



# **December 1, 2006 Technical Manual For Submission of Special Education Student Data**



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## Major Changes in Reporting 2006 Data

1. **Report active students:** On December 1, 2006, districts providing special education programs and services are required to complete a count **ONLY** of students currently receiving special education programs or services. The count of students exiting special education during the school year will be collected through the Single Record Student Database (SRSD) spring collection. Personnel data will be reported through the Registry of Educational Personnel (REP).
2. **Referrals and Referral Outcomes:** Field 39: Date of Initial/Re-determination IEP has been changed to Field 39a: Parent Consent to Evaluate, Field 39b: Result of Initial IEP, and Field 39c: Reserved). Districts **must report each** time a non-special education student is referred for an evaluation of eligibility for special education programs and services, the outcome of the referral, and the timeliness in processing the referral. **Since reporting of these data is based on a school year, not the mid-year Periodic Count, these fields will be collected through the SRSD.** These fields are **Optional** for the December submission. (Note to MI-CIS Daily Student Database users. These fields are collected in the Referral Module in MI-CIS and will be included in the SRSD export file.)
3. **Submitting Dates and Timelines Shortened: ALL submissions are to be CERTIFIED by December 22, 2006.** Districts are required to report 618 data in a “timely fashion”. In order to meet this requirement, all districts are to submit active student data beginning December 1, 2006, and complete verification and certification of the data by December 22, 2006. Preliminary Data Portraits will be released early January for review. Changes or corrections to the reported data must be completed by January 15, 2007, and the data set will be frozen and sent to OSEP by the February 1, 2007 due date.
4. **Field 23: District Exit Status must contain a 19, expected to continue:** No exited students should be reported.
5. **Field 24: Date Exited, Field 45: Special Education Exit/Completion Reason, and Field 46: Special Education Date Exited or Completed MUST be blank:** No exited students are to be reported.
6. **Discipline data is not included in the December 1 Periodic Count:** Fields 46, 47a - 47d, and 48 (record position 267-281 short format, and 413-427 long format) Discipline data will be reported in the SRSD submission.

# General Instructions

## Michigan Department of Education

Office of Special Education and Early Interventions Services  
P.O. Box 30008  
Lansing, Michigan 48909

### SE-4568: General Instructions for the December 1, 2006 Special Education Student Counts

<b>Authority:</b>	P.L. 108-446, Individuals with Disabilities Education Improvement Act (IDEIA 2004).
<b>Completion:</b>	Required. Funding will not be considered if this count is not completed and submitted to this department.
<b>Contacts:</b>	Dr. James R. Nuttall ( <a href="mailto:nuttallj@michigan.gov">nuttallj@michigan.gov</a> ), phone: (517) 335-0454 Office of Special Education and Early Intervention Services.
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#### Purpose of this manual

This document provides instructions for completing the December 1, 2006, special education count of students in the active student database as required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). Data from the exited student database will be collected through the Single Record Student Database (SRSD). Personnel data will be reported through the Registry of Educational Personnel (REP). All data collected on the active student database, exited student database, and the personnel database are necessary to insure over 100 million dollars in special education funding for the State of Michigan. The completion of this count is a major priority of the Office of Special Education and Early Intervention Services. Your cooperation with the completion of these counts is greatly appreciated.

#### Completing the Count

On December 1, 2006, districts operating special education programs are required to complete a count of students currently enrolled in special education. Data must be transmitted to the Michigan Department of Education over the internet via the Michigan Compliance Information System (MI-CIS) website ([www.micis.org](http://www.micis.org)). Requirements for data format and data transmission are outlined in this *Technical Manual*. Data will be error checked at the MI-CIS website; there will be a test version of the submission program available for the December 2006 submission through the MI-CIS Pilot Site ([www.micis.org](http://www.micis.org)), on or about November 1, 2006. ***Data must be error free before the data will be accepted.***

## Training, Technical Assistance and Support

Telephone conferences regarding data submission and verification will be held in October and November. Participants should register at [www.mi-iis.com](http://www.mi-iis.com). The *MI-CIS 2006 Periodic Count Step-by-Step Guide* and this manual (*December 1, 2006 Technical Manual for Submission of Special Education Student Data*) are available at [www.micis.org](http://www.micis.org) and [www.mi-iis.com](http://www.mi-iis.com). Telephone support is provided by Interagency Information Systems at the telephone numbers listed above.

## Student Counts

### ***Unduplicated Count:***

The P.L. 108-446, IDEA 2005, December 1 count is an unduplicated count of special education students. Districts are to count each special education student *once*. If a student attends more than one district, the districts must decide between themselves which district is the Primary Attending district that will count the student. In such a case, the district that does not count the student will be recorded as the Secondary Attending district. The Michigan Schools for the Deaf and Blind count students who are in attendance. Part of the submission of student counts to the MI-CIS system assigns each student a Student Unique Identifier (SUI). For most students, this will be the same as last year. Students having enrolled since the last count will receive a new SUI number.

### ***Currently Enrolled Students:***

On December 1, 2006, the ISD and its constituent LEAs should complete an unduplicated count of students currently enrolled in special education. Special education students from birth through 26 years of age are counted. Only special education students who meet the following criteria may be included in this count:

- The student must have an Individualized Education Program (IEP) or be placed on temporary placement on or before December 1, 2006;
- The student must be receiving special education programs and services in accordance with their IEP;

***Students Referred for Evaluation:*** The P.L. 108-446, IDEA 2004, requires districts to submit a count of students who have been referred for evaluation to determine eligibility for special education and for whom Parental Consent of Evaluation has been signed, the timeliness of the evaluation, and the results of the referral. . This count will be collected through the SRSD.

### ***Exiting Student Count***

The P.L. 108-446, IDEA 2004, requires districts to submit a count of students exiting special education programs and services ~~between December 2, 2005 and December 1, 2006~~ during the school year. When exiting a student, the district should save all current data within the student's record and add the date exited and reason for exiting. This count will be collected through the SRSD.

### ***Personnel Count***

The PL 105-17, IDEA 2005, requires districts to submit a count of **currently employed** special education personnel. This count will be collected through the REP. ~~For a complete listing of personnel to be counted, please refer to Personnel Field 7: Areas of Approval, in the data manual. If you have teachers who are on (1) substitute permit or (2) full year permit should be included in the personnel count, and provide their appropriate level of certification. There is no data~~

~~collection of exited personnel. **WARNING! RMS users should not delete your exited personnel from your files without first checking to make sure that the provider of service is not entered on student records. Deleting personnel records violates a data system condition called Referential Integrity, and will cause multiple errors if you migrate to another system like MI-CIS.**~~

## Error Checking and Audit

### *Error Checking*

Districts submitting data should check for errors prior to submission. There will be an additional error check process at the MI-CIS website (www.micis.org). When data are submitted they will be checked and an error report will be quickly e-mailed to your district for review. Data will not be moved into the MI-CIS December Count database until it is error free. The MI-CIS error check procedure will issue a data validation report indicating the acceptance of the data submission.

### *Back-Up Files (For non-Daily MI-CIS Users. MI-CIS Users need not back up their data)*

Each district generating a count should maintain a back-up copy of their December 1, 2006 files. Frequently districts change their databases after completing the count. Back-up files ensure that the count data can be recreated if data is lost.

### *Departmental Data Verification of the December 1 Count*

The Michigan Department of Education will conduct Data Verification tasks related to the submitted December 1 count data. The Data Verification will be part of the overall Continuous Improvement Monitoring System (CIMS). The Data Verification will examine specific fields and sets of fields to insure accurate submissions. Follow up will be done on overdue IEP dates to encourage compliance. As part of the monitoring system, fields in some electronic records may be compared to physical records to check for accuracy: name of student, district providing student's program, birth date, IEP date, disability, services provided, educational setting, and reason for exiting.

## Data Submission

### *Submitting dates:*

After completing and reviewing your counts, transmit your data to the MI-CIS website beginning December 1 and complete certification by December 22, 2006. Districts will have an opportunity to review initial Portraits mid January, 2007.

### *Data File Submission:*

**Beginning with December 2005, the Special Education December 1 fields match the field definitions of the Single Record Student Database (SRSD) file layout. There may be slight differences between this manual for the December periodic count and the SRSD Manual; these differences are marked with either strikeout font for deletion of text, or underlined with font change for additions and clarifications. Many of the differences occur because programming edits referring to non-edited fields are superfluous. The field numbering in this manual maintains the SRSD field numbers, even when some fields are not included.**

The data collection will be conducted using the Michigan Compliance Information System (MICIS). Student records will only be collected for special education enrollees active on December 1, 2006. ~~and for those students who left Special Education in the past year. Please note that the exited students include those for the entire year, not just those who have exited since the last collection.~~

The following file formats are to be used to submit student data to the MI-CIS website:

- 1) Current MI-CIS Student Database users whose data is up-to-date may submit, validate and certify their data count reports in the Data Exchange utility of MI-CIS.
- 2) The revised Special Education flat files will be the vehicle for those ISD/ESAs and Districts that do not use the MI-CIS Student Database module. The layout of the submission files is contained in this manual.
- 3) EETRK "sneakernet" files are accepted for the for Part C data submission.

ISD/ESA and LEA users have the option to submit data as an ISD or as separate LEAs. **All data are to be up loaded to the MI-CIS website (www.micis.org).**

### The Revised Special Education Flat Files

There will be two format options for the special education Student Data File. The first is the complete SRSD format, (for those districts able to produce that file). The second format is a much shortened subset of the SRSD, including the demographic fields, the Special Education fields, and the UIC code. The shortened format eliminates the fields unnecessary for Special Education reporting. At the conclusion of the collection period, the data will be matched with SRSD Fall collection data for data quality purposes.

For those using the long format, please see the detail instructions in this manual to discover the fields we will edit. We will not edit or process any of the long format fields not included in this document, other than to insure that placeholders for the correct number of characters exist.

There are several fields in the Technical Manual that are marked as Optional fields. These are primarily fields collected through the SRSD submissions. We would like them to be submitted here so that we can do an accuracy comparison with the SRSD files. OSE/EIS and CEPI are working together during the summer of 2006 to create a process for matching the MI-CIS SUI code with the CEPI UIC code, and to place accurate UIC codes on the MI-CIS data files. This will be done for Special Education students and *Early On* children. The completed project will allow OSE/EIS to gather the December count Optional fields from previously submitted SRSD data. If the comparison testing shows data reliability, we will remove the Optional fields from the December count collection.

The December count Special Education data includes Active students only, and ~~Exited students~~. MICIS will accept ~~four~~ three file types: *Early On* Sneakernet, Student long format, and Student short format. The following table gives you the list of file types allowed by source system.

System	File Type
EETRK	EETRK Sneakernet Zip File
MI-CIS	Special Ed Active SRSD Short File
Special Ed Tech. Manual	Special Ed Active SRSD Long File
Special Ed Tech. Manual	Special Ed Active SRSD Short File

***Special Education***

***Student Data Elements (Revised Short Format)***

***December 1, 2006***

## ***Record Layout for Special Education Student Data Base Flat File Format (Short)***

There will be two format options for the special education Student Data File. The first is the complete SRSD format, (for those districts able to produce that file). The second format is a much shortened subset of the SRSD. All records in the Special Education Student data base submitted to the Department must conform to either the SRSD format or the following record layout; e.g., records must be 301 characters in length with data variables conforming to the specifications given below.

The following Technical Manual Submission Characteristics have been added to assist in determining reporting requirements. Each field has a characteristic of “required,” “reserved,” “elective,” or “optional.”

1. **REQUIRED** field means there must be a non-blank field and fatal errors occur if the edits are not met.
2. **RESERVED** field means that there are no edit checks, fatal errors or warnings related with the field.
3. **ELECTIVE** field means that a blank is allowed, but fatal errors occur if non-blank entries do not match the edits.
4. **OPTIONAL** field means no Fatal Error edits. There can be Warnings. For example, a ZIP CODE of ‘ABCDE’ is obviously wrong, but we will not hold up processing for this optional field. We will issue a warning and not accept that field into the count database, but the processing continues.

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The following layout indicates the minimum required student data elements for December 1, 2006. Districts submitting the shortened subset must submit flat files identical to this format.

