

**O A S I S**

**Online Alaska School Information System**

**FALL 2016 OASIS  
DATA HANDBOOK FOR  
SCHOOLS AND DISTRICTS**

**Due Date: November 11, 2016**



**Last updated: September 21, 2016**

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# Fall 2016 OASIS Handbook Updates

All substantive changes will be highlighted in **green** throughout the handbook.

## New Data Elements

Element 23, LEP Language Type: Identifies the native or primary language spoken by the student.

Element 26, Migrant (Title IC): Indicates whether or not the student has been certified as an eligible migrant student through the migrant student identification and recruitment process.

Element 27, Active Duty Parent/Guardian: This identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States.

## Changes to Existing Data Elements

CCRA Removed

## New Validation Rules

R31230: Invalid Migrant (error)

R31231: Active Duty Parent/Guardian value invalid (error)

R31232: LEP Language is Invalid (error)

R31703: LEP Language Mismatch (error)

R31711: Language for Non LEP Student (warning)

R31712: Other Language Type Missing (error)

R31713: LEPLanguage Summer OASIS mismatch (warning)

R31723: Invalid Notes when LEP Language=30 (error)

R31768: Migrant Mismatch with Migrant Student Database (error)

R31769: Migrant Mismatch with Migrant Student Database (warning)

R31770: Date of Birth Mismatch with Migrant Student Database (warning)

## New and Updated Appendices

Appendix D: Limited English Proficient (LEP) Student

Appendix E: Migratory Child Definition

Appendix J: Student Count Calendars 2016

# Instructions

1. Districts must submit a complete set of data elements defined in this data handbook for any student enrolled at any point during the 20-day count period.

**Submission of this file must be completed using the State Report Manager (SRM) web link:** <https://srm.eed.state.ak.us/srm>. For further instructions on submitting through SRM, please see Appendix G. If not already assigned a user name and password, or to reset a password, contact Mindy Lobaugh at [mindy.lobaugh@alaska.gov](mailto:mindy.lobaugh@alaska.gov) or (907) 465-2261, or Tim Workman at [tim.workman@alaska.gov](mailto:tim.workman@alaska.gov) or (907) 465-8579. If unable to submit a file using SRM, or if access to the test environment, <https://srmtest.education.alaska.gov/srm/>, needs to be requested, please contact Brian Laurent at [brian.laurent@alaska.gov](mailto:brian.laurent@alaska.gov) or (907) 465-8418 for assistance.

2. After the completed data file is submitted, you will immediately receive a validation summary report that lists errors that need to be corrected and warnings where verification is needed.
3. Make corrections in original file. For list of validation rules and error message details, please see Appendix H.
4. Re-submit corrections through the SRM. Repeat steps 1-3 until data is free of errors.
  - a. Certify/verify data is accurate through the SRM. Allowable formats include tab-delimited (.txt), comma-delimited (.csv), and SIF format.
  - b. Successful submission requires utilization of exact field headers. The column header names are located in the Field Name column of the Record Layout on page 15. Additionally, an Excel file containing this header may be downloaded on the Education & Early Development website at: <http://education.alaska.gov/forms/>
5. Print the District Foundation Summary and the Special Education Child Count Summary Report from the SRM. After the superintendent signs both documents, please either:
  - a. Fax to (907) 463-5279, or
  - b. Scan and e-mail to Mindy Lobaugh, School Finance Specialist II, at [mindy.lobaugh@alaska.gov](mailto:mindy.lobaugh@alaska.gov).

**Note 1:** 4 AAC 07.060(a)(7) states that the AKSID must appear in each electronic record containing student-level information that is reported to the department. Please see Appendix A to view the specific regulation.

**Note 2:** If an exchange file is created using the Comma Separated Values (.csv) format and some data fields contain commas, the integrity of the exchange file will be compromised. A program uploading a .csv file interprets each comma as a field delimiter/break within each record and expects each record to contain the same number of commas. When a data field contains a comma, as in “Smith, Jr.” the import program considers that comma between “Smith” and “Jr.” as the demarcation of a new field. The solution is to strip-out all commas at the time the exchange file is created. An alternative is to use tabs instead of commas as field delimiters.

## Data Elements

Status	Field #	Element Name
Required	1	<p><b>Alaska Student Identification Number</b> Student's unique Alaska Student Identification Number.</p> <p>Example: 999999</p> <p><b>NOTE:</b> No student data will be accepted without a valid ID number. Leading zeros are not required.</p>
Optional	2	<p><b>District Student Identification Number</b> Unique student identifier the school district uses internally to identify individual students.</p> <p><b>NOTE:</b> This number is not to be confused with the Alaska Student Identification Number.</p>
Required	3	<p><b>Student Name – Last</b> Student's last name.</p>
Required	4	<p><b>Student Name – First</b> Student's first name.</p>
Optional	5	<p><b>Student Name – Middle</b> Student's middle name or initial.</p> <p><b>NOTE:</b> For fields 3, 4, and 5, do <u>not</u> include a suffix such as Jr., Sr., II, III, etc. or commas. Otherwise, the SRM will generate an error for the student.</p>
Optional	6	<p><b>Student Name – Suffix</b> An appendage, if any, used to denote student's generation in his family (e.g., Jr., Sr., II, III).</p>
Required	7	<p><b>City/Town/Village</b> Name of the city, town, or village where the student lives.</p>
Required	8	<p><b>Zip Code</b> Zip or postal code where the student lives, excluding delimiters or blank Spaces.</p>
Required	9	<p><b>Birth Date</b> Student's date of birth.</p> <p>Format: MM/DD/YY or MM/DD/YYYY</p>

Status	Field #	Element Name																		
Required	10	<p><b>Gender</b> Code indicating the sex or gender of the student.</p> <table border="0"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>F</td> <td>Female</td> </tr> <tr> <td>M</td> <td>Male</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	F	Female	M	Male												
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Required	11	<p><b>Race or Ethnicity</b> Racial or ethnic background of the student.</p> <table border="0"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>White (Caucasian)</td> </tr> <tr> <td>2</td> <td>African American</td> </tr> <tr> <td>3</td> <td>Hispanic</td> </tr> <tr> <td>4</td> <td>Asian</td> </tr> <tr> <td>5</td> <td>American Indian</td> </tr> <tr> <td>6</td> <td>Alaska Native</td> </tr> <tr> <td>7</td> <td>Two or more races</td> </tr> <tr> <td>8</td> <td>Native Hawaiian or Pacific Islander</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	1	White (Caucasian)	2	African American	3	Hispanic	4	Asian	5	American Indian	6	Alaska Native	7	Two or more races	8	Native Hawaiian or Pacific Islander
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Required	12	<p><b>School Identification Number</b> School code assigned by EED. The first two digits represent the district number, while the last four digits represent the school number.</p> <p>The appendix of valid school numbers has been removed from this and all other data handbooks. A comprehensive list of school numbers for the 2016-2017 school year is located at <a href="http://education.alaska.gov/Alaskan_Schools/Public/DistrictandSchoolIDs.pdf">http://education.alaska.gov/Alaskan_Schools/Public/DistrictandSchoolIDs.pdf</a></p> <p><b>NOTE:</b> No student can be reported in a grade that is not included in the official grade span for the school at which they are being reported. If you do report a student in a grade not served by the school at which they are reported, the SRM will trigger an error message, and this error must be corrected before the file will be accepted.</p> <p>There is one exception to this rule. If the student is only receiving special education [SPED] services through the public school system, they can be reported in a grade that is outside the grade span for the school as long as they are designated as a SPED only student by entering a Y in Field #21. See directions for this field for more information.</p> <p>If a student is attending a school that does not actually serve their grade, the student should be coded to the school they would normally attend if the special circumstance placing them in the school did not exist. An example of this would be a middle school student who attends the elementary school due to the need of services that are only offered at the elementary school, or due to an IEP team decision that the child will do better socially in the elementary school. If the student is in 7<sup>th</sup> grade and is receiving a 7<sup>th</sup> grade education, code him to the middle school that he would attend if</p>																		

Status	Field #	Element Name																														
		the student did not require the special services offered in the elementary school.																														
Required	13	<p><b>Student Grade Level</b> Grade level of the student.</p> <p>A leading zero is not required, but is acceptable for Codes 1-9.</p> <table border="0"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr><td>PK</td><td>Pre-Kindergarten</td></tr> <tr><td>KG</td><td>Kindergarten</td></tr> <tr><td>1</td><td>First grade</td></tr> <tr><td>2</td><td>Second grade</td></tr> <tr><td>3</td><td>Third grade</td></tr> <tr><td>4</td><td>Fourth grade</td></tr> <tr><td>5</td><td>Fifth grade</td></tr> <tr><td>6</td><td>Sixth grade</td></tr> <tr><td>7</td><td>Seventh grade</td></tr> <tr><td>8</td><td>Eighth grade</td></tr> <tr><td>9</td><td>Ninth grade</td></tr> <tr><td>10</td><td>Tenth grade</td></tr> <tr><td>11</td><td>Eleventh grade</td></tr> <tr><td>12</td><td>Twelfth grade</td></tr> </tbody> </table> <p><b>NOTE:</b> Non-SPED PK students should have the FTE set to zero as they are not eligible for funding.</p> <p>Please see Field #12 for clarification on reporting a student’s grade level with the correct school number.</p>	<u>Code</u>	<u>Description</u>	PK	Pre-Kindergarten	KG	Kindergarten	1	First grade	2	Second grade	3	Third grade	4	Fourth grade	5	Fifth grade	6	Sixth grade	7	Seventh grade	8	Eighth grade	9	Ninth grade	10	Tenth grade	11	Eleventh grade	12	Twelfth grade
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Required	14	<p><b>FTE Enrollment Level (FTE Percent)</b> Full-time or part-time enrollment status of the student expressed in full-time equivalent (FTE) percentage. The FTE reported is for the most recent 20-day Foundation Formula count period as specified by AS 14.17.600. The decimal must be included.</p> <p>Please see FAQ #1 for more information.</p> <table border="0"> <thead> <tr> <th><u>FTE</u></th> <th><u>Definition</u></th> </tr> </thead> <tbody> <tr><td>1.00</td><td>(full-time)</td></tr> <tr><td>0.75</td><td>(3/4 time)</td></tr> <tr><td>0.50</td><td>(1/2 time)</td></tr> <tr><td>0.25</td><td>(1/4 time)</td></tr> <tr><td>0.00</td><td>(PK not receiving SPED services)</td></tr> </tbody> </table>	<u>FTE</u>	<u>Definition</u>	1.00	(full-time)	0.75	(3/4 time)	0.50	(1/2 time)	0.25	(1/4 time)	0.00	(PK not receiving SPED services)																		
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Required	15	<p><b>Days in Membership During Student Count Period</b> Total number of days in membership the student was enrolled in a district's school during the 20-day Foundation Formula count period as specified by AS 14.17.600 (in whole numbers).</p> <p><b>The count period starts on Monday, October 3, 2016, and ends on Friday, October 28, 2016.</b></p>
Required	16	<p><b>Intensive Level of Funding (Special Education)</b> Indicates whether the student meets the criteria listed under 4 AAC 52.700 to be claimed for special education funding at the intensive level on <b>October 28, 2016.</b></p> <p><u>Code</u>    <u>Description</u>  Y        Student meets criteria for Intensive Funding  N        Student does not meet criteria for Intensive Funding</p>
Required	17	<p><b>October 1 Count</b> Was this student enrolled on <b>October 1, 2016?</b> (Or by the next official student day)</p> <p><u>Code</u>    <u>Description</u>  Y        Student <b>was</b> enrolled on <b>October 1, 2016.</b>  N        Student <b>was not</b> enrolled on <b>October 1, 2016.</b></p>
Required	18	<p><b>Disability</b> Used to identify all children with disabilities who are being served under the IDEA, Part B program. If you choose code 0, please do not include a code in Field 19.</p> <p><u>Code</u>    <u>Description</u>  0        Not receiving Special Education services  2        Cognitive Impairment  3        Hearing Impaired – Includes Deaf  4        Speech or Language Impairments  5        Visual Impairments  6        Emotional Disturbance  7        Orthopedic Impairments  8        Other Health Impairments  9        Specific Learning Disabilities  10       Deaf-Blindness  11       Multiple Disabilities  12       Autism  13       Traumatic Brain Injury  14       Developmentally Delayed</p>

