

# ISBE Student Information System (ISBE SIS)

## Data Elements and Validations



Illinois State Board of Education

100 North First Street

Springfield, IL 62777-0001

## Contents

Student Information System (SIS).....	4
SIS Data Validations .....	4
504 Plan .....	5
Adjusted Cohort Graduation Rate .....	8
Assessment .....	13
Bilingual.....	31
College and Career Readiness.....	54
Course Assignment .....	62
Demographics / Enrollment.....	84
Early Learning.....	114
Birth To Three Indicators .....	115
Birth to Three Program .....	123
Birth To Three Well-Child Visit.....	132
Birth to Three Caregiver.....	134
Early Childhood Indicators and Program .....	138
Behavior Support Plan .....	151
Program Transition Plan.....	154
Prenatal Services.....	159
Prenatal to Student match.....	170
Early Childhood Transition.....	171
Early Childhood Outcomes.....	174
Exit Enrollment.....	182
Language Codes Alphabetical .....	189

## Student Information System

Gifted and Accelerated .....	189
Homeless.....	201
Immigrant.....	207
Multiple SID.....	217
Restraint and Time Out.....	219
Regional Safe Schools Program (RSSP) .....	227
Service Provider .....	231
Student Address.....	232
Student Attendance V4.....	233
Student Discipline .....	239
Teacher Course Assignment .....	251
State Reports.....	258
9th Grade on Track .....	258
Percent 8 <sup>th</sup> Graders Passing Algebra I.....	258

## Student Information System (SIS)

### SIS Data Validations

The SIS application performs validations on submitted student attributes using the batch process or online interface. Through the online interface, the users receive interactive error messages based on failed validation checks. With both methods, the user then has the opportunity to correct errors and resubmit the transaction.

Use the *SIS Data Elements and Validations* document to review and prepare your SIS data collection submissions. Each SIS Data Object (or collection) provides data element definitions and coding requirements along with *system-level* and *field-level* data validations.

If one or more edit checks fail during the batch process, the record is assigned a Result Code of “F.” The user must correct the errors and resubmit the batch file or use the online process to make the corrections. Some of the possible result messages for the “F” Result Code are listed in the table below. To see all possible result codes, please review the SIS File Format Layout document posted at [https://www.isbe.net/Documents/file\\_format\\_layout.pdf](https://www.isbe.net/Documents/file_format_layout.pdf).

## 504 Plan

### 504 Plan

A 504 Plan identifies a temporary disability that may inhibit learning.

Districts are required to report 504 Plans by April 16 each year, continuing to keep the 504 Plan up to date throughout the student's enrollments.

Students enrolled in your district (grades Pre-K – 12) can have a 504 Plan reported during their enrollment with you.

A 504 Plan can be added and updated via Online or Batch. The **504 Plan Start Date** cannot be modified. The **End Date** can be modified or you can choose to delete the record by clicking **Delete**. In batch, enter '99' into the **Delete** field to delete the record.

The following rules apply:

- The **504 Plan Start** and **End Dates** must fall within the Enrollment Start and End Dates.
- The **504 Plan End Date** is mandatory if the enrollment has already been exited.
- The **504 Plan End Date** can be updated during or after the enrollment. The IWAS user ID must match Enrollment Home RCDT).
- If a 504 Plan Record is created, exiting the student enrollment also adds the **504 Plan End Date** using the student's Enrollment Exit Date.
- More than one 504 Plan can be added but each **504 Plan Start** and **End Date** CANNOT overlap one another.

