDEX to confirm – if it isn't in ODDEX, it did not report to EMIS
- If the student is your resident - it is your responsibility to report accurate special ed events – think OE out students and special placement students
- NIEPs are to “bridge the gap” between one IEP and the next
 - Don't over create NIEP events
 - Most NIEPs require the next RIEP to have a non-compliance code reported

- Transfer Documents
 - Must be accepted as written **IN THEIR ENTIRETY**
- Some Amendment reasons are not EMIS reportable and will not report the AIEP event
 - EMIS Reportable
 - Outcome ID change
 - IEP Test Type change
 - Secondary Planning change
 - Extended School Year change
 - An Amendment **CAN NOT** change the end date
 - When Amending an IEP, the end dates in the original IEP will change, If you decide to delete the Amendment, you will have to change all end dates back to the original dates in the original document.
 - The way to correctly report an Amendment is in the Amendment Editor.

Tools for Troubleshooting Errors

Special Education Tab in ODDEX

Student Special Education (GE) records reported by any entity

- Current and prior year(s)

Name		SSID		Birthdate			
[REDACTED]		[REDACTED]		[REDACTED]			
Event Date	Event Type	Outcome	Outcome Dates	Non-Compliance	Secondary Planning	Required Test Type	Reported by LEA
04/28/2017	RETR	ETEX		N/A	N/A	N/A	[REDACTED]
02/14/2017	CNST	CNGR		N/A	N/A	N/A	[REDACTED]
02/14/2017	RFRL	N/A		N/A	N/A	N/A	[REDACTED]
05/20/2016	IIEP	IE51	05/20/2016 - 05/19/2017	N/A	N/A	STR	[REDACTED]
05/20/2016	IETR	ET16		N/A	N/A	N/A	[REDACTED]
04/15/2016	CNST	CNGI		N/A	N/A	N/A	[REDACTED]
04/01/2016	RFRL	N/A		N/A	N/A	N/A	[REDACTED]

ACCESS TO SPECIAL EDUCATION DATA IN ODDEX

Records: Single Student/Special Education Tab

Staff with access to this module can view data related to a student's special education events through the date their district withdrew the student . This is for any student their district has reported, past or present. [Special Education Tab Documentation](#)

<p>These roles can only view and export within the module</p>	<ul style="list-style-type: none"> Superintendent Coordinator-EMIS Director-EMIS Supervisor-EMIS Data View-ODDEX History GE Director-Special Education-General Coordinator-Career-technical Education-Special Needs Assistant Superintendent-Special Education-Career-technical Education Supervisor-Special Education-Career-technical Education Supervisor-Special Education-General Coordinator-Special Education-General Special Education Contact Site Manager (ITC only) SDC-Student Level Access (ITC only)
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OEDS Roles for ODDEX Access: [ODDEX Help Document](#)

Preparing for FY27

51

Guidance for Reporting PS to KG transition IEPs

Combined IEP

- One meeting held completing one IEP
 - Section 11 – Least Restrictive Environment on PR-07 (IEP)
 - Both preschool and school-age sections completed
- How it is reported in EMIS:

Preschool	Kindergarten
Date (GE110) = date of the xIEP	--
Date Type (GE100) = xIEP	--
Outcome ID (GE120) = IE51-IE72	--
--	Updated October 31 IEP Outcome (FN270) = IE13-IE39

Guidance for Reporting PS to KG transition IEPs

Two Subsequent IEPs

- Two meetings held completing two IEPs
 - One for preschool
 - One for school age
- How it is reported in EMIS:

Preschool	Kindergarten
Date (GE110) = date of xIEP1	Date (GE110) = date of xIEP2
Date Type (GE100) = xIEP	Date Type (GE100) = xIEP
Outcome ID (GE120) = IE51-IE72	Outcome ID (GE120) = IE13-IE39

Guidance for Reporting PS tested in Spring

Scenario: Student is tested in Spring 2026 but will not be attending school until Fall (26/27 School Year for FY27 EMIS Reporting)

- Enroll student in IC – mark enrollment record as State Exclude as soon as the student is entered.
- Add the Special Ed documents with the appropriate dates
- Roll the student into the 26/27 school year
 - The enrollment record will roll forward with the District Entry Date of the date the original enrollment record was created – change this in FY27 to 7/1/2026
 - The enrollment record will roll forward with the Local Start Status of 7: Not newly enrolled – change this in FY27 to 4: Enroll 1st time in OH pub/comm school bc of age
- Extract GE record in FY27 using the Pull Prior ISPs/Evals check box

Wrap Up

- Use your resources
 - Verify all students are being reported as needed
 - Check on Resident students attending elsewhere
 - Share your data on educating, non-resident students with the District of Residence
-
- EMIS and Special Education Departments must work together for accurate, timely reporting

Questions?

emishelp@metasolutions.net

[META EMIS TEAM Training Survey – Fill out form](#)