

# Online Special Services Information System

## Manual of Instruction

Effective October 30, 2009

*MDSSIS.ORG*

Revised November 2009

**ONLINE SPECIAL SERVICES INFORMATION SYSTEM  
MANUAL OF INSTRUCTIONS  
October 30, 2009**

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## ONLINE SPECIAL SERVICES INFORMATION SYSTEM

This manual contains a description of the Online Special Services Information System (MDSSIS.ORG), which is maintained by the Maryland State Department of Education (MSDE). The MDSSIS.ORG contains data on Maryland students with disabilities. **A student with disabilities is a student who receives special education services (classroom instruction, physical education, speech/language, or travel training) in a general education classroom, home, hospital, institution, or other settings. Students with disabilities shall be considered dismissed when they no longer receive special education, physical education, speech/language, or travel training instruction.**

The MDSSIS.ORG consists of two separate data collections. The first is the last Friday of October Census, a count of all students receiving special education services on the last Friday of October of every year. The second is the June 30 Exit Data which is a collection of data on all students who exited from special education from July 1 of the previous year to June 30 of the current year. This manual describes the data elements in the system and the submission procedures for each public agency that works with students with disabilities **(the entity responsible for the provision of a free appropriate public education to students with disabilities which includes local school systems, the Department of Juvenile Services, MSDE/JCEP (Juvenile Correctional Education Programs), the Maryland School for the Blind, the Maryland School for the Deaf, and adult correctional facilities).**

The MDSSIS.ORG is used to compile information on Maryland students with disabilities, indicating their special education needs and services they receive. MSDE uses MDSSIS.ORG:

- ◆ as a major source of information to meet its planning, monitoring, and accounting responsibilities for Special Education;
- ◆ as a recording and reporting tool for public dissemination of information;
- ◆ to satisfy federal reporting requirements\*; and
- ◆ to assist in monitoring the Special Education Service Delivery System in each public agency.

The MDSSIS.ORG is not intended to influence diagnostic or program decisions for individual students. Statistical reports based on MDSSIS.ORG data are provided to the Local Directors/Supervisors of Special Education. For additional information on MDSSIS.ORG please contact:

Sally Slade  
Special Education Database Manager  
410-767-0063 (Phone)  
410-333-0298 (FAX)  
sslade@msde.state.md.us (e-mail)

\* Required under the Individuals with Disabilities Education Act (IDEA), as amended June 4, 1997 (PL 105-17) as well as reporting requirements for Title VI and Title IX of the Civil Rights Act, as these Titles apply to Special Education, and Section 504 of the Rehabilitation Act of 1973.

## **EXECUTIVE OVERVIEW**

The MDSSIS.ORG is designed to more efficiently process data and to provide MSDE and the Local School System (LSS) with more timely error validation, data access, and reporting functions. It will also be scalable so as to enable future IEP related fields to be added without causing a strain on the system.

### **Online SSIS System was implemented July 1, 2006**

Each LSS will post their SSIS data submissions to MSDE's secure server site in a flat text file format. Both student and service records will be contained in this file.

MDSSIS.ORG will allow files to be submitted and processed on any time frequency, as often as nightly. However, at this time, there is no requirement to submit data to MSDE more than the twice a year schedule currently in place (November 15 for the October Child Count and July 15 for the cumulative June Exit Data).

In the future the LSS's will use the MD Online IEP or their local IEP system (home-grown or vendor supplied) to electronically submit their SSIS data file on a regular basis (e.g. nightly, weekly, monthly or quarterly). Those LSS's using the Maryland Online IEP have a nightly SSIS file automatically sent to MDSSIS.ORG for processing. The file consists of SSIS data for all IEP's closed that day, and is a subset of the data collected for the Maryland online IEP.

More frequent MDSSIS.ORG data submissions provides the LSS with the opportunity to spread out the workload of correcting records in error and allows the LSS to review and report on MDSSIS.ORG data more frequently. A LSS may view the data submitted for a specified child count or view data submitted for a specified date range. This provides the capability to view the data through a "rolling window" of date ranges as the database changes throughout the year.

MDSSIS.ORG processes files submitted to the MSDE secure server site. These files are loaded each night and immediately validated against the errors specified in the System Edits section of this document. The LSS receives feedback on its submitted files the morning after submission. Records that pass all error checks are immediately entered into MDSSIS.ORG.

All records that are found to have errors are kept in a suspense file until they are fixed by the LSS. If an error has occurred across too many records in the suspense file, the LSS can choose to delete the suspense file or part of the suspense file and resubmit a correctly generated file. The suspense file will be sorted by year and record type. The user can delete all records for a particular year and record type at one time.

The suspense file is cumulative, holding error records from multiple file submissions until they are fixed. The LSS user will have two options for fixing records in the suspense file: a) they can resubmit the file (with only corrected records or the entire file including corrected records), or b) they can use the online error correction function in MDSSIS.ORG. This online interface allows the LSS user to edit any field from their data record. Once error resolution is complete (via either a new file transfer or online error correction), the data will again be checked for errors. This process will continue until the LSS has corrected all the errors found or deleted records in the suspense file.

A data extract function allows LSS and MSDE users to extract flat text files containing data already validated in the database. These are records that have been counted for a specific year's count depending on the date options selected by the user. "Valid Not Counted (VNC)" records will not be included in this

extract as they are not unique. The output format will match the input format as specified later in this manual. The user will be able to select whether internal SSIS fields (not submitted by LSS but generated by SSIS) should be added to the record for the extract. Each LSS will only be able to extract data for their own jurisdiction, whereas the MSDE user will be able to extract data for any LSS or statewide. The options for extracting data are described in the SSIS Extract File section of this document

In addition, an LSS can download “Valid Not Counted” records in a flat file or a Comma Separated Value (.csv) file. The user can click on the number of VNC records shown for their LSS or can select VNC records to be viewed by entering an IEP date range (for child count records) or Exit date range (for exit count records). The reason the record became VNC is provided in the file. The date the record became “Valid Not Counted” will also be downloaded in the file. The LSS’s can use this date to sort “Valid Not Counted” records VNC records which already have another record counting for the same student, same LSS and same count, will be “hidden” on the VNC report page and the LSS status (home) page since no action is required.

LSS can indicate that they have reviewed “Valid Not Counted” records and determined that they are in the correct category. An LSS can paste the SSIS ID’s of all VNC records that have been “reviewed” into a text box on the VNC filter screen to identify those VNC records that should no longer be displayed to the LSS on the VNC report page and the LSS status (home) page. Once an LSS had submitted a record as “reviewed”, it will only be displayed again if a resubmission for this student changes the records status from VNC.

MDSSIS.ORG has a set of predefined reports to assist each LSS in reviewing their exit or child count data. The reports allow the users to specify date selection criteria, student eligibility criteria, and whether the output should be .pdf format or a .csv file. Additional options are available depending on the specific report. These reports are described further in the Report section of this document.

An administration section is also built into MDSSIS.ORG. This allows MSDE to monitor the activity of each LSS submitting data and information about their child count and exit counts. The MSDE user also controls all logins for the system, so they can ensure only valid users have access.

## **PROCEDURES FOR SUBMITTING THE SSIS RECORD**

### **School Level Procedures**

Record(s) for each student must be updated at least annually so that the last Friday of October and June 30 submissions are accurate. The accuracy of the data relies on the accuracy of the school level data. Questions and discrepancies should always be verified with the school.

### **Public Agency SSIS Coordinator Procedures**

Data are transferred to MSDE at least twice a year, the last Friday of October (due November 15) and July 1 of the previous year through June 30 of the current year (due July 15).

The Public Agency Data Manager will submit files and correct errors according to the instructions in this Manual.

*Data may be submitted only via the MSDE secure server.*

*Please contact Sally Slade (410) 767-0063 or [sslade@msde.state.md.us](mailto:sslade@msde.state.md.us) for user name and password and/or assistance with file submission/correction.*

MSDE hosts the secure site that serves as the loading point for all files from the LSS. The IP address for the site is <https://sst.msde.state.md.us>. The LSS has access to only one folder on the secure site, and it will correspond to their Local School System (LSS) code. This is a two digit code that should have a leading zero if it falls in the 1 through 9 range. The MSDE site uses https technology to encrypt and transfer files. This is a common interface that can be embedded into a number of programming languages to automate the uploading process.

Each LSS will prepare a flat text file that matches the layout specified in this Manual. Each file must contain only active child count records or exit records but not both. The name of the file must be the word "LSS" followed by the two digit LSS code (which should also match the folder name), followed by an underscore, then the year of the child count or exit count the records should count for followed by the file type (A for active child count and E for exit count), followed by an underscore, and the current date in YYYYMMDD format. For example, if the child count file should be counted for October 2008, then the YYYY will be 2008. If the exit count file should be counted for June 2009, then the YYYY will be 2009. The file can be either zipped using WinZip only, or left in its flat text file format. Some examples of acceptable names and formats are:

SSIS\_LSS15\_2008A\_20081030.zip  
SSIS\_LSS02\_2009E\_20090715.txt

If a file is being submitted for training purposes only, the file naming convention will be to add TNG to the front of the file name. An example of this is:

TNG\_SGIS\_LSS15\_2008A\_20081030.zip  
TNG\_SGIS\_LSS02\_2009E\_20090715.txt

If the file was generated by the Online IEP for students attending a nonpublic school, the file naming convention will be the same as above but starting with "NPS". An example of this is:

NPS\_SGIS\_LSS15\_2008A\_20081031.txt

Each NPS file will be cumulative for the year so that records will always be applied in the correct order. These files will be sent monthly to the LSS responsible for the students attending a nonpublic school and the LSS will load the file to the SSIS secure site once they have reviewed the file. If any updates have been made to previous months' nonpublic school student records, then the cumulative file can be sorted and only new records should be submitted to SSIS so that updates to prior records are not overlaid.

The system will skip any file that is not named in the correct format. No notification will be sent to the LSS if this occurs as the system will not even recognize the file. The LSS SSIS administrator should expect an email confirming receipt of a valid file. If this doesn't occur, they should revisit their file naming structure.

The system will reject a file that is zipped with a tool other than WinZip. If the file is zipped, then the name of the text file inside the zip must still conform to the above specifications. An email notification will be sent if a zip file error is detected.

If a file is in the wrong format or contains bad data in one or more fields, the file will not successfully load. An email identifying the file name will be sent to the LSS SSIS administrator stating that there was an unsuccessful file load and the file was deleted from MSDE's Secure Site. The file format and content should be reviewed before a modified file is resubmitted. If an LSS needs assistance determining what is

wrong with the file, contact Sally Slade at 410-767-0063.

All files must be completely transferred by 12 am to be included in the batch for that night (and be available to the LSS the next morning). If the deadline is missed it will be picked up the next night. Beginning with the October 2009 child count, files will be submitted at least four times a year (November 15, January 15, April 15 and July 15). LSS can determine to submit on a more frequent basis (as often as nightly) than required by MSDE in order to benefit from the data being housed in the SSIS database and the reporting options provided. If an LSS decides to submit data more frequently the LSS Data Manager should notify Sally Slade at 410-767-0063.

### **SSIS File Contents**

All records in a file must be either active child count records or exit records. Beginning with the October 2008 child count, a single file can no longer contain both types of records. Child count records submitted in a file named "2008A" must have at least one service begin date before October 31, 2008. Exit count records submitted in a file named "2009E" must have an exit date between July 1, 2008 and June 30, 2009. Records that do not meet these criteria are flagged as errors and put in suspense.

While the layout of the file submission must match what is specified in this Manual, the system will allow some flexibility concerning the contents:

- Student records and service records can be in any order. For instance, all the student records could come first, followed by all the service records. It is no longer required that the services for a child must follow their student record in the file.
- A student record must still be labeled with a recnum as "00", but a service recnum can be any number between "01" and "99". The restriction that services must be in sequence number order (i.e. 01, 02, 03....) is no longer be enforced. A LSS can choose to label all of their services as a recnum "01" (or any of the other acceptable numbers) if they choose.

The overall structure of the file is that each row must contain either a student record or up to two service records.

What is laid out is simply a suggestion for the creation of the file. The system is backwards compatible in that a submitted file that still matches the old requirements (a student and followed by their services in a sequence from "01" to "99") will be acceptable. The system is simply going to ignore the sequencing of the services.

LSS must ensure that data in character fields are left justified with any blank spaces filled in with empty character spaces not zeroes.

### **File Load and Validation**

The following steps take place for file load:

- Each night at 12 am the system starts a script that scans the MSDE SECURE site. It moves through each folder and downloads any files it finds with the specified naming convention.



- Upon the successful transfer to DataLab USA's secure network, the file is deleted from the secure site. This ensures that each night the script can copy all files it finds without concern that the file was already loaded in a prior attempt.
- Each file, one at a time, is bulk copied into a SQL Server Database as one long character string. This table is then split out into two separate tables, one containing all student data, and the second containing all associated service data. If both tables successfully load without any error, then the LSS's data set will be sent through the validation module. An email notification will be sent confirming receipt of a valid file and the number of records that were received.

The following steps take place for file validation:

- File date YYYY is checked to see if it is for a year that MSDE has "frozen". MSDE will freeze a year once the child count is finalized for federal submission. If the year is frozen, all records will be flagged with an error and held in suspense. Only the MSDE administrator can override these records for submission. Once these records are released by the MSDE administrator, they will be processed as described below.
- Each student record and their service data is checked against the list of errors that can be found in Appendix D. Each record is flagged with all error codes corresponding to the error checks that it did not pass. Records are also checked for duplicate records currently in MDSSIS.ORG and flagged as such.
- If a record is found to pass all error checks and not to be a duplicate, then it is entered into the MDSSIS.ORG. Once a record has been validated and submitted, then the LSS will no longer be able to change it. Only MSDE will have that capability.
- All records flagged as having errors will be held in a suspense file until they are:
  - corrected online or
  - submitted again via file resubmission (this will be covered later in the document) or
  - the suspense file is deleted in its entirety or
  - a group of records in the suspense file are deleted based on year and record type or
  - an individual error record is deleted online.
- At the end of this process, the user (as specified by MSDE to be the primary contact for the LSS) receives an email that details the results of the individual file transfer. It conveys some combination of the following data:
  - If the file load was a success or if it failed
  - The total number of student records received.
  - The total number of service records received.
  - The number of records that were skipped due to duplicate SSN within the file submitted.
  - The number of records that were skipped because they were the wrong type (active or exit) for the name of the file (e.g. active record in exit file or exit record in active file)
  - The number of records that passed all validations and were entered into MDSSIS.ORG.
  - The number of records flagged for errors and held in the suspense file.
  - The number of records that were found to be duplicates in other LSS and thus held in the suspense file.
  - A distribution of the errors on the file. It will contain the error code and count for each.

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The user will have this email when they arrive the following morning. It will come from [ssis@iep-online.com](mailto:ssis@iep-online.com). It is important that the user add this email to their allowed list of senders as many mail servers will label it as spam.

Each file transmission also triggers an entry into upload history log. This is a static entry that tracks the statistics from the file load at the time the file loaded (to see the most current counts, the user should look at the LSS home page). The upload history screen contains the following counts:

- Records sent in the file
- Valid records by
- Exit counted records
- Exit valid not counted records (valid not counted since they are not unique)
- Child Count counted records
- Child Count valid not counted records (valid not counted since they are not unique or have an LRE that is not currently valid for the age of the child when record was submitted or have a projected exit date prior to the child count date)
- Invalid records
- Duplicate records

Each loaded file has four fields appended to each record (regardless of whether the record is valid, or contains an error). These are:

- Select LSS – the LSS number corresponding to the LSS that submitted the file. This field drives security as each LSS user only sees records submitted by their LSS
- Report School – contains the same school code as was submitted for the service school.
- Age – the calculated age of the student. According to Federal guidelines age is calculated as of the date of the October Child Count (last Friday of October). For the June Exit Count age is calculated as of the prior October Child Count (last Friday of October).
- YYYYA or YYYYE – the year the record is counted for and the count type

### **Error Correction**

MDSSIS.ORG offers two methods for LSS to fix their error records:

- Online interface that allows real time data edits (available between the hours of 6AM and 11:59PM).
- Resubmission of records

The end result of either method is the same – the record is once again sent through the validation process laid out in the “File Load and Validation” section above.