## 504 Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>General Rules:            To add or to update a 504 Plan record, the <u>student must have a valid district enrollment record in SIS.</u></p> <p>To add a 504 Plan, the following conditions must be met:            - Enrollment record Home RCDTS matches 504 Plan record's Home RCDTS            - Enrollment record Serving RCDTS matches 504 Plan record's Serving RCDTS            - Enrollment record School Year matches 504 Plan record's School Year - New            - Enrollment Exit/Withdrawal Type code does not equal Code 99 Erroneous Enrollment</p>						
<b>504 Plan Start Date</b>	Mandatory	Char(10)		mm/dd/yyyy	The month, day, and year on which the 504 Plan was started, per enrollment. The start date must be unique to the enrollment.	
<b>504 Plan End Date</b>	Optional; Mandatory if student already exited	Char(10)		mm/dd/yyyy	<p>The month, day, and year on which the 504 Plan was ended or the student's enrollment was exited.</p> <p>The 504 Plan End Date is optional while the student is actively enrolled in your district.</p> <p><b>Note:</b> When adding a 504 Plan for a student that has already exited your district, the 504 Plan End Date is mandatory.</p>	<ul style="list-style-type: none"> <li>To add or to update the 504 Plan End Date in a record, the date is in one of the following specified ranges:               <ul style="list-style-type: none"> <li>- 504 Plan End Date is equal to or greater than the Enrollment Date and the Exit Enrollment Date is Null.</li> <li>- 504 Plan End Date is equal to or greater than the Enrollment Date and the Exit Enrollment Date is equal to or greater than 504 Plan Date</li> </ul> </li> </ul>
<b>Delete Record</b>	Optional	Char(2)			This column is used to delete the 504 Plan record with code '99'. If 504 Plan record is valid, leave this field blank.	<ul style="list-style-type: none"> <li>To delete the 504 Plan record, send '99' in the 'Delete Record' field on batch file or select the <b>Delete Record</b> online.</li> </ul>

### Change History

12/24/2018	Released
12/05/2018	Updated 504 Plan Start Date description.

## 504 Plan

11/27/2018	Updated Change History for testing
10/24/2018	Initial Draft

## Adjusted Cohort Graduation Rate

### Adjusted Cohort Graduation Rate

Working with Adjusted Cohort Graduation Rate:

- Your school’s 4, 5, and 6-year Cohort Graduation Rates are included on your school report card – Accuracy is very important.
- Your adjusted cohort graduation rate is calculated based on proper identification of student **Enrollment Exit** codes.
- For an accurate Adjusted Cohort Graduation Rate calculation, ensure all 9 – 12 grade students are exited.
- **Note:** Private School students cannot be adjusted (and are excluded from the rate calculation).

The **Cohort Enrollment Exit Type Code** is essential in providing an accurate measure of high school graduation data. The **Adjusted Cohort** screen allows the district to apply a more accurate **Enrollment Exit Type Code** (as appropriate).

**Cohort Enrollment Exit Type Codes** identify students as Graduates, Non-Graduates, or “Removed from Cohort” for rate calculation purposes.

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• Student’s enrollment must be <u>exited</u> to provide cohort graduation data.</li> <li>• A SIS user can only update Adjusted Cohort Graduation Rate field (Cohort Exit Type Code) if the last enrollment was within the SIS user’s district.</li> </ul>						
<b>First Year in 9th Grade</b>	Read-Only	Char(4)	yyyy	Year	A student who transfers into a school should be assigned to the cohort in which the student started 9th grade for the first time. If a student who has repeated a grade transfers into a school, the student should be assigned to the cohort in which the student started 9th grade for the first time.	
<b>Enrollment Exit/Withdrawal Type</b>	Mandatory	Char(2)		The circumstances under which the student exited from membership in an educational institution.		
			02	Transfer to another public school within the district	A student who transfers out of a public school to another public school within the same district. (Home School changes within district, Serving School may or may not change) (Reason for the transfer is NOT because the student is the victim of a violent crime. See also exit type code 16.)	