<b>Field</b>	<b>Record Position</b>	<b>Bytes</b>	<b>Field Name</b>	<b>Specification</b>	<b>Characteristic</b>
1	001-002	2	Operating ISD/ESA	Number Character	Required
2	003-004	2	County Code	Character	Elective
3	005-009	5	Operating District Number	Character	Required
4	010-014	5	Resident LEA Number	Character	Required
5	015-019	5	School or Facility	Character	Required
6	020-044	25	Student's Last Name	Alpha, left justified	Required
7	045-059	15	Student's First Name	Alpha, left justified	Required
8	060-060	1	Student's Middle Initial	Alpha	Elective
9	061-070	10	Date of Birth	Date, with slashes	Required
10	071-080	10	Reserved Field	Pad with blanks	Optional
11	081-081	1	Gender Code	Alpha	Required
12	082-101	20	City or Place of Birth	Alphanumeric, left justification	Optional
13	102-121	20	Street Address	Alphanumeric	Optional
14	122-141	20	Name of City or Town	Alpha	Optional
15	142-151	10	Zip Code	Alphanumeric, with dash	Optional
16	152-152	1	Reserved Field	Integer	Optional
17	153-172	20	Student ID Number	Alphanumeric	Required
19	173-174	2	Grade or Setting	Character	Required
22	175-180	6	Racial/Ethnic Code	Character	Required
23	181-182	2	District Exit Status	Character (DC)	Required
24	183-192	10	Reserved	Character	Reserved

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29	193-201	9	Program Eligibility/Participation	Boolean (DC)	Required
30	202-203	2	Student Residency	Character	Required
31	204-204	1	Supplemental Nutrition Eligibility	Numeric	Optional
32	205-206	2	Multiple Birth	Character (DC)	Required
36	207-208	2	Primary Disability	Character	Required
37	209-210	2	Additional Disability Characteristics	Character	Elective
38	211-220	10	Date of IEP/Placement/Date of Implementation	Date, with slashes	Required
39a	221-222	2	Parental Consent to Evaluate	Character	Optional
39b	223-223	1	Result of Initial IEP	Character	Optional
39c	224-230	7	Reserved	Character	Reserved
40	231-234	4	FTE in Section 52 (Membership)	Decimal (DC)	Required
41	235-238	4	FTE in Section 53	Decimal (DC)	Required
42	239-247	9	Program Service Code	Integer, three occurrences, separated into three, three-byte sectors	Elective *
43	248-262	15	Support Services	Integer, five occurrences, separated into five, three-byte sectors	Elective *
44	263-264	2	Primary Educational Setting	Character	Required
45	265-266	2	Reserved	Character	Reserved
46	267-276	10	Reserved	Character	Reserved
47-	277-281	5	Reserved	Character	Reserved

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123	282-291	10	Date of Count	Date, with slashes	Required
124	292-301	10	UIC	Integer	Elective

## Field 1: Operating Intermediate School District/Educational Service Agency Number

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, right-justified, zero fill, <i>required</i>
<b>Record position/type:</b> <i>(For short format)</i>	001-002, integer
<b>SRSD record position/type:</b>	001-002, integer

Code/Format:	Official School Code Master
03	Allegan ISD
04	Alpena-Montmorency-Alcona ESD
08	Barry ISD
09	Bay-Arenac ISD
11	Berrien ISD
12	Branch ISD
13	Calhoun ISD
14	Lewis Cass ISD
15	Charlevoix-Emmet ISD
16	Cheboygan-Otsego-Presque Isle ISD
17	Eastern Upper Peninsula ISD
18	Clare-Gladwin ISD
19	Clinton County RESA
21	Delta-Schoolcraft ISD
22	Dickinson-Iron ISD
23	Eaton ISD
25	Genesee ISD
27	Gogebic-Ontonagon ISD
28	Traverse Bay Area ISD
29	Gratiot-Isabella RESD
30	Hillsdale ISD
31	Copper Country ISD
32	Huron ISD
33	Ingham ISD
34	Ionia ISD
35	Iosco ISD
38	Jackson ISD
39	Kalamazoo RESA
41	Kent County ISD
44	Lapeer ISD
46	Lenawee ISD
47	Livingston ESA
50	Macomb ISD

51	Manistee ISD
52	Marquette-Alger ISD
53	Mason-Lake ISD
54	Mecosta-Osceola ISD
55	Menominee ISD
56	Midland County ESA
58	Monroe ISD
59	Montcalm Area ISD
61	Muskegon Area ISD
62	Newaygo ISD
63	Oakland ISD
64	Oceana ISD
70	Ottawa ISD
72	COOR ISD
73	Saginaw ISD
74	St. Clair ISD
75	St. Joseph ISD
76	Sanilac ISD
78	Shiawassee Regional ESD
79	Tuscola ISD
80	Van Buren ISD
81	Washtenaw ISD
82	Wayne County RESA
83	Wexford-Missaukee ISD
84	State of Michigan agencies (e.g., Department of Human Services, Corrections, Department of Community Health)

**Difference from SRSD:** Edits and definition. Students attending the Michigan Schools for the Deaf and Blind are submitted by the sending district for SRSD count. Students attending schools operated by the Department of Human Services and Department of Community Health are not submitted to SRSD.

**Programming edits:** When the ISD code is out of range or blank, a *fatal error* is reported. Note: Single-digit numbers must have a leading zero. When a data file is submitted to MICIS, the ISD/ESA is entered on the submission screen. A student record will be in error when the submitted ISD value and the value in this field are different.

Fatal errors occur when the field is blank or contains an invalid number.

Message: Operating ISD/ESA number is blank or is not a valid ISD/ESA number. Check the School Code Master (<http://cepi.state.mi.us/scm>) for the correct number.

Warning (none)

**Definition:** These codes are the state assigned ISD/ESA numbers. Enter into the field the code of the **ISD/ESA that has the operating district or program the student is attending.**

**Students attending in more than one ISD/ESA: Only one district may count the student for the December Count. Operating districts must determine which district will be considered primary for the count.**

**Students attending Michigan Schools for the Deaf and Blind:** Michigan Schools for the Deaf and Blind submits records for those students who are enrolled in those institutions.

*Common entry errors:* Wrong operating district codes in this field.

## Field 2: County Code

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, right-justified, zero fill, blanks excepted, <i>elective</i>
<b>Record position/type:</b> <i>(for short format)</i>	003-004, integer
<b>SRSD record position/type:</b>	003-004, integer
<b>Code/format:</b>	County Code Numbers

01	Alcona County	32	Huron County
02	Alger County	33	Ingham County
03	Allegan County	34	Ionia County
04	Alpena County	35	Iosco County
05	Antrim County	36	Iron County
06	Arenac County	37	Isabella County
07	Baraga County	38	Jackson County
08	Barry County	39	Kalamazoo County
09	Bay County	40	Kalkaska County
10	Benzie County	41	Kent County
11	Berrien County	42	Keweenaw County
12	Branch County	43	Lake County
13	Calhoun County	44	Lapeer County
14	Cass County	45	Leelanau County
15	Charlevoix County	46	Lenawee County
16	Cheboygan County	47	Livingston County
17	Chippewa County	48	Luce County
18	Clare County	49	Mackinac County
19	Clinton County	50	Macomb County
20	Crawford County	51	Manistee County
21	Delta County	52	Marquette County
22	Dickinson County	53	Mason County
23	Eaton County	54	Mecosta County
24	Emmet County	55	Menominee County
25	Genesee County	56	Midland County
26	Gladwin County	57	Missaukee County
27	Gogebic County	58	Monroe County
28	Grand Traverse County	59	Montcalm County
29	Gratiot County	60	Montmorency County
30	Hillsdale County	61	Muskegon County
31	Houghton County	62	Newaygo County

63	Oakland County	74	St. Clair County
64	Oceana County	75	St. Joseph County
65	Ogemaw County	76	Sanilac County
66	Ontonagon County	77	Schoolcraft County
67	Osceola County	78	Shiawassee County
68	Oscoda County	79	Tuscola County
69	Otsego County	80	Van Buren County
70	Ottawa County	81	Washtenaw County
71	Presque Isle County	82	Wayne County
72	Roscommon County	83	Wexford County
73	Saginaw County		

**Difference from SRSD:** This field is elective in MI-CIS rather than required.

**Programming edits:** ~~This field is elective. If not reported, fill the fields with blanks (bb).~~  
When the county code is out -of- range ~~or blank~~, a *fatal error* is reported. Note: Single -digit numbers must have a leading zero.

~~Fatal errors occur when the field is blank or contains an invalid number.~~

~~Message: County Code number is blank or is not a valid number.~~ Please check the School Code Master (<http://cepi.state.mi.us/scm>) for the correct number.

**Definition:** Enter the county code in which the administrative or central office of the district in Field 3: Operating District Number is physically located. For Public School Academies, report the county code in which the PSA building is physically located.

## Field 3: Operating District Number

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Five-character, right-justified, zero fill, leading zero, <i>required</i>
<b>Record position/type:</b>	005-009, integer
<b>SRSD record position/type:</b>	005-009, integer
<b>Code/format:</b>	Official School Code Master (NNNNN)
<b>Difference from SRSD:</b>	Definition. Students attending the Michigan Schools for the Deaf and Blind are submitted by the sending district for SRSD count. Students attending schools operated by the Department of Human Services and Department of Community Health are not submitted to SRSD.

**Programming edits:** When the Local Educational Agency or Intermediate School District code is invalid or blank, a *fatal error* is reported. District numbers are five-character and should contain leading zeros where appropriate. Field 1 (ISD) and Field 3 must be valid combination within the School Code Master. The operating LEA must be within the submitted ISD.

Message: Operating District number is blank or is not a valid district number. Check the School Code Master (<http://cepi.state.mi.us/scm>) for the correct number. Note: Four-digit numbers must have a leading zero. The operating LEA must be within the submitted ISD

Warning (none)

**Definition:** This is the state- assigned, five-digit code for the district submitting the student data.

Every student record for a single district should have the same operating district number. The operating district may, however, differ from the number in Field 4: Resident LEA Number.

**Students attending in more than one LEA: Only one district may count the student for the December Count. Operating districts must determine which district will be considered primary for the count.**

**Students attending Michigan Schools for the Deaf and Blind: Michigan Schools for the Deaf and Blind submit records for student s who are enrolled in those institutions.**

The School Code Master can be found at: <http://cepi.state.mi.us/scm>.

*Common entry errors:* Wrong LEA or ISD number; not in the official School Code Master

## Field 4: Resident LEA Number

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Five-character, right-justified, zero fill, leading zero, <i>required</i>
<b>Record position/type:</b>	010-014, integer
<b>SRSD record position/type:</b>	010-014, integer
<b>Code/format:</b>	Official School Code Master (NNNNN)
<b>Difference from SRSD:</b>	None

**Programming edits:** The resident LEA number must **not** equal the operating district number for PSA students. District numbers are five-character and should contain leading zeros where appropriate.

Fatal errors occur when the field is blank or this field contains an invalid district number. For PSAs, this field must contain an actual LEA number. It cannot contain: "00000," an ISD number, a PSA number, nor can it be the same as the Field 3: Operating District Number.

Message: Resident LEA number is blank or is not a valid number. Check the School Code Master (<http://cepi.state.mi.us/scm>) for the correct number. Also, the resident LEA number must not equal the operating district number for PSA students.

**Definition:** This is the state -assigned, five-digit code for the district in which the student resides. This number may differ from the operating district if a student is enrolled in multiple districts (with total Full-Time Equivalency (FTE) less than or equal to "1.00"). The two numbers may also differ if a student takes part in schools of choice, charter schools, or certain other programs.

For Public School Academies (PSAs), the resident Local Education Agency (LEA) number is the five-digit code of the public school district in which the student resides. For instance, if a PSA student lives within the boundaries of the Detroit Public Schools, then the resident LEA number is Detroit's five-digit code. In the case of juvenile detention facilities operated by the ISD, the resident LEA number is the district in which the facility is located.

The School Code Master can be found at: <http://cepi.state.mi.us/scm>.

*Common entry errors:* Wrong LEA number.

## Field 5: School or Facility (New)

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Five-character, right-justified, zero fill, leading zero, <i>required</i>
<b>Record position/type:</b>	015-019, integer
<b>SRSD record position/type:</b>	015-019, integer
<b>Code/format:</b>	Official School Code Master (NNNNN)
<b>Difference from SRSD:</b>	None

**Programming edits:** When the school code is blank or not in the official School Code Master, a *fatal error* is reported. Within the School Code Master, the school code must be nested within the Operating District number (Field 3: Operating District Number) unless it is a non-public school. School numbers are five characters and should contain leading zeros where appropriate.