Each LSS then determines what user or users within the LSS has access to this function. LSS’s are expected to correct the error in their local source system. This can be done first and regenerated correct records can then be submitted. Alternatively, the LSS can use the online error correction function and then use the corrections report or a data extract file to make or apply the same corrections in their local source IEP system.

### *Online Interface*

Login URL – <http://MDSSIS.ORG>

The user is automatically redirected to [https://www.online-iep.com/md\\_ssis](https://www.online-iep.com/md_ssis)

The user, upon login, is presented with four sets of counts:

- The status of all records that could potentially be recorded for the **current federally mandated child count**. This date, the last Friday of October, is specified by the MSDE administrator, and is automatically propagated throughout the system. This also shows the valid records, valid not counted, invalid records and duplicates but only in the context of the **current child count**. If the user clicks on the ‘invalid records’ count or ‘valid not counted’, the hotlink takes the user to a report page where these records have been downloaded into a .csv file.
- The status of all records that could potentially be recorded for the **next federally mandated child count**. This also shows the valid records, valid not counted, invalid records and duplicates but only in the context of the **next child count**. If the user clicks on the ‘invalid records’ count or ‘valid not counted’, the hotlink takes the user to a report page where these records have been downloaded into a .csv file.
- The status of all records that could potentially be recorded for the **current federally mandated exit count**. This date (June 30th) is specified by the MSDE administrator, and is automatically propagated throughout the system. This also shows the valid records, valid not counted, invalid records and duplicates but only in the context of the **current exit count**. If the user clicks on the ‘invalid records’ count or the ‘valid not counted’, the hotlink takes the user to a report page where these records have been downloaded into a .csv file.
- The status of all records that could potentially be recorded for the **next federally mandated exit count**. This also shows the valid records, valid not counted, invalid records and duplicates but only in the context of the **next exit count**. If the user clicks on the ‘invalid records’ count or the ‘valid not counted’, the hotlink takes the user to a report page where these records have been downloaded into a .csv file.

#### *Definitions of Counts used on LSS Home Page (SSIS Status)*

##### Current Child Count Record:

- Valid Count: Total child count records that are counted toward the current October child count date
- Valid not counted: Total child count records not selected for the current count as they:
  - are not unique and do not have the latest IEP Meeting Date, or
  - do not have an LRE code that is currently valid for the age of the child, or
  - have a projected exit date prior to the child count, or
  - do not have a service begin date after exit date for type 1 records.
- Invalid Count: Total invalid child count records for the current count in the suspense file (errors)
- Duplicate Count: Total child count duplicate records for the current count (part of the Invalid Count)

##### Next Child Count Record:

- Valid Count: Total child count records that are counted toward the next October child count date
- Valid not counted: Total child count records not selected for the next count as they:
  - are not unique and do not have the latest IEP Meeting Date, or
  - do not have an LRE code that is currently valid for the age of the child, or
  - have a projected exit date prior to the child count, or
  - do not have a service begin date after exit date for type 1 records.
- Invalid Count: Total invalid child count records for the next count in the suspense file (errors)
- Duplicate Count: Total child count duplicate records for the next count (part of the Invalid Count)

##### Current Exit Record:

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- Valid Count: Total exit records that are counted toward the current Exit Count
- Valid Not Counted: Total exit count records not selected for the current count as they are not unique and do not have the latest exit date
- Invalid Count: Total invalid exit records in the suspense file for the current count (errors)
- Duplicate Count: Total exit duplicate records for the current count (part of the Invalid Count)

Next Exit Record:

- Valid Count: Total exit records that are counted toward the next Exit Count
- Valid Not Counted: Total exit records not selected for the next count as they are not unique and do not have the latest exit date
- Invalid Count: Total invalid exit records for the next count in the suspense file (errors)
- Duplicate Count: Total exit duplicate records for the next count (part of the Invalid Count)

**NOTE: If the user places the cursor and hovers over any count field on an MDSSIS.ORG screen, a definition of the count field will be displayed.**

*Child Count Criteria*

The system automatically determines which records will be used for the current or next child count based on the below formula. Any record that passes all the conditions will be considered eligible to be included in the current or next count for that particular LSS. This is run on both the suspense file (non-validated records) and the validated records in MDSSIS.ORG:

- The IEP Date is before the last Friday of October for the year of the count and at least one service begin date is before the last Friday of October for the year of the count.
- The child has at least one type 11,12,13,14 service open as of child count date for Eligibility 1 students
- The child is between the ages of 3 and 22 (but not including 22) as of the snapshot date
- There are no other IEP's in the system for the child that meet the above criteria yet have a more recent IEP date.

This is run across all LSS so the system can determine if a child has a more recent record in another LSS. The user has the ability to fix any record that meets the criteria but is held in the suspense file due to an error. If the user were not to fix the record, then that record would not be included in the counts, even though it passes the four criteria listed above.

Each of the counts displays an option for the user to correct the associated errors. Clicking the button will present the user with a list of these records. The user can choose to sort the error records by school for ease of error correction. The user has the ability to edit or delete each record. If the user chooses to edit the record, they are presented with a screen that shows all the data fields submitted for that particular student (including services) in an editable format. All fields that contain errors as identified by the validation module are highlighted in yellow, and the actual error is printed in red bold text below the field itself. Every field on the screen is editable regardless of whether it contains an error or not.

This edit screen has a save button that allows the user to save all changes made to the screen. This will not validate the record again, it simply saves the current state of the record. Each time the record is saved, the system also tracks all fields that have changed. It stores the original state of the field, and the updated state (again, regardless of whether or not the new state still contains an error). This history log is printable and shows a child level summary of all fields that have been changed (in chronological order if a field was updated multiple times). This log can be printed from the online tool, and should be used for two purposes:

- As an audit and compliance log to track the history of a record
- A data sheet for updating a LSS's local IEP system

To revalidate any updated records, the user must return to the screen that lists all records with errors in a given IEP time frame. There is an option to resubmit all listed records. This triggers the validation module to run once again on these records. It also triggers a static entry into the upload history log.

Records in error (held in suspense) will be presented on the error correction screen grouped first by count year and type of record (YYYYA or YYYYE). The user will have the ability to delete the entire suspense file or to delete a group of records within the suspense file (e.g. all active records for 2008 or all active records for 2009 or all exit records for 2008 or all exit records for 2009).

The records in error (suspense file) can be searched for a specific student record on the Record Lookup screen by selecting invalid records.

### *File Resubmission*

The system accepts files from LSS with records that have already been submitted. This can be any record, not just error records. Resubmitted records can also be bundled with new records in the same file transmission. The process for submitting is the same as documented in the “File Transfer” section. If a record in a submitted file has the following fields in common with a record in either the error set, or MDSSIS.ORG, it will be labeled as a resubmission:

- YYYYA or YYYYE (count year and type)
- ssn
- student id
- LSS number
- IEP Meeting Date or Exit Date (if an exit record)

It is important to note that this record is not labeled as a duplicate. A duplicate would occur if all the fields were in common except for the LSS number.

If an incoming record is flagged as a resubmission then the original record will be deleted once the incoming record has been validated. Thus, it will delete any error records that exist and it could also potentially remove records from the validated MDSSIS.ORG. However, if the incoming record does not match on ALL matching fields, the record in error will remain in the suspense file. Each newly submitted record then runs through the validation module and follows the process laid out earlier in this manual.

This process allows users to not only submit records that were previously labeled as errors, but also send updated records for what are known as Federal Errors. These are updates that must occur to valid records due to the identification of statistical anomalies. An example of this is a batch update for a county who submitted a valid Least Restrictive Environment of “M” for all of it’s 5 year olds (and thus passed validation), yet they were actually mislabeled and should have been “L”.

### **Duplicate Records**

Once a record passes all error checks laid out in Appendix A, the final check before it can be inserted into MDSSIS.ORG is the duplicate check. Each validated record is compared to **valid and counted** records in the existing database based on the below criteria. If any set comes back as true, then the record is labeled as a duplicate and is not inserted:

*Set 1:*

- YYYYA or YYYYE (count year and type)
- Same name (first 10 characters)
- Same birth date
- Same IEP Meeting Date or same Exit Date (if exit date is not blank)
- Different LSS

*Set 2:*

- YYYYA or YYYYE (count year and type)
- Same SSN
- Same IEP Meeting Date or same Exit Date (if exit date is not blank)
- Different LSS

*Set 3:*

- YYYYA or YYYYE (count year and type)
- Same SSN
- Different Names or Different Date of Birth

The system is designed such that the first record submitted will be considered valid until it is removed or updated. Once a potential “duplicate” is identified by the system, this newest record is held out of MDSSIS.ORG in a suspense file. The LSS, whose record is considered a “duplicate” by the system until resolution, is notified by email. The LSS should review the duplicate record online and contact the other LSS that already submitted the student. It is expected that both LSS’s will work together to resolve the duplicate record issue.

If the record was submitted in error, the LSS can delete the record from their suspense file, correct the record, or exit the student. If exiting the student after the federal exit count, please notify the MSDE SSIS administrator.

If it is determined that the record already in MDSSIS.ORG must be deleted, the LSS who submitted the record in error must contact the MSDE administrator who is authorized to delete records. Then the correct record can be resubmitted by the LSS counting the student.

For the June Exit Count, the LSS where the student exited last will have the student show in their count.

### **SSIS File Extract**

MDSSIS.ORG allows LSS and MSDE users to extract flat text or .csv files containing the SSIS data. The output format will match the input format as specified by this document. Each LSS is only able to extract data for their own jurisdiction, whereas the MSDE user is able to extract data for any LSS.

The user must select the submission year and type (e.g. 2008A or 2008E). The records returned by the system are all students who will be “counted” for that count.

The user can select to extract student records only or both student and service records. If the users selects both student and service records and to download to a .csv file, the student and service records will be downloaded into separate files.

In addition, an LSS can extract records for eligibility 1, 2, 3 or 4 records or any combination of eligibility.

There are also four additional fields generated by SSIS and added to the file:

1. Select LSS
2. Report School
3. Age
4. YYYYA or YYYYE (count year and type)

The user has the option to have the additional fields included in the extract file.

The file is not zipped. Once a request has been submitted, a user can see the status of the request (and all prior requests) by visiting the “Extract” tab of the interface. There is a table, that for each job, shows the:

1. Submission Date
2. Job Type (IEP Dates or Child Count)
3. Dates Used
4. File Status (Running, Complete)

When job status is complete, the user can click the word “Download File” (which will be a link). Doing this initiates the process of downloading the file. How this is accomplished is dependent on the browser being used.

This extract function only allows the user to extract valid records.

**Note: Download extract files to a secure location only. Delete file when no longer needed.**

### **SSIS Reports**

The report tool allows LSS and MSDE users to generate reports with specified data ranges and options discussed below.

The report output will be made available in two different formats

- Standard .csv file format (more convenient to manipulate the output data)
- PDF format (more convenient to view and print)

As indicated on the web page itself, the generated report is opened by default on a popup window. Therefore, it is required that popup blocker be turned off. In addition, some browsers might even disable opening a popup window that contains an attached .csv file. If this happens, try holding the ‘CTRL’ key on your keyboard when you click on the submit key.

### ***Child Count***

Users can generate multiple variations of child count reports.

The user must select either of the following options:

- Unique child count records: each student is only counted once in the report and only toward the LSS/SOP where the student is counted.
- All child count records: all valid child count records submitted by the LSS/Public Agency.

The user selects the submission year. Additional options, if applicable to the selected report type, allows the user to further drill down into more detailed counts. Where appropriate, the user can specify

age ranges for selected reports. In addition, the LRE, race, disability and age report allows the user to see data for public, nonpublic or all schools.

### ***Exit Count***

Users can generate three types of Exit reports:

- Student count by exit reason, disability and age – student count for each disability is grouped by exit reason and age
- Student count by exit reason, disability, race and age – student count for each disability is grouped by race, exit reason and age.
- Reasons students exited by LSS/Public Agency – student count for each exit reason is grouped by LSS/Public Agency.

The user also has to select either of the following options:

- Unique exit records: each student is only counted once in the report and only toward the LSS/Public Agency where the student exited last.
- All Exit Records: all valid exit records submitted by LSS/Public Agency.

The user selects the submission year. Additional options, if applicable to the selected report type, allows the user to further drill down into more detailed counts.

### **Snapshot**

Finalized child count and exit data is copied to a read-only snapshot database. LSS's can view their data and run any of the SSIS reports against this database. The snapshot data can also be extracted.

LSS will use their production user sign-on/password to access snapshot data. The URL for snapshot data for 2008A is:

[https://www.online-iep.com/md\\_ssis\\_snapshot\\_2008A](https://www.online-iep.com/md_ssis_snapshot_2008A)

When a new snapshot is established, the MSDE administrator will send an email to the LSS's providing the URL. The snapshot database is a read-only database. No files can be submitted and data can not be updated or deleted.

### **Hardware/Software**

The system is a hosted application that requires an internet connection and a web browser to use. The following browsers are supported for the PC:

- Microsoft Internet Explorer 5.0+
- Netscape Navigator 7.0+
- Mozilla Firefox 1.0+

The following browser is supported for the MAC:

- Microsoft Internet Explorer 5.0+

The browser must also have 128-bit SSL encryption enabled. There are no software requirements to use the secure site. User's can employ any existing off the shelf secure software or use the built in tools



provided with most operating systems.

The hosted portion of the application runs on DataLab USA's secure server farm in Germantown, MD. It consists of two load balancing web servers, a database server, and a separate firewall.

The online application is built using Microsoft's ASP.NET and C#. The database is run on Microsoft's SQL Server 2000. The secure scripts utilize Cute FTP Professional 6.0's Transfer Engine.

### **Backup and Recovery**

All data is backed up nightly to a secondary machine on the network. Once a week, this data is moved off-site to a secure Continuous Operations Center. The restored data is the snapshot as it stood the prior night. At most one day of work will be lost.

In the event of a catastrophic failure, all operations will be moved to another office location within 3 business days. The restored data will be as it stood for the last weekly backup and thus will be at most 5 business days off.

### **Security Matrix**

The SSIS online system supports two user groups:

- MSDE
- LSS

The below matrix give the overview for each user group's access to system features.

<b>Feature</b>	<b>MSDE User</b>	<b>LSS User</b>
<b>Current Status</b>	<b>View for all LSS</b>	<b>View only for user's LSS</b>
<b>Online Error Correction</b>	<b>No</b>	<b>Yes – can edit any record from the user's LSS in the suspense file</b>
<b>Corrections Reports</b>	<b>No</b>	<b>Yes – can view a correction report for any record in the user' LSS</b>
<b>Record Lookup</b>	<b>View and edit access to all records in SSIS database</b>	<b>View only access to user's LSS records in MDSSIS.ORG</b>
<b>Upload History</b>	<b>View for all LSS</b>	<b>View only for user's LSS</b>
<b>Extract File</b>	<b>Extract for all LSS</b>	<b>Extract for user's LSS</b>

<b>Email Template Manager</b>	<b>Yes</b>	<b>No</b>
<b>User Management</b>	<b>Yes</b>	<b>No</b>
<b>Set Count Dates</b>	<b>Yes</b>	<b>No</b>
<b>Predefined Reports</b>	<b>Yes – view summary level data at a state, LSS or school level</b>	<b>Yes – view summary level data at a state, LSS or school level</b>

## **MSDE Procedures**

### ***Admin Shut-Off Functionality***

The MSDE admin user has a checkbox on the admin pages that allows them to disable access to the online system. When clicked, no user will be able to login. When a user attempts to login, they are presented with a message communicating that login access has been temporarily disabled.

Disabling login access will send a signal to the secure file load application to begin checking the site for files. This process will continue until the admin user de-selects the checkbox, signaling that users can once again login. At this point, the secure file load application will also disable, reverting to its normal schedule of running overnight.

When login access is turned back on (and the secure file load application is turned off) there is a default 30 minute delay before users can log in to the system again. This allows any file processing to complete. The online system also allows the admin user to specify a delay other than 30 minutes (but no less than 5 minutes).

There is one final shut off functionality that allows the admin user to disable log in access, as well as disabling secure server file loads. Both are shut off immediately upon clicking the checkbox.

### ***Admin Date Setting***

The MSDE admin user sets the date for the child count and exit count each year. In addition, the MSDE administrator can “freeze” the database from accepting any additional records for a particular count once the count has been finalized. LSS’s needing to make changes after a count has been finalized or “frozen” must contact the MSDE administrator before submitting records. Records submitted while the database is “frozen” for a count year and type (e.g. 2007A) will be put in the suspense file with an error. The MSDE administrator must “unfreeze” the database before the records can be resubmitted.