## Adjusted Cohort Graduation Rate

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	Transfer to Home Schooled	<p>A student who transfers out of a public school to be home schooled by parents, seeking a regular high school diploma.</p> <p>A school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma.</p>	
			04	Transfer to Private School	<p>A student who transfers out of a public school to a private facility, seeking a regular high school diploma.</p> <p>A school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma.</p>	
			05	Promotion	<p>The practice of promoting a student from one grade to another grade.</p> <p>Pre-K student will be 5 on or before September 1 of the next school year and will be age eligible for kindergarten.</p>	
			06	Graduated with regular, advanced, International Baccalaureate, or other type of diploma	<p>A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment or a high school diploma from a program other than the regular school program.</p>	
			07	Death	<p>A student whose membership is terminated because he or she died during or between regular school sessions.</p> <p>A school or LEA must have written confirmation that a student is deceased. A letter from a parent or an obituary is sufficient documentation. "Official written documentation" of a student's</p>	

## Adjusted Cohort Graduation Rate

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					death, such as a death certificate, is not necessary.	
			08	Expulsion	A student who left school involuntarily due to an expulsion approved by appropriate school authorities.	
			09	Dropped Out	A student who stops attending school for reasons and a specified length of time considered by the state or district to constitute "dropping out."	
			10	Transfer to GED program	A student who has transferred to a GED program prior to the completion of his or her secondary education. (Counts as a dropout)	
			11	Moved, not known to be continuing	A student who has moved outside his or her attendance area and is not known to be continuing his or her elementary or secondary education. (Counts as a dropout)	
			12	Retained in same grade or demoted to a lower grade	<p>The practice of not promoting a student to the next grade level at the end of the regular school session or of demoting a student to a lower grade.</p> <p>Pre-K student will be 5 after September 1 of the next school year and is not age eligible for kindergarten.</p> <p>Pre-K student will be 5 on or before September 1 of the next school year but has an Individual Education Plan (IEP) that requires him/her to receive services in a preschool program the next school year.</p>	

## Adjusted Cohort Graduation Rate

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			14	Aged Out	Reached the maximum age for special education services through the age of 21, inclusive, i.e., through the day before the student's 22nd birthday. (Applicable only for students with an IEP)	
			15	Certificate of Completion	Completion of high school through a certificate of completion. (Applicable only for students with an IEP)	
			16	Victim of a Violent Crime	A student who transfers out of a public school to another public school within the same district. (Reason for the transfer is because the student is the victim of a violent crime as defined in Section 3 of the Rights and Crime Victims and Witnesses Act (725 ILCS 120/3), and the crime occurred on school grounds during regular school hours or during a school-sponsored event. See also exit type code 02.)	
			17	Change in Serving School or Percent of Day Attended (PDA)	A student's serving school has changed or the Percent of Day Attended (PDA) has changed. (Home School remains the same, serving school may or may not change)	
			18	Moved Out of the United States	A student who has moved out of the United States, to another country. (School enrollment status may or may not be known.)  A school or LEA must have written confirmation that a student has emigrated to another country, but need not obtain "official written documentation".	
			19	Transfer to another public school district out of Illinois		
			20	Transfer to another public school district in Illinois	A student who has transferred to another public school district that is located in the state of Illinois, student is seeking a regular high school diploma.  A school or LEA must have "official written documentation" that a student has transferred to another public school district or to an educational	

## Adjusted Cohort Graduation Rate

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					program within the state Illinois, that culminates in the award of a regular high school diploma.	
			99	Erroneous enrollment	Closing an erroneously created enrollment record.	

### Change History

12/24/2018	Released
11/28/2018	Updated Change History for testing
10/24/2018	Initial Draft

## Assessment

The Assessment process involves several steps throughout the school year: Pre-ID, Corrections, Scores, and sometimes Unassigned.

**Pre-ID:** Testing windows are established and rostering for each assessment begins with the "Pre-ID" process. The Pre-ID process provides assessment vendors with student details and testing schools.