Any non-public school code number is a legitimate number for any ISD or LEA/PSA. Further, ISDs may report the school code for buildings in any of their constituent districts.

Fatal errors occur when the School Code Master number is blank, or if the School Code Master number is not an official number for the operating district.

Message: The School Code Master number is either blank or is not an official number for the operating district. Please check the School Code Master (<http://cepi.state.mi.us/scm>) for the correct number.

Warning (none)

**Definition:** These codes are the state- assigned numbers in the official School Code Master.

*Schools:* For the purposes of the School Code Master, a school is a logical unit (not necessarily a physical building) that generally can be defined by eight characteristics:

- Administrators. A school has one or more administrators or directors, usually called a principal(s) who reports to a district- level superintendent or assistant superintendent.
- Teachers. A school has one or more persons certified to provide K – 12 instructions.
- Students. A school has one or more students in grades K – 12.
- Curriculum. Instruction is based on a systematic framework or approach according to grade level and content. A school includes a curriculum for one or more grades, usually from kindergarten through twelfth grade. In some cases, schools include specialized curricula for targeted populations of students.
- Hours of instruction. A school satisfies the minimum number of days and clock hours of instruction as required by law.
- Compliance with Michigan Compiled Laws. The administrator of a school is responsible for ensuring the school's compliance with Michigan Compiled Laws. A school complies with or satisfies the regulations and policies, educational and otherwise, of the state of Michigan. It is the school that takes responsibility for implementing federal and state laws as well as local school board policy.

- Membership. A school submits the appropriate data to the central office administration for calculation and submission of pupil membership for State School Aid.
- Assessment. A school administers the Michigan Educational Assessment Program (MEAP) or an alternate assessment at benchmarked grades.

*Programs:* Programs are different from schools. The following are generally true about a program:

- The primary purpose is education.
- The administrator, supervisor, coordinator, or director reports to a principal or another administrator, usually not to the district superintendent.
- Teachers may have special endorsements beyond those normally required for K–12 education.
- Students are referred by another public agency/school and are expected to enter or return to general education.
- Students are a targeted or special population, expected to remain for a limited duration, and attend on a part-time basis.
- The curriculum may be modified to cover only a selected portion of the standard K–12 curriculum based on the targeted population.
- The location does not administer the MEAP at benchmarked grades.
- The location does not offer a general education diploma (if 9 – 12).
- The location does not receive school accreditation.

When programs are located in a school, they use the same code as the school. At times, programs may be located in ancillary facilities. For example, preschool programs may be in a previously closed elementary school, an automotive program in a bus compound, or an alternative education program in the wing of a district detention center.

*Ancillary Facilities:* There are many ancillary facilities that serve a variety of purposes in districts. Ancillary facilities may house instructional programs (e.g., daycare programs in hospitals, alternative education programs in a community center) or they may be non-instructional facilities (e.g., field houses, bus garages, etc.). Ancillary facilities may receive a code.

Facilities called schools are the physical settings where instruction occurs. The physical and administrative boundaries of a school need not be identical. For example, multiple schools may be located in one facility, such as when both elementary and secondary grade levels are located in the same facility. In this example, if administered separately, elementary and secondary levels would be considered separate schools (e.g., K – 8, 9 – 12), each having its own unique School Code Master (SCM) number. When both elementary and secondary levels are administered as a single unit (e.g., K – 12), collectively they represent one school and have one SCM number. It is possible that a physical facility itself may not be one building but a cluster of structures connected together with plumbing, sanitary, heating, ventilation, mechanical, electrical, communication and technology systems, or built-in equipment.

## Field 6: Student's Last Name

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	25-character, left-justified, <i>required</i>
<b>Record position/type:</b> ( <i>For short format.</i> )	020-044, alpha
<b>SRSD record position/type:</b>	020-044, alpha
<b>Code/format:</b>	Student's last/surname (Smithbbbbbbbbbbbbbbbbbbbb)

If the student's last name is longer than 25 letters, place the first 25 letters of the student's last name in this field and truncate the remaining characters. If the student's last name is less than 25 letters, place the entire last name in this field padded with blanks.

There should be one space between suffixes (Jr., III, etc) and the last name. No commas should appear between the last name and the suffix. Abbreviated suffixes should be used (e.g., 'Jr.' rather than 'Junior') and should be followed by a period.

**Difference from SRSD:** None

**Programming edits:** If this field is left blank, a *fatal error* will be reported.

Fatal errors occur when the field is blank or the student's last name contains a non-Roman alphabetical or numeric (0-9) character. Note: Apostrophe, dash, period, comma, and space are accepted. Underscores are not accepted.

Message: Student's last name contains a character that is outside acceptable parameters. Please verify that the name is correctly spelled.

Warning (none)

**Definition:** Always record the student's name as it appears on a birth certificate or legal document presented at time of enrollment.

*Common entry errors:* Student's last name is spelled incorrectly or differently from the previous data submission.

## Field 7: Student's First Name

**Change from 2005 count:** None

**Field specification:** 15-character, left-justified, *required*

**Record position/type:** 045-059, alpha  
(for short format)

**SRSD record position/type:** 045-059, alpha

**Code/format:** Student's first name (Jamesbbbbbbbbbb)

If the student's first name is longer than 15 letters, place the first 15 letters of the student's first name in this field and truncate the remaining characters. If the student's first name is less than 15 letters, place the entire first name in this field padded with ~~blanks~~.

**Difference from SRSD:** None

**Programming edits:** *Fatal errors* occur when the field is blank or the student's first name contains a non-Roman alphabetical or numeric (0-9) character. Note: Apostrophe, dash, period, comma, and spaces are accepted. Underscores are not accepted.

Message: Student's first name contains a character that is outside acceptable parameters. Please verify that the name is correctly spelled.

Warning (none)

**Definition:** A name given at birth, baptism, naming ceremony, or through a legal change. Do **not** use nicknames or abbreviated names.

*Common entry errors:* Student's first name is spelled incorrectly or differently from the previous data submission.

## Field 8: Student's Middle Initial

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	One-character, alpha, space accepted, <i>elective</i>
<b>Record position/type:</b> <i>(for short format)</i>	060, alpha
<b>SRSD record position/type:</b>	060, alpha
<b>Code/format:</b>	Student's middle initial (A)
<b>Difference from SRSD:</b>	None

**Programming edits:** Only alphabetic characters (A-Z, a-z) or a space accepted.

Fatal error occurs if character is other than alphabetic or a space.

**Definition:** If the student does not have a middle initial, fill this field with a space. Many students do not have a middle initial; therefore, the field is frequently blank.

## Field 9: Date of Birth

**Change from 2005 count:** 2005 Field 7: Date of Birth, number of characters

**Field specification:** 10-character, *required*

**Record position/type:** 061-070, integer with slashes  
(*for short format*)

**SRSD record position/type:** 061-070, integer with slashes

**Code/format:** Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01	January	07	July
02	February	08	August
03	March	09	September
04	April	10	October
05	May	11	November
06	June	12	December

**Difference from SRSD:** Edits.

**Programming edits:** If the birth date is blank, out -of- range, or not a valid date, a *fatal error* is reported.

Fatal errors occur when the field is left blank, or contains an invalid date (e.g., 14/04/2001, 04/38/1957), a future date, or contains invalid date characters (e.g., letters instead of numbers). Birth date for an ACTIVE student must be after 09/01/1979 and on or before December 1, 2006. An EXITED student must have a birth date after 09/01/1978. The date of birth must be prior to the count date (12/1/06) AND after 9/01/80 (begin of school 26 years ago).

Message: Date of birth is blank, out -of -range, or not a valid date.

Warning (none)

**Definition:** The date of birth is the date as it appears on a birth certificate or other legal document presented at time of enrollment.

*Common entry errors:* The entry of the current year instead of the birth year.

## Field 10: Reserved Field

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	10-character
<b>Record position/type:</b> <i>(for short format)</i>	071-080
<b>SRSD record position/type:</b>	071-080
<b>Code/format:</b>	Pad with blanks (bbbbbbbbbb)
<b>Difference from SRSD:</b>	None

**Definition:** This field is reserved for future use.

**Programming edits:**

No fatal error

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

## Field 11: Gender Code

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	One-character, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	081, alpha
<b>SRSD record position/type:</b>	081, alpha
<b>Code/format:</b>	This is a one-position field (A). Not case sensitive.  M    Male F    Female
<b>Difference from SRSD:</b>	None

**Programming edits:** If the code is out -of- range or blank, a *fatal error* is reported.

Fatal errors occur when this field is left blank, or anything other than "M", "m", "F", or "f", is encountered.

Message: Gender is blank or contains an invalid value.

Warning (none)

**Definition:** Indicate if the student is male or female. Use code M when the student is male. Use code F when the student is female.

*Common entry errors:* The field is left blank.

## Field 12: City or Place of Birth

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	20-character, left-justified, <i>optional</i>
<b>Record position/type:</b> <i>(for short format)</i>	082-101, alphanumeric
<b>SRSD record position/type:</b>	082-101, alphanumeric
<b>Code/format:</b>	Student's place of birth on birth certificate (TraverseCitybbbbbbb)  If the student's place of birth is longer than 20 letters, place the first 20 letters of the student's place of birth in this field and truncate the remaining characters. If the student's place of birth is less than 20 letters, place the entire name in this field padded with blanks.
<b>Difference from SRSD:</b>	Optional, pad with blanks.

**Programming edits:** This field is optional. Pad with blanks.

**Definition:** Enter the city or place of birth just as it appears on the student's birth certificate. When the city of birth cannot be verified, then the county or township of birth is to be used; when the city, county, or township is not verifiable, then the country of birth is to be used. In many cases the city of birth will be the city where the hospital is located. If the student was adopted, the city or place of adoption is acceptable. For foreign-born students, please use the country only. For example, "France" (correct) not "Paris, France" (incorrect). Consult the ethnologue found in the LEP section of this manual.

The sequence of documentation used to verify place of birth is as follows:

- Birth certificate (certified copy)
- Birth certificate (uncertified copy)
- Baptismal certificate (indicating place of birth)
- Court record
- Government record (passport, military, immigration)
- Doctor or hospital record with sworn statement
- Life insurance policy
- Family record

**Common entry errors:** City **or** place of birth is spelled incorrectly. When submitting the city, do not submit both city and place (i.e., state or country). For example, submit 'Traverse City' (correct) not 'Traverse City, Michigan' (incorrect); 'Muskegon' (correct) not 'Muskegon, MI' (incorrect). As mentioned above, for foreign born students, please use the country only. For example, "France" (correct) not "Paris, France" (incorrect). Consult the ethnologue found in the LEP section of this manual.

## Field 13: Street Address

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	20-character, left-justified, <i>optional</i>
<b>Record position/type:</b> <i>(for short format)</i>	102-121, alphanumeric
<b>SRSD record position/type:</b>	102-121, alphanumeric
<b>Code/format:</b>	Student's Street Address
<b>Difference from SRSD:</b>	Optional

**Programming edits:** Error check to ensure that the student has an street address, unless the student is reported in Field 34: Homeless.

No fatal error.

**Definition:** This code is the street address where the student lives at the time of reporting or the student's last known street address of residence. The following U.S. postal abbreviations are from the U.S. Zip Code Manual and *may* be used as street designators.