## **Summary Report and Sign-off Sheet**

A summary report of the public agency data set and sign off sheet is placed in the ‘SSIS/From MSDE’ folder for final review. This report provides information at the public agency level. After reviewing the report, the Superintendent, Director, and Data Manger sign off on the data and send the verification sheet back to MSDE. If discrepancies are found, the public agency must notify MSDE that corrections need to be made. MSDE will produce an updated summary report and return this to the public agency for review and signature.

During the October collection, MSDE will produce two additional reports for signatures. One report lists students whose IEPs were developed more than 13 months prior to the last Friday of October. The second report lists students who have not had a re-evaluation for more than three years.

### **Federal Reporting**

If at any time after a federal report has been submitted an LSS needs to change student data, MSDE must be notified. Federal reports must reflect any changes and will have to be revised and resubmitted.

**DATABASE DESCRIPTION**

The database contains two types of records, the SSIS Student Record that contains student demographic information and the SSIS Service Record that contains information about the services provided to the student. All of the data elements contained on these SSIS records are required and must be maintained accurately. MSDE processes SSIS data from each public agency twice a year to obtain the last Friday of October Child Count and the July 1 – June 30 Exit Data. If no data is to be submitted for a field, that field must be filled with spaces not zero-filled.

All fields are required for Eligibility 1 and 2 students. See Eligibility 3 and 4 columns for specific requirements.

**SSIS STUDENT RECORD LAYOUT**

POSITION	ITEM	TYPE	LENGTH	VALID CODES	ELIGIBILITY 3	ELIGIBILITY 4
1-9	SSN	Num	9		Required	Required
10-11	Record Number	Num	2	00	Required	Required
12	LEP	Num	1	1 or 2	Required	Required
13-20	Birth Date	Date	8	MMDDYYYY	Required	Required
21	Gender	Num	1	1 or 2	Required	Required
22	Historic Race/Ethnicity	Num	1	1 through 5	Required	Required
23	Ethnicity – Hispanic or Latino	Char	1	Y or N	Required	Required
24	Race – American Indian or Alaska Native	Num	1	0 or 1	Required	Required
25	Race - Asian	Num	1	0 or 2	Required	Required
26	Race – Black or African American	Num	1	0 or 3	Required	Required
27	Race – Native Hawaiian or Other Pacific Islander	Num	1	0 or 4	Required	Required
28	Race – White	Num	1	0 or 5	Required	Required
29-32	Unused	Num	4	Blank	Required	Required
33	Medical Assistance	Num	1	1 or 2	Not Required for Eligibility 3	Not Required for Eligibility 4
34-41	IEP Date	Date	8	MMDDYYYY	Required	Required
42-49	Evaluation Date	Date	8	MMDDYYYY	Required	Required
50-51	Disability	Num	2	01 through 15	Required	Required
52	LRE	Char	1	A – J, V-O	Not Required for Eligibility 3	Not Required for Eligibility 4

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53	ESY	Num	1	1, 2, or 3	Not Required for Eligibility 3	Not Required for Eligibility 4
54-55	S-School County	Num	2	01-23, 28-34, 50-99	Required	Required
56-59	S-School No.	Num	4	Valid School ID	Required	Required
60-61	R-School County	Num	2	01-23, 30,31,50-99	Required	Required
62-65	R-School No.	Num	4	Valid School ID	Required	Required
66-67	Grade	Num	2	01-12, 91, 92	Required	Required
68-75	Projected Date of Exit	Num	8	MMDDYYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
76	Projected Category of Exit	Num	1	1, 2, or 3	Not Required for Eligibility 3	Not Required for Eligibility 4
77	Exit Reason	Char	1	A through J	Required	Not Required for Eligibility 4
78-85	Exit Date	Date	8	MMDDYYYY	Required	Not Required for Eligibility 4
86-93	Functional Behavioral Assessment	Date	8	MMDDYYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
94-101	Behavioral Intervention Plan	Date	8	MMDDYYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
102-111	Student ID	Num	10		Required	Required
112	Assistive Technology Devices	Num	1	1 or 2	Not Required for Eligibility 3	Not Required for Eligibility 4
113	Transportation	Num	1	1 or 2	Not Required for Eligibility 3	Not Required for Eligibility 4
114	Eligibility	Num	1	1, 2, 3, or 4	Required	Required
115-139	Student Last Name	Char	25	Left justified and filled with spaces	Required	Required
140-154	Student First Name	Char	15	Left justified and filled with spaces	Required	Required
155	Student Middle Initial	Char	1	Left justified and filled with spaces	Required	Required
156	Early Childhood Transition	Num	1	Blank, 1=Yes, 2=No	Not Required for Eligibility 3	Allow Blank, 1 or 2, don't require next 3 date fields
157-164	Initial IEP Date	Date	8	MMDDYYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
165-172	Informed Parent Consent for Initiation of Services Date	Date	8	MMDDYYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
173-180	IEP Initiation of Services Date	Date	8	MMDDYYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
181-190	Unique Student ID	Num	10		Required	Required
191-198	Ninth Grader School Year	Num	8	YYYY-YYYY	Not Required for Eligibility 3	Not Required for Eligibility 4
199	Original Cohort Year	Num	1	4, 5, 6	Not Required for Eligibility 3	Not Required for Eligibility 4
200	Current Cohort Year	Num	1	4, 5, 6	Not Required for Eligibility 3	Not Required for Eligibility 4

201-209	Assessment Type	Num	9	1-9	Not Required for Eligibility 3	Not Required for Eligibility 4
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## SSIS STUDENT RECORD ELEMENTS

### SOCIAL SECURITY NUMBER

(9 position numeric)

Description: The student's social security number is required. If the social security number is unavailable, your central office should provide you with a pseudo code, a 9-digit number which begins with "9", followed by the public agency 2-digit identifier, followed by 6 digits selected by the public agency.

The following public agencies will use the listed **starting** pseudo codes for their facilities.

Department of Juvenile Justice (DJS)	Maryland School for the Deaf (MSD)	Maryland School for the Blind (MSB)	MSDE/JCEP
Thomas O'Farrell 928-20-0001	Columbia 934-00-0001	933-00-0001	Hickey School 928-00-0001
DJS Cumberland 928-30-0001	Frederick 934-50-0001		Lower Eastern Shore Academy 927-10-0001
Cheltenham 928-40-0001			Baltimore City Juvenile Justice Center 927-20-0001
DJS Baltimore 928-50-0001			Victor Cullen 927-30-0001
MD Youth Residence Ctr 928-70-0001			J DeWeese Carter 927-40-0001
Wm Donald Schaefer House 928-80-0001			
Thomas JS Waxter 928-90-0001			
Alfred Noyes 928-00-0001			

### RECORD NUMBER

(2 position numeric)

Description: This field is used to identify the record as a student record. Each student will have a "00" record number.

Codes:                   **00 = Student Record**

**LEP - Limited English Proficiency**  
(1 position numeric)

Description:           Identifies if the student has limited English proficiency (LEP).

Codes:                   1 = **Yes**, the student is LEP; Native language is not English  
                              2 = **No**, the student is not LEP; Native language is English

**BIRTH DATE**  
(8 position numeric)

Description:           The birth date of the student. (Month, day and year)

Codes:                   **Format = MMDDYYYY**  
                              Month = 01 through 12  
                              Day = 01 through 31  
                              Year = Must be between ages 3 to 21 inclusive. For October Census, age is calculated on the last Friday of October. Exit Data – age is calculated as of the last Friday of October of the previous year.

**GENDER**  
(1 position numeric)

Description:           The gender of the student.

Codes:                   **1 = Male**  
                              **2 = Female**

**HISTORIC RACE/ETHNICITY**  
(1 position numeric)

Description:           The race/ethnicity of the student.

Codes:                   **1 = American Indian or Alaskan Native** - A person having origins in any of the original people of North America and maintains cultural identification through tribal affiliation or community recognition.

**2 = Asian or Pacific Islander** - A person having origins in any of the original people of the Far East, Southeast Asia, the Pacific Islands, or the Indian Subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

**3 = African American, Not of Hispanic Origin** - A person having origins in any of the black racial groups in Africa.

**4 = White, Not of Hispanic Origin** - A person having origins in any of the original people of Europe, North Africa or the Middle East.

**5 = Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

### **ETHNICITY**

(1 position character)

Description: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Codes: Y = **Yes**, student is Hispanic or Latino  
N = **No**, student is not Hispanic or Latino

### **RACE - AMERICAN INDIAN OR ALASKA NATIVE**

(1 position numeric)

Description: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Codes: 1 = American Indian or Alaska Native is selected  
0 = American Indian or Alaska Native is NOT selected

### **RACE - ASIAN**

(1 position numeric)

Description: 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.

Codes: 2 = Asian is selected  
0 = Asian is NOT selected

### **RACE - BLACK OR AFRICAN AMERICAN**

(1 position numeric)

Description: A person having origins in any of the black racial groups of Africa.

Codes: 3 = Black or African American is selected  
0 = Black or African American is NOT selected

### **RACE - NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER**

(1 position numeric)

Description: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.



Codes: 4 = Native Hawaiian or Other Pacific Islander is selected  
0 = Native Hawaiian or Other Pacific Islander is NOT selected

**RACE - WHITE**  
(1 position numeric)

Description: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Codes: 5 = White is selected  
0 = White is NOT selected

All records must contain a Y or N in the 'Ethnicity – Hispanic or Latino' field.  
All records must contain **at least one** of the five 'New Race Codes' fields selected  
More than one race field may be selected for a student.

**EXAMPLES OF THE ETHNIC AND RACIAL CODING STRATEGIES**

Examples of this coding strategy are listed below as well as some possible valid and invalid combinations of ethnicity/race classifications.

***Valid Examples - Student's Ethnicity and Race Reported as:***

- A. Student identified as non-Hispanic and Asian N02000
- B. Hispanic student identified as Black Y00300
- C. Non-Hispanic student with multiple races of Asian, Pacific Islander, and White N02045
- D. Hispanic student with all races identified Y12345
- E. Non-Hispanic student with all races identified N12345

***Invalid Examples:***

- A. Student identified as non-Hispanic with no race selected N00000
- B. Student identified as Hispanic with no race selected Y00000

**MEDICAL ASSISTANCE**

(1 position numeric)

Description: The eligibility of the student for medical assistance funding on the last Friday of October or when student exited.

Codes: 1 = **Yes**, student is eligible for medical assistance  
2 = **No**, student is not eligible for medical assistance

**IEP DATE - IEP Team Date**

(8 position numeric)

Description: The most recent date on which the IEP Team approved an IEP.

Codes: **Format** = **MMDDYYYY**, cannot be in the future  
Month = Must be 01 through 12  
Day = 01 through 31

Year = Current IEP (within 13 months of the last Friday of October)

## EVALUATION DATE

(8 position numeric)

Description: The most recent date on which the IEP Team completed a full and comprehensive review of all assessment materials.

Codes: **Format** = **MMDDYYYY**, cannot be in the future  
Month = Must be 01 through 12  
Day = 01 through 31  
Year = Within three previous years of the last Friday of October

## DISABILITY

(2 position numeric)

Description: The code which reflects the major category of disability under which the student needs special education services as defined by U.S. Department of Education and COMAR.

Codes: **01 = Intellectual Disability** - significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

**02 = Hearing Impairment**- an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

**03 = Deaf** - a hearing impairment that is so severe that the child is impaired in processing linguistic information, through hearing with or without amplification, that adversely affects a child's educational performance.

**04 = Speech or Language Impairment** - a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**05 = Visual Impairment** - an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**06 = Emotional Disturbance** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

- (C) inappropriate types of behavior or feelings under normal circumstances;
  - (D) a general pervasive mood of unhappiness or depression;
  - (E) a tendency to develop physical symptoms or fears associated with personal or school problems;
  - (F) includes schizophrenia;
  - (G) does not include a student who is socially maladjusted, unless it is determined that the student has an emotional disturbance.
- 07 = Orthopedic Impairment** - a severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by congenital anomaly (e.g., club foot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- 08 = Other Health Impairment** - having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, due to chronic or acute health problems such as a heart condition, rheumatic fever, nephritis, asthma, attention deficit disorder, attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or Tourette syndrome that adversely affects a child's educational performance.
- 09 = Specific Learning Disability** - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
- 10 = Multiple Disabilities** - concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- 12 = Deaf-Blindness** - concomitant hearing and visual impairments, the combination of which caused such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- 13 = Traumatic Brain Injury** - an acquired injury to the brain caused by an

external physical force, resulting in total or partial functional disability or psychological impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

**14 = Autism** - a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

**15 = Developmental Delay** - *This term may be used by a public agency utilizing the MSDE Developmental Delay definition.* This term applies to a student, 3-9, who exhibits a 25% delay in one or more of the following areas: cognitive development; physical development, including vision and hearing; communication development; social and emotional development; or adaptive development. Developmental Delay also includes atypical development or a diagnosed condition.

**LRE** - Least Restrictive Environment  
(1 position alpha)

Description: The setting in which student receives program.

**CODES: THE FOLLOWING CODES MAY BE USED FOR AGES 3-5:**

**E = HOSPITAL PLACEMENT** – 3-5 year old who receives special education in a medical treatment facility on an in-patient basis.

**F = PUBLIC SEPARATE DAY SCHOOL** – 3-5 year old who receives ALL of their special education and related services in educational programs in public day schools specifically for children with disabilities.

**G = PRIVATE SEPARATE DAY SCHOOL** – 3-5 year old who receives ALL of their special education and related services in educational programs in private day schools specifically for children with disabilities.

**H = PUBLIC RESIDENTIAL FACILITY** – 3-5 year old who receives ALL of their special education and related services in a publicly operated residential facility or residential medical facility on an inpatient basis.

**I = PRIVATE RESIDENTIAL FACILITY** - 3-5 year old who receives ALL of their special education and related services in a privately operated

residential  
facility or residential medical facility on an inpatient basis

**J = HOME** - 3 to 5 year old who receives ALL of their special education and related services in the principal residence of the child's family or caregivers.

**P = In the regular early childhood program at least 80% of time.**  
3-5 year old who attends an early childhood program and is in the early childhood program for at least 80% of time.

**Q = In the regular early childhood program 40% to 79% of time.**  
3-5 year old who attends an early childhood program and is in the early childhood program for no more than 79% but no less than 49% of time.

**R = In the regular early childhood program less than 40% of time.**  
3-5 year old who attends an early childhood program and is in the early childhood program for less than 40% of time.

**S = Separate class. 3-5 year old** who attends a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns P, Q, or R)

**T = Service provider location.** 3-5 year old who receives all of their special education and related services from a service provider, and who does not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians' offices,
- clinicians' offices located in school buildings,
- hospital facilities on an outpatient basis, and
- libraries and other public locations.

Do not include children who also receive special education at home. Children who receive special education both in a service provider location and at home should be reported in the home category.

### **THE FOLLOWING CODES MAY BE USED FOR AGES 6-21:**

**A = INSIDE GENERAL EDUCATION SETTINGS 80% or More** - 6-21 year old enrolled in a comprehensive school who receives special education and related services INSIDE GENERAL EDUCATION SETTING for 80% or more of the school day.

**B = INSIDE GENERAL EDUCATION SETTINGS BETWEEN 40 AND 79%** - 6-21 year old student enrolled in a comprehensive school who receives

special education and related services **INSIDE GENERAL EDUCATION SETTING** at least 40%, but no more than 79% of the school day.

**C = INSIDE GENERAL EDUCATION SETTINGS LESS THAN 40%** - 6-21 year old enrolled in a comprehensive school who receives special education and related services **INSIDE GENERAL EDUCATION SETTING** less than 40% of the school day.

**D = HOMEBOUND PLACEMENT** – 6-21 year old who receives special education instruction at home.

**E = HOSPITAL PLACEMENT** – 6-21 year old who receives special education in a medical treatment facility on an in-patient basis.

**F = PUBLIC SEPARATE DAY SCHOOL** – 6-21 year old who receives special education and related services for greater than 50% of the school day in public separate day facility that ***does not house programs for students without disabilities.***

**G = PRIVATE SEPARATE DAY SCHOOL** - 6-21 year old who receives special education and related services for greater than 50% of the school day in a private separate day facility that ***does not house programs for students without disabilities.***

**H = PUBLIC RESIDENTIAL FACILITY** – 6-21 year old who receives special education and related services greater than 50% of the school day in a public residential facility.