Conditional	19	<p><b>Special Education Environment</b> Code representing the environment where the student receives their special education services. Include this code for every child with disabilities that is being served under the IDEA, Part B program.</p> <p><b>Codes 40-48 are for children ages 3-5 only. See Appendix F for detailed information.</b></p> <p><b>NOTE:</b> Kindergarteners who are 5 on October 1 should use this code set.</p> <table border="0"> <thead> <tr> <th data-bbox="542 485 610 516"><u>Code</u></th> <th data-bbox="643 485 792 516"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="558 520 594 552">40</td> <td data-bbox="643 520 1390 663">Attends a general education early childhood program <u>at least 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in the general education early childhood program</u>.</td> </tr> <tr> <td data-bbox="558 667 594 699">41</td> <td data-bbox="643 667 1390 810">Attends a general education early childhood program <u>at least 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in some other location</u>.</td> </tr> <tr> <td data-bbox="558 814 594 846">42</td> <td data-bbox="643 814 1390 957">Attends a general education early childhood program <u>less than 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in the general education early childhood program</u>.</td> </tr> <tr> <td data-bbox="558 961 594 993">43</td> <td data-bbox="643 961 1390 1104">Attends a general education early childhood program <u>less than 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in some other location</u>.</td> </tr> <tr> <td data-bbox="558 1108 594 1140">44</td> <td data-bbox="643 1108 1390 1213">Attends a special education program in a <u>separate special education class</u> (not in any general education early childhood program).</td> </tr> <tr> <td data-bbox="558 1218 594 1249">45</td> <td data-bbox="643 1218 1390 1287">Attends a special education program in a <u>separate school</u> (not in any general education early childhood program).</td> </tr> <tr> <td data-bbox="558 1291 594 1323">46</td> <td data-bbox="643 1291 1390 1396">Attends a special education program in a <u>residential facility</u> (not in any general education early childhood program).</td> </tr> <tr> <td data-bbox="558 1400 594 1432">47</td> <td data-bbox="643 1400 1390 1543">Attends neither a general education early childhood program nor a special education program and receives the majority of hours of special education and related services at <u>home</u>.</td> </tr> <tr> <td data-bbox="558 1547 594 1579">48</td> <td data-bbox="643 1547 1390 1724">Attends neither a general education early childhood program nor a special education program and receives the majority of hours of special education and related services at the <u>service provider location or some other location not in any other category</u>.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	40	Attends a general education early childhood program <u>at least 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in the general education early childhood program</u> .	41	Attends a general education early childhood program <u>at least 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in some other location</u> .	42	Attends a general education early childhood program <u>less than 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in the general education early childhood program</u> .	43	Attends a general education early childhood program <u>less than 10 hrs per week</u> and receives the majority of hours of special education and related services <u>in some other location</u> .	44	Attends a special education program in a <u>separate special education class</u> (not in any general education early childhood program).	45	Attends a special education program in a <u>separate school</u> (not in any general education early childhood program).	46	Attends a special education program in a <u>residential facility</u> (not in any general education early childhood program).	47	Attends neither a general education early childhood program nor a special education program and receives the majority of hours of special education and related services at <u>home</u> .	48	Attends neither a general education early childhood program nor a special education program and receives the majority of hours of special education and related services at the <u>service provider location or some other location not in any other category</u> .
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Required	20	<p><b>October 1 Children With Disabilities Child Count</b>  Did this student have an active IEP <a href="#">in this school</a> under IDEA, Part B on October 1, 2016?</p> <table border="0"> <thead> <tr> <th><u>Code</u></th> <th><u>Description</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Yes, the student had an active IEP in this school on October 1, 2016.</td> </tr> <tr> <td>N</td> <td>No, the student did not have an active IEP in this school on October 1, 2016.</td> </tr> </tbody> </table> <p>If this child is being served in two or more schools in your district, indicate “Yes” in only the one school where they actually received services.</p> <p>Please note that this is a different count than the <a href="#">October 1</a>, count in Field 17 and is only used to calculate your Federal Child Count (unduplicated count of children being served under IDEA, Part B by <a href="#">October 1, 2016</a>).</p> <p><b>NOTE:</b> A “No” in this field does not affect your district’s funding.</p>	<u>Code</u>	<u>Description</u>	Y	Yes, the student had an active IEP in this school on October 1, 2016.	N	No, the student did not have an active IEP in this school on October 1, 2016.												
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Required	21	<p><b>SPED Student Only</b> Used to identify students who only receive special education services from the public school district.</p> <table border="0"> <thead> <tr> <th data-bbox="558 302 630 331"><u>Code</u></th> <th data-bbox="678 302 831 331"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="581 340 607 369">Y</td> <td data-bbox="678 340 1464 445">Student only receives special education services from the public school system. These are almost always private school students.</td> </tr> <tr> <td data-bbox="581 453 607 483">N</td> <td data-bbox="678 453 1481 558">This student is enrolled in the public school system for more than just special education services. This will be all or most of your students.</td> </tr> </tbody> </table> <p>Students who only receive SPED services through the public school system should be coded to the school where they receive those services, and they should have a Y entered in this field. Examples of this would be a PK student who attends Head Start and comes to a public school only to receive SPED services. Another case would be an older student who attends a private school for all their classes but comes to a public school only to receive SPED services.</p>	<u>Code</u>	<u>Description</u>	Y	Student only receives special education services from the public school system. These are almost always private school students.	N	This student is enrolled in the public school system for more than just special education services. This will be all or most of your students.						
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Y	Student only receives special education services from the public school system. These are almost always private school students.													
N	This student is enrolled in the public school system for more than just special education services. This will be all or most of your students.													
Required	22	<p><b>Limited English Proficient (LEP) Student</b> Indicates whether or not the student has been identified as a Limited English Proficient (LEP) student.</p> <p>Student with codes of L1 or LP will be considered “LEP = Yes” students for the current school year. Students with codes of M1 or M2 are <i>former</i> LEP students in monitoring status.</p> <table border="0"> <thead> <tr> <th data-bbox="542 1146 613 1176"><u>Code</u></th> <th data-bbox="639 1146 792 1176"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="558 1184 597 1213">L1</td> <td data-bbox="639 1184 1458 1360">First year of identification as an LEP student. Student meets definition of LEP and has scored at some point below the proficient level on a state-approved assessment of English language proficiency (either an identification assessment and/or the annual ELP assessment).</td> </tr> <tr> <td data-bbox="558 1369 597 1398">LP</td> <td data-bbox="639 1369 1471 1474">Student has been identified as LEP in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.</td> </tr> <tr> <td data-bbox="558 1482 597 1512">M1</td> <td data-bbox="639 1482 1445 1587">First year of monitoring for former LEP student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.</td> </tr> <tr> <td data-bbox="558 1596 597 1625">M2</td> <td data-bbox="639 1596 1419 1701">Second year of monitoring for a former LEP student. The student should have had a code of M1 in the previous school year.</td> </tr> <tr> <td data-bbox="558 1709 597 1738">X</td> <td data-bbox="639 1709 1464 1814">Not identified or considered to be an LEP student. This includes former LEP students that have completed two years in monitoring status.</td> </tr> </tbody> </table> <p><b>NOTE:</b> Code LT is <u>not</u> valid in Fall OASIS because LEP students have yet to take the ELP assessment during the 2016-2017 school year.</p>	<u>Code</u>	<u>Description</u>	L1	First year of identification as an LEP student. Student meets definition of LEP and has scored at some point below the proficient level on a state-approved assessment of English language proficiency (either an identification assessment and/or the annual ELP assessment).	LP	Student has been identified as LEP in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.	M1	First year of monitoring for former LEP student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.	M2	Second year of monitoring for a former LEP student. The student should have had a code of M1 in the previous school year.	X	Not identified or considered to be an LEP student. This includes former LEP students that have completed two years in monitoring status.
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M2	Second year of monitoring for a former LEP student. The student should have had a code of M1 in the previous school year.													
X	Not identified or considered to be an LEP student. This includes former LEP students that have completed two years in monitoring status.													