Word	Abbreviation	Word	Abbreviation	Word	Abbreviation
Alley	ALY	Causeway	CSWY	Estates	EST
Annex	ANX	Center	CTR	Expressway	EXPY
Arcade	ARC	Circle	CIR	Extension	EXT
Avenue	AVE	Cliffs	CLFS	Fall	FALL
Bayou	BYU	Club	CLB	Falls	FLS
Beach	BCH	Corner	COR	Ferry	FRY
Bend	BND	Corners	CORS	Field	FLD
Bluff	BLF	Course	CRSE	Fields	FLDS
Bottom	BTM	Court	CT	Flats	FLTS
Boulevard	BLVD	Courts	CTS	Ford	FRD
Branch	BR	Cove	CV	Forest	FRST
Bridge	BRG	Creek	CRK	Forge	FRG
Brook	BRK	Crescent	CRES	Fork	FRK
Burg	BG	Crossing	XING	Forks	FRKS
Bypass	BYP	Dale	DL	Fort	FT
Camp	CP	Dam	DM	Freeway	FWY
Canyon	CYN	Divide	DV	Gardens	GDNS
Cape	CPE	Drive	DR	Gateway	GTWY
Glen	GLN	Mills	MLS	Shoals	SHLS
Green	GRN	Mission	MSN	Shore	SHR
Grove	GRV	Mount	MT	Shores	SHRS
Harbor	HBR	Mountain	MTN	Spring	SPG
Haven	HVN	Neck	NCK	Springs	SPGS
Heights	HTS	Orchard	ORCH	Spur	SPUR
Highway	HWY	Oval	OVAL	Square	SQ
Hill	HL	Park	PARK	Station	STA
Hills	HLS	Parkway	PKWY	Stravenue	STRA
Hollow	HOLW	Pass	PASS	Stream	STRM
Inlet	INLT	Path	PATH	Street	ST
Island	IS	Pike	PIKE	Summit	SMT
Islands	ISS	Pines	PNES	Terrace	TER
Isle	ISLE	Place	PL	Trace	TRCE

*2006 Technical Manual for Submission of Special Education Student Data*

<b>Word</b>	<b>Abbreviation</b>	<b>Word</b>	<b>Abbreviation</b>	<b>Word</b>	<b>Abbreviation</b>
Junction	JCT	Plain	PLN	Track	TRAK
Key	KY	Plains	PLNS	Trafficway	TRFY
Knolls	KNLS	Plaza	PLZ	Trail	TRL
Lake	LK	Point	PT	Trailer	TRLR
Lakes	LKS	Port	PRT	Tunnel	TUNL
Landing	LNDG	Prairie	PR	Turnpike	TPKE
Lane	LN	Radial	RADL	Union	UN
Light	LGT	Ranch	RNCH	Valley	VLY
Loaf	LF	Rapids	RPDS	Viaduct	VIA
Locks	LCKS	Rest	RST	View	VW
Lodge	LDG	Ridge	RDG	Village	VLG
Loop	LOOP	River	RIV	Ville	VL
Mall	MALL	Road	RD	Vista	VIS
Manor	MNR	Row	ROW	Walk	WALK
Meadows	MDWS	Run	RUN	Way	WAY
Mill	ML	Shoal	SHL	Wells	WLS

## Field 14: Name of City or Town

<b>Change from 2005 count:</b>	none
<b>Field specification:</b>	20-character, left-justified, <i>optional</i>
<b>Record position/type:</b> <i>(for short format)</i>	122-141, alpha
<b>SRSD record position/type:</b>	122-141, alpha
<b>Code/format:</b>	Student's City or Town (AAAAAAAAAAAAAAAAAAAAA)
<b>Difference from SRSD:</b>	Optional

**Programming edits:** Error check to ensure that the student has a city or town address, unless the student is reported in Field 34: Homeless.

No fatal error.

**Definition:** Indicate the name of the city or town where the student lives at the time of reporting or the student's last known city or town of residence.

## Field 15: Zip Code

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	10-character, with dash, left-justified, <i>optional</i>
<b>Record position/type:</b> <i>(for short format)</i>	142-151, integer
<b>SRSD record position/type:</b>	142-151, integer
<b>Code/format:</b>	Student's Zip Code (NNNNN-NNNN)
<b>Difference from SRSD:</b>	Optional, pad with blanks

**Programming edits:** Error check to ensure that the student has a zip code, unless the student is reported in Field 34: Homeless. This field is optional, pad with blanks.

No fatal error.

Warning: Zip code must be numeric

**Definition:** This is the zip code of the location where the student lives at the time of reporting or the last known code of residence.

## Field 16: Reserved Field

<b>Change from 2005 count:</b>	New field
<b>Field specification:</b>	One-character
<b>Record position/type:</b> <i>(for short format)</i>	152
<b>SRSD record position/type:</b>	152
<b>Code/format:</b>	Pad with blanks
<b>Difference from SRSD:</b>	None

**Definition:** This field is reserved for future use.

**Programming edits:** No fatal error.

Warning: A warning is issued when the field is not blank.

Warning message: This field contains a value when we are expecting blanks. Please verify that one or more characters have not shifted within the record.

## Field 17: Student ID Number

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	20-character, blanks accepted, left-justified, <i>Required</i>
<b>Record position/type:</b> <i>(for short format)</i>	153-172, alphanumeric
<b>SRSD record position/type:</b>	153-172, alphanumeric
<b>Code/format:</b>	District student ID number
<b>Difference from SRSD:</b>	Required, fatal error if blank.

**Programming edits:** This number must be unique within the submitted district.

Fatal errors occur when this field is blank.

**Definition:** The student's Social Security number **or** the local district's student ID number should be placed in this field (with leading blanks). This is different from the unique identification code (UIC) in Field 124 generated by the Center for Educational Performance and Information (CEPI) as the student identifier,

## Field 19: Grade or Setting

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, leading zero, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	173-174, leading zero
<b>SRSD record position/type:</b>	177-178, leading zero
<b>Code/format:</b>	This is a two-position field.

*Grade Level:*

00	Kindergarten
01	First Grade
02	Second Grade
03	Third Grade
04	Fourth Grade
05	Fifth Grade
06	Sixth Grade
07	Seventh Grade
08	Eighth Grade
09	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade

*Educational Setting:*

13	Alternative Education
14	Special Education
20	Adult Education
30	Early Childhood/ <i>Early On</i> ®

**Difference from SRSD:** Field dependencies for code 30, program edits

**Programming edits:**

If the code is out-of-range, a *fatal error* is reported.

Possible edits at a district level might include comparing grade levels to a valid age. For example, a K-12 student could not be older than 26 (a fatal error); a typical first grader is between ages 5 and 7. (out of range is a warning). Grade 30 is not allowed for students > or = to 7 as of the count date.

**Definition:** Identify the grade level or the educational setting in which the student is enrolled. As a general rule, students enrolled in K-12 general education are within two years of their chronological age minus five ( $([\text{chronological age} - 5] \pm 2) = \text{grade level}$ ). If the student is in a self-contained special educational setting, meaning that special education services are received in the context of an otherwise K-12, general educational setting (see definition below for special educational setting), use the age-appropriate grade placement. For students in a multi-age setting, use the appropriate grade level. For students beyond age appropriate grade level, use the

correct educational setting. Do not use code "13" for Alternative Education unless the setting is also ungraded.

For Alternative Education, use Field 19: Grade or Setting to report the appropriate grade level for students currently participating in alternative education and while reporting alternative education status in Field 125: Program Eligibility/Participation II. Use code 13 in Field 19: Grade or Setting only if the alternative educational setting in which the student is currently participating is ungraded.

*Grade Level:*

- 00 Kindergarten. Any one- or two-year program prior to first grade that meets the membership eligibility requirements of 5 years of age on or before December 1 and is a 549-hour program. If the setting is a developmental/retention kindergarten (DK) for which FTE is being claimed, in addition to being reported in Field 19: Grade or Setting, the student should also be reported in Field 125: Program Eligibility/Participation II, second position. [NOTE: Pre-Kindergarten Early Childhood programs do not include DK.].
- 01-12 Grade 1 through Grade 12.

*Educational Setting:*

- 13 Alternative Education. This is a public -school, alternative educational setting as defined by the Michigan Department of Education. In general, alternative education:
- Addresses needs of students that typically cannot be met in general education;
  - Provides non-traditional curriculum, often consistent with a student's learning style,;
  - Functions as an adjunct to the general educational curriculum,; and/or
  - Falls outside of the categories of regular, special education, career and technical education, or vocational education.
- 14 Special educational setting. A special program where the student could **not** be age -appropriately placed in a grade level. **Note:** If FTE for the student is being claimed in special education as well as general education, then this field must contain a grade level for the special education student (code "14" cannot be used).
- 20 Adult education. A full-time- equated participant enrolled and attending a Department -approved, adult basic- education program,; an English -as -a- second -language program,; a general- education, developmental test- preparation program,; a job- or employment -related program,; or a high school completion program; and who meets the eligibility requirements as defined in Section 107 of the State School Aid Act.
- 30 Early Childhood/*Early On*. Code '30' is used to report children receiving Early Childhood or *Early On* services from the district. This does not include Developmental Kindergarten (see definition under code "00" above).

## Field 22: Racial/Ethnic Code

**Change from 2005 count:** none

**Field specification:** Six-character, blanks not accepted, *required*

**Record position/type:** 175-180, integer  
(for short format)

**SRSD record position/type:** 196-201, integer

**Code/format:** This is a unique six-position field using any combination of "0" through "6" in the proper position (NNNNNN). Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc. For example, a person whose primary racial/ethnic choice is Asian American would receive a code of "010000". If the same person is also White, they would receive the code of "010020". In this example, a person who is primarily of the Hispanic ethnic group and is also of the Black and Asian races could be coded "032001". If a person is of equal races such as an American Indian and Hispanic, they would be reported as "100001".

For more information on ethnic reporting, please go to the following web site:

[http://nces.ed.gov/programs/handbook/data/pdf/Appendices\\_A.pdf](http://nces.ed.gov/programs/handbook/data/pdf/Appendices_A.pdf)

100000	American Indian or Alaska Native (first position)
010000	Asian American (second position)
001000	Black or African American (third position)
000100	Native Hawaiian or Other Pacific Islander (fourth position)
000010	White (fifth position)
000001	Hispanic or Latino (sixth position)

**Difference from SRSD:** Crosswalk for reporting

**Programming edits:** Error check to ensure that there is a six-digit code which is not out-of-range, and at least one of the six digits must be the number "1".

Fatal errors occur when field is blank, or one or more numbers of the six-digit code is larger than 6.

Message: One of the six-digit codes is either blank or invalid.

Warning (none)

The US Department of Education, Office of Special Education Programs does not recognize the multiethnic category. Multiethnic students must be placed in a single racial ethnic group for OSEP and special education calculations. This redistribution of multiethnic students is utilized for the reporting and OSE-EIS disproportionality analysis. When multiple race/ethnicities are given, a single ethnicity will be reported to OSEP and used in the **Data Portraits**. The primary racial/ethnic choice represented with a "1" will be used.

The US Department of Education, Office of Special Education Programs requires data to be reported using five ethnic categories, rather than the six defined by the SRSD. The following crosswalk of the SRSD codes will be used for OSEP reporting and the **Data Portraits**

	<b>Submitted codes</b>	<b>OSEP reporting and Data Portraits</b>
100000	American Indian or Alaska Native	American Indian or Alaska Native
010000	Asian American	Asian or Pacific Islander
000100	Native Hawaiian or Other Pacific Islander	
001000	Black or African American	Black or African American
000010	White	White
000001	Hispanic or Latino	Hispanic or Latino

Students who have multiple "1"s are assigned using a priority scheme. The priorities are set according to when the students have a 1 with the following order of priority:

- (1) African-American
- (2) Hispanic
- (3) Native American
- (4) Asian + (Hawaiian Pacific Islander)
- (5) White.

**Definition:** First identify a racial group and then the ethnicity of the student (if Hispanic or Latino). A combination of the following codes with at least one primary and/or one or more secondary choices may be reported.

100000	<i>American Indian or Alaska Native.</i> A student having origins in any of the original peoples of North America and South America (including Central America), and who maintains tribal affiliation or community attachment.
010000	<i>Asian American.</i> A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian sub-continent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
001000	<i>Black or African American.</i> A student having origins in any of the black racial groups of Africa.
000100	<i>Native Hawaiian or Other Pacific Islander.</i> A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
000010	<i>White.</i> A student having origins in any of the original peoples of Europe, the Middle East, or North Africa.
000001	<i>Hispanic or Latino.</i> An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

## Field 23: District Exit Status

**Change from 2005 count:** Only active students are to be reported.

**Field specification:** Two-character, *required*

**Record position/type:** 181-182, integer  
(*for short format*)

**SRSD record position/type:** 202-203, integer

**Code Format:** This is a two position field which must contain 19 (Continuing)

**Difference from SRSD:** No exited students are to be reported.

**Programming edits:** This field must contain code 19, expected to continue. No exited students are to be reported.

*Fatal errors* occur when this field is blank or any code other than 19.