**I = PRIVATE RESIDENTIAL FACILITY** – 6-21 year old who receives Special education and related services for greater than 50% of the school day in a private residential facility.

**U = CORRECTIONAL FACILITIES** Unduplicated total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:

- short-term detention facilities (community-based or residential),  
or
- correctional facilities.

**V = PARENTALLY PLACED IN PRIVATE SCHOOLS**

Unduplicated total who have been enrolled by their parents or guardians in regular 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. *Do not include children who are home schooled or placed in private schools by the LEA.*

**ESY**

(1 position numeric)

Description: The individualized extension of specific special education and related services that are provided beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents. Facilities that already provide year round services (DJS facilities, adult correctional facilities, some residential programs) cannot provide ESY.

Codes:

- 1 = **Yes**, student is eligible for ESY service.
- 2 = **No**, student is not eligible for ESY service.
- 3 = **ESY Decision Deferred**

**RESIDENCE PUBLIC AGENCY (R County)**

(2 position numeric)

- R Public Agency = Public jurisdiction of where the parent or legal guardian of the student resides.

**RESIDENCE SCHOOL (R School)**

(4 position numeric)

- Residence School = The school the student would attend if not disabled. This includes: Students identified as receiving home instruction (use R School code = 9955); Parentally placed in a private school (use R School code = 9967); and Homeless, unknown school (use R School code = 9977).

**SERVICE PUBLIC AGENCY (S County)**

(2 position numeric)

The public agency responsible to provide the special education services. This includes local school systems, Department of Juvenile Services (DJS), Maryland State Department of Education/Juvenile Correctional Education Programs (MSDE/JCEP), Adult Correctional Facilities, Edison Schools, Maryland School for the Blind (MSB), and Maryland School for the Deaf (MSD).

**SERVICE SCHOOL (S School)**

(4 position numeric)

Service School = The public agency school, nonpublic school, or private school that identifies where the student receives special education service(s).

**SERVICE PUBLIC AGENCY CODES**

Codes:

- 01 = Allegany
- 02 = Anne Arundel
- 03 = Baltimore County
- 04 = Calvert
- 05 = Caroline
- 06 = Carroll
- 07 = Cecil
- 08 = Charles
- 09 = Dorchester

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- 10 = Frederick
- 11 = Garrett
- 12 = Harford
- 13 = Howard
- 14 = Kent
- 15 = Montgomery
- 16 = Prince George's
- 17 = Queen Anne's
- 18 = St. Mary's
- 19 = Somerset
- 20 = Talbot
- 21 = Washington
- 22 = Wicomico
- 23 = Worcester
- 27 = MSDE/JCEP
- 28 = DJS
- 29 = Adult Correctional Facilities (State Prisons)
- 30 = Baltimore City
- 33 = MD School for Blind
- 34 = MD School for Deaf

**RESIDENCE PUBLIC AGENCY CODES**

**In addition to the Service Public Agency Codes listed above use:**

- Codes:
- 57 = Delaware
  - 58 = District of Columbia
  - 87 = Pennsylvania
  - 95 = Virginia
  - 97 = West Virginia

**GRADE**

(2 position numeric)

Description: The code that best describes the current grade level or class. This is a descriptive variable of the student at the time of the IEP. This is updated only at the next IEP.

- Codes:
- 01 through 12 = grades 1 through 12**
  - 91 = Kindergarten**
  - 92 = Preschool, Ages 3-5**

Grade equals the number of years the student has been in school after kindergarten, including the current year, adjusted by subtracting the number of times the student was not promoted and/or adding the number of times the student was accelerated.

**PROJECTED DATE OF EXIT**

(8 position numeric)

Description: The date you *project* that a student 14 years or older will exit school. This data is reported in October only.

- Codes: **Format = MMDDYYYY**



Month = 01 through 12

Day = 01 through 31

Year = Valid 4-digit year

### PROJECTED CATEGORY OF EXIT

(1 position numeric)

Description: Category from which you *project* a student 14 years or older will exit school. This data is reported in October only.

Codes:

- 1 = Exit with a Maryland High School Diploma
- 2 = Exit with a Maryland High School Certificate of Program Completion at the end of the school year the student turns 21
- 3 = Exit with a Maryland High School Certificate of Program Completion prior to the end of the school year student turns 21.

### EXIT REASON

(1 position alpha)

Description: Code describes reason the student exited from special education program.

Codes:

- A = Returned to general education** - student who was served in special education during the previous reporting year, but at some point during that 12-month period, returned to general education as a result of having met the objectives of his/her IEP. This is a student who no longer has an IEP and is receiving all educational services from a general education program.
- B = Graduated with Maryland high school diploma** - student who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.
- C = Received Maryland high school certificate** - student who exited an educational program through receipt of a Maryland High School certificate or IEP Team determination that the student has developed appropriate skills for the individual to enter the world of work.
- D = Reached 21 years of age** - student who exited special education because of reaching the maximum age. **Must be 18 or older as of previous child count.**
- E = Deceased** - student who died.
- F = Moved, known to be continuing** - student who moved out of the catchment area and is *KNOWN* to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program.
- H = Dropped out** - student who was enrolled at some point in the reporting year, was not enrolled at the end of the reporting year, and did not exit through any other basis (returned to general education, graduated, received certificate, reached maximum age, died, or moved). Includes GED recipients.

**I = Special Cases** - Other reasons with superintendent's approval. For students under 16 years of age. *This code may be used for students who withdraw in grade 8 for religious reasons.*

**J = Parent Revokes Consent** - For use when a parent revokes consent for the provision of special education and related services after special education and related services have been implemented.

### EXIT DATE

(8 position numeric)

Description: Date student exited special education. All students submitted in October must have blank exit dates; all students submitted in June must have exit dates ranging from July 1 of the previous year to June 30 of the reporting year. All services must be ended in the June data submission.

Codes:           **Format** = **MMDDYYYY**  
Month       = 01 through 12  
Day         = 01 through 31  
Year        = Has to be the same as, or after the last IEP

### FUNCTIONAL BEHAVIORAL ASSESSMENT

(8 position numeric)

Description: The most recent date on which the IEP Team completed a full and comprehensive review of all functional behavioral assessment materials.

Codes:           **Format** = **MMDDYYYY**  
Month       = 01 through 12  
Day         = 01 through 31  
Year        = Valid 4-digit year

### BEHAVIORAL INTERVENTION PLAN

(8 position numeric)

Description: The most recent date on which the IEP Team approved a behavioral intervention plan.

Codes:           **Format** = **MMDDYYYY**  
Month       = 01 through 12  
Day         = 01 through 31  
Year        = Valid 4-digit year

### STUDENT ID NUMBER

(10 position alphanumeric)

Description: The number assigned by the local education agency. The number can be any

combination of numbers and letters, but not more than 10 characters in length. The number should be right aligned. If fewer than 10 characters are used, zero fill the remaining positions.

### **ASSISTIVE TECHNOLOGY DEVICE(S)**

(1 position numeric)

Description: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a student with a disability.

Codes: 1 = **Yes**, the student receives assistive technology device(s).  
2 = **No**, the student does not receive assistive technology device(s).

### **TRANSPORTATION AS A RELATED SERVICE**

(1 position numeric)

Description: Travel to and from school and between schools, outside the student's resident school transportation area, i.e. the school the student would attend if not disabled (home school); travel in and around school buildings. Included are students who attend the resident school and require specialized transportation equipment and/or services, such as special or adapted buses, lifts, and ramps, modified pick-up/delivery, etc.

Codes: 1 = **Yes**, the student receives special transportation.  
2 = **No**, the student does not receive special transportation.

### **ELIGIBILITY**

(1 position numeric)

Description: Eligible means a student that has been identified as a student with a disability as defined in IDEA. All eligible students must fall in one of these three categories.

Codes: 1 = Eligible student with a disability served in a public school or placed in a nonpublic school by the public agency to receive FAPE.  
2 = Eligible parentally placed private school student with a disability receiving special education and/or related service through a service plan from the public agency.  
3 = Eligible parentally placed private school student with a disability NOT receiving service from the public agency.  
4 = Eligible public school student with a disability not receiving services due to parent refusal to initiate special education and related services.

### **STUDENT NAME**

**Student Last Name (25 position alpha)**

Description: Indicate up to (25) characters of student's last name. No punctuation. Must be left justified and filled with spaces.

**Student First Name (15 position alpha)**

Description: Indicate up to (15) characters of student's first name. No punctuation. Must be left justified and filled with spaces.

**Student Middle Initial (1 position alpha)**

Description: Indicate first letter of student's middle name, if available. Must be left justified and filled with spaces.

**EARLY CHILDHOOD TRANSITION**

(1 position numeric)

Description: Student transitioned from Part C to Part B and is receiving Part B service/s.

Codes: 1 = **Yes**, student transitioned from Part C to Part B and is receiving Part B service/s.  
2 = **No**, Student did not transition from Part C into Part B, but is a Part B student receiving Part B service/s.

**If 'Early Childhood Transition' = 'YES', 'Initial IEP Date', 'Informed Parent Consent for Initiation of Services', and 'IEP Initiation of Services Date' fields must be filled, otherwise leave blank.**

**DATE OF INITIAL IEP DEVELOPMENT**

(8 position numeric)

**Complete if 'Early Childhood Transition'='YES', otherwise leave blank.**

Description: The date which the IEP Team developed the **Initial** IEP.

Codes: **Format = MMDDYYYY or Blank if 'No' to Early Childhood Transition**  
Month = Must be 01 through 12  
Day = 01 through 31  
Year = Cannot be in the future

**DATE OF PARENTAL CONSENT FOR INITIATION OF SERVICES**

(8 position numeric)

**Complete if 'Early Childhood Transition'='YES', otherwise leave blank.**

Description: The date which the parents signed consent for the Student to receive Part B services.

Codes: **Format = MMDDYYYY or Blank if 'No' to Early Childhood Transition**  
Month = Must be 01 through 12  
Day = 01 through 31  
Year = Cannot be in the future

**DATE INITIAL IEP IS IN EFFECT**

(8 position numeric)

**Complete if 'Early Childhood Transition'='YES', otherwise leave blank.**

Description: The date on which the Part B services will be implemented.

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Codes:                   **Format** = **MMDDYYYY or Blank if 'No' to Early Childhood Transition**  
                              Month = Must be 01 through 12  
                              Day = 01 through 31  
                              Year = Cannot be in the future

NOTE: Report only students who are three years old and are transitioning from Part C to Part B.

Data for all students with disabilities who transitioned from Part C to Part B in Maryland must be maintained historically at the Public Agency.

**UNIQUE STUDENT ID NUMBER (SASID)**

(10 position numeric)

Description: The Division of Accountability & Assessment (DAA) will create and provide to the LSS a 10-digit SASID number. Fill the SASID number field with the 10 digit number provided by DAA. If the student was not in the September 30 Enrollment file, leave the SASID field blank and the number will be provided to the LSS after the child count data is final.

Periodically, MSDE will receive a validation file from DAA and will store USIS SASID's in SSIS. If the LSS submitted SASID does not match an SASID provided by DAA, then the field will be flagged as an error and the record will be put in suspense.

**IDENTIFICATION OF GRADUATION COHORT YEAR**

Description: Beginning with the 2008-2009 school year, each student officially identified as a ninth grade student for the first time is to determine how many years (4, 5, or 6 years) he or she anticipates remaining in high school in order to complete all requirements for graduation, including passage of high school assessment options, in order to obtain a Maryland High School Diploma. Once a student identifies his or her plan, the student will be identified in that cohort year (4, 5, or 6 years). The originally identified assignment of the cohort year cannot be changed. For example, if a student officially enters ninth grade for the first time in the 2008-2009 school year, selects a 5 year plan for completion of all requirements for a Maryland High School Diploma (cohort year 2012-2013), the student will be assigned as a member of the class of students to graduate in 2013. However, on an annual basis, the student may reconsider his or her plan for graduation and revise the number of years the student anticipates completing all requirements for a Maryland High School Diploma. Although the student may have originally selected a 5-year plan (graduation 2013) he or she may decide he or she may need a 6-year plan (graduation 2014). The annually selected plan for graduation will be in effect, yet the student will remain in the originally assigned cohort year for data purposes for determining the percentage of students graduating with a Maryland of High School Diploma in any given academic year. The U. S. Department of Education, under NCLB, is proposing a uniform definition for "graduation rate" consistent with the National Governors Association (NGA). The proposed regulation would be defined as the number of students who graduate in a given year within the standard number of years with a regular high school diploma divided by number of students who entered high school four years earlier. (adjusting for transfers in and out).

**It is not a required field for 9th grade repeaters or new enrollees in MD after the 9th grade.**

**SCHOOL YEAR STUDENT IDENTIFIED AS 9th GRADER**

(8 position YYYY-YYYY, do not include the '-')

Description: The school year the student is identified as a ninth grader for the first time.

For October 2009 data collection, all first time 9<sup>th</sup> graders' school year must be 2008-2009 or 2009-2010. If the student is in 8<sup>th</sup> grade, school year must be 2010-2011. If the student is in 10<sup>th</sup> grade, school year must be 2008-2009.

*If the student is not a ninth grader, fill the field with spaces.*

Data must be maintained historically at the Public Agency.

**ORIGINAL GRADUATION PLAN**

(1 position numeric)

Description: Cohort plan that ninth grader is originally participating in.

Codes: 4, 5, 6.

*If the student is not a ninth grader, fill the field with spaces.*

Data must be maintained historically at the Public Agency and cannot be changed.

**CURRENT GRADUATION PLAN**

(1 position numeric)

Description: Cohort plan that student is currently participating in.

Codes: 4, 5, 6.

*If the student is not a ninth grader, fill the field with spaces.*

**ASSESSMENT PARTICIPATION**

(9 position numeric)

Report the most recent Assessment the student participated in from the right-hand side of page 3 of the IEP form.

Codes	Assessment Type
1	Maryland Model for School Readiness (MMSR)
2	Maryland School Assessment (MSA)
3	Modified Maryland School Assessment (MOD MSA)
4	Alternate Maryland School Assessment (Alt-MSA)
5	High School Assessment (HSA)
6	Modified High School Assessment (MOD HSA)
7	MOD HSA +Plus
8	Bridge Plan
9	LAS Links

<b>Position 201</b>	<b>Reading</b>
<b>Position 202</b>	<b>Math</b>
<b>Position 203</b>	<b>Science</b>
<b>Position 204</b>	<b>Algebra/Data Analysis</b>
<b>Position 205</b>	<b>Biology</b>

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<b>Position 206</b>	<b>English</b>
<b>Position 207</b>	<b>Government</b>
<b>Position 208</b>	<b>Maryland Model for School Readiness (MMSR)</b>
<b>Position 209</b>	<b>LAS Links</b>

Example: If student participated in the MSA for Reading and Math put a '2' (for MSA) in Positions 201 (Reading) and 202 (Math). The 9-digit field would look like this '220000000'.