Status	Field #	Element Name																																																																										
Required	23	<p><b>LEP Language Type</b>  Designate the native language of an LEP student. Native language may also be called the primary, first, or home language of a student whose native language is not English or whose language of influence is not English.</p> <p><b>Note(s):</b> If the student speaks an unlisted language, use code 30 and enter the language type in the notes field. If a student’s native language is English, please enter the language of influence instead. Note that languages are different than ethnicities; for instance, “Hispanic” is not a valid language selection. If the student is not an LEP student use code 99.</p> <table border="0"> <thead> <tr> <th data-bbox="537 520 602 552"><u>Code</u></th> <th data-bbox="678 520 813 552"><u>Description</u></th> </tr> </thead> <tbody> <tr><td>31</td><td>Albanian</td></tr> <tr><td>2</td><td>Aleut (includes Alutiiq, Sugcestun, and Unangan)</td></tr> <tr><td>4</td><td>Arabic</td></tr> <tr><td>5</td><td>Athabaskan (includes all dialects: Ahtna, Deg Xinag, Dena’ina, Gwich’in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross and Tanana)</td></tr> <tr><td>7</td><td>Cambodian (includes Central Khmer)</td></tr> <tr><td>8</td><td>Chinese (includes Cantonese)</td></tr> <tr><td>41</td><td>French</td></tr> <tr><td>11</td><td>Filipino (includes Tagalog)</td></tr> <tr><td>32</td><td>German</td></tr> <tr><td>33</td><td>Haida</td></tr> <tr><td>34</td><td>Hawaiian</td></tr> <tr><td>13</td><td>Hmong</td></tr> <tr><td>15</td><td>Inupiaq</td></tr> <tr><td>16</td><td>Japanese</td></tr> <tr><td>17</td><td>Korean</td></tr> <tr><td>19</td><td>Laotian</td></tr> <tr><td>35</td><td>Mein (includes Sino-Tibetan)</td></tr> <tr><td>20</td><td>Native American (includes Navajo and other languages)</td></tr> <tr><td>45</td><td>Nilo-Saharan (includes Nuer)</td></tr> <tr><td>42</td><td>Palauan</td></tr> <tr><td>43</td><td>Polish</td></tr> <tr><td>44</td><td>Portuguese</td></tr> <tr><td>22</td><td>Russian</td></tr> <tr><td>24</td><td>Samoan</td></tr> <tr><td>47</td><td>Somali</td></tr> <tr><td>25</td><td>Spanish</td></tr> <tr><td>36</td><td>Thai</td></tr> <tr><td>27</td><td>Tlingit</td></tr> <tr><td>37</td><td>Tongan</td></tr> <tr><td>28</td><td>Tsimshian</td></tr> <tr><td>38</td><td>Ukrainian</td></tr> <tr><td>46</td><td>Urdu</td></tr> <tr><td>29</td><td>Vietnamese</td></tr> <tr><td>6</td><td>Yup’ik (includes all dialects: Central Yup’ik, Cup’ik, and Siberian Yup’ik)</td></tr> <tr><td>30</td><td>Other (place the Language Type in the Notes field)</td></tr> <tr><td>99</td><td>Not an LEP student</td></tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	31	Albanian	2	Aleut (includes Alutiiq, Sugcestun, and Unangan)	4	Arabic	5	Athabaskan (includes all dialects: Ahtna, Deg Xinag, Dena’ina, Gwich’in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross and Tanana)	7	Cambodian (includes Central Khmer)	8	Chinese (includes Cantonese)	41	French	11	Filipino (includes Tagalog)	32	German	33	Haida	34	Hawaiian	13	Hmong	15	Inupiaq	16	Japanese	17	Korean	19	Laotian	35	Mein (includes Sino-Tibetan)	20	Native American (includes Navajo and other languages)	45	Nilo-Saharan (includes Nuer)	42	Palauan	43	Polish	44	Portuguese	22	Russian	24	Samoan	47	Somali	25	Spanish	36	Thai	27	Tlingit	37	Tongan	28	Tsimshian	38	Ukrainian	46	Urdu	29	Vietnamese	6	Yup’ik (includes all dialects: Central Yup’ik, Cup’ik, and Siberian Yup’ik)	30	Other (place the Language Type in the Notes field)	99	Not an LEP student
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Status	Field #	Element Name
Conditional	24	<p><b>Target Cohort Graduation Year (All High School Students)</b>  This identifies the student’s Target Cohort Graduation Year. The target year is determined by identifying when a student enters grade 9 for the first time, and then calculating the expected graduation date based on a normal four-year progression. For example, if a student enters grade 9 for the first time during the 2016-2017 school year, the Target Cohort Graduation Year is 2020.</p> <p><u>Code</u>    <u>Description</u>  2020    First time grade 9 student in 2016-2017  2019    First time grade 9 student in 2015-2016  2018    First time grade 9 student in 2014-2015  2017    First time grade 9 student in 2013-2014  2016    First time grade 9 student in 2012-2013  2015    First time grade 9 student in 2011-2012  2014    First time grade 9 student in 2010-2011</p>
Required	25	<p><b>Economically Disadvantaged (Low-Income)</b></p> <p>This identifies students that are eligible during any portion of the reporting period for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.899(5).</p> <p>Guidance for schools that do not collect free-lunch applications, or do not collect free-lunch application annually, can be found in FAQ #13.</p> <p><u>Code</u>    <u>Description</u>  Y        Yes, this student is economically disadvantaged (low-income).  N        No, this student is not economically disadvantaged (low-income).</p>
Required	26	<p><b>Migrant (Title IC)</b></p> <p>This indicates whether or not the student has been certified as an eligible migrant student through the migrant student identification and recruitment on October 1, 2016. Include all eligible migrant students whether or not the students received services from the migrant program. (Please see Appendix E for a definition of migrant student).</p> <p><u>Code</u>    <u>Description</u>  Y        Yes, this student is certified as an eligible migrant student  N        No, this student is not certified as an eligible migrant student</p>

Status	Field #	Element Name						
Required	27	<p data-bbox="521 155 932 191"><b>Active Duty Parent/Guardian</b></p> <p data-bbox="521 191 1477 369">This identifies whether the student had a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on October 1, 2016. (See FAQs #18, #19, and #20.)</p> <table data-bbox="521 411 1477 632"> <thead> <tr> <th data-bbox="521 411 613 447"><u>Code</u></th> <th data-bbox="613 411 1477 447"><u>Description</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="521 447 613 520">Y</td> <td data-bbox="613 447 1477 520">Yes, this student has a parent/guardian who was on active duty on October 1, 2016.</td> </tr> <tr> <td data-bbox="521 552 613 588">N</td> <td data-bbox="613 552 1477 588">No, this student did not have a parent/guardian on active duty at on October 1, 2016.</td> </tr> </tbody> </table>	<u>Code</u>	<u>Description</u>	Y	Yes, this student has a parent/guardian who was on active duty on October 1, 2016.	N	No, this student did not have a parent/guardian on active duty at on October 1, 2016.
<u>Code</u>	<u>Description</u>							
Y	Yes, this student has a parent/guardian who was on active duty on October 1, 2016.							
N	No, this student did not have a parent/guardian on active duty at on October 1, 2016.							
Optional	28	<p data-bbox="521 669 602 705"><b>Notes</b></p> <p data-bbox="521 705 1487 810">Districts may use this optional field to make notes about data entered in the record. Please use this field to explain unusual situations and for Other Language Types as directed in element 23.</p> <p data-bbox="521 810 1419 884">This field may not be used as a substitute for entering required data in prior fields.</p>						

## Record Layout

Field Name	Field #	Field Description	Type	Length	Status
AKSID	1	Alaska Student Identification Number	Number	10	Required
LocalID	2	District Student Identification Number	Number	15	Optional
LastName	3	Student Name – Last	Text	35	Required
FirstName	4	Student Name – First	Text	35	Required
MiddleName	5	Student Name – Middle (or Middle Initial)	Text	35	Required (if present)
Suffix	6	Student Name – Suffix	Text	8	Optional
City	7	City/Town/Village	Text	30	Required
Zip	8	Zip Code	Number	5	Required
BirthDate	9	Birth date	Date	8/10	Required
Gender	10	Gender	Text	1	Required
Race	11	Race or Ethnicity	Number	1	Required
SchoolID	12	School Identification Number	Number	6	Required
Grade	13	Student Grade Level	Text	2	Required
FTE	14	Full-Time Equivalency percentage (FTE), full-time or part-time enrollment status of the student expressed in FTE percentage, decimal must be included.	Number	4	Required
Membership	15	Total # of Days in Membership that the student was enrolled in the district (most recent 20-day Foundation Formula count period) in whole numbers.	Number	2	Required
Intensive	16	Intensive level of funding (if student meets the criteria listed under 4 AAC 52.700)	Y/N	1	Required
Oct1Enrolled	17	October 1 count (was student enrolled on October 1?)	Y/N	1	Required
Disability	18	Identify all children with disabilities being served under IDEA, Part B program.	Number	2	Required
SPEDEnvironment	19	Special Education Environment: Code where child receives SPED services. Codes 40-48 are for children ages 3-5 only.	Number	2	Conditional
SPEDOct1	20	Was child served in your district under IDEA, Part B by October 1?	Y/N	2	Required
SPEDstudentONLY	21	Special Education Student Only – Student only receives sped services.	Y/N	1	Required
LEPStatus	22	LEP Status	Text	2	Required
LEPLanguage	23	LEP Language Type	Number	2	Required
TargetGrad	24	Target Cohort Graduation Year	Number	4	Conditional
EconDisadv	25	Economically Disadvantaged (Low Income)	Y/N	1	Required
Migrant	26	Migrant	Y/N	1	Required
ActiveDuty	27	Active Duty Parent/Guardian	Y/N	1	Required
Notes	28	Notes	Text	35	Optional

## **Appendix A: 4 AAC 07.060 Student Records**

(a) Each district shall maintain for each student a cumulative record consisting, at a minimum, of the following:

- (1) subjects student has taken;
- (2) grades earned and an explanation of the grading system used;
- (3) units of credit earned;
- (4) attendance records;
- (5) scores student has recorded on standard tests taken;
- (6) records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws; and
- (7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712, 4 AAC 06.737, and 4 AAC 06.755.

(b) All district policies and practices with respect to student records must conform to current and appropriate state and federal laws and regulations.