Warning (none)

19 Expected to continue. Used when the student is expected to continue normal matriculation through the educational system in the same district.

## Field 24: Reserved (formerly Date Exited)

<b>Change from 2005 count:</b>	Reserved, no edits.
<b>Field specification:</b>	Ten-characters
<b>Record position/type:</b> <i>(for short format)</i>	183-192
<b>SRSD record position/type:</b>	204-213
<b>Code/format:</b>	Ten- character, no edits
<b>Difference from SRSD:</b>	Exiting students should not be reported

**Programming edits:** This field should NOT contain a date, Pad with blanks.

## Field 29: Program Eligibility/Participation

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Nine-character field, blanks not accepted, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	193-201, Boolean (integer)
<b>SRSD record position/type:</b>	333-341, Boolean (integer)
<b>Code/format:</b>	<p>This is a unique nine-position field (NNNNNNNNN) with a default code of "0". According to student status, report either a "0" or "1" in the proper position. Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. For example, a special education student would receive a code of "01000000". If the same student were a migrant student in CTE, the code would be "010100100". This allows for multiple occurrences.</p> <p>Title I (first position) <b>Special Education (second position)</b> <i>Early-On</i><sup>®</sup> (third position) Career and Technical Preparation (fourth position) Advanced and Accelerated (fifth position) <b>Limited English Proficient (sixth position)</b> <b>Migrant Education (seventh position)</b> Adult Education (eighth position) Section 504 (ninth position)</p>
<b>Difference from SRSD:</b>	Dependencies with other fields are void. There must be a 1 in the second position. Only eligibility or participation in programs/services for Special Education, Limited English Proficiency and Migrant Education will be used for reporting

**Programming edits:** Error check to ensure a valid code is in this field and is not out -of-range. **Reported records must have a 1 in the second position (Special Education)**

*Fatal errors* occur when this field is blank, or any of the nine-digit codes are out -of- range.

Message: The nine-digit code contains at least one blank or contains an invalid number.

Warning (none)

**Definition:** This field is used to identify what type of categorical program/service the student is eligible for and enrolled in.

100000000	Title I. Students reported in this field are either currently participating in a targeted assistance school program or have participated in a targeted assistance school program. during the current school year. If the Title I student is receiving programs or services on the count day, you must also report the student in Field 91: TAS Instructional Services and Field 92:
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	TAS Support Services. This is not for students in Title I Schoolwide Programs (SWP).
010000000	Special Education. This student is eligible for special education programs or services and has an IEP.
001000000	Early-On. This infant or toddler is eligible for special education programs or services and has an IFSP/IEP.
000100000	Reserved
000010000	Advanced and Accelerated. Students reported in this field are either currently participating in or have participated in a program during the current school year. Report the student in Fields 69: Program Model and Field 70: Special Program Options.
000001000	Limited English Proficient. This student is eligible for LEP services. For a complete definition of LEP students, please see "Structure for Limited English Proficient Students" preceding Field 71: LEP Enrollment.
000000100	Migrant Education. This student is eligible for migrant education services. The student is younger than 22, who: (1) has not graduated from high school or does not hold a high school equivalency certificate, (2) is a migrant agricultural worker or a migrant fisher, or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; (3) has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (4) has moved from one school district to another. (Sections 1309 and 1115(b)(1)(A) and 34CFR 200.40(c) and (e).)
000000010	Adult Education. This adult participant is eligible for state membership.
000000001	Section 504. This student is considered disabled under Section 504 of the Rehabilitation Act of 1973. Information on Section 504 is available at <a href="http://www.wrightslaw.com/info/sec504.index.htm">http://www.wrightslaw.com/info/sec504.index.htm</a>

*Common entry errors:* Leaving the character field blank when student data is contained in one of the categorical program areas in this manual.

## Field 30: Student Residency (Membership)

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	202-203, integer
<b>SRSD record position/type:</b>	342-343, integer
<b>Code/format:</b>	This is a two-position field which indicates the student's residency or non-residency status for membership (NN).

### *Non-resident*

- 01 Non-K-12 district
- 02 Section 105 school of choice (within same ISD)
- 03 Section 105c school of choice (outside contiguous ISD)
- 04 Non-resident, Non-public school student
- 05 No cooperative agreement, no release, not exempted
- 06 All other non-resident students
- 07 Home-schooled non-resident

### *Resident:*

- 08 Resident, Non-public school student
- 09 Section 24 juvenile detention facility
- 10 For new PSAs
- 11 School for the Deaf/Blind
- 12 Section 6(4)(d) non-Special Education juvenile detention
- 13 Emotionally Impaired Special Education Students served by DCH facility
- 14 All other resident students
- 15 Home-schooled resident

### **Difference from SRSD:**

**Programming edits:** Check to ensure that code is not out -of- range.

*Fatal errors* occur when this field is blank. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

A code of "12" pertains to general education students being educated by the ISD and cannot be used when claiming FTE in Sections 52 or 53 (Fields 40 or 41).

A code of "13" pertains to special education students being educated by the ISD and cannot be used when claiming FTE in 53 (Field 41).

Message: Field is blank, an invalid number, or an out of range number has been entered.

Warning (none)

**Definition:** For complete explanations of these codes see the *Residency Related Information* in the instruction manual for reporting State Aid FTE count ([http://www.michigan.gov/documents/Section-4\\_41427\\_7.pdf](http://www.michigan.gov/documents/Section-4_41427_7.pdf)). Or go to <http://www.michigan.gov/mde>. Select 'Programs and Offices' then 'State Aid and School Finance' from the left sidebar. Under "Publications," select "Pupil Accounting Manual."

*LEA codes:*

- 01 Non-resident pupil from a non- K-12 district enrolled in the operating LEA
- 02 Non-resident pupil enrolled in the operating LEA under Sec. 105 Schools of Choice
- 03 Non-resident pupil enrolled in the operating LEA under Sec. 105c Schools of Choice
- 04 Non-resident, non-public pupil enrolled in the operating LEA and taking non-essential curriculum or advanced placement course
- 05 Non-resident pupil enrolled in the operating LEA who has not been released by the resident district and is not Sec. 6(6)(g) exempt
  
- 06 Non-resident pupil in any other category enrolled in the operating LEA.
- 07 Home- schooled non-resident enrolled in non-essential curriculum or advanced placement course
- 08 Resident, non-public pupil attending the operating LEA and taking non-essential curriculum or advanced placement course
- 09 Pupil enrolled in an approved, on-grounds, juvenile detention facility or child -caring institute
- 14 All other students receiving services from the district
- 15 Home -schooled resident enrolled in non-essential curriculum or advanced placement course

*PSA codes:*

- 08 Resident, non-public pupil attending the operating LEA and taking non-essential curriculum or advanced placement course
- 09 Pupil enrolled in an approved on-grounds juvenile detention facility or child- caring institute
- 10 Pupil counted by a **new** Public School Academy authorized by a local school district, also counted by the authorizing district during the immediately prior supplemental (February) FTE count (new PSA, Fall count only)
- 14 All other students of the PSA

*ISD codes:*

- 06 Non-resident pupil in any other category enrolled in the operating ISD
- 09 Pupil enrolled in an approved on-grounds juvenile detention facility or child-caring institute
- 11 School for the Deaf/Blind
- 12 Section 6(4)(d) non- Special Education juvenile detention
- 13 Emotionally Impaired served by DCH facility
- 14 All other students receiving services from the ISD

## Field 31: Supplemental Nutrition Eligibility

**Change from 2005 count:** None

**Field specification:** One-character, *optional*

**Record position/type:** 204, integer  
(for short format)

**SRSD record position/type:** 344, integer

**Code/format:** This is a one-position field (N)

- 1 Student is eligible for free meal/milk program for current school year. Application on file October 31 of current school year and verified by December 31 of current school year.
- 2 Student is eligible for reduced-price meal program for current school year. Application on file October 31 of current school year and verified by December 31 of current school year.
- 3 Student is **not** eligible for either free meal/milk program or reduced-price meal program for current school year.
- 4 Student is eligible for either free meal/milk or reduced-price meal program for current school year **and** application was filed after October 31 of the current school year .

**Difference from SRSD:** Optional field.

**Programming edits:** Error check to ensure a valid code is not out- of -range.

Warning: An out of range number has been entered.

**Definition:** The count is taken at the district in which the student is enrolled, not necessarily the school where the meal is received. The student need not actually receive a meal on the day this count is taken. Free milk or free/reduced- price meal eligibility is used to calculate awards for federal and state grants by the Michigan Department of Education.

See the following web site for disclosure information:

<http://www.fns.usda.gov/cnd/Governance/Policy-Memos/2005-08-09.pdf>

- 1 The student has a free meal/milk application on file October 31 of the current school year and the application was verified and adjusted (if necessary) by December 31 of the current school year. Free meal/milk eligibility is used to generate funds for Section 31a and Section 32d State Aid.
- 2 The student has a reduced -price meal application on file during the month of October of the current school year and the application was verified and adjusted (if necessary) by December 31 of the current school year. This student does not

generate funds for Section 31a or Section 32d but may be eligible to receive other services under these programs.

- 3 The student is not eligible for either free meal/milk program or reduced -price meal program for current school year. This student does not generate funds.
- 4 Student is eligible for either free meal/milk or the reduced- price meal program for the current school year but the application for this student was filed **after** Oct. 31 of the current school year<sup>st</sup>.

Free meal/milk or reduced- price meal eligibility includes a student who meets all of the following criteria:

- attends a school that participates in the national school lunch, school breakfast, and/or special milk program;
- has applied and is approved as eligible for free or reduced -price meals or free milk;
- is eligible under federal guidelines.

Enter the appropriate code for each student based on applications received for the current school year that are on file and approved as of the submission date.

## Field 32: Multiple Birth Order

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	205-206, integer
<b>SRSD record position/type:</b>	345-346, integer
<b>Code/format:</b>	This is a two-position field (NN) with a default code of 01.  01 Birth order = 1 (Default) <b>or</b> the First in a multiple birth 02 Birth order = 2 or the Second in a multiple birth 03 Birth order = 3 or the Third in a multiple birth 04 Birth order = 4 or the Fourth in a multiple birth 05 Birth order = 5 or the Fifth in a multiple birth 06 Birth order = 6 or the Sixth in a multiple birth 07 Birth order = 7 or the Seventh in a multiple birth 08 Birth order = 8 or the Eighth in a multiple birth
<b>Difference from SRSD:</b>	None

**Programming edits:** Error check to ensure a valid code is not out-of-range. If the student is one of a multiple birth, be sure each student from this multiple birth has a different (unique) multiple-birth order number.

Fatal error will occur when this field is blank or contains an invalid number.

Warning (none)

**Definition:** This field is used to indicate that the student is part of a multiple birth **where siblings share all unique identifying characteristics including first and last name**. This field is not intended to identify every case of twins, triplets, etc in the state. It is only intended to provide some distinguishing data element for cases where the cultural practice is to provide twins (triplets, etc) of the same gender with the same first name. Each student from such a multiple birth is to have a uniquely different number. We recommend using the birth order of the students. This field will be used by the state to "break ties" if two or more students are identified as being duplicates (i.e., they share **all** unique identifying information), yet it is known by the district that these students are not duplicates but instead part of a multiple birth.

## Field 36: Primary Disability

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, leading zero, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	207-208, integer
<b>SRSD record position/type:</b>	353-354, integer
<b>Code/format:</b>	Category of student as identified on IEP

05	Cognitive Impairment	R340.1705
06	Emotional Impairment	R340.1706
07	Hearing Impairment	R340.1707
08	Visual Impairment	R340.1708
09	Physical Impairment	R340.1709
10	Speech & Language Impairment	R340.1710
11	Early Childhood Developmental Delay	R340.1711
13	Specific Learning Disability	R340.1713
14	Severe Multiple Impairment	R340.1714
15	Autism Spectrum Disorder	R340.1715
16	Traumatic Brain Injury	R340.1716
17	Deaf-Blindness	R340.1717
20	Other Health Impairment	R340.1709a

Codes "02, 03, 04, and 19" now constitute Fatal Errors. Codes "02, 03, and 04" have been replaced by category "05" (Cognitive Impairment). Category "09", formerly Physically & Otherwise Health Impaired, has been broken into either Physical Impairment (code "09") or Other Health Impairment (code "20").