*If the student did not participate in an assessment during the current IEP, fill the field with zeroes – '000000000'.*

**SSIS SERVICE RECORD LAYOUT**

POSITION	ITEM	TYPE	LENGTH	VALID CODES	Type 3 Service
01-09	SSN	Num	9		Required
	<u>SERVICE 1, 3, 5...</u>				
10-11	Record No.	Num	2	01, 03, 05...99	Required
12-13	Provider/Agency	Num	2	01-25, 50, 60, 91, 92, 97	Required
14-15	Nature	Num	2	11-15, 17-18, 20-30, 33-38, 99	99
	Service Description				
16-17	Hours	Num	2	00-79	Not Required
18-19	Minutes	Num	2	00-59	Not Required
20-21	Number of Sessions	Num	2	01-99 or blank	Not Required
22-23	Frequency	Num	2	80-83, 90	80-85, 90
24-31	Begin Date	Date	8	MMDDYYYY	Required
32-39	End Date	Date	8	MMDDYYYY or blank	Required
<b>40-41</b>	<b>Duration</b>	<b>Num</b>	<b>2</b>	<b>01-52</b>	<b>Required</b>
42	Service Type	Num	1	1, 2, 3	3
43	Adult Service Agency	Char	1	A through E	Not Required
44	Anticipated Service	Num	1	1-7	Not Required
45-48	Unused	Char	4	Leave blank	Leave blank
	<u>SERVICE 2, 4, 6...</u>				
49-50	Record No.	Num	2	02, 04, 06...98	Required
51-52	Provider/Agency	Num	2	01-25, 50, 60, 91, 92, 97	Required
53-54	Nature	Num	2	11-15, 17-18, 20-30, 33-38, 99	99
	Service Description				
55-56	Hours	Num	2	00-79	Not Required
57-58	Minutes	Num	2	00-59	Not Required
59-60	Number of Sessions	Num	2	01-99 or blank	Not Required
61-62	Frequency	Num	2	80-83, 90	80-85, 90



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63-70	Begin Date	Date	8	MMDDYYYY	Required
71-78	End Date	Date	8	MMDDYYYY	Required
79-80	Duration	Num	2	01-52	Not Required
81	Service Type	Num	1	1, 2, or 3	3
82	Adult Service Agency	Char	1	A through E	Not Required
83	Anticipated Service	Num	1	1-7	Not Required
84-209	Unused	Char	125	Leave blank	Leave blank

**SOCIAL SECURITY NUMBER**

(9 position numeric)

**Description:** The student's social security number is required. If the social security number is unavailable, your central office should provide you with a pseudo code, a 9-digit number which begins with “9”, followed by the public agency 2-digit identifier, followed by 6 digits selected by the public agency.

The following public agencies will use the listed **starting** pseudo codes for their facilities.

Department of Juvenile Justice (DJS)	Maryland School for the Deaf (MSD)	Maryland School for the Blind (MSB)	MSDE/JCEP
Thomas O’Farrell 928-20-0001	Columbia 934-00-0001	933-00-0001	Hickey School 928-00-0001
DJS Cumberland 928-30-0001	Frederick 934-50-0001		Lower Eastern Shore Academy 927-10-0001
Cheltenham 928-40-0001			Baltimore City Juvenile Justice Center 927-20-0001
DJS Baltimore 928-50-0001			Victor Cullen 927-30-0001
MD Youth Residence Ctr 928-70-0001			J DeWeese Carter 927-40-0001
Wm Donald Schaefer House 928-80-0001			
Thomas JS Waxter			

928-90-0001			
Alfred Noyes 928-00-0001			

**RECORD NUMBER**

(2 position numeric)

Description: This field is used to identify the service records.

Codes: **01 THROUGH 99 = Service Records**

**PROVIDER/AGENCY**

(2 position numeric)

Description: Code of service provider.

- Codes:
- 01 = Special Education Classroom Teacher
  - 02 = Orientation and Mobility Specialist
  - 03 = Audiologist
  - 04 = Speech/Language Pathologist
  - 05 = Teacher of the Hearing Impaired
  - 06 = Teacher of the Visually Impaired
  - 07 = Occupational Therapist
  - 08 = Physical Therapist
  - 09 = Home-based Teacher
  - 10 = Pupil Personnel Worker
  - 11 = Guidance Counselor
  - 12 = Physical Education Teacher
  - 13 = Psychologist
  - 14 = General Education Teacher
  - 15 = IEP Team
  - 16 = Career and Technology Teacher
  - 17 = Rehabilitation Services Staff
  - 18 = School Social Worker
  - 19 = Recreational Therapist
  - 20 = Other Service Provider
  - 21 = Instructional Assistant (Teacher Aide)
  - 22 = Interpreter
  - 23 = Speech Language Assistant
  - 24 = Occupational Therapy Assistant
  - 25 = Physical Therapy Assistant
  - 50 = Department of Social Services
  - 60 = Mental Hygiene Administration
  - 91 = Developmental Disabilities Administration
  - 92 = Division of Rehabilitation Services (DORS)
  - 97 = Other Agencies

## NATURE

(2 position numeric)

Description: Nature refers to the type of service, regardless of the frequency. Since the student may have many different needs, the IEP Team may recommend services that a public agency cannot provide and are to be provided by other agencies as part of a transition program. This field should be completed for all student's needs, as determined by the IEP Team, whether within education or on an interagency basis.

Codes:

### Special Education

- 11 = Classroom Instruction** - specially designed instruction conducted in classroom, home, hospital, institution. May include transition, vision, or career technology services if services are provided as specially designed instruction.
- 12 = Physical Education** - instruction in physical and motor fitness, fundamental motor skills and patterns, special physical education (adapted PE, movement education, and motor development). These are services other than such services that are provided by an occupational therapist or physical therapist.
- 13 = Speech/Language Pathology Services**- services which include identification of students with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, students, and teachers regarding speech and language impairments.
- 14 = Travel Training** - providing instruction, as appropriate, to children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

### Career and Technology Education

- 15 = Career and Technology Education Program w/Support Services**- a program which may include, but not limited to, such vocational support services as vocational assessment and evaluation, guidance, counseling and career development activities, adaptation of curriculum, individualized instruction and special services which enable disadvantaged and disabled students to succeed in their general vocational programs. A vocational support team usually provides these services.
- 17 = Vocational Evaluation** - an individualized and comprehensive systematic process which evaluates a student's interests, aptitudes, achievements and

work attitudes to identify possible areas for vocational placement. This evaluation process, which occurs in a specially designed unit or lab, simulates a work environment in identifying a student's vocational strengths, needs and potentials may be an interagency service (i.e., DORS evaluation).

- 18 = Special Education Program w/Pre-Vocational Objectives** - a series of direct instructions or activities that are driven by goals and objectives on an individual student's IEP related to pre-vocational skills (e.g., career identification, learning styles, work conditions and job awareness activities). The instructions and activities can take place within school, community or vocational settings. All of the instruction and activities are delivered, monitored and supervised by special education personnel. Any activity done outside the school must adhere to the Department of Labor regulations regarding a training site.

### **Related Services**

Developmental, corrective and other supportive services as are required to assist a disabled student to benefit from Special Education.

- 20 = Audiological Services** - identification of children with hearing loss; determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provision of habilitative activities, such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of students, parents, and teachers regarding hearing loss; and determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- 21 = Psychological Services** - Administering psychological and educational tests, and other assessment procedures; Interpreting assessment results; Obtaining, integrating, and interpreting information about student behavior and conditions relating to learning; Consulting with other staff members in planning school programs to meet the special educational needs of students as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; Planning and managing a program of psychological services, including psychological counseling for students and parents; and Assisting in developing positive behavioral intervention strategies.
- 22 = Occupational Therapy** - services provided by a qualified occupational therapist and includes: improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
- 23 = Physical Therapy** - services provided by a qualified physical therapist.
- 24 = Recreation** - assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.

- 25 = **Early Identification & Assessment** - the implementation of a formal process for identifying a disability as early as possible in a child's life.
- 26 = **Counseling Services** - services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
- 27 = **Medical Services (Diagnostic and Evaluation)** - services provided by a licensed physician to determine a child's medically related disability which results in the child's need for special education and related services.
- 28 = **School Health and School Nurse Services** – services provided by a qualified school nurse or other qualified individual; and designed to enable a student with a disability to receive FAPE as described in the student's IEP.
- 29 = **Social Work Services** - preparing a social or developmental history of a student with a disability; group and individual counseling with the student and family; working with those problems in a student's living situation, such as home, school, and community, that affect the student's adjustment in school; mobilizing school and community resources to enable the student to learn as effectively as possible in the student's educational program; and assisting in the development of positive behavioral intervention strategies.
- 30 = **Parent Counseling and Training** - assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- 33 = **Other Therapies** - Art/Drama/Dance Therapy
- 34 = **Rehabilitation Counseling Services**- services provided by qualified personnel in individual and group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability; and to students with disabilities by vocational rehabilitation services funded under the Rehabilitation Act of 1973.
- 35 = **Orientation and Mobility Training Services** - services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching the students the following, as appropriate: spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); to use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; to understand and use remaining vision and distance low vision aids; and other concepts, techniques, and tools.

- 36 = Interpreting Services** – services for students who are deaf or hard of hearing: oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and special interpreting services for children who are deaf-blind.
- 37 = Speech/Language Pathology Services as a Related Service** - services which include identification of students with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, students, and teachers regarding speech and language impairments.
- 38 = Assistive Technology Services** - any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. This includes:
- A) the evaluation of the needs of a student with disabilities, including a functional evaluation of the student in the student’s customary environment;
  - B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
  - C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
  - D) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
  - E) training or technical assistance for a student with disabilities, or, where appropriate, the student’s family; and
  - F) training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of a student with disabilities.

### **Supplementary Aids, Services, Program Modifications and Supports**

See page 36 for Type 3 Service layout requirements

Description: The student’s IEP should clearly identify the specific supplementary aids, services, program modifications and supports provided to the student or on behalf of the student. This includes services that are provided to parents or teachers to assist them in effectively working with the student. See the IEP Process Guide, page 81, for more information on Supplementary Aids, Services, Program Modifications, and Supports.

<b>Provider</b>	<b>01-97</b>
<b>Nature</b>	<b>99</b>
<b>Frequency</b>	<b>80 = One Time Service</b>

	<b>81 = Weekly</b> <b>82 = Monthly</b> <b>83 = Yearly</b> <b>84 = Daily (Only for Nature 99)</b> <b>85 = Other (Only for Nature 99)</b> <b>86 = Quarterly</b> <b>87 = Semi Annually</b> <b>90 = Recheck Periodically</b> <b>(includes indirect services and periodic evaluations)</b>
<b>Begin Date</b>	<b>MMDDYYYY</b>
<b>End Date</b>	<b>MMDDYYYY</b>
<b>Service Type</b>	<b>3</b>
	<b>If service type = 3 leave all other service fields blank</b>

## SERVICE DESCRIPTION

Description: *Hours and Minutes* describe the amount of time **per session** a student receives a service as described by the Nature on the IEP.  
*Sessions* describes the number of times a service is delivered.  
*Frequency* describes how often the session is delivered.

Codes: **Hours**  
 Format = HH

00 - 79 hours student is served per service.

**Minutes**  
 Format = MM

00 – 59 minutes

**Number of Sessions**  
 Codes = 01, 02, 03....99

If Classroom Instruction then Number of Sessions is optional; 01 – 99 or leave blank

If Frequency = 80 then Number of sessions must = 01

## FREQUENCY

(2 position numeric)

Description: Frequency describes how often the service is delivered by the Nature on the IEP.

Codes: **Frequency**

Codes 80 = One Time Service  
81 = Weekly  
82 = Monthly  
83 = Yearly  
84 = Daily  
86 = Quarterly  
87 = Semi Annually

### **BEGIN DATE**

(8 position numeric)

Description: The month, day and year this service began. This date must be equal to or after the IEP Team meeting date. If the service begins after the last Friday of October of the reporting year, it will not be considered an active service for that year's October count.

Codes: **Format** = **MMDDYYYY**  
Month = Must be 01 through 12  
Day = 01 through 31  
Year = Cannot be before IEP Date.

### **END DATE**

(8 position numeric)

Description: The date the student no longer receives that service. When the student has moved to another county, dropped out, or for any reason is not a student in your county all services must be ended and the student exited from special education.

Codes: **Format** = **MMDDYYYY**  
Month = Must be 01 through 12  
Day = 01 through 31  
Year = Cannot be before the Begin Date

### **DURATION**

(2 position numeric)

Description: The anticipated number of school weeks that the service is to be provided. School year equals from 36 to 45 school weeks. Students requiring Extended School Year (ESY) services may have more than 36 weeks.

Codes: **01, 02 ... 52 = Weeks** student is served

### **SERVICE TYPE**

(1 position numeric)

Description: **1 = Active service (service student is actively receiving)**  
**2 = Anticipated service (service student 14 and older will receive within one year of exiting school)**  
**3 = Supplementary Aids, Services, Program Modifications and Supports**



## **ADULT SERVICE AGENCY**

(1 position alpha)

Description: The agency that will provide the anticipated service.

Codes: **A** = General Services  
**B** = Further Education/Training  
**C** = Division of Rehabilitation Services (DORS)  
**D** = Developmental Disabilities Administration (DDA)  
**E** = Mental Hygiene Administration (MHA)

## **ANTICIPATED SERVICES**

(1 position numeric)

Description: Services you anticipate a student 14 years and older will need within one year of exiting special education.

### **A-General Services**

- 1 = No Services Needed:** upon exiting from the educational system.
- 2 = Public income maintenance:** Social Security Income (SSI), Social Security Disability Income (SSDI), welfare, Medicaid, public health insurance, etc.
- 3 = Transportation:** specialized transportation including paratransit.

### **B-Further Education/Training**

- 1 = Continuing and Adult Education:** including Adult Basic Ed (ABE), General Education Development (GED), adult high school diploma and adult compensatory or special education.
- 2 = Higher Education Support Services:** notetakers, educational technology, modified testing time, mentoring and guidance, study skills and self-advocacy training.
- 3 = Career School Support Services:** support services in programs such as career schools, Job Training Partnership Act programs (JTPA), Job Corps.

### **C-Division of Rehabilitation Services (DORS)**

- 1 = Assessment and Evaluation:** determines eligibility for services, types of services and vocational options. The process may include counselor observations, review of existing school, psychological, functional and vocational information, use of assistive technology devices and worksite assessments.
- 2 = Vocational Rehabilitation Counseling and Guidance:** assists the individual with focusing on and identifying employment outcomes, taking

into consideration the needs and individual choices of the individual with a disability.

- 3 = Job Search, Placement Assistance and Follow Up Services:** provides job seeking skills, referral for specific jobs, job coaching, and coordination with other placement agencies for competitive employment placements (including supported employment) and the provision of post-employment services. Supported employment services are designed for students who require supports for the rest of their work lives and are coordinated with the Mental Hygiene Administration and /or the Developmental Disabilities Administration.
- 4 = Medical Rehabilitation:** includes assistive devices, physical, occupational, speech or hearing therapy, psychological services, and other medically related services.
- 5 = Vocational and Other Training Services:** coordination and provision of higher education, career and technology education training needs (including applications for financial aid and need for college support services); other training such as personal and vocational adjustment training needed to improve attitudes toward work, adjustment to recently acquired disability, and to strengthen work habits.
- 6 = Rehabilitation Technology Services:** application of assistive technologies and rehabilitation engineering to reduce barriers posed by functional limitations in communication, vision, motor, and/or cognitive skills. These services may include architectural, vehicle, communication and computer modifications.
- 7 = Support Services:** services individually designed to assist the individual to complete his or her rehabilitation program. These services may include resources for transportation expenses, maintenance expenses, personal assistance and services to family members.

#### **D-Developmental Disabilities Administration (DDA)**

- 1 = Day Habilitation:** includes individuals participating in structured activities designed to increase or maintain motor skills; communication skills; self-care; leisure abilities; and community integration. Services are 6 hours per day (not including commuting time), 5 days a week, for a minimum of 220 days per year.
- 2 = Community Residential Services:** community residential models are designed to give preference to small and individualized settings. The administration respects personal choice regarding decisions about where and with whom individuals with developmental disabilities may live. Current community residential service models include: alternative living units (ALU); group homes; and individual family care homes (IFC). (NOTE: do not include both D2 and D6).

- 3 = **Supported Employment:** individuals seeking to obtain and maintain work in the community are free to choose preferred types of work. Supported employment includes: individuals working in community businesses for pay with licensee funded supports; or any work program that includes training necessary for the individual to achieve the desired outcomes established in the Individual Plan. NOTE: initial job coaching may be funded by DORS.
- 4 = **Family and Individual Support Services:** array of services to individuals and their families residing in the community.
- 5 = **Behavior/Support Services:** designed to assist individuals who exhibit challenging behaviors in acquiring skills, gaining social acceptance, and becoming full participants in the community. Services include: behavioral consultation; temporary augmentation of staff; training and respite services.
- 6 = **Community Supported Living Arrangements (CSLA):** services to assist an individual in nonvocational activities to enable individual to live in own home, apartment, family home, or rental unit with no more than 2 other non-related CSLA clients, including personal assistance services, supports for community participation and self determination, 24 hour emergency assistance, assistive technology, resource coordination, environmental modifications, respite services.  
(NOTE: do not include both D2 and D6).