- All student demographic uploads will go through SIS. SIS will send the data to the vendor on a regular schedule.
- SIS will load Pre-ID records based on the Testing School indicated in the Pre-ID file.
- Review student enrollments are accurate and rostered for the appropriate assessment in SIS running:  
**Reports > Student>Assessment >Assessment Enrollment Verification and Test-specific Pre-ID** Detail reports.

**Corrections:** During the correction process, testing changes for students are captured after time of testing. The correction process assists matching each student to the appropriate assessment scores when posted from the vendor. Districts may need to adjust the Testing School or provide *Reason No Valid Test Attempt* when a student did not test.

- Demographic, Home School, and Grade details must reflect a student's status as of the end of the testing period.
- Changes made to correction data only affect the vendor's data; it does not update the related student information in SIS.
- If student demographic errors are identified in a Correction file, you must revise both the Correction file and SIS Student Demographics.
- View student assessment scores by going to SIS **Reports > Assessment > <Specific Test> Scores** Detail reports.

**Assessment Unassigned:** The Unassigned process provides districts with the ability to match unassigned test scores with students in their district that tested but are not showing scores yet.

- Step 1: Add or update the unassigned student records found on the report
- Step 2: Unassigned test results are linked to the students' Correction data (overnight process).
- Step 3: Verify the update using the Scores Report and the Unassigned interface.

## DLM-AA Pre-ID

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The Home RCDTS of the student's active enrollment matches the users IWAS Users RCDTS that is entering the data.</li> <li>Grades 3-12 only</li> <li>Students in grades 5, 8, and 11 must be rostered and tested in Mathematics, ELA, and Science.</li> <li>Students in grades 3, 4, 6, and 7 (and grade 12 if applicable) must be rostered for and tested in only Mathematics and ELA.</li> <li>Grade 3 students will be automatically added to IAR Pre-ID and must be individually moved online on the Program Indicators page under IDEA Services indicator, update Alternate Assessment: DLM-AA=Yes, as applicable.</li> <li>DLM-AA students in grades 3-12 may also participate in instructionally embedded assessments and/or field testing (optional). SIS will only load grades 3-11. Contact ISBE Assessment department for assistance in loading a grade 12 student.</li> </ul> <p><b>Note:</b> If a student will take IAR, PSAT 8/9, PSAT 10, or SAT, update the Program Indicators page to Alternate Assessment: DLM-AA=No, under IDEA Services Indicator.</p> <p>Review Pre-ID rostering logic for Grade 12 Required to Test <a href="#">here</a>.</p>						
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddtssss		Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year.	
					For all students, the Serving School will be used to initially populate the Testing School field but can be edited by the Home School District as needed.	
<b>Grade 12 Required to Test (ISBE-populated)</b>	Mandatory	Char(2)			Grade 12 students are included in the Pre-ID based on logic described in <a href="#">Grade 12 SAT and DLM-AA: Who must test?</a>	
				01	Yes	
				02	No	

## DLM-AA Correction

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object Rules (if applicable).						
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddtss	ss	Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year. For all students, their Testing school will default to the Serving school.	
<b>Reason for No Valid Test Attempt</b>	Optional	Char(2)			See <a href="#">Reason No Valid Test Attempt</a> .	
<b>Valid Grade at Time of Testing</b>	Optional	Char(2)			Student's grade classification at the time of testing on a state assessment during the current school year. See Valid Grade at Time of <i>Testing</i> .	