<b>Difference from SRSD:</b>	None
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**Programming edits:** Code "11" (Early Childhood Developmental Delay) is in error if the student's age as of the count date for the current submission (December 1, 2006) is equal to or greater than 8 years of age. Participation in an Early Childhood Special Education Program (Field 42, code "270") does not mean a student has an Early Childhood Developmental Delay label. It is also recommended that districts examine all students from the age of 0 through 2 years of age against code "06" (Emotionally Impaired) and code "13" (Learning Disabled). Such primary disability codes for age 0 through 2 are highly suspect.

*Fatal errors* occur when the field is blank and a number 1 is in the second position of Field 29: Program Eligibility /Participation I, the value is invalid or, or the value is out of range. A fatal error occurs or if this field contains a single digit either preceded or followed by a blank.

Message: Either Field 29: Program Eligibility /Participation I does not indicate that the student is a special education participant, or Field 36: Primary Disability contains an invalid or out-of-range code.

Warning: A warning is issued when the student's age is too high for Early Childhood Developmental Delay or too low for EI or LD students.

Warning message: Student's age is too high or too low for this student.

**Definition:** Primary disability areas are defined in the Michigan Administrative Rules for Special Education. A copy of the rules is available through the following website:

<http://www.misd.net/SEMGTSservice/>

In order for students to be counted for special education, they must have a disability code. Do not confuse primary disability with classroom placement.

## Field 37: Additional Disability Characteristics

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Two-character, blanks accepted, <i>elective</i>
<b>Record position/type:</b> <i>(for short format)</i>	209-210, integer
<b>SRSD record position/type:</b>	355-356, integer
<b>Code/format:</b>	Category of student as identified on IEP 22 Legally Blind 24 Deaf
<b>Difference from SRSD:</b>	None

**Programming edits:** If used, the code must be within range.

Warning occurs if Field 37 is reported and Field 36: Primary Disability is blank.

Fatal errors occur when the code is out -of -range or invalid.

Message: An invalid or out of range number has been entered. Note: Field 36: Primary Disability must contain a valid value before data will be accepted in this field.

**Definition:** These are used to describe additional characteristics relating to the student's primary disability.

- 22 Legally blind: Legal blindness means visual acuity of 20/200 or less in the better eye with best correction,; or a limitation of the field of vision not greater than 20 degrees,; or a visual acuity of 20/100 in the better eye with a deteriorating condition.
- 24 Deafness: Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

## Field 38: Date of IEP/Placement/Date of Implementation

<b>Change from 2005 count:</b>	2005 Field 5: IEP Date or Date of Temporary Placement, character length
<b>Field specification:</b>	10-character, <i>required</i>
<b>Record position/type: (for short format)</b>	211-220, integer with slashes
<b>SRSD record position/type:</b>	357-366, integer with slashes
<b>Code/format:</b>	Month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01	January	07	July
02	February	08	August
03	March	09	September
04	April	10	October
05	May	11	November
06	June	12	December

**Difference from SRSD:** Edits

**Programming edits:** Ensure that a date occurs when a Field 36: Primary Disability code exists. When the IEP date is not a valid date, is out-of-range, or the IEP date is blank, a *fatal error* is reported. The date of IEP must be after the student's birth date, and prior to the count date. The date of IEP must be held within two years of the count date.

Fatal errors occur when the field contains a valid number and Field 36: Primary Disability is blank; or contains an invalid date or an out of range value, or this field is blank and Field 36: Primary Disability contains a valid value. Field 38 cannot be earlier than student's Field 9: Date of Birth and must be prior to Field 123: Date of Count.

Message: An invalid value or out of range number has been entered.

Warning message: The IEP date is not within the reporting period.

**Definition:** The date of the student's most recent Individual Education Program (IEP), or, if a student who currently receives special education programs or services enrolls in a new school, the date the parent consents to placement or implementation of the previous IEP in the new school. An IEP is required by the U.S. Department of Education in order to qualify students for federal funding. It is expected that each student receiving special education services receive an IEP annually, and within the current reporting period.

Districts may count students who are temporarily placed under rule 340.1722e (previous enrollment in special education).

If a student who currently receives special education programs or services enrolls in a new school district, and, with the parent's consent, the new district immediately implements the student's current individualized education program [340.1722e(1)(a)], enter the date of the existing IEP from the prior district.

If a student who currently receives special education programs or services enrolls in a new school district, and, with the parent's consent, the new district immediately places the student in an appropriate program or service and convenes an individualized education program team meeting within 30 school days to develop an individualized education program [340.1722e(1)(b)], enter the date the parent consents to place the student into the program or service in the attending district.

If a student who currently receives special education programs or services enrolls in a new school district and the parent does not provide consent for placement, and the school district implements the student's current individualized education program to the extent possible and an IEP team meeting convenes to develop a new individualized education program [340.1722e(2)], enter the date of the existing IEP from the prior district.

Special Education rules may be accessed at the following web site:  
<http://www.misd.net/SEMGTSservice/>

An Individual Education Program (IEP) is required by Michigan Special Education rule R340.1721e to determine a student's eligibility for special education. An IEP is also required in counting students for the Individuals with Disabilities Education Improvement Act of 2005 (IDEIA).

*Common entry errors:* Check that the field is filled with the IEP date, the date of placement, or the date of implementation of a previous IEP, not the date of entry.

## Field 39a: Parental Consent to Evaluate (formerly Date of Initial/Re-determination IEP)

**Change from 2005 count:** New field replacing Date of Initial/Re-determination IEP (Optional)

**Field specification:** Two-character with leading zero, *optional*

**Record position/type:** 221-222, integer  
(for short format)

**SRSD record position/type:** 367-368, integer

**Code/format:** 01 Student was evaluated within 30 School Day Timeline (R340.1721c)

Codes below pertain to students who, for one of the reasons listed, were evaluated, however the evaluation (and determination of eligibility) did not occur within the 30 School Day Timeline.

02 Child not available to evaluate

03 Child/family moved

04 All parties agreed to extend the evaluation period

05 Evaluation personnel unavailable to complete evaluation within the 30 School Day Timeline

**Difference from SRSD:** This field is Optional

**Programming edits:** If populated, must contain a valid code. A fatal error occurs otherwise. If this field is populated with codes 01, 04, or 05, then Field 39b: Result of Initial IEP, requires a value. A fatal error occurs otherwise. If this field contains code 02 or 03, then Field 39b must be left blank. A fatal error occurs otherwise.

**Definition:** Parental consent to evaluate is defined in Revised Rules for Special Education, R340.1722a & R 340.1721c. After obtaining parental consent to evaluate, the school district has 30 school days to determine the student's eligibility for special education programs and services. If the student is found eligible, complete all other special education fields. This field does not apply to special education student reevaluations. This field does apply each time a non-special education student is referred for an evaluation for eligibility for special education programs and services.

If, on an initial IEP, the student is found *not eligible* for special education services, leave other special education fields blank. If, on an initial IEP, the student is found eligible, provide the required special education fields.

01 **Student evaluated within 30 school day timeline.** After the receipt of parental consent, the district completed the evaluation (and determination of eligibility) within the 30 School Day Timeline.

02 **Child not available to evaluate.** The district made an attempt to evaluate the child; parents did not make the child available for evaluation during the 30 school day timeline.

- 03 **Child/family moved.** The child moved from the district and was unavailable for the completion of the evaluation.
- 04 **All parties agreed to extend the evaluation period.** Evaluation was not able to be completed within the 30 school day timeline. The time for evaluation was extended by agreement between the school district and the parent/guardian.
- 05 **Evaluation personnel unavailable to complete evaluation within the 30 school day timeline.** School district personnel were not available to complete the evaluation within the 30 school day timeline.

Parental consent to evaluate is defined as follows:

R 340.1721c Scheduling individualized education plan team meeting; requesting parent participation.

Rule 21c. (2) The time from referral or from receipt of parental consent to an initial evaluation to the completion of the individualized education plan or the determination of ineligibility shall not be more than 30 school days. This timeline begins upon receipt of the signed parental consent by the public agency requesting it and may be extended if agreed to by the parent and public agency.

## Field 39b: Result of Initial IEP

<b>Change from 2004 count:</b>	New field (Optional)
<b>Field specification:</b>	One-character ( <i>optional</i> )
<b>Record position/type:</b>	223
<b>SRSD Record position/type:</b>	369, integer
<b>Code/format:</b>	1 Student was evaluated and found eligible 2 Student was evaluated and found not eligible 3 Student was evaluated and found eligible but parent refused services.
<b>Difference from SRSD:</b>	This field is Optional

**Programming edits:** If this field contains a '1', then Field 29: Program Participation/Eligibility, second position must contain a '1'. A fatal error occurs otherwise. If this field contains '2' or '3', then Field : Program Participation/Eligibility, second position must contain '0'. A fatal error occurs otherwise.

If Field 39a: Parental Consent to Evaluate, is reported with codes '01', '04', or '05', then this field requires a value. A fatal error occurs otherwise. If Field 39a: Parental Consent to Evaluate, is reported with codes '02' or '03' then this field must be blank. A fatal error occurs otherwise.

**Definition:** On the initial Individualized Education Plan (IEP), students must be found either eligible or ineligible for special education programs and services. Special education rules state the following:

*R340.1721c(2) The time from referral or from receipt of parental consent to an initial evaluation to the completion of the individualized education plan or the determination of ineligibility shall not be more than 30 school days. This time line begins upon receipt of the signed parental consent by the public agency requesting it and may be extended if agreed to by the parent and public agency.*

If the student is found eligible on the initial IEP, enter code "1". If the student is found ineligible on the initial IEP enter code "2". If the student was evaluated and found eligible but the parent refuses services, enter code "3".

## Field 39c: Reserved Field

<b>Change from 2005 count:</b>	New field
<b>Field specification:</b>	Seven-Characters
<b>Record position/type:</b>	224-230
<b>SRSD Record position/type:</b>	370-376,
<b>Code/format:</b>	Pad the field with blanks
<b>Difference from SRSD:</b>	None

**Definition:** This field is reserved for future use.

**Program edits:** No fatal error

## Field 40: FTE in Section 52 (Membership)

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Four-character, with decimal point
<b>Record position/type:</b> <i>(for short format)</i>	231-234, decimal
<b>SRSD record position/type:</b>	377-380, decimal
<b>Code/format:</b>	"0.00" to "1.00" (N.NN) with a default code of "0.00"
<b>Difference from SRSD:</b>	Membership references

### Programming edits:

If the student is in special education and FTE is less than "0.00", or greater than "1.00", a *fatal error* is reported. Check if the student is in a valid program in Field 42: Program Service Code. If they do not have a valid program code (Field 42), no membership can be claimed. If FTE is used in this field, it cannot be used in Field 41. Field 29: Program Participation I must be in second position when this field exceeds 0.00.

If the value in Field 40 is greater than 0.00, student's age (Field 9) must be less than 26 as of September 1 of current school year.

The value in Field 40 cannot exceed 0.00 when student is in Adult Education (Field 29, eighth position).

Fatal errors occur when the field contains a valid value and Field 36: Primary Disability is blank; or the value is greater than "1.00" or less than "0.00"; or both Fields 40 and 41 contain valid values greater than zero.

Message: Check for the following: (1) Field 40: FTE in Section 52 (Membership) contains valid data, but Field 36: Primary Disability is blank. (2) FTE in Field 40: FTE in Section 52 (Membership) cannot be greater than "1.00" or less than "0.00". (3) Field 42: Program Service Code (Including Membership) is blank. (4) A value greater than zero has also been reported in Field 41: FTE in Section 53 (Membership).

**Definition:** This categorical area represents special education membership. All students who do not qualify as a Section 53 student should be listed as Section 52. Enter the special education Full-Time Equivalency (FTE) in this field. A student's FTE may range from "0.00" to "1.00". (Both tenths or hundredths are allowed as long as the district is consistent in the use of either one.). Special education students are reported whether or not they generate a special education FTE.

Refer to Section 6 of the current State School Aid Act and the Department's Pupil Accounting Manual for FTE instructions. For students in a classroom program only, report the FTE in the Special Education classroom.