#### **E-Mental Hygiene Administration (MHA)**

- 1 = **Mental Health Evaluation and Treatment:** provided in wide variety of settings by approved providers such as individual practitioners, group practices, outpatient mental health centers, mobile treatment, partial hospitalization, psychiatric hospitalization and other specialized services. Diverse treatments including medication management and family, group and individual therapy.
- 2 = **Psychiatric Rehabilitation Programs:** rehabilitation and support to develop and enhance community and independent living skills provided in variety of settings.
- 3 = **Residential Rehabilitation Programs:** residential services for individuals with mental illness; rehabilitation services provided in the residence.
  - 4 = **Supported Employment:** vocational assessment, referral and vocational counseling, competitive employment with intensive job coaching, and extended support and counseling. NOTE: initial job coaching may be funded by DORS.
  - 5 = **Respite Care:** temporary alternative living situation to provide temporary relief to care giver from the responsibility of care and support.

**Appendix A – Nonpublic & Private Schools**

**APPENDIX A**

**NONPUBLIC & PRIVATE SCHOOLS**

**Nonpublic and Private School List**

<b>SchoolName</b>	<b>School Number</b>
BALTIMORE LAB	309037
(FORMERLY JFK)KENNEDY KRIEGER	304005
7TH DAY ADVENTIST SCHOOL	109221
AA TEMP CENTRAL ARD PLACEMENT	020001
ABERDEEN CHILD CARE CENTER	129130
ABS-FHC CHATTANOOGA	910001
ACCIDENT HEADSTART CTR	118015
ACCOTINK	954025
ADVANCED PRESCHOOL	087008
ADVOSERV	574001
Alabama Parentally Placed	509967
Alaska Parentally Placed	519967
ALL SAINT ALL DAY SCHOOL	157533
ALTERNATIVE MIDDLE	160215
ALTERNATIVE SCHOOL	019999
AMERICAN INST.TR.SCHOOL	166594
AMERICAN INST/VINELAND	794005
AMERICAN SCHOOL	156588
AMISH SCHOOL	188011
ANNAPOLIS AREA CHRISTIAN	024080
ANNAPOLIS GARDENS HEADSTART	020004
ANNE CARLSON	134001
ANNUNCIATION BVM	875001
APG CO-OP PRESCHOOL	129010
ARCHBISHOP NEALE	082005
Arizona Parentally Placed	529967
Arkansas Parentally Placed	539967
ARLINGTON BAPTIST CHURCH SCHOOL	034470
ARLINGTON ECHO OUTDOOR	023054
ARROW CENTER	126338
ARROW CENTERS	036338
ARUNDEL BAY CHRISTIAN ACADEMY	029047
ASCENSION LUTHERN CHURCH NURSERY	034480
ASCENSION SCHOOL	031188

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ASHLAND NURSERY CENTER	034490
ASHTON UNIVERSITY METHODIST	131341
ATHOLTON ADVENTIST SCHOOL	158890
BABCOCK NURSERY SCHOOL KDGN	034500
BACHMAN ACADEMY	910006
BAIS YAAKOV SCHOOL FOR GIRLS	034505
BALTIMORE ACADEMY	307101
BALTIMORE ACADEMY	309023
BALTIMORE COUNTY	030984
BALTIMORE COUNTY CHILD FIND	030985
BALTIMORE HEBREW CONGREGATION	034510
BALTIMORE JUNIOR ACADEMY	300747
BALTIMORE LUTHERAN HIGH SCHOOL	034520
BANCROFT	794002
BARNESVILLE SCHOOL	156280
BARNESVILLE SCHOOL	156558
BARRIE DAY SCHOOL	156290
BAY CHILD CARE	209020
BEAUVOIR	584006
BEL AIR GROUP DAY CARE CENTER	129140
BEL FOREST CHRISTIAN ACADEMY	125814
BEL PRE DAY CARE CENTER	150793
BENEDICTINE	057210
BENHAVEN	564003
BENNINGTON	944001
BERLIN HEADSTART CENTER	238010
BERTELL ACADEMY OF PG	161112
BET YELADIM NURSERY SCHOOL	135940
BETH EL SCHOOL	034530
BETH ISRAEL	034540
BETH SHALOM	156565
BETH TFILON DAY SCHOOL	034550
BETHANY HOUSE SCHOOL	200502
BETHANY L.BAPTIST CH.DAY CARE	131312
BETHEL CHRISTIAN ACADEMY	135946
BETHELEM CHRISTIAN DAY SCHOOL	034560
BETHESDA CHEVY CHASE NURSERY	156320
BETHESDA COMM.SCH	156330
BETHESDA COUNTRY DAY SCHOOL	156343

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BETHESDA LUTHERAN HOME	156508
BISHOP CUMMING NURSERY SCHOOL	034565
BISHOP JOHN NEWMAN	300701
BISHOP MCNAMARA	162066
BISHOP WALSH	011003
BLESSED LAMB	085546
BLESSED SACRAMENT SCHOOL	156523
BO PEEP NURSERY	129020
BOONSBORO CHRISTIAN ACADEMY	218473
BOSLEY NURSERY SCHOOL	034580
BOWIE THERAPEUTIC NURSERY	167640
BOYS AND GIRLS SCHOOL OF MISSOURI	740001
BOYS LATIN SCHOOL	034590
BRADLEY HOSPITAL	874006
BREHM PREP SCHOOL	630013
BRIGHTSIDE SCHOOL	704016
BROADFORDING CHRISTIAN ACADEMY	218410
BROCK BRIDGE CORRECTIONAL FACILITY	023114
BROOK LANE HOSPITAL	218496
BROWN SCHOOL	920001
BRYANT WOODS HEAD START	131338
BULLIS SCHOOL	156370
BURTONSVILLE BAPTIST NURSERY	130519
BUSHY PARK HEAD START	131313
BUTLER SCHOOL	159006
BYRNES SCHOOL	156364
California Parentally Placed	549967
CALVARY BAPTIST ACADEMY	034605
CALVARY CHRISTIAN	014000
CALVARY LUTHERAN	156390
CALVERT CHRISTIAN SCHOOL	045370
CALVERT HALL COLLEGE HIGH SCHOOL	031190
CALVERT SCH OF BALTIMORE	308700
CALVERTON ELEM-HIGH K-12	046331
CAMBRIDGE CHRISTIAN ACADEMY	093652
CAMBRIDGE DAY CARE	099030
CAMBRIDGE HEAD START	099060
CAMP SPRINGS CHRISTIAN	167660
CAMP HILL SPECIAL SCHOOL	874003

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CARDINAL GIBBONS	306519
CARDINAL HICKEY ACADEMY	042000
CAROLINE SPRING	930002
CARROLL CHRISTIAN ACADEMY	069011
CARROLL LUTHERAN	066022
CARVER EXTENDED DAY PROGRAM CENTER	300754
CATHEDRAL CHRISTIAN ACADEMY	300748
CATHOLIC CHARITIES HEADSTART	066667
CATHOLIC COMMUNITY	300711
CATHOLIC COMMUNITY ELEM.	301043
CATHOLIC COMMUNITY MIDDLE	301162
CATONSVILLE NURS ASSN INC	034610
CEASAR RODNEY HIGH	136839
CEC	320592
CECIL PARENT PLACED PRIVATE SCHOOL	079967
CEDAR RIDGE	217880
CEDARS ACADEMY	574008
CENTENNIAL HIGH NURSERY	136842
CENTER FOR SUCCESS AND INDEPENDENCE	920002
CENTER FOR THE HANDICAPPED	156430
CENTER ON DEAFNESS	630012
CENTER SCHOOL	156433
CENTERVIEW THERAPEUTIC	630010
CENTRAL ARD SCHOOL	029514
CHAD YOUTH ENHANCEMENT CTR	910014
CHAMBERLAIN SCHOOL	704015
CHANOCH LENAAR	814004
CHAPEL HILL DAY NURSERY SCHOOL	034620
CHAPLEGATE CHRISTIAN ACADEMY	036007
CHATAUQUA ACADEMY	034020
CHELSEA SCHOOL	154010
CHESAPEAKE	045555
CHESAPEAKE ALTERNATIVE SCHOOL	301091
CHESAPEAKE CHRISTIAN	208372
CHESAPEAKE CHRISTIAN SCHOOL	028372
CHESAPEAKE CHRISTIAN(ANNE ARUNDEL)	028732
CHESAPEAKE COVENANT SCHOOL	125835
CHESAPEAKE SPEECH SCHOOL	139105
CHESAPEAKE TREATMENT CTR (NEW DIRECTION)	031913



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CHESAPEAKE YOUTH ACADEMY	099011
CHESTERTOWN CHRISTIAN ACADEMY	146205
CHESTNUT GROVE NURSERY SCHOOL	034630
CHESTNUT RIDGE GRACE ELEM	034640
CHILD DEV. CENTER OF WILDE LAKE	131335
CHILD DEVELOPMENT CNTR. COLUMBIA	131314
CHILD FIND COMMUNITY BASED SERVICES	029474
CHILD FIND DIAGNOSTIC	029574
CHILDRENS CARE HOSPITAL AND SCHOOL	900001
CHILDREN'S CENTER NORTH HARFORD	125816
CHILDRENS CHRISTIAN ACADEMY	125901
CHILDRENS CTR	200107
CHILDRENS GUILD	136514
CHILDRENS GUILD	304001
CHILDREN'S GUILD	164004
CHILDRENS GUILD AA CO	024237
CHILDRENS LEARNING CTR.	156445
CHILDREN'S WORLD LEARNING CENTER	125823
CHILDRENS WORLD NURSERY SCHOOL	131303
CHILD'S GARDEN LEARNING CENTER	136513
CHILD'S GARDEN LEARNING CENTER	166513
CHIMES	307120
CHIMES METRO INC	574006
CHRIST CHILD INSTITUTE	156450
CHRIST CHURCH CHILD CENTER	156460
CHRIST CHURCH CHILD CENTER	156480
CHRIST CHURCH CHILD CTR.-LUTHERAN	236460
CHRIST CHURCH PRESCHOOL	208012
CHRIST CHURCH SCHOOL	954028
CHRIST CHURCH SCHOOL	087004
CHRIST EPIS. DAY SCHOOL	156500
CHRIST LUTHERAN NURSERY SCHOOL	034680
CHRIST OUR KING CO-OP NURSERY	129030
CHRISTIAN HOPE ACADEMY	167776
CHRISTIAN PRESCHOOL PROGRAM	065412
CHURCH OF THE HOLY TRINITY	211315
CHURCH OF THE REDEEMER	158761
CHURCHVILLE CHRISTIAN	128764
CHURCHVILLE PRES. DAY CARE	129150

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CIRCLE SCHOOL	156432
CITICORP FAMILY CENTER	119011
CITY SCHOOL 1996	300755
CLARINDA ACADEMY	650001
CLARKE SCH FOR THE DEAF	703000
CLARKSVILLE EARLY CHILDHOOD CNT	134005
CLARKSVILLE HEAD START	131315
CLARLEN NURSERY	131316
CLEMENS CROSSING B&A	131317
CLIFTON T. PERKINS	135003
CLINTON CHRISTIAN SCHOOL	087021
COLESVILLE	166505
COLESVILLE MONTESSORI(PRIV)	156505
Colorado Parentally Placed	559967
COLUMBIA MONTESSORI SCHOOL	136000
COMMUNITY ACTION HOWARD CO. HEAD ST	131340
COMMUNITY SCHOOL OF MD.	157040
CONCERN TREATMENT UNIT FOR BOYS	875006
CONCORD HILL	150057
CONCORD, WV.	974001
Connecticut Parentally Placed	569967
CONNELLY SCHOOL OF THE HOLY CHILD	152062
CONRAD ILC	138893
CORNELL ABRAXAS OHIO	825001
CORNELL ABRAXAS PA	875008
CORNELL ABRAXAS YOUTH CENTER	874010
CORNERSTONE CHRISTIAN	075456
COSTELL HARBOR TREATMENT CTR	604003
COTTLETON HALL MONTESSORI	157060
COUNTRY SCHOOL	208380
COUNTRYSIDE CHRISTIAN	095610
COVENANT	300829
COVENANT CARE PRESCHOOL	034471
COVENANT LIFE ELEM.	150050
Cradlerock Lower Grades	130616
Cradlerock Upper Grades	130617
CRAIG'S COUNTRY DAY PRE SCHOOL	131334
CRAWFORD VA.	954014
CRISFIELD CHRISTIAN	198350

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CROSSLAND LATIN	308761
CROTCHET MT.REHAB CTR.	784011
CUMBERLAND HEADSTART CENTER	018301
CUMBERLAND HOSP.	954027
DARLINGTON UNITED METH COOP	125818
DE MATHA CATHOLIC HIGH SCHOOL	162068
Delaware Parentally Placed	579967
DESISTO	703001
DEVELOPMENTAL EVAL/SVCS FOR CHILDREN (PRI	156435
DEVELOPMENTAL SCHOOL	586502
DEVEREAUX N.Y.	814002
DEVEREAUX NEW JERSEY	794006
DEVEREAUX, MA.	704004
DEVEREAUX,CT.	564006
DEVEREAUX,FLA	594004
DEVEREAUX,GA.	604002
DEVEREAUX,PA.	874004
DEVEREUX TX	921000
District of Columbia Parentally Placed	589967
DOMINION	136518
DOMINION PSYCHIATRIC CLINIC	957458
DORCHESTER CO PRIVATE DAY CARE	095615
DRY RUN CHRISTIAN SCHOOL	119020
DUBLIN GRANGE DAY CARE CENTER	129160
DUNDALK CHRISTIAN ACADEMY	034685
DUNDALK METHODIST PRE SCHOOL	034690
EAGLE HILL SCHOOL	706555
EAGLE HILL SCHOOL	156555
EAGLETON	704007
EARLY CHILDHOOD LEARN.CNTR/LAUREL(PRIVATE	131331
EARLY LEARNING CENTER	115805
EARLY LEARNING CENTER	125830
EARLY LEARNING INC.	136517
EASTERN CORRECTIONAL INST.(EAST)	193119
EASTERN CORRECTIONAL INST.(WEST)	193120
EASTERN SHORE JUNIOR ACADEMY	178892
EASTON DAY CARE CENTER	208011
EASTPORT HEADSTART	020005
EBENEZERCHRISTIANSCHOOL	216046

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SANDY SPRINGS FRIENDS SCHOOL	157280
SARAH PEYTON	190705
SAVAGE HEAD START	131328
SCAR JASPER MOUNTAIN	860001
SCE	164003
SCE	304002
SCHAFFER CENTER	031182
SCHAFFER CENTER	037106
SETON KEOUGH/VILLA MARIA	309134
SEVENTH DAY ADVENTIST SCH.	129221

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SHAARE TEFILAH	157287
SHARPE HEALTH SCHOOL	156101
SHEPPARD PRATT	039137
SHEPPARD PRATT DAY SCHOOL-WALDORF	087006
SHERIDAN SCHOOL	586524
SHILOH CHRISTIAN ACADEMY	046333
SHINING TREE	212106
SHOREHAVEN	075541
SHOWELL ELEMENTARY	231203
SHRINE OF THE LITTLE FLOWER	300745
SHRINE OF THE LITTLE FLOWER	300825
SHRINE OF THE SACRED HEART	300840
SILVER OAK ACADEMY	063924
SILVER SPRING CHRISTIAN SCHOOL	156567
SILVER SPRING DAY CARE CENTER	136519
SILVER SPRING HEBREW DAY INST.	157300
SILVER SPRING LEARNING CENTER	157305
SLIGO ADVENTIST	157330
SNOWHILL HEADSTART CENTER	238030
SOLOMON SCHECHTER	034670
South Carolina Parentally Placed	899967
South Dakota Parentally Placed	909967
SOUTHERN MD CHRISTIAN	084673
SOUTHERN MD. CHRISTIAN ACADEMY	087022
SOUTHERN PEAKS REGIONAL TREATMENT CENTER	550001
SOUTHWEST INDIANA REGIONAL YOUTH VILLAGE	064100
SOUTHWEST INDIANA YOUTH RANCH	641000
SPECIALIZED TREATMENT CTR	875000
SPENCERVILLE JR.ACADEMY	157340
SPIRIT AND THE BRIDE	035088
SPRING GROVE INSTITUTE	138892
SPRINGFIELD STATE HOSPITAL (VOC-ED)	100001
SS PETER AND PAUL	203012
ST ABRAHAMS NURSERY SCHOOL	035090
ST AGNES SCHOOL	031232
ST ANDREW APOSTLE SCHOOL	150262
ST ANTHONY OF PADUA	301090
ST CHARLES BORROMEO SCHOOL	031234
ST CLAIR CTR	090708