IAR Pre-ID

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Grades 3-8 Students Only.						
Note: If a student will take DLM-AA instead, update the Program Indicators page to Alternate Assessment: DLM-AA=Yes, under IDEA Services Indicator.						
ALL Accommodations and Accessibility Features, including Test Format, Session and Class Name must be entered directly into Pearson Access Next!						
<b>Test Code</b>	Mandatory	Char(5)			This value will default to the grade-based test that corresponds to the SIS enrollment grade. Cannot update through Pre-ID file. Must update the grade on the student demographics enrollment file.	
			MAT03		Mathematics (Grade 3)	
			ELA03		ELA/Literacy (Grade 3)	
			MAT04		Mathematics (Grade 4)	
			ELA04		ELA/Literacy (Grade 4)	
			MAT05		Mathematics (Grade 5)	
			ELA05		ELA/Literacy (Grade 5)	
			MAT06		Mathematics (Grade 6)	
			ELA06		ELA/Literacy (Grade 6)	
			MAT07		Mathematics (Grade 7)	
			ELA07		ELA/Literacy (Grade 7)	
			MAT08		Mathematics (Grade 8)	
			ELA08		ELA/Literacy (Grade 8)	
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddt ssss		Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year. For all students, their Testing school will default to the Serving school.	



## IAR Correction

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home RCDTS</b> of the student's active enrollment matches the IWAS User's RCDTS entering the data.</li> <li>If the only test attempt for the Component and Subject is Voided, you must enter a <b>Reason for No Valid Test Attempt</b>.</li> </ul>						
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddtssss		Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year. For all students, their Testing school will default to the Serving school.	
<b>Test Code</b>	Mandatory	Char(5)				
				MAT03	Mathematics (Grade 3)	
				ELA03	ELA/Literacy (Grade 3)	
				MAT04	Mathematics (Grade 4)	
				ELA04	ELA/Literacy (Grade 4)	
				MAT05	Mathematics (Grade 5)	
				ELA05	ELA/Literacy (Grade 5)	
				MAT06	Mathematics (Grade 6)	
				ELA06	ELA/Literacy (Grade 6)	
				MAT07	Mathematics (Grade 7)	
				ELA07	ELA/Literacy (Grade 7)	
				MAT08	Mathematics (Grade 8)	
				ELA08	ELA/Literacy (Grade 8)	
<b>Valid Grade at Time of Testing</b>	Optional	Char(2)			Student's grade classification at the time of testing on a state assessment during the current school year. See Valid Grade at Time of Testing.	
<b>Reason for No Valid Test Attempt</b>	Optional	Char(2)			See Reason No Valid Test Attempt.	

## ISA Correction

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The Home RCDTS of the student's active enrollment matches the IWAS User's RCDTS entering the data.</li> <li>Correction values are captured from SIS at a point in time. Updates to a student's ISA Correction do not change the student's Program Indicators or Demographics by Enrollment values in SIS.</li> <li>If the only test attempt for the Component and Subject is Voided, you must enter a <b>Reason for No Valid Test Attempt</b>.</li> </ul>						
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddt ssss		Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year. For all students, their Testing school will default to the Serving school.	
<b>Test Code</b>	Mandatory	Char(5)				
			SCI05		Science (Grade 5)	
			SCI08		Science (Grade 8)	
			SCI11		Science (Grade 11)	
<b>Valid Grade at Time of Testing</b>	Optional	Char(2)			Student's grade classification at the time of testing on a state assessment during the current school year. See Valid Grade at Time of Testing.	
<b>Reason for No Valid Test Attempt</b>	Optional	Char(2)			See Reason No Valid Test Attempt.	

**SAT, PSAT 10, & PSAT 8/9 Pre-ID**

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The Home RCDTS of the student’s active enrollment matches the users IWAS Users RCDTS that is entering the data.</li> </ul> <p>Rostering is as follows:</p> <ul style="list-style-type: none"> <li>Student must be enrolled in grade 9 for PSAT 8/9 assessment <b>Pre-ID</b>.</li> <li><b>Student must be</b> enrolled in grade 10 for PSAT 10 assessment Pre-ID.</li> <li>Student must be enrolled in grade 11 for SAT assessment Pre-ID.</li> <li>SAT will be administered to students enrolled in grade 12, only as required by ISBE.</li> </ul> <p>Review Pre-ID rostering logic for Grade 12 Required to Test <a href="#">here</a></p> <p>If a student will take DLM-AA instead, update the Program Indicators page to DLM-AA=Yes, under IDEA Services Indicator.</p>						
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddtts sss		Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year.	
<p>For all students, the Serving School will be used to initially populate the Testing School field but can be edited by the Home School District as needed. The Testing School RCDTS must be an established test center. If it is not, the Home School RCDTS will be used when sending the file to the vendor for printing Pre-ID labels.</p>						
<b>Sort Group</b>	Optional	Char(10)			Use this field to facilitate sorting of the Pre-ID Report when printing rosters that can be sorted by specific values (e.g., teacher name, room number).	
<p>Alpha values (A-Z, a-z);          Numeric values (0–9);          ‘ ’ – Space;          ‘/’ – Slash;</p>						