## Appendix B: Race/Ethnicity Definitions and Guidance

Sources: <http://nces.ed.gov/ipeds/glossary/?charindex=R>

National Center for Education Statistics - U.S. Department of Education Office of Educational Research and Improvement

4 AAC 06.830. Subgroups

4 AAC 06.899. Definitions

### Race / Ethnicity Definitions

Code	Description	Definition
1	Caucasian	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
2	African American	A person having origins in any of the black racial groups of Africa.
3	Hispanic	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
4	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, For example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
5	American Indian	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. Please do not include Alaska Native students.
6	Alaska Native	A person who is a descendant of a member of the aboriginal races inhabiting the state when annexed to the United States, or who is a descendant of an Indian or Eskimo who, since the year 1867 and prior to June 30, 1952, migrated into the state from Canada, and who is a descendant having at least one-quarter blood derived from these ancestors.
7	Two or more races (not Hispanic)	A student who primarily identifies their ethnic heritage with more than one subgroup.
8	Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

## **Race/Ethnicity Codes - EED Guidance**

As of July 1, 2010, school districts nationwide are required to collect, retain and report student level ethnicity data as prescribed by the US Department of education guidance published in the Federal Register October 19, 2007.

*Educational institutions and other recipients will be required to collect racial and ethnic data using a two part question on the educational institutions' or other recipient's survey instrument. The first question would be whether their respondent is Hispanic/Latino. The second question would ask the respondent to select one or more races from the following racial groups*

The information listed below is to provide guidance to the districts.

1. Collecting data
  - a. Two questions
    - i. Are you Hispanic or Latino? Yes/No
    - ii. Select races that you wish to identify with:
      1. African American
      2. American Indian/Alaska Native
      3. Asian
      4. Caucasian
      5. Native Hawaiian/Pacific Islander
  - b. Individual can check all that apply – “self-identification”
  - c. Encourage the opportunity to “re-identify” - change existing codes
  - d. Retain the individual records for future enforcement purposes - OCR
2. Reporting Data
  - a. Reporting Codes
    - i. African American
    - ii. American Indian/Alaska Native
    - iii. Asian
    - iv. Caucasian
    - v. Hispanic
    - vi. Native Hawaiian/Pacific Islander
    - vii. Two or more races
  - b. If Hispanic AND other race = Hispanic (*example: Caucasian + Hispanic = Hispanic*)
  - c. Any other multiple identification, excluding Hispanic, coded as Two or more races (*example: African American + Asian = Two or more races*)
  - d. If race/ethnicity is not chosen, “user identification” is employed – the person responsible for reporting chooses codes.

## Appendix C: Disability Definitions

Disability Code	Description	Definition - Refer to <a href="#">4 AAC 52.130</a> for specific details regarding these general eligibility notes
0	Not receiving special education services	Not receiving special education services
2	Cognitive Impairment	<ol style="list-style-type: none"> <li>1. Score 2 or more SDs below national norm on individual intelligence test,</li> <li>2. Exhibits deficits in adaptive behavior,</li> <li>3. Require special facilities, equipment, or methods,</li> <li>4. Diagnosed as CI by psychiatrist or psychologist, to include a school psychologist and</li> <li>5. Certified by IEP Team as qualifying for and needing special education services.</li> </ol>
3	Hearing Impaired – Includes Deaf	<ol style="list-style-type: none"> <li>1. Exhibits a hearing impairment that hinders ability to process linguistic information with or without amplification (deaf) or exhibits a hearing impairment (permanent or fluctuating) that adversely affects educational performance (hearing impaired),</li> <li>2. Require special facilities, equipment, or methods,</li> <li>3. Diagnosed as deaf or hard of hearing by physician or audiologist, and</li> <li>4. Certified by IEP Team as qualifying for and needing special education services.</li> </ol>
4	Speech or Language Impairment	<ol style="list-style-type: none"> <li>1. Exhibits a communication disorder that adversely affects educational performance,</li> <li>2. Require special facilities, equipment, or methods,</li> <li>3. Diagnosed speech impaired by physician or SLP, and</li> <li>4. Certified by IEP Team as qualifying for and needing special education services.</li> </ol>
5	Visual Impairment	<ol style="list-style-type: none"> <li>1. Exhibits a visual impairment 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees determined by an optometrist/ophthalmologist which adversely affects educational performance, or a physical eye condition that affects visual functioning to the extent specially designed instruction is needed,</li> <li>2. Require special facilities, equipment, or methods, and</li> <li>3. Certified by IEP Team as qualifying for and needing special education services, including a certified teacher of VI.</li> </ol>
6	Emotional Disturbance	<ol style="list-style-type: none"> <li>1. Exhibits one more ED characteristic that adversely affects educational performance,</li> <li>2. Require special facilities, equipment or methods,</li> </ol>

<b>Disability Code</b>	<b>Description</b>	<b>Definition - Refer to <a href="#">4 AAC 52.130</a> for specific details regarding these general eligibility notes</b>
		<p>3. Diagnosed as ED by psychiatrist or psychologist, to include a school psychologist and</p> <p>4. Certified by IEP Team as qualifying for and needing special education services.</p>
7	Orthopedic Impairment	<p>1. Exhibits severe orthopedic impairment that adversely affects educational performance,</p> <p>2. Require special facilities, equipment or methods,</p> <p>3. Diagnosed orthopedically impaired by physician, and</p> <p>4. Certified by IEP Team as qualifying for and needing special education services.</p>
8	Other Health Impairment	<p>1. Exhibits limited strength, vitality or alertness due to chronic or acute health problem that adversely affects educational performance,</p> <p>2. Require special facilities, equipment or methods,</p> <p>3. Diagnosed by a physician, and</p> <p>4. Certified by IEP Team as qualifying for and needing special education services.</p>
9	Specific Learning Disability	<p>1. Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written,</p> <p>2. Limited academic achievement for his/her age and ability levels in one or more areas,</p> <p>3. LD observation and written report done after referral,</p> <p>4. Require special facilities, equipment, or methods, and</p> <p>5. Certified by IEP Team as qualifying for and needing special education services.</p>
10	Deaf-Blindness	<p>1. Exhibits concomitant hearing and visual impairment,</p> <p>2. Require special facilities, equipment, or methods,</p> <p>3. Diagnosed as deaf and blind by an optometrist or ophthalmologist and by a physician or audiologist as deaf/blind, and</p> <p>4. Certified by IEP Team as qualifying for and needing special education services.</p>
11	Multiple Disabilities	<p>1. Exhibits two or more impairments causing severe educational problems,</p> <p>2. Require special facilities, equipment, or methods,</p> <p>3. Diagnosed for each disability (from the categories listed here – does not include Deaf-Blind), and</p> <p>4. Certified by IEP Team as qualifying for and needing special education services.</p>

<b>Disability Code</b>	<b>Description</b>	<b>Definition</b> - Refer to <a href="#">4 AAC 52.130</a> for specific details regarding these general eligibility notes
12	Autism	<ol style="list-style-type: none"> <li>1. Exhibits a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance,</li> <li>2. Require special facilities, equipment or methods,</li> <li>3. Diagnosed by a psychiatrist or other physician, an authorized advanced nurse practitioner or a psychologist, to include a school psychologist, and</li> <li>4. Certified by IEP Team as qualifying for and needing special education services.</li> </ol>
13	Traumatic Brain Injury	<ol style="list-style-type: none"> <li>1. Exhibits an injury to the brain by external physical force what results in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance,</li> <li>2. Impairment in one or more areas: cognition, language, memory, attention, more,</li> <li>3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma,</li> <li>4. Require special facilities, equipment, or methods,</li> <li>5. Diagnosed by a physician, and</li> <li>6. Certified by IEP Team as qualifying for and needing special education services.</li> </ol>
14	Developmentally Delayed	<ol style="list-style-type: none"> <li>1. 3 through 8 years old,</li> <li>2. Two SDs below mean or 25% delayed in age equivalency in cognitive development, fine and gross motor, speech and language development, social/emotional development, or self-help skills OR 1.7 SDs below the mean or 20% delayed in age equivalency in 2 or more of the areas, and</li> <li>3. Certified by IEP Team as a child with early childhood developmental delays.</li> </ol>

## Appendix D: Limited English Proficient (LEP) Student

A "limited English proficient (LEP)" student is one who meets the definition of LEP in 4 AAC 34.090(2) and who has been determined to be LEP based on the assessment of English language proficiency required under

4 AAC 34.055(c) to determine if the student is limited English proficient and has not yet met the criteria to exit LEP status as described in 4 AAC 34.055(d).

Definition of an LEP Student (4 AAC 34.090(2))

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing or in reading and language arts under 4 AAC 06.737 or 4 AAC 06.755;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

**Note:** The "outlying areas" indicated in 4 AAC 34.090(2)(c)(ii) are adopted by reference in 4 AAC 34.090(6). These areas include the U.S. Virgin Islands, American Samoa, and Northern Mariana Islands

Effective 2/18/2008:

4 AAC 34.055(d) is repealed and readopted to read:

(d) If under (b) and (c) of this section, a district identifies a pupil as an LEP pupil eligible for services under this chapter, that pupil remains identified as an LEP pupil until the pupil obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section a

(1) composite score of 5.0 or higher; and

(2) score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am 7/13/2012, Register 203; am 10/16/2013, Register 208)

Adopted by State Board of Education, 3/9/2012

4 AAC 34.055 is amended by adding new subsections to read:

(e) A district shall monitor the academic progress of each pupil who had been identified as an LEP pupil for two years after the pupil is no longer identified as an LEP pupil. A former LEP pupil is not required to participate in the annual English language proficiency assessment unless the district determines that a student's failure to make academic progress may be a result of a lack of English language proficiency and the pupil may need to be re-identified as an LEP pupil.

## Appendix E: Migratory Child Definition

Each district is required to track and report upon students who have been certified as an eligible migrant student through the migrant student identification and recruitment process, regardless of whether the student received services from the migrant program.