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ST CLARE SCHOOL	031238
ST CLEMENT SCHOOL	031242
ST COLETTA	586592
ST COLUMBA	162092
ST JAMES ACADEMY	035100
ST JOHN EVANGELIST SCHOOL	031244
ST JOHNS	105643
ST JOHNS	136150
ST JOHNS	101286
ST JOHNS CHRISTIAN DAY SCHOOL	035110
ST JOHNS LUTHERAN NURSERY SCH	035120
ST JOHNS LUTHERAN PRESCHOOL	157230
ST JOHNS NURSERY SCHOOL	035130
ST JOHNS PARISH DAY SCHOOL	035140
ST JOSEPH SCHOOL FOR DEAF	036334
ST JOSEPHS SCHOOL FOR THE DEAF	816334
ST LOUIS	131306
ST LUKE SCHOOL	031252
ST MARY'S	211316
ST MARYS CATHOLIC CHURCH OF PISCATAWAY	162116
ST MARYS SPECIAL SCHOOL	211360
ST MATTHIAS	162120
ST MICHAEL THE ARCHANGEL SCHOOL	031256
ST MICHAELS	182148
ST PAUL LUTHERAN SCHOOL	035150
ST PAULS LUTHERAN NURSERY	035160
ST PAULS LUTHERAN SCHOOL	035170
ST PAULS PRESCHOOL	208406
ST PAULS SCHOOL FOR BOYS	035180
ST PAULS SCHOOL FOR GIRLS	035190
ST PHILLIP THE APOSTLE	166512
ST PIUS X SCHOOL	031258
ST STEPHEN ROMAN CATHOLIC ELEM	031262
ST THOMAS PARISH DAY SCHOOL	035200
ST TIMOTHYS PARISH DAY SCHOOL	035210
ST URSULA SCHOOL	031266
ST VINCENT CTR	036337
ST. ALPHONSUS	300705
ST. ANDREWS EPISCOPAL	150294

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ST. AUGUSTINE	136512
ST. BARTHOLOMEW	152034
ST. CAMILLUS	152038
ST. CATHERINE LABOURE	152040
ST. DOMINIC	301110
ST. DOMINIC'S	129126
ST. ELIZABETHS	152042
ST. FRANCIS EPISCOPAL DAY SCHOOL	157227
ST. JAMES AND JOHN	300793
ST. JAMES SCHOOL	218490
ST. JOAN OF ARC SCHOOL	121296
ST. JOHN NEUMANN	011004
ST. JOHN SCHOOL	182142
ST. JOHN THE BAPTIST SCHOOL	152046
ST. JOHN THE EVANGELIST	152048
ST. JOHNS AT PROSPECT HALLS	151284
ST. JOHNS COOPERATIVE NURSERY	125900
ST. JOHN'S SCHOOL	125311
ST. JUDE SCHOOL	152050
ST. KATHERINE SCHOOL	300794
ST. LUKES METHODIST PRESCHOOL	208403
ST. MARGARET'S SCHOOL	121298
ST. MARIA GORETTI	211314
ST. MARIA GORETTI	218497
ST. MARTINS SCHOOL	152052
ST. MARY'S	010408
ST. MARY'S RYKEN SCHOOL	182140
ST. MATTHEW'S CO-OP NURSERY	129080
ST. MICHAEL SCHOOL	300796
ST. MICHAEL'S	011102
ST. PATRICK SCHOOL	300797
ST. PAUL'S LUTHERAN CHURCH	129120
ST. PAUL'S NURSERY SCHOOL	131332
ST. PETER'S	010805
ST. STEPHEN ROMAN CATHOLIC ELEM.	121262
ST. THOMAS MORE	954011
ST. ALBANS NURSERY SCHOOL	220110
ST. AUGUSTINES	136849
ST. CLEMENTS	300785

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ST.COLETTA SCHOOL	956592
ST.ELIZABETH ELEMENTARY	300740
ST.ELIZABETHS	300824
ST.ELIZABETHS SCHOOL&HAB.CTR.	301118
ST.FRANCIS OF ASSISI	300746
ST.JAMES AND JOHN	300706
ST.JOHN'S CHILD DEV.CTR.,D.C.	584014
ST.JOHNS PARISH SCHOOL	157240
ST.KATHERINE	300708
ST.LOUIS SCHOOL	130054
ST.MARKS NURSERY SCHOOL	208405
ST.MARY OF THE MILLS	159004
ST.PETERS	300784
ST.PHILLIP & JOHN	300798
ST.PHILLIP AND JAMES	300715
ST.PIOUS X	300787
ST.ROSA OF LIMA	300741
ST.THOMAS AQUINAS	300742
ST.THOMAS AQUINAS	300821
ST.THOMAS MORE	300826
ST.URSULA	300823
STARMAKER LEARNING CENTER	188277
STCLEMENT MARY HOF BAVER SCHOOL	031240
Stepping Stones Learning Academy	228573
STEVENS FOREST COOP NURSERY	131329
STILL MEADOW	874016
STOKEN HEADSTART CENTER	238020
STONEBRIDGE ACADEMY	216111
STONERIDGE COUNTRY DAY SCHL	152014
STONEWALL DAY CARE CENTER	129180
STRAWBRIDGE SCHOOL	036341
STS. PETER & PAUL	093012
STURWINK	694012
STURWINK	784012
SUMMIT ACADEMY	874032
SUMMIT SCHOOL	024436
SUMMITT SCHOOL	164436
SUNNY DAY KINDERGARTEN	095640
SUPERFOURS PRESCHOOL	150205

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SUPERTOTS,INC	209010
SUSPENSION	308983
Susquehana SDA	075520
TALMUDICAL ACADEMY OF BALTO	035230
TARKIO ACADEMY	740002
TAYLOR MANOR HOSPITAL	136193
TEDDY BEAR DAY CARE	095611
TEN OAKS MONTESSORI	131336
TENDER LEARNING CARE	065533
TENDER TIMES	200110
Tennessee Parentally Placed	919967
Texas Parentally Placed	929967
THE BANNER SCHOOL	105644
THE BEDDOW SCHOOL	085543
THE CHILD CENTER	156568
THE CHILD CENTER	156562
THE HARBOUR SCHOOL AT ANNAPOLIS	024235
THE HARBOUR SCHOOL AT BALTIMORE	037102
THE HIGHLANDS SCHOOL	125875
THE LEARNING TREE NURSERY	129210
THE MASTERS TOUCH	087009
THE MILL CREEK SCHOOL	074025
THE MT AIRY HIGH SCHOOL	034950
THE ODONG RIDGE MONTESSORI SCH	034970
THE PARK SCHOOL	035000
THE RIDGE SCHOOL	157176
The SEED School of Maryland	321000
THE ST TIMOTHYS SCHOOL	035220
The Trellis School	037104
THE WESLEY ACADEMY	035330
THE YOUNG SCHOOL	136840
TIDEWATER SCHOOL	045397
TILGHMAN PLAYSCHOOL	200103
TIMBER RIDGE	954019
TIMONIUM UNITED METHODIST	035240
TINY TOT NURSERY SCHOOL	220109
TINY TOT SCHOOL	125920
TINY TOTS NURSERY	166555
TOME ELEM.	075530

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TOMMY TUCKER NURSERY SCHOOL	220108
TORAH SCHOOL OF GREATER WASHINGTON	156603
TOWSON CATHOLIC HIGH SCHOOL	031270
TOWSON CHILDRENS CENTER INC.	035250
TOWSON PRESBYTERIAN NURSERY	035260
TRAPPE UNITED METH PRESCHOOL	208013
TRINITY	131310
TRINITY CHURCH DAY SCHOOL	035270
TRINITY LANDING ROAD	035273
TRINITY LUTHERAN DAY CARE	129190
TRINITY LUTHERAN NURSERY SCHOOL	129090
TRUTH-FOR-YOUTH	218495
TURNING POINT YOUTH CTR	710001
UCP	037100
UHS OF LAUREL HEIGHTS GEORGIA	604004
Utah Parentally Placed	939967
VA. TREATMENT CENTER	954029
VALLEY ACADEMY	036340
VALLEY BROOK ACADEMY	137897
VALLEYHEAD	704010
VENDORING(AWAITING NP)	308984
Vermont Parentally Placed	949967
VERNON PLAY SCHOOL	129100
Veterans Elementary	130219
VICTORY BAPTIST	188345
VICTORY CHRISTIAN	300822
VILLA MARIA	034010
VILLA MARIA AT ST VINCENTS	035223
VILLA MARIA HARFORD	129122
VILLAGE MONTESSORI SCHOOL	188330
Virginia Parentally Placed	959967
VISION QUEST	875003
VISITATION ACADEMY	101280
WALDEN	704019
WALDORF 7TH DAY ADVENTIST SCHOOL	087023
WALDORF BAPTIST KIND.& NURSERY	087024
WALDORF CHRISTIAN ACADEMY	087005
WALKERSVILLE CHRISTIAN FAMILY SCHOOLS	108000
WALLEY WEE KINDERGARTEN	035320



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WARNER MEMORIAL PRES. SCHOOL	157440
WASH DC UNKNOWN SCHOOL	589999
WASHINGTON CHRISTIAN	157450
WASHINGTON COUNTY CHILD DEV. CTR	214995
WASHINGTON DEVELOPMENTAL SCHOOL	152027
WASHINGTON EPISCOPOL SCHOOL	150055
WASHINGTON HEBREW	156685
WASHINGTON INTERNATIONAL SCHOOL	586522
Washington Parentally Placed	969967
WASHINGTON WALDORF SCHOOL	156032
WATERLOO HEAD START	131330
WATERSIDE PSYCHIATRIC CENTER	090209
WAY STATION	101965
WEINBERG ACADEMY (P'TACH )	037103
WESLEY FREEDOM PRESCHOOL	065426
WESLEYAN CHRISTIAN	055408
WEST NOTTINGHAM ACADEMY	075531
West Virginia Parentally Placed	979967
WESTCHESTER ACADEMY	035340
WESTERNPORT HEADSTART CENTER	018303
WESTMORELAND INTERMEDIATE UNIT	874008
WHEATON CHRISTIAN SCHOOL	156561
WHITNEY ACADEMY	704014
WILDE LAKE HEAD START	131333
WILLOW COUNTRY DAY SCHOOL	106840
WILSON DAY CARE CENTER	129200
WINCHESTER SCHOOL	157500
WINNIE THE POOH	131342
Wisconsin Parentally Placed	989967
WISE BEGINNERS NURSERY SCHOOL	220111
WOODBOURNE SCHOOL	300353
WOODHALL SCHOOL	564012
WOODMONT ACADEMY	034911
WOODS SCHOOL	874018
WOODSIDE PARENT INFANT CENTER	021264
WOODWARD ACADEMY	650002
WORDSWORTH	874022
WYE RIVER SCHOOL	182146
Wyoming Parentally Placed	999967

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YALE HEGHTS BAPTIST KGN	035350
YESHIVA HIGH SCHOOL	157531
YOUTH IN TRANSITION (NCIA)	039036
YOUTH IN TRANSITION NCIA	309036
YOUTH IN TRANSITION SCHOOL	036339
YOUTH SERVICES AGENCY	874031
YWCA PRE SCHOOL	156566
ZION SCHOOL OF CHRISTIAN ED.	118010

**Appendix B – Adult Correction Facilities Numbers**

**APPENDIX B**

**ADULT CORRECTIONAL FACILITIES  
NUMBERS**

**ADULT CORRECTIONAL FACILITIES SCHOOL NUMBERS**

<b>Prison Name</b>	<b>S County</b>	<b>S School</b>
Maryland Penitentiary	29	3116
Maryland Correctional Adjustment Center	29	3115
Maryland House of Correction	29	3112
Maryland House of Correction Annex	29	3113
Maryland Correctional Institution Jessup	29	3117
Maryland Correctional Institution for Women	29	3122
Maryland Correctional Institution Hagerstown	29	3111
Maryland Correctional Training Center	29	3123
Roxbury Correctional Institution	29	3118
Eastern Correctional Institution West	29	3120
Eastern Correctional Institution East	29	3119
Patuxent Institution	29	3124
Maryland Correctional PreRelease Camp	29	3135
Herman L Toulson Correctional Boot Camp	29	3121
Baltimore City Correctional Center	29	3125
Brock Bridge Correctional Facility	29	3114
Central Laundry Correctional Facility	29	3126
Eastern Pre Release Unit	29	3127
Southern Maryland Pre Release Unit	29	3128
Poplar Hill Pre Release Unit	29	3129
Baltimore Pre Release Unit	29	3130
Baltimore Pre Release Unit for Women	29	3131
Eastern Correctional Institution Annex	29	3132
Occupational Skills Training Center	29	3133
Metropolitan Transitional Services Center	29	3134

**Appendix C– Department of Juvenile Services (DJS) School Numbers**

**APPENDIX C**

**DEPARTMENT OF JUVENILE SERVICES  
(DJS)  
SCHOOL NUMBERS**

**DJS Facilities School Numbers**

<b>DJS FACILITY</b>	<b>S County</b>	<b>S School</b>
<b>Alfred Noyes</b>	<b>28</b>	<b>5018</b>
<b>Cheltenham Detention Center</b>	<b>28</b>	<b>5019</b>
<b>Cheltenham Women’s Detention Center</b>	<b>28</b>	<b>1112</b>
<b>DJS Cumberland</b>	<b>28</b>	<b>5012</b>
<b>Maryland Youth Residence Center</b>	<b>28</b>	<b>5017</b>
<b>Thomas JS Waxter</b>	<b>28</b>	<b>5015</b>
<b>Western Maryland Children’s Center</b>	<b>28</b>	<b>5021</b>
<b>William Donald Shaffer House</b>	<b>28</b>	<b>5016</b>

**MSDE/JCEP**

<b>DJS FACILITY</b>	<b>S County</b>	<b>S School</b>
<b>Hickey School</b>	<b>27</b>	<b>5011</b>
<b>Lower Eastern Shore</b>	<b>27</b>	<b>5023</b>
<b>Baltimore City Juvenile Justice Center</b>	<b>27</b>	<b>5022</b>
<b>J DeWeese Carter Center</b>	<b>27</b>	<b>5014</b>
<b>Thomas O’Farrell</b>	<b>27</b>	<b>5013</b>
<b>VictorCullen Academy</b>	<b>27</b>	<b>6841</b>

**Appendix D– System Edits**

**APPENDIX D**

**SYSTEM EDITS**

## SYSTEM EDITS

1. Social Security Number
  - must be a valid 9-digit numeric code
2. Record Number
  - each student must have a demographic record (“00”) and at least one service record (“01”) and must be filled in sequentially
  - each student must have one active special education service (classroom instruction, physical education, speech/language, travel training)
3. Limited English Proficiency
  - 1 = Yes
  - 2 = No
4. Birth Date
  - must be valid date, the child must be 3 or older, but less than 22 on the **last Friday of October** of the reporting year
  - MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY
5. Gender
  - 1 = Male
  - 2 = Female
6. Historic Ethnicity/Race
  - 1 = American Indian or Alaskan Native
  - 2 = Asian or Pacific Islander
  - 3 = African American, not of Hispanic origin
  - 4 = White, not of Hispanic origin
  - 5 = Hispanic
7. Ethnicity
  - Y = Yes, student is Hispanic or Latino
  - N = No, student is not Hispanic or Latino
8. Race -- American Indian or Alaska Native
  - 1 = American Indian or Alaska Native is selected
  - 0 = American Indian or Alaska Native is NOT selected
9. Race -- Asian
  - 1 = Asian is selected
  - 0 = Asian is NOT selected
10. Race -- Black or African American
  - 1 = Black or African American is selected
  - 0 = Black or African American is NOT selected
11. Race -- Native Hawaiian or other Pacific Islander
  - 1 = Native Hawaiian or other Pacific Islander is selected
  - 0 = Native Hawaiian or other Pacific Islander is NOT selected



12. Race -- White
  - 1 = White is selected
  - 0 = White is NOT selected
  
13. Medical Assistance
  - 1 = Yes
  - 2 = No
  
14. IEP Date
  - must be a valid date, must be within 13 months of the **last Friday of October** of the reporting year, MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY (cannot be after current year)
  - must be before or equal to begin date
  - for the June 30 Count, must be within 19 months.
  