**SAT, PSAT 10, & PSAT 8/9 Pre-ID**

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				'-' – Hyphen; '.' – Period; '#' – Number Sign; '()' – Parentheses; '' – Apostrophe		
<b>Grade 12 Required to Test (ISBE-populated field on report only)</b>	View Only	Char(2)			Grade 12 students are included in the Pre-ID based on logic described in <a href="#">Grade 12 SAT and DLM-AA: Who must test?</a>  'Yes' in this field indicates the grade 12 student must test. Contact <a href="mailto:assessment@isbe.net">assessment@isbe.net</a> for assistance as needed if your district has local evidence that the grade 12 student should not test.	
			01	Yes (default)		
			02	No		

## SAT, PSAT 10, & PSAT 8/9 Correction

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home RCDTS</b> of the student’s active enrollment matches the IWAS User’s RCDTS entering the data.</li> <li>If the only test attempt for the Component and Subject is Voided, you must enter a <b>Reason for No Valid Test Attempt</b>.</li> </ul> <p>Review Grade 12 rostering logic <a href="#">here</a>.</p> <p>If a student will take DLM-AA instead, update the Program Indicators page to Alternate Assessment: DLM-AA=Yes, under IDEA Services Indicator.</p>						
<b>RCDTS for Testing School</b>	Mandatory	Char(15)	rrccdddtssss		Region, County, District, Type, and School/Program code that uniquely identifies the school/program where a student will be taking a state assessment during the current school year.	For all students, the Serving School will be used to initially populate the Testing School field but can be edited by the Home School District as needed. The Testing School RCDTS must be an established test center. If it is not, the Home School RCDTS will be used when sending the file to the vendor for printing Pre-ID labels.
<b>Reason for No Valid Test Attempt</b>	Optional	Char(2)			See Reason No Valid Test Attempt.	
<b>Valid Grade at Time of Testing</b>	Optional	Char(2)			Student’s grade classification at the time of testing on a state assessment during the current school year. See <i>Valid Grade at Time of Testing</i> .	

**Reason for No Valid Test Attempt (Applicable to IAR, SAT, PSAT 10, PSAT 8/9, and DLM-AA)**

<u>Data Element</u>	<u>Mandatory</u>	<u>Data Type</u>	<u>Code</u>	<u>Value</u>	<u>Description</u>	<u>Validation Rules / Notes</u>
Object rules if applicable.						
<b>Reason for No Valid Test Attempt</b>	Mandatory	Char(2)				
			01	Medically Exempt	Student (a) was hospitalized because of medical emergencies or procedures (e.g., because of a motor vehicle or other type of accident, surgery, psychiatric emergency) during the time of testing or (b) was participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse during the time of testing and it was not feasible to schedule makeup testing (contact ISBE for guidance in determining feasibility).	Student is excluded from participation and proficiency calculations.
			02	Homebound	Student was homebound during the time of testing, and it was not feasible or appropriate for the student to be tested due to their medical condition.	Student is excluded from participation and proficiency calculations.
			03	In Jail/Locked Facility	Student was in jail or a locked facility during the time of testing and it was not feasible to schedule makeup testing (contact ISBE for guidance in determining feasibility).	Student is excluded from participation and proficiency calculations.
			04	Out of State/Country	Student was residing in or attending a facility located out-of-state or out-of-country during the time of testing. This includes any Illinois student in a foreign exchange program.	Student is excluded from participation and proficiency calculations.
			07	Transferred Out Prior to Testing	Student transferred out (exited) prior to the end of the local testing window but had not started testing.	Student is excluded from participation and proficiency calculations.
			08	Transferred In After Test Administration	Student transferred in (enrolled) during the local testing window after starting or completing testing at his/her previous school. This code also applies to students who transfer in during the local test administration window too late for testing to be feasible (contact ISBE for guidance in determining feasibility).	Student is excluded from participation and proficiency calculations.