The definition of “migratory child” comes from Title 34 of the Code of Federal Regulations [34 CFR 200.81(d)]:

(d) Migratory child means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work (1) Has moved from one school district to another; (2) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (3) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

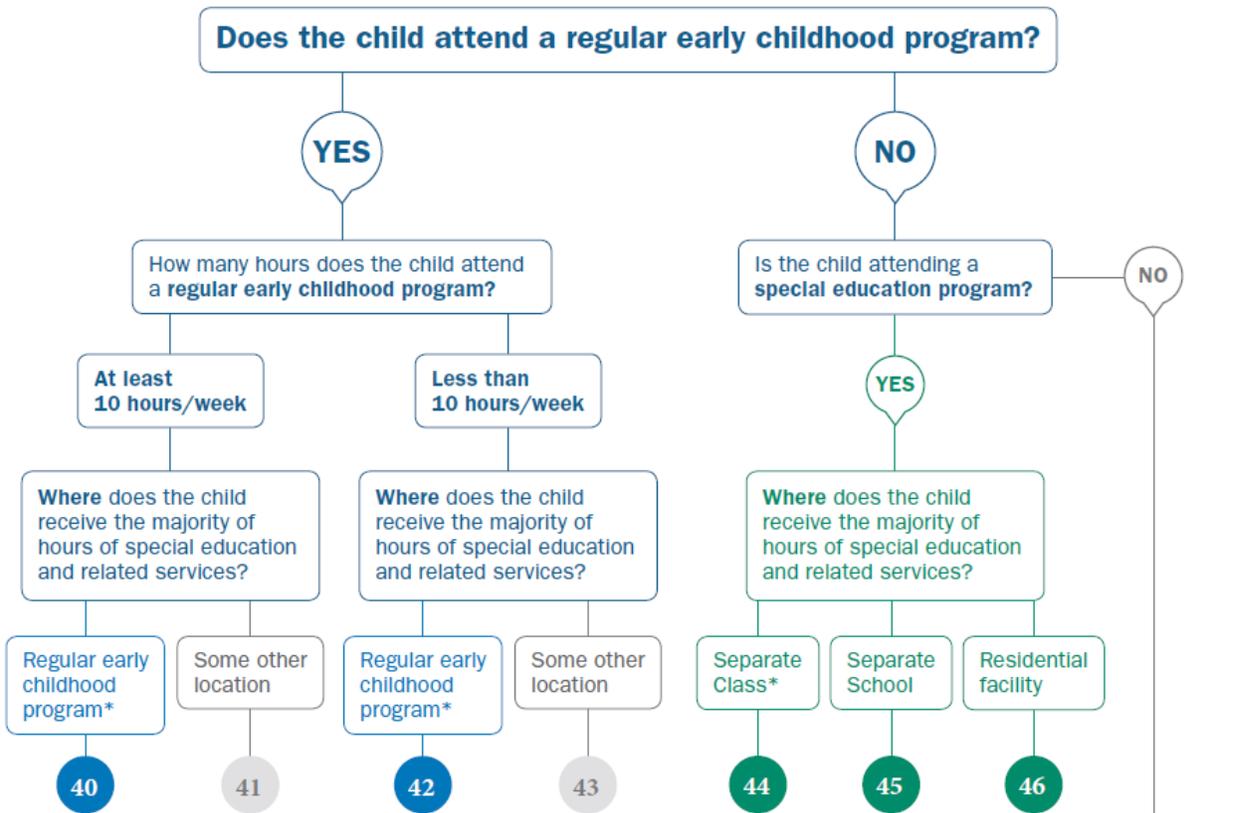
Migrant students must be certified as eligible by the state before being reported as a migrant student. Please contact Sarah Emmal, Migrant Program Manager, at [sarah.emmal@alaska.gov](mailto:sarah.emmal@alaska.gov) or (907) 465-3826 should you have questions or require additional information.

# Appendix F: Environment (Placement) Codes for Special Education Students

## Educational Environments of Children with Disabilities Ages 3-5

Use the following decision rules to determine the appropriate educational environment category (LRE) for reporting each 3-5 year old student with disabilities. Please note that the order of the categories does not reflect a continuum from least to most restrictive. **Selection of the appropriate reporting category involves a multi-stage procedure, always starting with code 40 and working your way down to the first category in which the student fits.**

### Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

#### \*Definitions

##### Regular Early Childhood Program

is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private)
- Preschool classes (public or private)
- Group child development center or child care

##### Separate Class

is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to, programs in:

- Regular school buildings
- Trailers/Portables
- Child care facilities
- Hospital facilities (out-patient)
- Other community-based settings

First, identify the type of program the child attends, if any, and the number of hours per week in attendance. Then identify the setting in which the child receives the majority of their special education and related services.

The first factor to consider is whether the child is attending a general education Early Childhood Program, as defined below.

**General Education Early Childhood Program** - a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:

- Head Start
- kindergartens
- preschool classes offered to an eligible pre-kindergarten population by the public school system
- private kindergartens or preschools
- group child development center or child care

If the child is attending a general education Early Childhood Program, s/he is to be reported in codes 40-43 as directed below based on how many hours in attendance each week and where the child receives the majority of their hours of special education and related services.

**40** - Attends a general education early childhood program at least 10 hrs per week and receives the majority of hours of special education and related services in the general education early childhood program.

**41** - Attends a general education early childhood program at least 10 hrs per week and receives the majority of hours of special education and related services in some other location.

**42** - Attends a general education early childhood program less than 10 hrs per week and receives the majority of hours of special education and related services in the general education early childhood program.

**43** - Attends a general education early childhood program less than 10 hrs per week and receives the majority of hours of special education and related services in some other location.

If the child is NOT at all attending a general education Early Childhood Program as defined above, the child is to be reported in codes 44-48. Such children would be either “Attending a Special Education Program” OR “Attending neither a general education early childhood education program nor a special education program” of any kind, in which case the child would be receiving special education and related services either at home or in a service provider location or some other location.

If the child attends a special education program, as defined below, report in codes 44-46. Report the child in one of these codes (44-46), even if the child also receives special education services in the home or in the service provider location or some other location.

**Special Education Program** - a program that includes less than 50 percent nondisabled children (i.e., children not on IEP's). Special education programs include but are not limited to:

**44 - Special education classrooms in:**

- general education school buildings
- trailers or portables outside general education school buildings
- child care facilities
- hospital facilities on an outpatient basis
- other community-based settings

**45 - Separate schools**

**46 - Residential facilities**

If the child attends neither a general education Early Childhood Program nor a Special Education Program as defined above, the child is to be reported in codes 47-48, dependent upon whether the child receives special education and related services at home or in the service provider location or some other location, as respectively described below.

**47 - Home** - child attends neither a general education Early Childhood Program nor a Special Education Program and receives some or all of his/her special education and related services in the home. Report the child in this category, even if the child also receives special education and related services in a service provider location or some other location that is not in any other category.

**48 - Service provider location or some other location not in any other category** - child attends neither a general education Early Childhood Program nor a Special Education Program and does not receive any special education and related services in the home. For example, speech instruction provided in:

- private clinicians' offices
- clinicians' offices located in school buildings
- hospital facilities on an outpatient basis

**Educational Environments of Children with Disabilities Ages 6-21**

Remember, these codes are age based so if the child is 6-21 years old on October 1<sup>st</sup>, one of these codes must be used regardless of their grade level. If they are 3-5 years old on October 1<sup>st</sup>, please refer to the other set of environment codes listed above.

To calculate the percentage of time **inside** the general education classroom, divide the number of hours the youth spends inside the general education classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100. **Time spent outside the general education classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the general education classroom.**

**NOTE: For students attending Alaska public correspondence schools, home is considered the general education classroom when calculating the percent of time in the general education classroom. Only time spent receiving services outside the home would be excluded from time inside the general education classroom.**

Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent **inside the general education classroom**.

Code 28 Inside the general education class 80 percent or more of the day. Student was inside the general education classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the general education classroom for less than 21 percent of the school day.) This may include children with disabilities placed in:

- general education class with special education/related services provided within general education classes;
- general education class with special education/related services provided outside general education classes; or
- general education class with special education services provided in resource rooms.

Code 29 Inside general education class no more than 79% of day and no less than 40% percent of the day. Student was inside the general education classroom between 40 and 79% of the day. (These are children who received special education and related services outside the general education classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a general education class.

Code 30 Inside general education class less than 40 percent of the day. Student was inside the general education classroom less than 40 percent of the day. (These are children who received special education and related services outside the general education classroom for more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a general education class; or
- self-contained special classrooms with full-time special education instruction on a general education school campus.

Code 31 Separate school. Student received education programs in **public or private** separate day school facilities. This includes children with disabilities receiving special education and related services, **at public expense**, for greater than 50 percent of the school day in **public or private** separate schools. This may include children placed in:

- **public and private** day schools for students with disabilities;
- **public and private** day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in general education school buildings for the remainder of the school day; or
- **public and private** residential facilities if the student does not live at the facility.

- Code 32 Residential facility. Student received education programs and lived in **public or private** residential facilities during the school week. This includes children with disabilities receiving special education and related services, **at public expense**, for greater than 50 percent of the school day in **public or private** residential facilities. This may include children placed in:
- **public and private** residential schools for students with disabilities; or
  - **public and private** residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general education school buildings for the remainder of the school day.
- Do not include students who received education programs at the facility, but do not live there.
- Code 33 Homebound/Hospital. Student received education programs in homebound/hospital environment. Includes children with disabilities placed in and receiving special education and related services in:
- hospital programs, or
  - homebound programs.
- Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.
- Code 34 Correctional facilities. Student received special education in:
- short-term detention facilities (community-based or residential), or
  - correctional facilities.
- Code 35 Parentally Placed in Private Schools. Student has been enrolled by their parents or guardians in general education parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them (but not through an Alaskan public correspondence school), but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA. Children being homeschooled through an Alaska public correspondence school should not be included in this code. They should be included in codes 28-30.

# Appendix G: State Report Manager (SRM) System Submission Process

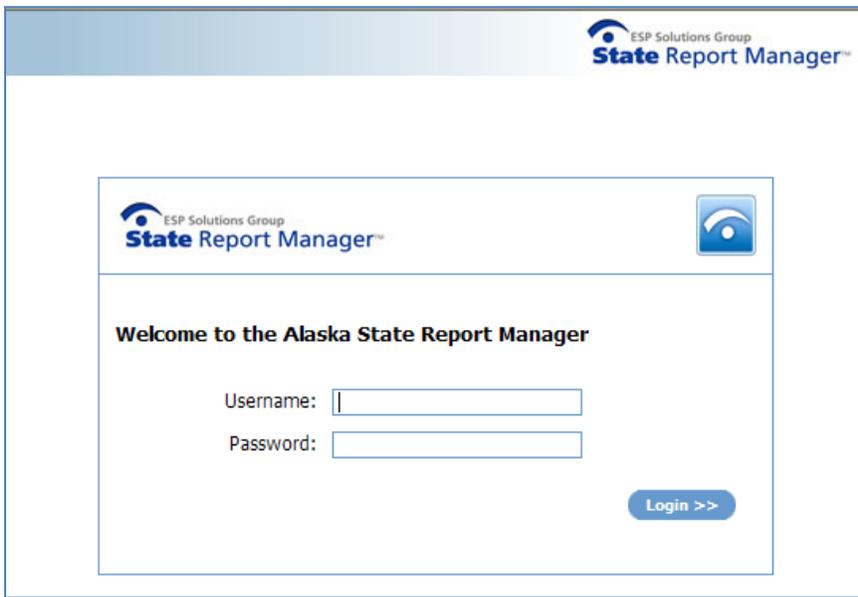
Submission of this file must be completed using the State Report Manager (SRM) web link: <https://srm.eed.state.ak.us/srm>.