15. Evaluation Date
  - must be a valid date, must be within 3 years of **last Friday of October** of the reporting year, MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY (cannot be after current year)
  
16. Disability
  - 01 - 10, 12 - 14, and 15 (for counties using Developmental Delay definition)
  
17. Least Restrictive Environment
  - A -J, O-V
  - If LRE is not valid for current age of child, record will be considered valid not counted until age is valid for LRE code
  
18. ESY
  - 1 = Yes, eligible for ESY
  - 2 = No, not eligible for ESY
  - 3 = ESY Decision Deferred
  
19. S - School County
  - 01-23, 28-34, 57-99
  
20. S - School Number
  - valid school number
  
21. R - School County
  - 01-23, 30, 57-99
  
22. R - School Number
  - valid school ID
  
23. Grade
  - 01 through 12 = grades 1 through 12
  - 91 = Kindergarten
  - 92 = Preschool, Ages 3-5

24. Projected Date of Exit - **REQUIRED IF STUDENT IS 14 OR OLDER ON LAST FRIDAY OF OCTOBER**

- Valid MMDDYYYY
- If Projected Date of Exit is not valid at the time of submission, the record will be considered valid not counted until an exit record is submitted.

25. Projected Category of Exit - **REQUIRED IF STUDENT IS 14 OR OLDER ON LAST FRIDAY OF OCTOBER**

- 1 = Exit with a Maryland High School Diploma
- 2 = Exit with a Maryland High School Certificate of Program Completion at the end of the school year the student turns 21
- 3 = Exit with a Maryland High School Certificate of Program Completion prior to the end of the school year student turns 21.

26. Exit Reason

- A = Returned to General Education
- B = Graduated with diploma (student must be 16 or older)
- C = Received certificate of completion/fulfillment of IEP requirement
- D = Reached maximum age
- E = Deceased
- F = Moved, known to be continuing in special education program
- H = Dropped out
- I = Special Case (*contact MSDE before using this code*)
- J = Parent revokes consent

27. Exit Date

- Valid date, must be after IEP Team Date. The exit date has to be the same as or after the last service end date, MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY. If Exit Date is filled, all of the services must be ended.

28. Functional Behavioral Assessment

- valid MMDDYYYY

29. Behavioral Intervention Plan

- valid MMDDYYYY
- can't have Behavioral Intervention Plan without Functional Behavioral Assessment
- date can't be prior to Functional Behavioral Assessment date

30. Student ID Number

- numeric

31. Assistive Technology Device(s)

- 1 = Yes
- 2 = No

32. Transportation

- 1 = Yes
- 2 = No

33. Student Last Name

- 25 characters, no punctuation

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34. Student First Name
  - 15 characters, no punctuation
35. Student Middle Initial
  - 1 character if available, otherwise blank
36. Early Childhood Transition
  - 1 = Yes
  - 2 = No
37. Date of Initial IEP Development
  - Valid date. MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY. If 'Early Childhood Transition' = 'YES' field must be filled, otherwise leave blank.
38. Date of Parent Consent for Initiation of Services
  - Valid date, must be > or = Initial IEP Development Date. MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY. If 'Early Childhood Transition' = 'YES' field must be filled, otherwise leave blank.
39. Date Initial IEP is in Effect
  - Valid date, must be > or = Initial IEP Development Date and IEP Parent Consent for Initiation of Services Date. MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY. If 'Early Childhood Transition' = 'YES' field must be filled, otherwise leave blank.
40. Provider/Agency
  - 01-25, 50, 60, 91, 92, 97
41. Nature
  - 11-15, 17-18, 20-30, 33-38, 99
42. Hours/Minutes
  - Hours - 01-79
  - Minutes – 00 - 59
43. Number of Sessions
  - 01-99
  - May be Blank if Nature = Classroom Instruction
44. Frequency
  - 80-83, 90
45. Begin Date
  - valid date, cannot be before IEP Team Date, MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY (up to 1 year in future)
46. End Date
  - valid date cannot be before Begin Date, MMDDYYYY, MM (01-12), DD (01-Maximum day for given month), YYYY

47. Duration

- 01-52

48. Service Type - At least one type 2 service required if student is 14 or older on last Friday of Oct

- 1 = Active Special Education Service, **LEAVE FIELDS 41,42,80, AND 81 BLANK**
- 2 = Anticipated Service, **LEAVE FIELDS 12-37 AND 51-76 BLANK**
- 3 = Supplementary Aids, Services, Program Modifications and Supports, **LEAVE FIELDS 16-21, 40-41, 43-44, 55-60, 79-80, 82-83 BLANK.**

49. Adult Service Agency - **EXCLUSIVELY REQUIRED FOR TYPE 2 SERVICE**

- A through E

50. Anticipated Service Code - **EXCLUSIVELY REQUIRED FOR TYPE 2 SERVICE**

- Valid code within the agency

**Appendix E– Error Codes**

**APPENDIX E**

**ERROR CODES**

## **Error Codes**

### ***Student Errors***

- E001** Social Security Number is not numeric
- E002** Record Number must be numeric
- E003** Student name can not be blank
- E004** Student name must be alphabetic
- E005** No corresponding service record - every record must have at least one service except for Eligibility 3 children
- E006** Initial IEP date missing – must be filled in if Early Childhood Transition is ‘1’ for yes
- E007** IEP initiation of services date missing – must be filled in if Early Childhood Transition is ‘1’ for yes. Must be on or after Initial IEP Date.
- E008** Informed parent consent date missing – must be filled in if Early Childhood Transition is ‘1’ for yes. Must be on or after IEP Initiation of Services.
- E009** Early childhood transition date must be ‘1’ for yes or ‘2’ for no (NOT EDITED IN JUNE)
- E010** No service type “2” record when student is 14 or older (NOT EDITED IN JUNE)
- E011** LEP - missing or invalid
- E012** Birth Date – must be between the ages of 3 and 22 as of the child count date (for the exit count age is as of the previous child count date)
- E013** Gender – missing or invalid
- E014** Historic Race/Ethnicity – missing or invalid
- E015** IEP Date – missing or invalid
- E016** Evaluation Date - missing or invalid
- E017** Disability – missing or invalid
- E018** LRE – ‘J-T’ only valid for 3-5. ‘A,B,C,D,U, and V’ only valid for 6-21
- E024** Grade – missing or invalid
- E025** Eligibility – missing or invalid
- E026** Exit Reason – invalid
- E027** Exit Reason and Date must both be filled in or neither filled
- E028** Exit Date – invalid
- E029** Exit Date – before IEP date
- E030** FBA Date – invalid
- E031** BIP Date – invalid
- E032** BIP – cannot have without an FBA. Date cannot be prior to FBA.
- E033** Projected Date of Exit – invalid or blank when student is 14 or older (NOT EDITED IN JUNE)
- E034** Projected Category of Exit – invalid or blank when student is 14 or older (NOT EDITED IN JUNE)
- E035** ESY – missing or invalid
- E037** AT Device – missing or invalid
- E038** Transportation – missing or invalid
- E040** Medical Assistance – missing or invalid
- E045** Service School missing, invalid or does not exist
- E046** Service School cannot be private/parochial for Eligibility 1 children. Service School must be public for Eligibility 4 children

- E047** Residence School missing, invalid or does not exist
- E048** Residence school must be public for Eligibility 1 and 4 children (cannot be private, nonpublic or DJS)
- E049** Service School/Residence School – at least one public school is necessary for eligibility 1 children
- E050** Eligibility 1 children cannot have R-School as ‘9967’. R-County must match Select-LSS for LSS; S-County must match Select-LSS for Eligibility 4 children; When LEA 27,28,29,33, or 34 is submitting jurisdiction, the Service County and School must be in the same jurisdiction.
- E051** Eligibility 2 and 3 children must have ‘9967’ as R-School
- E052** Active record invalid for year specified on file submission
- E053** Exit record invalid for year specified on file submission
- E054** SASID must be numeric
- E055** LSS SASID does not match MSDE USIS SASID
- E056** Graduation Plan information – missing or invalid
- E057** Assessment Type – missing or invalid
- E058** New Race Code - invalid
- E059** Eligibility 4 student record invalid for exit file submission
- E060** Exit reason and exit date must be blank for Eligibility 4 students

### ***Service Errors***

- S001** Nature – missing or invalid
- S002** Provider – missing or invalid
- S003** Eligibility 3 or 4 child cannot have service record
- S004** Eligibility 1 child must have least one active (type 1) service Nature = 11, 12, 13, or 14  
(NOT EDITED IN JUNE)
- S005** Frequency – Invalid hours and/or minutes
- S006** Begin Date – missing or invalid
- S007** Begin Date – cannot be before IEP Date
- S008** Begin Date – more than 1 year in future from IEP Date
- S009** End Date – missing or invalid
- S010** End Date – cannot be before begin date or IEP date
- S011** Duration – missing or invalid
- S012** Service Type – invalid or missing
- S014** Service Agency – invalid combination of Service Agency and Anticipated Service Type
- S015** Number of Sessions – invalid
- S016** Frequency – invalid

**If exit reason and exit date are both filled in the system considers the record an exit record, therefore, the record will not be edited for E009, E010, E033, E034, or S004 errors.**

## **APPENDIX F**

# **PUBLIC AGENCY DATA VERIFICATION FORM**



**Maryland State Department of Education**  
Division of Special Education & Early Intervention Services  
200 West Baltimore Street  
Baltimore, Maryland 21201  
410-767-0063 (Phone)  
Fax signed form to: Sally Slade  
410-333-0298 (FAX)

## **SSIS Verification**

Number of students receiving services on October 30, 2009 \_\_\_\_\_  
(Eligibility 1 + Eligibility 2 students)

Number of parentally placed private school students \_\_\_\_\_  
(Eligibility 2 + Eligibility 3 students)

Number of students attending RICA, Baltimore \_\_\_\_\_

Number of students with IEPs more than 13 months old \_\_\_\_\_

Number of students evaluated more than 3 years ago \_\_\_\_\_

Based on the tables provided with this form, I am in agreement that the data submitted to the Maryland State Department of Education for the October Child count and reported above are accurate. These data will be reported to the Federal Government for funding. I assure that action is being taken to insure that all students with disabilities have current IEPs and evaluations.

\_\_\_\_\_  
Public Agency

\_\_\_\_\_  
Date and Signature of Superintendent/Executive Officer

\_\_\_\_\_  
Date and Signature of Director of Special Education

\_\_\_\_\_  
Date and Signature of Data Manager

**Appendix G – Data Manager Contact List**

# **Appendix G**

## **Data Manager Contact List**

Online SSIS Manual of Instruction Appendix

County	Contact Person	E-mail Address	Phone Number
Allegany	Diane Brelsford	<a href="mailto:karen.brelsford@acps.k12.md.us">karen.brelsford@acps.k12.md.us</a>	301-759-2078
	Sheree Witt	<a href="mailto:sheree.witt@acps.k12.md.us">sheree.witt@acps.k12.md.us</a>	301-759-2064
	Rich Metheny	<a href="mailto:richard.metheny@acps.k12.md.us">richard.metheny@acps.k12.md.us</a>	301-759-2056
Anne Arundel	Wendy Kirk	<a href="mailto:wkirk@aacps.org">wkirk@aacps.org</a>	410-647-7043
	Donna Redd	<a href="mailto:dredd@aacps.org">dredd@aacps.org</a>	410-222-5473
Baltimore County	Pat Colohan	<a href="mailto:pcolohan@bcps.org">pcolohan@bcps.org</a>	410-887-7697
Baltimore City	Willie Henry	<a href="mailto:wheny@bcps.k12.md.us">wheny@bcps.k12.md.us</a>	443-642-2010
Calvert	Kara Muffley	<a href="mailto:muffleyk@calvertnet.k12.md.us">muffleyk@calvertnet.k12.md.us</a>	410-535-7468
Caroline	Bonnie Salmons	<a href="mailto:bonnie_salmons@mail.cl.k12.md.us">bonnie_salmons@mail.cl.k12.md.us</a>	410-479-3246
Carroll	Bonnie Cheak	<a href="mailto:bacheak@k12.carr.org">bacheak@k12.carr.org</a>	410-751-3507
Cecil	Rich Wilkinson	<a href="mailto:rwilkinson@ccps.org">rwilkinson@ccps.org</a>	410-996-5444
Charles	Lisa Peters	<a href="mailto:lpeters@ccboe.com">lpeters@ccboe.com</a>	301-934-7388
Dorchester	Anna Wingate	<a href="mailto:wingatea@dcpsmd.org">wingatea@dcpsmd.org</a>	410-221-1111 x 1024
Frederick	Wes Baugher	<a href="mailto:John.Baugher@fcps.org">John.Baugher@fcps.org</a>	301-644-5294
Garrett	Liz Lewis	<a href="mailto:Llewis@ga.k12.md.us">Llewis@ga.k12.md.us</a>	301-334-8939
Harford	Lynn Lilley	<a href="mailto:lynn.lilley1@hcps.org">lynn.lilley1@hcps.org</a>	410-588-5329
Howard	Terri Rinkinen	<a href="mailto:Teresa_rinkinen@hcpss.org">Teresa_rinkinen@hcpss.org</a>	410-313-5361
Kent	Georgia Sweetman	<a href="mailto:GSweetman@Kent.k12.md.us">GSweetman@Kent.k12.md.us</a>	410-778-7120
Montgomery	Paul Bruening	<a href="mailto:Paul_Bruening@mcpsmd.org">Paul_Bruening@mcpsmd.org</a>	
Prince George's	Lora Warner	<a href="mailto:lwarner@pgcps.org">lwarner@pgcps.org</a>	301-817-3128
Queen Anne's	Mary Holden	<a href="mailto:holdenm@gacps.k12.md.us">holdenm@gacps.k12.md.us</a>	410-758-2403 x131
	Diane McGowan	<a href="mailto:mcgowand@gacps.k12.md.us">mcgowand@gacps.k12.md.us</a>	410-758-2403 x131
St. Mary's	Honora Batelka	<a href="mailto:hkbatelka@smcps.org">hkbatelka@smcps.org</a>	301 475 5511 x227
Somerset	Nancy Smoker	<a href="mailto:nsmoker@somerset.k12.md.us">nsmoker@somerset.k12.md.us</a>	410-651-1616 x244
	Dema Lankford	<a href="mailto:drlankford@somerset.k12.md.us">drlankford@somerset.k12.md.us</a>	410-621-6242
Talbot	Susan Ortt	<a href="mailto:sortt@tcps.k12.md.us">sortt@tcps.k12.md.us</a>	410-822-0330
Washington	Carol Staebler	<a href="mailto:staebcar@wcboe.k12.md.us">staebcar@wcboe.k12.md.us</a>	301-766-8219
Wicomico	Paul Santoni	<a href="mailto:psantoni@wcboe.org">psantoni@wcboe.org</a>	410-677-4479
Worcester	Jeff Foote	<a href="mailto:jefoote@mail.worcester.k12.md.us">jefoote@mail.worcester.k12.md.us</a>	410-632-5060
Adult Corrections	Kathleen White	<a href="mailto:kawhite@dllr.state.md.us">kawhite@dllr.state.md.us</a>	410-767-0459
DJS	Pam Cyran	<a href="mailto:cyramp@djs.state.md.us">cyramp@djs.state.md.us</a>	410-663-7679
MSB	Dana Moran	<a href="mailto:danam@mdschblind.org">danam@mdschblind.org</a>	410-444-5000 x261
MSD, Columbia	Brian Alles	<a href="mailto:Brian.alles@msd.edu">Brian.alles@msd.edu</a>	410-480-4513
	John Snavlin	<a href="mailto:John.snavlin@msd.edu">John.snavlin@msd.edu</a>	410-480-4500
MSD, Frederick	Paul Ritenour	<a href="mailto:ritenopa@msd.edu">ritenopa@msd.edu</a>	301-360-2049

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MSDE/JCEP	Zondra Johnson	<a href="mailto:zjohnson@msde.state.md.us">zjohnson@msde.state.md.us</a>	410-767-3184
MSDE	Ned Featherston	<a href="mailto:nfeatherston@msde.state.md.us">nfeatherston@msde.state.md.us</a>	410-767-0252
MSDE	Sally Slade	<a href="mailto:sslade@msde.state.md.us">sslade@msde.state.md.us</a>	410-767-0063