## Field 41: FTE in Section 53 (Membership)

<b>Change from 2005 count:</b>	None
<b>Field specification:</b>	Four-character, with decimal point, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	235-238, decimal
<b>SRSD record position/type:</b>	381-384, decimal
<b>Code/format:</b>	"0.00" to "1.00" (N.NN) with a default code of "0.00"
<b>Difference from SRSD:</b>	Membership references

**Programming edits:** If the student is in special education and FTE is less than "0.00", or greater than "1.00", a *fatal error* is reported. Check if the student is in a program in Field 42: Program Service Code (Including Membership) (between code "110" to "194" or "270"). If they do not have a correct program code, no membership can be claimed. If FTE is used in this field, it cannot be used in Field 40: FTE in Section 52 (Membership).

Fatal errors occur when the field contains a valid value, and Field 36: Primary Disability is blank; or the value is greater than "1.00" or less than "0.00"; or both Field 40: FTE in Section 52 (Membership) and Field 41: FTE in Section 53 (Membership) contain valid values greater than zero.

FTE cannot be claimed in this field if Field 24: Date Exited is prior to Field 123: Date of Count.

If Field 40: FTE in Section 52 (Membership) is greater than 0.00, student's age (Field 9: Date of Birth) must be less than 26 as of September 1 of current school year

Message: Check for the following: (1) Field 41: FTE in Section 53 (Membership) contains valid data, but Field 36: Primary Disability is blank. (2) FTE in Field 41: FTE in Section 53 (Membership) cannot be greater than "1.00" or less than "0.00". (3) Field 42: Program Service Code (Including Membership) is blank. (4) A value greater than zero has also been reported in Field 40: FTE in Section 52 (Membership).

Warning: A warning is issued when this field is blank, and Field 36: Primary Disability contains a valid value.

Warning message: Verify that this student does not generate Section 52 membership FTE.

**Definition:** This categorical area represents Section 53 Membership:

- (a) Pupils assigned to a district or intermediate district through the community placement program of the court or a state agency, if the pupil was a resident of another intermediate district at the time the pupil came under the jurisdiction of the court or a state agency.
- (b) Pupils who are residents of institutions operated by the Department of Community Health.
- (c) Pupils who are former residents of Department of Community Health institutions for the developmentally disabled and who are placed in community settings other than the pupil's home.

- (d) Pupils enrolled in a Department -approved, on-grounds educational program longer than 180 days, but not longer than 233 days, at a residential child -care institution, if the child- care institution offered in 1991-92 is an on-grounds educational program longer than 180 days but not longer than 233 days.
- (e) Pupils placed in a district by a parent for the purpose of seeking a suitable home, if the parent does not reside in the same intermediate district as the district in which the pupil is placed.

Refer to Section 6 of the current State Aid Act and the Department's Pupil Accounting Manual for FTE instructions.

## Field 42: Program Service Code

<b>Change from 2005 count:</b>	2005 Field 13: Program Code
<b>Field specification:</b>	Three-character, three occurrences separated into three, three-byte sectors, padded with blanks, <i>elective</i> *
<b>Record position/type:</b> <i>(for short format)</i>	239-248, integer
<b>SRSD record position/type:</b>	385-393, integer
<b>Code/format:</b>	Program services received by a student with disabilities (NNNNNNNNN)
	110 Programs for Mild Cognitive Impairment
	120 Programs for Moderate Cognitive Impairment
	130 Programs for Severe Cognitive Impairment
	140 Programs for Emotional Impairment
	150 Programs for Learning Disabled
	160 Programs for Hearing Impairment
	170 Programs for Visual Impairment
	180 Programs for Physical or Other Health Impairment
	190 Programs for Severe Multiple Impairment
	191 Early Childhood Special Education (Classroom) Program
	192 Programs for Severe Language Impairment
	193 Programs for Autism Spectrum Disorder
	194 Elementary or Secondary-Level Resource Program
	270 Early Childhood Special Education Services
<b>Difference from SRSD:</b>	None

**Programming edits:** \* A student must have at least one program code in Field 42: Program Services or support service code Field 43: Support Services if a Field 36: Primary Disability code exists. *Fatal errors* occurs if program **and** support service fields are blank. Enter each program only once. No code can be repeated in the combined Fields 42 and 43.

*Fatal errors* occur when Field 36: Primary Disability contains a valid value, and both Field 42: Program Service Code and Field 43: Support Services are blank. This field must have at least one program code if claiming special education FTE.

Message: Both codes in Fields 42: Program Service Code and Field 43: Support Services are blank. A special education student must receive at least one of the listed programs or services. No code can be repeated in the combined Fields 42 and 43.

If code "09" (Section 24 juvenile detention facility) is reported in Field 30: Student Residency (Membership) and Field 40: FTE in Section 52 has a value greater than 0.00, then this field must contain a value.

Warning (none)

**Definition:** *The primary program must be listed first (in the left-most position). This first field becomes the program assignment for State Aid membership.* If a student receives more than three services, specify the three that occur most frequently. It is important to put the primary program service in the initial program services field first and then consecutively fill in the following program service fields. This field reports services used in calculating a student's special education FTE and must have a value for a district to receive state special education reimbursement.

Common entry error: The type of disability is entered rather than the IEP designated program for the student. A student does not have to have an impairment that matches the program assignment. Do not confuse type of disability with the classroom program. For example, a student does **not** have to be diagnosed as Early Childhood Developmentally Delayed to participate in an Early Childhood Special Education program.

## Field 43: Support Services

<b>Change from 2005 count:</b>	2005 Field 14: Support Services, definition changes for codes 480, 490, and 493
<b>Field specification:</b>	Three-character code, five occurrences separated into five, three-byte sectors, padded with blanks, <i>elective</i> *
<b>Record position/type:</b> <i>(for short format)</i>	248-262, integer
<b>SRSD record position/type:</b>	394-408, integer
<b>Code/format:</b>	Support services received by a student with disabilities (NNNNNNNNNNNNNNNN)
	200 Teacher Consultant (T.C.) Autistic Impaired
	210 T.C. Mentally Impaired
	220 T.C. Emotionally Impaired
	230 T.C. Learning Disabled
	240 T.C. Hearing Impaired
	250 T.C. Visually Impaired
	260 T.C. Physically & Otherwise Health Impaired
	280 Homebound/Hospitalized
	290 Speech and Language Impaired
	291 Adaptive Physical Education
	310 School Social Worker
	320 School Psychologist
	360 Occupational Therapy
	370 Physical Therapy
	383 Music Therapy
	390 Art Therapy
	400 Audiological Services
	406 Interpreter for the Deaf
	410 Recreation Service
	440 Special Transportation
	450 School Health Services
	460 Rehabilitation Counseling
	470 Orientation & Mobility Services
	480 Worksite Based Learning
	490 Community Training/Vocational Educational (General Education)
	491 Special Needs (Adapted Vocational Education)
	492 Individual Vocational Education
	493 Community Training/Vocational Education (Special Education)

**Programming edits:** \* A student must have at least one program code in Field 42: Program Services or support service code Field 43: Support Services if a Field 36: Primary Disability code exists. *Fatal errors* occurs if program **and** support service fields are blank. No code can be repeated in the combined Fields 42 and 43

Fatal errors occur when Field 36: Primary Disability contains a valid value, or when both Field 42: Program Service Code (including Membership) and Field 43: Support Services are blank.

If Field 29: Program Eligibility/Participation is reported in the second position (Special Education), and if Field 44: Primary Educational Setting equals "05" (Correction, Juvenile Detention or other Facilities for Adjudicated Youth), then this field may be left blank.

Message: Both codes in Fields 42: Program Service Code (including Membership) and Field 43: Support Services are blank. A special education student must receive at least one of the listed programs or services. No code can be repeated in the combined Fields 42 and 43.

Warning (none)

**Definition:** Support services for special education students are numbered "200" to "480". *The primary service must be listed first.* Be sure to use these codes for special education students. To be counted as a special education service, a service must be part of the evaluation or re-evaluation process or included as services to be delivered as part of the student's IEP. It is important to put the primary service first and then consecutively fill in the following support service fields. If a student receives more than five of the above services, specify the five that occur most frequently.

- 200-260 Teacher Consultant Services. See rule R300.1749.
- 280 Homebound/Hospitalized
- 290 Speech- and Language -Impaired Instructional Services. See rule R340.1745.
- 291 Adaptive Physical Education. Instruction in physical education to special education pupils whose disability/ies precludes integration into regular physical education classes.
- 310 School Social Work Services. See rules R340.1011–R340.1018. To be counted as a special service, the social work service must be listed as a service on the student's IEP.
- 320 School Psychological Services. See rules R340.1151–R340.1158. To be counted as a special education service, school psychological services must be listed as a service on the student's IEP.
- 360 Occupational Therapy. Occupational therapy deals with improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
- 370 Physical Therapy. Physical therapy is defined in the Michigan Public Health code under Section 17801. Services are provided by a licensed physical therapist.
- 383 Music Therapy. Music therapy activities are provided to special education students by a certified music therapist.
- 390 Art Therapy. Art therapy activities are provided to special education students by a certified art therapist.

- 400      **Audiological Services.** Audiological services are services provided by an audiologist to identify students with hearing loss and provide rehabilitation and counseling concerning hearing loss.
- 406      **Interpreter for the Deaf.** Services provided by a qualified interpreter who assists the hearing impaired student and school personnel with communication.
- 410      **Recreation Services.** Recreation services are the assessment of a handicapped student's leisure functioning,; providing therapeutic recreation services,; or participation in a recreation program in a school designed specifically for handicapped students,; or providing leisure education.
- 440      **Special Transportation.** Special transportation must be provided in an approved school vehicle in a regular seat, wheelchair, or an approved baby seat. This specifically excludes students who need ambulance service, a medical attendant, or other care outside the responsibility of the schools.
- 450      **School Health Services.** School health services must be provided by a qualified school nurse or other qualified person. To be counted as a special education service, the school nurse must be working solely with special education students or the service should be indicated in the student's IEP.
- 460      **Rehabilitation Counseling Services.** The student receives counseling services provided by a qualified rehabilitation counseling professional. Such services are intended to explore the effect of the student's disability on employment and other post-school activities which include vocational programs funded by Michigan Rehabilitation Services or the Michigan Commission for the Blind.
- 470      **Orientation and Mobility Services.** Orientation and mobility instruction for the visually impaired must be provided by an approved orientation and mobility instructor.
- 480      **Worksite-based Learning.** Worksite-based learning means transition services, such as Study. Work study means on-the-job training, related counseling and follow-up services. A written agreement plan is required as specified in R340.1733(i).
- 490      **Community Training/Vocational Education (General Education).** Students who receive vocational training in a community setting or individual vocational training program at a work site with non-handicapped peers.
- 491      **Special Needs.** Alteration of a vocational education program is being provided by general education to accommodate different needs of the handicapped student.
- 492      **Individual Vocational Education.** Training programs designed to fit the handicapped student's special interests that are generally not available in a general- education vocational program.

- 493      Community Training/Vocational Education (Special Education). Students who receive vocational training in a community setting or individual vocational training program at a work site primarily with handicapped peers.

*Common entry errors:* Program service codes placed in this field. The data should not be lower than 200 nor greater than 480.

## Field 44: Primary Educational Setting

<b>Change from 2005:</b>	None
<b>Field specification:</b>	Two-character, leading zero, <i>required</i>
<b>Record position/type:</b> <i>(for short format)</i>	263-264, integer  409-410, integer
<b>SRSD record position/type:</b> <b>Code/format:</b>	The setting where the student with disabilities is located.  Codes for Children Ages 6-26 as of the current submission count date (June 30 for End-of-Year).  For codes 02 - 09, Placement is outside the general education building.  02 Special Education School Building 03 Public Residential Facility 04 Private Residential Facility 06 Homebound / Hospitalized 10 Private Special Education School Building  For codes 11 – 13, placement is within the general education building  11 Outside general education classroom less than 21% of the school day. 12 Outside general education classroom between 21% and 60% of the school day. 13 Outside general education classroom greater than 60% of the school day.