1. If not already assigned a user name and password, or to reset a password, contact Mindy Lobaugh at [mindy.lobaugh@alaska.gov](mailto:mindy.lobaugh@alaska.gov) or (907) 465-2261, or Tim Workman at [tim.workman@alaska.gov](mailto:tim.workman@alaska.gov) or (907) 465-8579.

**Notes:**

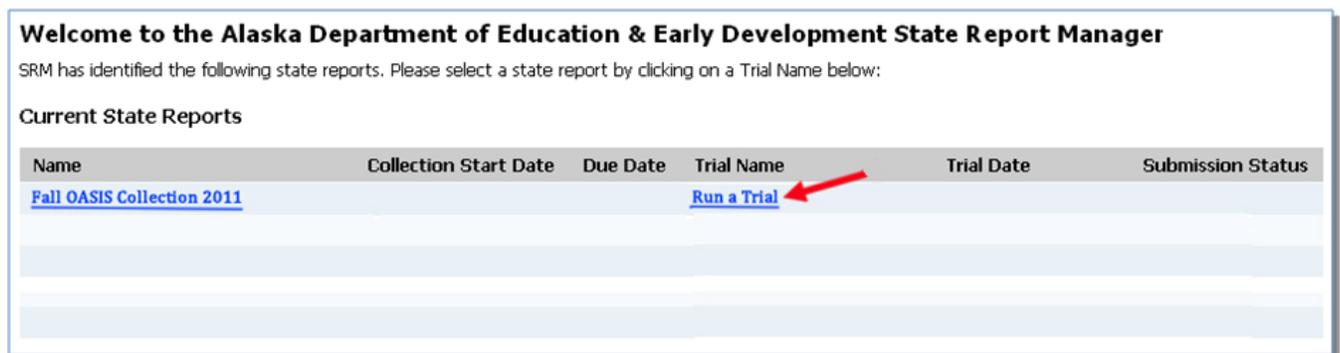
- Make sure your file is in a tab-delimited (.txt) or comma-separated (.csv) format.
- Make sure to replace header in your file with SRM header.

2. Type in your login information.



3. Click on “Run a Trial” link, next to the report name the district would like to submit.

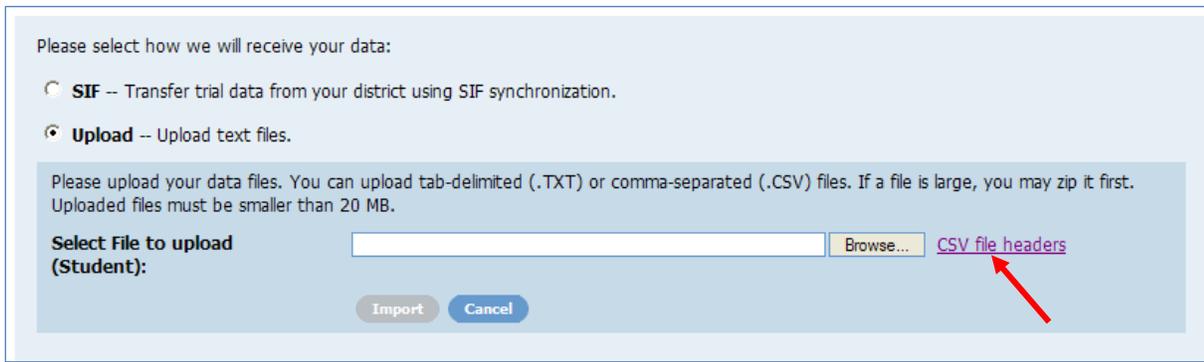
**Note:** The link below the “Trial Name” will have a different name if a file has already been submitted.



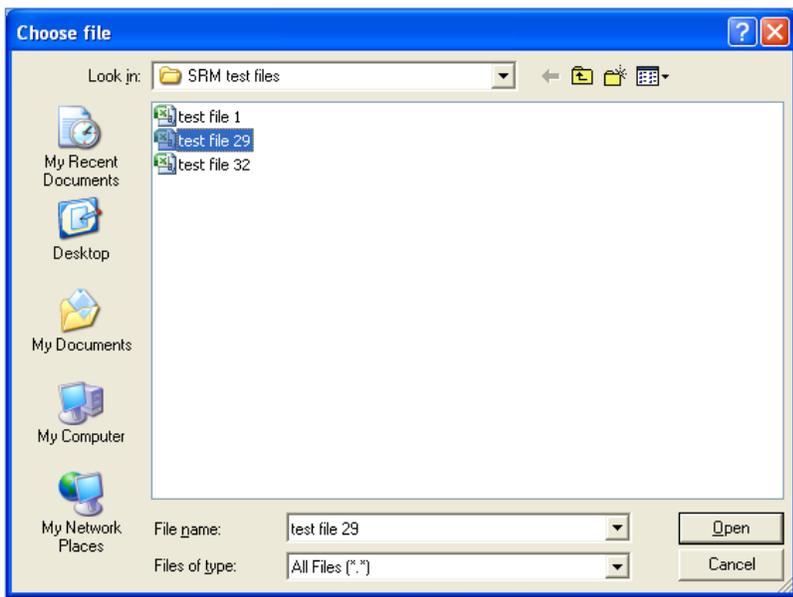
Name	Collection Start Date	Due Date	Trial Name	Trial Date	Submission Status
<a href="#">Fall OASIS Collection 2011</a>			<a href="#">Run a Trial</a>		

4. Click on “Browse...” to upload district file.

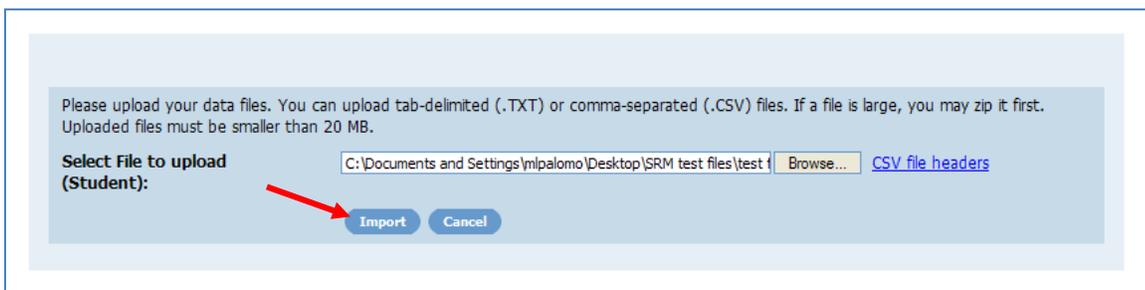
**Note:** To download file headers click on “CSV file headers” link. **Headers must match exactly in order for system to properly check data.**



Find and select the file to upload then click “Open.”



5. Once the correct data file is selected, click on “Import.”



This is the next screen that will appear.

**Latest Trial**  
Generated: 04-14-2010 11:55am

Save Download Revalidate Send to State Delete

Errors (1) Warnings (74) Records (19) Reports

Submitted: This state report has not yet been sent to the State.

- When the file upload and data checks are complete, a data summary will appear detailing the number of errors, warnings and total records submitted.

The data is now ready for review and correction. Click on “Errors” link to view errors.

**Latest Trial**  
Generated: 04-14-2010 11:55am

Save Download Revalidate Send to State Delete

Errors (1) Warnings (74) Records (19) Reports

Submitted: This state report has not yet been sent to the State.

- Click on “Violation Summary” link to view error report in excel. Please correct errors in the district’s original file and re-submit file; or click on specific error(s) to view each error individually and in addition to correcting error(s) in the district’s original file.

Records	Violations	Reports
<a href="#">Students</a> 19	<p><b>Errors</b></p> <p>R31207 – Student has an FTE greater than 1.0 1 Error</p> <p><b>Warnings</b></p> <p>R31206 – Intensive level student not in Child Count 3 Warnings</p> <p>R31102 – Name doesn’t match ASIS 68 Warnings</p>	<p><a href="#">Violations Summary (MS Excel)</a></p> <p><a href="#">District Foundation Summary (MS Excel)</a></p> <p><a href="#">Duplicates Report (MS Excel)</a></p>
Download	Append/Replace	

Additional Reports:

- The **Violations Summary** provides the district with a summary of the errors or warnings that occurred as a result of the data that was submitted. Data will not be certified until the errors have been addressed.
- The **District Foundation Summary** provides the district with a summary of their average daily membership (ADM), by school and by K-6 and 7-12 grade levels, in addition to the number of intensives. *This is also the ADM report the district Superintendent signs and submits to the department.*
- The **Duplicates Report** provides the district with a listing of possible duplicates with another district based on the data submitted. This report will not be available until all the files have been submitted in order to get a comprehensive listing. A student should not exceed one ADM when being counted statewide.
- The **Special Education Child Count Summary Report** is an unduplicated, district-level count of students with disabilities on October 1 by disability type. Like the District Foundation Summary Report, this new report must be signed by your district's superintendent. This report is the district's certification of the unduplicated count of children with disabilities included in the Fall OASIS file.