Codes for children ages 3-5 years as of the current submission count date.(December 1, 2006)

- 21 Early Childhood Setting
- 22 Early Childhood Special Educational setting
- 23 Home
- 24 Part-Time Early Childhood/Part-Time Early Childhood Special Educational setting
- 25 Residential Facility
- 26 Separate School
- 27 Itinerant Service Outside the Home
- 28 Reverse Mainstream Setting

Codes for Children Ages 0-2 Years as of the current submission count date (~~June 30 for End of Year~~). (December 1, 2006)

- 31 Home
- 33 Program Designed for Typically Developing Children
- 34 Service Provider Location
- 35 Program Designed for Children with Developmental Delays or Disabilities
- 36 Hospital (inpatient)
- 37 Residential Facility
- 38 Other Setting

**Difference from SRSD:** SRSD codes 39 and 40 are not accepted.

**Programming edits:** When the field is left blank or is out- of -range when a Field 36: Primary Disability code exists, a *fatal error* is reported. Students reported using code "21-28" must be 3 through 5 years of age as of the count date for the current submission (December 1, 2006).

Fatal errors occur when this field is left blank and, and a primary disability code is reported; or the value is out- of- range. A fatal error occurs if this field contains a single digit either preceded or followed by a blank.

Message: Student must have a primary disability code in Field 36: Primary Disability

Warning if codes 21 through 29 are reported and student is not 3, 4, or 5 years of age as of current count date. (December 1, 2006)

Warning if codes 31 through 38 are reported and student is not 2 years of age or younger as of current count date. (December 1, 2006)

**Definition:** Field 44: Primary Educational Setting is utilized to report on the Least Restrictive Environment (LRE) Settings for children and youth participating in special education. The time spent in a Primary Educational Setting is unrelated to Field 40 Section 52 FTE and Field 41 Section 53 FTE. Time spent in a Primary Educational Setting is not related to special education membership.

## Codes 02 Through 13

**Codes 02 through 13 are for students ages 6-26, using their age as of the count date for the current submission (June 30 for End-of-Year).**

For purposes of calculating Least Restricted Environment (LRE) time spent within the general education classroom also includes general/special education team teaching arrangements or time in which special education staff comes into the general education classroom to provide services. The times spent for LRE may be different than the time reflected in Field 40 Section 52 FTE or Field 41 Section 53 FTE.

02 **Special Education School Building.** Students who receive special education programs and services at least 50% of the time at a public school building in which ONLY handicapped students are educated. This would also include students receiving special education services who attend at least 50% or more of the time at a private or parochial school meant ONLY for handicapped students. This includes:

- public day schools for students with disabilities; or
- public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.

03 **Public Residential Facility.** A public residential facility includes students with disabilities who receive special education programs and live in public residential facilities during the school week. This may include students with disabilities receiving special education and related services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- public residential schools for students with disabilities; or
- public residential schools for students with disabilities for a portion of the day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

The above includes programs operated by the public schools for handicapped students on the grounds of public residential programs for Department of Community Health facilities, Family Independence Agency facilities or the Michigan Schools for the Deaf and Blind. *Do not include students who receive educational programs at the facility, but do not live there.*

04 **Private Residential Facility.** This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in private residential facilities. This may include students placed in:

- private residential schools for students with disabilities; or
- private residential schools for students with disabilities for a portion of the day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

06 **Homebound/Hospitalized.** Students with disabilities who receive special

education and related services at home or in a hospital facility due to illness. .  
(Use code 23 for preschool students receiving special education services at home.)

- 10 **Private Special Education School Building :** Private separate day school facilities includes children with disabilities receiving special education and related services, at public expense, at a private separate day school building. This may include children placed in:
  - private day schools just for students with disabilities; or
  - private day schools just for students with disabilities for greater than 50 percent of the school day.
  
- 11 **Outside general education classroom less than 21 percent of the school day.** Special Education student is placed (pulled) OUTSIDE the general education classroom for less than 21 percent of the school day for special education programs and related services..
  
- 12 **Outside general education classroom between 21 percent and 60 percent of the school day.** Special education student is placed (pulled) OUTSIDE the general education classroom for at least 21 percent but no more than 60 percent of the school day for special education programs and services. .
  
- 13 **Outside general education classroom greater than 60 percent of the school day.** Special education student is placed (pulled) OUTSIDE the general education classroom for more than 60 percent of the school day for special education programs and services.

### **Home School Students Served by Special Education**

For home-schooled students who receive special education and related services provided by the local educational agency, the number of hours outside the general education classroom is the number of hours the youth spends in separate special education environments (e.g. resource rooms, self-contained special education classrooms, separate schools).

## **Codes 21 Through 28**

**Codes 21 through 28 are for children ages 3-5, using their age on the count date for the current submission.**

Required for students age 3 but not yet 6 who are in “Early Childhood Settings”: This includes children who are 3 years of age on or before the count date, but not yet 6 years of age. Identify the place where the majority (over 50%) of a child's program takes place.

- 21 **Early Childhood Setting.** Students who received ALL (100%) of their special education and related services in early childhood educational settings designed primarily for children without disabilities. No special education or related services are provided in separate special education settings. This may include, but is not limited to, special education and related services provided in:

- Regular kindergarten classes;
- Public school preschool/pre kindergarten programs (i.e., Head Start, Michigan School Readiness Programs, Title I preschool programs, community education preschool programs); (also see Field #52)
- Private preschool programs (i.e., Head Start, Michigan School Readiness Programs, programs offered by private and faith-based providers);
- Programs offered in child care facilities, including both centers and family child care and group family child care homes;
- Home/early childhood combinations; and
- Other combinations of early childhood settings.

*Example: The child attends a preschool program designed for typically developing children where he receives special education services, such as speech therapy and/or teacher consultant services. The child does not attend a special education classroom program.*

22 **Early Childhood Special Education Setting.** Students who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community based settings. No special education or related services are provided in early childhood education settings. This may include, but is not limited to special education and related services provided in:

- Special education classrooms in regular school buildings;
- Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings;
- Special education classrooms in trailers or portables outside regular school buildings.

*Example: The child attends an Early Childhood Special Education Program housed in an elementary school building.*

23 **Home.** Students receive their special education and related services in the principal residence of the child's family or caregivers.

24 **Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting.** Students who received special education and related services in multiple settings including special education and related services are provided in: (1) the home, (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities, and (5) separate schools, This may include, but is not limited to special education and related services provided in:

- Home/early childhood special education combinations;
- Head Start, childcare, nursery school facilities or other community-based settings and outside of the general education class combinations;
- Regular kindergarten classes and outside of the general education class combinations;
- Separate school/early childhood combinations;
- Residential facility/early childhood combinations.

- 25 **Residential Facility.** Students who received all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
- 26 **Separate School.** Students who received all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.
- 27 **Itinerant Service Outside the Home.** Students who received all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). This does not include children receiving services at home. These services may be provided individually or to a small group of children. This may include, but is not limited to speech instruction up to 3 hours per week in a school, hospital, or other community based setting.
- 28 **Reverse Mainstream Setting.** Students who received all of their special education and related services in educational programs designed primarily for children with disabilities but that includes 50 percent or more children without disabilities.

## Codes 31 Through 38

**Codes 31 through 38 are for children ages 0-2, using their age on the count date for the current submission .**

Required for students from birth but not yet 3 years of age. This includes children from birth but not yet 3 years of age on or before the count date. Identify the place where the majority (over 50%) of a child's program takes place. Children are to be counted according to the type of program being received at a location, not the type of location. For example, children in a program designed for children with developmental delays or disabilities operated at a hospital should be counted under "program designed for children with developmental delays or disabilities" (code 35). Children who receive physical therapy at a hospital or on an outpatient basis should be counted under service provider location (code 34). Children who are patients in a hospital should be counted under "hospital" (code 36).

- 31 **Home.** Services are provided in the principal residence of the child's family or caregivers.
- 33 **Program Designed for Typically Developing Children.** Services are provided in a program regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children served in regular nursery schools and child care centers.
- 34 **Service Provider Location.** Services are provided at an office, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children.

- 35 **Program Designed for Children with Developmental Delays or Disabilities.** This setting refers to an organized program of at least 1 hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child care programs.
- 36 **Hospital (inpatient).** Hospital refers to a residential medical facility. Child must be receiving services on an inpatient basis.
- 37 **Residential Facility.** Residential facility refers to a treatment facility which is not primarily medical in nature, where the infant or toddler currently resides.
- 38 **Other Setting.** Any service setting not included in the settings or programs listed above. For example, if the only component of the infant's early intervention services is parent counseling during which the child is not present, and the child receives no direct service, count as "other."

Special circumstances to consider for Codes 31-38:

If a child is receiving services in more than one setting, count the child in the setting in which he or she receives the most hours of early intervention service, *i.e.*, *the primary setting*. For example, a toddler who receives 1 hour of home-based service a month and 4 hours of service per month in a clinic (a service provider location) would be counted under the category "service provider location."

If services are delivered to a child and family members, count the child only under the primary setting (as defined above) in which the child is being served.

If services are delivered only to family members, *i.e.*, no services are delivered to a child, count the child as "Other" (code 38).

**Programming edits:** If Field 44 is left blank or is out of range when a Field 36: Primary Disability code exists, *a fatal error* is reported. Students reported using code "21-28" must be 3 through 5 years of age as of the count date for the current submission. (December 1, 2006)

## **Field 45: Reserved (formerly Special Education Exit/Completion Reason)**

<b>Change from 2005 count:</b>	Reserved, no edits.
<b>Field specification:</b>	Two-character
<b>Record position/type:</b> <i>(for short format)</i>	265-266
<b>SRSD record position/type:</b>	411-412
<b>Code/format:</b>	Two-character, pad with blanks
<b>Difference from SRSD:</b>	SRSD collects exit data.

**Programming edits:** This field must be blank. Exited students should not be reported.

## **Field 46: Reserved (formerly Special Education Date Exited or Completed)**

<b>Change from 2005 count:</b>	Reserved, no edits
<b>Field specification:</b>	Ten-character, pad with blanks
<b>Record position/type:</b> <i>(for short format)</i>	267-276
<b>SRSD record position/type:</b>	413-422
<b>Code/format:</b>	
<b>Difference from SRSD:</b>	SRSD collects exit data.

**Programming edits: This field should be blank. Exited students should not be reported.**

## **Fields 47a – 47d, 48 : Reserved (formerly Special Education Disciplinary Action fields)**

<b>Change from 2005 count:</b>	Reserved, no edits
<b>Field specification:</b>	Five-characters
<b>Record position/type:</b> <i>(for short format)</i>	277 - 281
<b>SRSD record position/type:</b>	423 - 427
<b>Code/format:</b>	Five-characters, pad with blanks.
<b>Difference from SRSD:</b>	SRSD collects disciplinary data.
<b>Programming edits:</b>	None

## Field 123: Date of Count

**Change from 2005 count:** None

**Field specification:** Ten-character, *required*

**Record position/type:** 282-291, integer with slashes  
(*for short format*)

**SRSD record position/type:** 860-870, integer with slashes

**Code/format:** Month, day, and year (MM/DD/CCYY)

This field has a default code. All dates must appear in the following manner: DD must be the number of a day between 01 and 31, and CCYY represents the year. For example, May 8, 1987 = 05/08/1987. Each MM must be one of the following:

01	January	07	July
02	February	08	August
03	March	09	September
04	April	10	October
05	May	11	November
06	June	12	December

**Difference from SRSD:** Date is December 1, 2006 (12/01/2006)

**Programming edits:** There must be a date in this field. Error check to ensure that the date is not out- of- range, blank, or not a invalid date. If so, a *fatal error* is reported.

Fatal errors occur when an invalid date is in the field (Date other than 12/01/2006)

Message: Check to ensure that the date is not out- of- range, missing, or not a valid date.

Warning (none)

**Definition:** Use the count date (12/01/2006) When revising a student record, use the same count date as the original record you are correcting.

## Field 124: UIC

<b>Change from 2005 count:</b>	No
<b>Field specification:</b>	Ten-character, integer, blanks accepted, <i>elective</i>
<b>Record position/type:</b> <i>(for short format)</i>	292-301, integer
<b>SRSD record position/type:</b>	871-880, integer
<b>Difference from SRSD:</b>	None

**Programming edits:** Error check to ensure that the UIC is valid.

Fatal errors occur when an invalid number or alpha character is used.

Message: This is not a valid UIC number. Please replace with the student's correct UIC or blanks.

Warning (none)

**Definition:** This field contains the Unique Identification Code (UIC) produced by the Michigan Education Information System (MEIS).