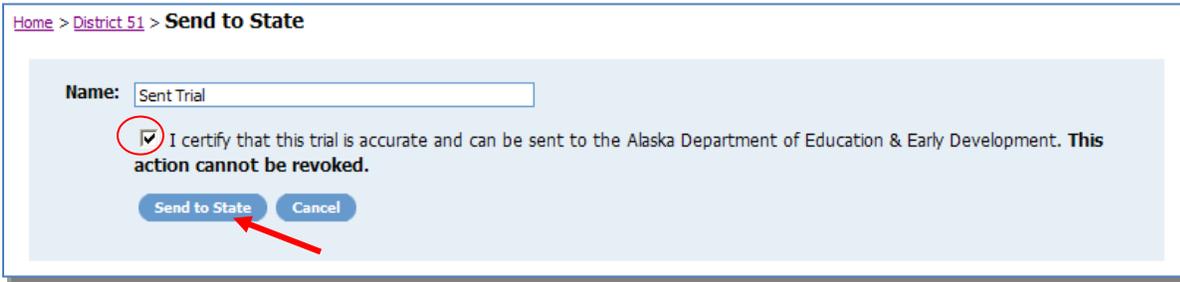
8. Once errors have been corrected in original file, resubmit file by clicking on “New Trial” button. Repeat steps 3-6 again until there are no more errors.



9. Once no more errors, click on “Send to State” (button will now be highlighted).



10. Check box to certify that data is accurate and click on “Send to State”.



The screenshot shows a web interface for sending data to the state. At the top, there is a breadcrumb trail: [Home](#) > [District 51](#) > **Send to State**. Below this, there is a form with a 'Name:' label and a text input field containing 'Sent Trial'. Underneath the input field is a checked checkbox, which is circled in red. To the right of the checkbox is the text: 'I certify that this trial is accurate and can be sent to the Alaska Department of Education & Early Development. **This action cannot be revoked.**' Below the checkbox and text are two buttons: 'Send to State' and 'Cancel'. A red arrow points to the 'Send to State' button.

The district's file is now complete.

## Appendix H: State Report Manager (SRM) System Validation Rules

Rule ID	Severity	Rule	Detail Message
31000	Error	One or more required fields is missing	The record is missing the required field
31001	Error	Field exceeds its Maximum Length	The field exceeds its maximum allowable length
31100	Error	Reported Alaska Student ID Number is Invalid	The reported Alaska student ID number could not be found in the ASIS ID system. No student has that ID
31101	Error	Birth Date and/or Gender Doesn't Match ASIS	The birth date and/or the gender of the student does not match the student ID system
31102	Warning	Name doesn't match ASIS	The first or last name of the student does not match the student ID system
31200	Warning	General education student age is outside 3-22	General education students must have an age greater than or equal to 3 and less than or equal to 22 as of Sept 1
31201	Warning	Age is outside expected range for Grade	The age of the student falls outside the expected bounds
31202	Error	Age is outside allowable range for Grade	Age is outside the allowable range for this grade level
31203	Warning	City/Town Village is invalid	The reported City or Town must be listed in the set of "Alaska Places"
31204	Error	Environment must be empty or 0 for non-disabled	The Special Education Environment must be empty or zero if the Disability Category field is "00"
31205	Error	Special Ed Student older than 22	Students with Disabilities (Disability Category codes 02-14) must have an age less than or equal to 22 as of July 1
31206	Warning	Intensive level Student not in Child Count	Student flagged as Intensive must be included in the Child Count
31207	Error	Student Weighted ADM greater than 1.0	Summing the number of days in membership divided by 20, multiplied by the FTE for each school attended exceeds 1.0 (Treatment facilities and lock-up are excluded from this calculation)
31208	Error	Race/Ethnicity code is invalid	The Race/Ethnicity code must come from the "Race or Ethnicity" option set
31209	Error	Grade level code is invalid	The grade level code is not in the "Grade Level" option set
31210	Error	Intensive level is not valid	"Is Intensive Level Student" must be "Y" or "N"
31211	Error	October 1 enrolled is not valid	"Is October 1 Enrolled" must be "Y" or "N"
31212	Error	Disability Category is invalid	The Disability Category code must be one of the options in the option set "Disability Category"
31213	Error	Child Count must be "Y" or "N"	"Is in Child Count" (Special Education October 1 Count) must be "Y" or "N"
31214	Error	Special Education Environment is invalid	The Special Education Environment must be in the option set "Special Education Environment"
31215	Error	LEP Status is invalid	The LEP Status code must be in the option set "LEP Status" see Element 21 for details
31216	Error	Gender is invalid	Gender must be "M" or "F"
31217	Error	FTE is invalid	The FTE must be one of "0.00", "0.25", "0.50", "0.75", "1.00"
31218	Error	School ID is invalid	The School ID cannot be found in the list of currently open and operating schools

Rule ID	Severity	Rule	Detail Message
31220	Warning	Zip code is invalid	The Zip code must be a valid Alaska Zip code
31221	Error	Special Ed Environment cannot be empty if Disabled	Special Ed Environment cannot be empty or zero for students with disability codes "02" – "14"
31222	Error	Student in Child Count Must be Disabled	A student flagged as being in the Child Count must have a disability, i.e. the disability must be one of the codes 02 – 14, inclusive
31223	Error	Student October 1 FTE exceeds 1.0	FTE for a student within a single district is greater than 1.0. Within a district, the max FTE of a student is 1.0. Excludes treatment facilities and lockup
31224	Error	DD Student age 9 or older	Developmentally Disabled student is age 9 or older as of October 1
31225	Error	5 year old SE student must have EC Environment	Special Ed student age 2-5 as of October 1 must have Early Childhood Environment. Early childhood special ed environments use codes 40 - 48
31226	Error	School Age SE student with EC environment	Special Ed student age 6-22 as of Oct 1 <sup>st</sup> must have non-Early Childhood Environment. Special Ed Environments codes non early childhood are 28 to 35
31227	Warning	Special Ed Student age less than 3	A preschool Special Ed student (disability code 2 – 14) must be 3 by the end of the count period that ends <b>October 28</b>
31228	Error	Economically Disadvantaged is invalid	Economically Disadvantaged must be "Y" or "N"
31229	Error	SPED Student Only is invalid	SPED Student Only must be "Y" or "N"
31230	Error	Invalid Migrant	Migrant must be Y or N
31231	Error	Active Duty Parent/Guardian value invalid	The value for ActiveDuty must be either Y or N
31232	Error	LEP Language is Invalid	LEP Language must be one of the values in the option set
31300	Warning	City-Zip Combination is invalid	The zip code is not valid for the place
31301	Error	Grade not served by school	The grade level of the student must be within the grades served by the school if the student is not special ed
31303	Error	User cannot submit data for this district	The logged in user can only submit data for their own district
31304	Warning	Early Enrolled Students	Student age 4 on Sept 1 who are not disabled are Early Entry and must meet the Early Entry requirements
31400	Warning	Invalid Name	The first, middle or last name can contain only alphabetic characters, period, apostrophe, space, or hyphen
31402	Error	Birth Date Format Invalid	Birth date format must be MM/DD/YYYY or MM/DD/YY
31403	Error	Days in Membership not integer between 0 and 20	Days in Membership can only contain numeric characters and be a whole number between 0 and 20, inclusive
31404	Error	Zip+4 contains invalid characters	If 9-digit zip provided, the last four digits can only contain the numeric digits 0-9
31405	Warning	Local Student ID invalid	Local Student ID can only contain the digits 0-9
31501	Warning	Open schools must have students enrolled	Open School does not have any students

Rule ID	Severity	Rule	Detail Message
31502	Warning	Served grade without students	Grade served by students does not have any students
31503	Error	No student reported for district	No students were reported for the district
31504	Warning	Student reported with different local student ID#	Student reported with the same ASIS ID but with different local student ID#
31701	Error	Intensive Student must be disabled	The student was flagged as “is Intensive” but does not have a disability code indicating they are a student with a disability (codes 2 – 14)
31703	Error	LEP Language Mismatch	Student is flagged as LEP (L1, LP, or LT) but not the Bilingual/LEP Language type says “Not an LEP Student” (code 99)
31704	Error	Missing [Target Cohort Graduation Year]	If [Grade Level] >= 9 then [Target Cohort Graduation Year] is required
31705	Warning	General education PK student with FTE >0	General education (disability 00) PK students should have FTE = 0
31706	Warning	LEP Student status mismatch with Summer OASIS	Students LEP Status does not align with that reported in the prior Summer OASIS
31707	Warning	Target Grad year outside Expected range	Target Cohort Graduation Year is outside the Expected range
31708	Error	Target Grad year outside Allowed range	Target Cohort Graduation Year is outside the Allowed range
31709	Warning	Special Ed Student not in the Child Count	A student with a disability 2-14 is not flagged as in Child Count. This occurs if the student is not enrolled on the count date. This warning provides a double check on these students
31710	Error	Multiple records for same student with SPEDOct1=Y	A student may have SPEDOct1=Y in only one record.
31711	Warning	Language for Non LEP Student	Student that was never considered for LEP has been assigned a Bilingual/LEP Language
31712	Error	Other Language Type Missing	The Bilingual/LEP Language Type was selected as “Other.” Enter the Language Type in the Notes field.
31713	Warning	LEPLanguage Summer OASIS mismatch	Student is flagged as LEP (L1 or LP) but LEPLanguage = 99 (Not an LEP student).
31723	Error	Invalid Notes when LEPLanguage = 30	When LEPLanguage = 30, then Notes cannot contain the following words: English, <b>Ethiopia</b> , <b>Hispanic</b> , Other
31768	Error	Migrant Mismatch with Migrant Student Database (Error)	When Migrant = Y, student must be in Migrant Student Database; when Migrant = N, student must either not be in Migrant Student Database in the indicated district
31769	Warning	Migrant Mismatch with Migrant Student Database (Warning)	When Migrant = N, the student is enrolled in a served district, and the student is listed in the Migrant Student Database as a served student in another district
31770	Warning	Date of Birth Mismatch with Migrant Student Database	The date of birth in the Migrant Student Database does not match the date of birth in the Summer OASIS record
31996	Warning	No full-time students in School	No students were enrolled full-time for the full enrollment window
31997	Error	Student Reported as Graduated in Summer OASIS	This student was reported as graduated (Exit type {0}) in Summer OASIS

## Appendix I: A Guide to Frequently Asked Questions

### 1. How is a full-time equivalent defined for Elementary and Secondary?

#### Elementary (Grades KG-6)

<u>FTE</u>	<u>Description</u>	<u>Definition</u>
1.00	(full-time)	4 contact hours or more in a day
0.75	(3/4 time)	3 hours or more, but less than 4 hours in a day
0.50	(1/2 time)	2 hours or more, but less than 3 hours in a day
0.25	(1/4 time)	Less than 2 hours per day

#### Secondary (Grades 7-12)

<u>FTE</u>	<u>Description</u>	<u>Definition</u>
1.00	(full-time)	4 Courses (4 Units)
0.75	(3/4 time)	3 Courses (3 Units)
0.50	(1/2 time)	2 Courses (2 Units)
0.25	(1/4 time)	1 Course (1 Unit)

### 2. When are 3 and 4 year olds eligible to be counted for funding?

Students that are 3 or 4 years of age are not eligible to be counted for funding unless they are on active Individual Education Plan [IEP] and receiving special education [SPED] services. The PK SPED student would be counted based on the days those services are received and the number of hours served.

--or--

A district may enroll a 3 or 4 year old student who does not have an active IEP, provided they meet the regulation 4 AAC 09.015 (i), requirements which states the following steps must be followed:

- ✓ A policy must already be in place by the local school board that creates an assessment tool to determine the mental, physical, and emotional capacity of a child to perform satisfactorily in school.
- ✓ Documentation that the child was approved on an individual bases by the school board or a board appointed administrator. A board appointed administrator should have board minutes that show his/her appointment.

The district must also be aware that an early entered child must progress to the 1<sup>st</sup> grade in the subsequent school year. If the child does not progress then the district will not receive funding for that child in that year.

### 3. What is or causes a duplicate student?

Duplicate student(s) are the result of two districts reporting the same student which results in a full time equivalent [FTE] greater than 1.00 [4 AAC 09.015 (h)]. To resolve this both districts will be given a report listing those student(s) that duplicated and must in turn submit proof of the student in their district by sending in a copy of the enrollment form to the department.

Districts will be given up to 30 days to return the appropriate enrollment/documentation proving the claim on that student. However, the earlier the information is received the faster the department can complete the reconciliation and have an updated report back to all districts.

**4. *What if both districts show the student enrolled and neither has received any form of withdrawal notice? How does the department resolve this?***

Dates will be reviewed based on the enrollment forms submitted by the district for the duplicate student. The enrollment form with the most recent enrollment date typically resolves the situation. IF the department cannot determine the date of enrollment on the forms, then the next step is a request for attendance records to determine where the student is actually sitting.

*If this is a duplicating correspondence issue and there is no date clarified on the enrollment form the district that provides clear date enrollment information will retain the count.* However, if this is a duplicate student who is enrolled statewide correspondence program but they are *also* enrolled fulltime at the local public school; then the *district of residence* will gain the FTE after providing proof of enrollment. [4 AAC 33.430]

**5. *When should an unexcused student be dropped from enrollment?***

The Student Data Reporting Manual states: students with unexcused absences of more than ten consecutive days shall be exited on the day after the tenth day of the unexcused absence. For correspondence students, the exit date is the earlier of:

- a. the date when notice is received from the parent or guardian that the student will no longer participate;
- b. the date when the student enters and attends a general education school full-time; or,
- c. 30 calendar days after which no contact is made or correspondence is received from the student, parent or guardian.

**6. *If a district has an inservice day in the middle of those ten consecutive days does the district need to restart that count before un-enrolling the student?***

No. The day following the In-Service would be the next consecutive day counted. The *ten days of unexcused absence applies only to scheduled days of instruction excluding an in-service day.* The In-Service day does not interrupt the ten consecutive days.

*EXAMPLE:* A student was unexcused for five days beginning on a Monday through Friday. The following Monday an In-Service day is scheduled so the following day, Tuesday, would become the 6<sup>th</sup> day of unexcused absences.

**7. *May a district add another student to their count after the deadline?***

No. Once the Fall OASIS deadline has passed and the SRM has closed, there can be no further additions made to the data. The reasoning behind this is it would have a ripple effect on the data already being processed and the reports that had been previously created would now have to be thrown out in order to

accommodate a new student in the database. This is also in compliance with regulation 4 AAC 09.015 (d).

- 8. *A new student transferred into the district on Monday and enrolled, this just happens to be the first day of the count period. However they will not begin attending class/school until Wednesday. When can the district start counting them for foundation funding?***

The district cannot begin counting the student until they are enrolled and attending class. Therefore in the above example that student would not count until Wednesday or the third day of the count period.

- 9. *What if October 1 falls on a weekend? (data elements 17 & 20)***

When the October 1 count falls on a weekend the district would use next school day to take a snapshot of the enrollment. For the 2016-2017 school year October 1 falls on a Saturday therefore Monday, October 3, would be the closest school day.

- 10. *What is the oldest age a student can be and still be eligible for funding?***

A student who is under the age of 20 by September 1 and has not completed the 12<sup>th</sup> grade is eligible for funding.

--or--

If a student has an active IEP, then the district may serve that student provided they are under the age of 22 prior to July 1<sup>st</sup>. Should the special education student turn 22 on July 2<sup>nd</sup> they would still be eligible to go through the count and receive funding unlike a general education student.

- 11. *How does a district count a private school student receiving SPED services from the district?***

If the district is providing SPED services to a student who is attending school outside of the public school system in their district, then the count for that student would be based on the number of hours served in the day to determine the FTE, and the number of days they are actually served during the 20 day count period. So, for example, if a private school student is receiving two hours of service twice a week, then they are .50 FTE and 8 days in membership.

- 12. *Does a district report a student twice if they transfer between schools in their district during the count period?***

Yes. In order to determine the funding for a district the student must be reported for the appropriate amount of days and FTE in their respective schools they are enrolled/attend. This is to ensure the correct school size adjustment when calculating state aid. (Per AS 14.17.600 and AS 14.17.450.) Remember a student may not exceed 20-days membership or 1.00 FTE.

**13. How do districts determine the economically disadvantaged (low-income) status of individual students at schools that do not collect free-lunch applications, or do not collect free-lunch applications annually?**

Schools subject to the Community Eligibility Provision (CEP) do not collect meal applications, while Provision 3 schools do not collect applications annually. For CEP and Provision 3 schools that do not collect meal applications, and for schools without a National School Lunch Program, the following students should be coded as economically disadvantaged:

- ✓ All directly certified students: TANF, SNAP (food stamps), and foster care
- ✓ All categorically eligible students: migrant, runaway, and homeless
- ✓ All students identified as low-income through other official means: Title I Sample Survey, meal applications submitted when not required
- ✓ Students not identified as economically disadvantaged through the above methods who were identified as such by the district in the prior academic year

**14. Has a district met the November 11 deadline if the Fall OASIS file has been certified in the SRM?**

No. Besides certifying the Fall OASIS file in the SRM, districts must also 1.) print off the District Foundation Summary and the Special Education Child Count Summary Report, and 2.) have the superintendent certify the count as valid by signing both documents. Once that document has either been faxed or e-mailed to the department, the process is complete.

**15. What resources are available to districts should additional questions arise regarding the student count or funding?**

Resources available to districts that support the above information are:

Alaska State Statutes

Available on the web at <http://www.legis.state.ak.us/basis/folio.asp>  
Foundation statutes are located under AS 14.17

Alaska Administrative Code [Regulations]

Available on the web at <http://www.legis.state.ak.us/basis/aac.asp>  
State Aid regulations are under Title 4 AAC 09

Student Data Reporting Manual

Available on the web at  
<http://www.eed.state.ak.us/publications/StudentDataReportingManual.pdf>  
This manual supplements existing laws and regulation.

**16. Why are students' LEP Language Types now being collected in Fall OASIS when we already report this information in the Summer OASIS file?**

The United States Department of Education has changed a key data collection relating to Limited English Proficient students. This federal data collection is now based upon the October 1 student count instead of inclusion at any point of the school year and is due well before Summer OASIS is collected. This makes it necessary to collect the language code as part of Fall OASIS.

**17. *If a student is a qualified migrant student at some point of the year, is he/she qualified the entire school year even if he/she exits the migrant program and/or exits the school and/or does not receive migrant program services?***

Yes.

**18. *Why do I need to report whether a student has a parent or guardian on active duty?***

In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended 4 AAC 06.895(1) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty.” Subgroup-level data for students with a parent/guardian on active duty are now reported in the annual “Alaska’s Public Schools: A Report Card to the Public” publication drafted by the Department of Education & Early Development, as well as the district- and school-level Report Cards completed and distributed by school districts. This information is also a required data element under the Every Student Succeeds Act, which became federal law in December 2015.

**19. *What are the uniformed services?***

Per 10 U.S.C. § 101(a)(5), the uniformed services of the United States include the armed forces – Army, Navy, Air Force, Marine Corps, and Coast Guard – the commissioned corps of the National Oceanic and Atmospheric Administration, and the commissioned corps of the Public Health Service.

**20. *What is meant by “active duty” in the Alaska National Guard?***

“Active duty” in the Alaska National Guard means the parent/guardian is a reservist in an activated status or in a full-time position.

The time a member of the Alaska National Guard spends in training drills – one weekend a month, two weeks per year – is not considered active duty status.

## Appendix J: Student Count Calendars **2016**

October 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	<i>October 3 1st day of the Student Count</i>	4	5	6	7	8
9	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	15
16	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	22
23	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28 Last day of Count!</b> * Intensives Count Day. * Impact Aid survey date. *SRM Portal is accessible.	29
30	<b>31</b>					

November **DUE DATES** 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 <b>'Paper' Projection due. AS 14.17.500</b>	5
6	7	8	9	10	11 <b>Actual SRM report due. AS 14.17.600</b>	12

# of Days	ADM Value						
1	0.05	6	0.30	11	0.55	16	0.80
2	0.10	7	0.35	12	0.60	17	0.85
3	0.15	8	0.40	13	0.65	18	0.90
4	0.20	9	0.45	14	0.70	19	0.95
5	0.25	10	0.50	15	0.75	20	1.00

*The above chart explains what the district's ADM value would be each day enrolled, if the student is attending full time.*

The PAPER summary for the FY2018 Projected ADMs will be available on October 17, 2016. To access this form, click the following link <https://education.alaska.gov/forms/> then open the *Choose a Section* dropdown box and click the "Foundation" section.

Please scroll down and print off the appropriate page number, complete the form, and either email as a PDF to [mindy.lobaugh@alaska.gov](mailto:mindy.lobaugh@alaska.gov) or fax to (907) 463-5279 on or before November 5, 2016.