**Reason for No Valid Test Attempt (Applicable to IAR, SAT, PSAT 10, PSAT 8/9, and DLM-AA)**

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			09	Deceased	Student died prior to testing or during the time of testing.	Student is excluded from participation and proficiency calculations.
			10	Absent from Testing	Student should have tested and no other RNVTA applies.	Use of this code will affect participation and may affect proficiency rates.
			15	Refusal but Present to Test	<p><b>For IAR and ISA</b>, student was presented with a test booklet or an online test ticket but refused to engage with the test.</p> <p><b>For DLM-AA</b>, student was presented with testlet(s) but refused to engage with the test.</p> <p><b>For SAT, PSAT 10, or PSAT 8/9</b>, student was presented with a test but refused to engage with the test.</p>	Use of this code will affect participation and may affect proficiency rates.
			16	Part-Time Enrollment	This code applies to students who are enrolled only part-time in a public school and are homeschooled or attend a private school part-time. Students who are receiving instruction from the public school in a tested content area must participate in that content-area test. This code should be used for all other content-area tests in which the student is not receiving instruction from the public school.	Student is excluded from participation and proficiency calculations.
			18	PSS-SIS Use Only (Retired, SPRING 2022)	<p>This not tested reason is applied automatically to any SIS enrollment record having YES for the Private School Student (PSS) Indicator. Districts may use code 16 for students whose Private School Student Indicator was erroneously set to NO.</p> <p>Starting in spring 2022, district/school staff should use RNVTA 16 to identify PSS students who did not test due to not receiving instruction from the public school in the tested content area.</p>	Student is excluded from participation and proficiency calculations.

### Reason for No Valid Test Attempt (Applicable to IAR, SAT, PSAT 10, PSAT 8/9, and DLM-AA)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			19	Reserved for Internal Use-SIS Use Only	This RNVTA is applied by Student Assessment in cases when participation credit should not be given.	Use of this code will affect participation and may affect proficiency rates.
			21	Reserved for Internal Use Only-Scale Score for Content Area Exists in Another School <i>(Retired, SPRING 2022)</i>	Student has scale score for the content area in another home school, so SIS applies code 21 automatically when the RNVTA is blank for the home school without the score. <i>Starting in spring 2022, district/school staff must enter the appropriate RNVTA (either 07 or 08), as applicable, for students who did not test due to mobility issues.</i>	Student is excluded from participation and proficiency calculations.
			22	Reserved for Internal Use-SIS Use Only	This RNVTA is applied by Student Assessment in cases when the student is excluded from participation and proficiency calculations.	Student is excluded from participation and proficiency calculations.
			23	Reserved for Internal Use-SIS Use Only (First Year in U.S. School)	This RNVTA is applied by SIS after the data corrections window closes to a score having YES for the First Year in U.S. School Indicator.	Student is excluded from participation and proficiency calculations.
			25	Reserved for Internal Use-Assessment Use Only (Grade 11 No Participation Credit)	This RNVTA is applied by Student Assessment to a grade 11 record in cases when participation credit should not be given (e.g., the student does not have a score or has a score that was invalidated by the College Board due to a misadministration). The student is not required to test if still enrolled in grade 12 in any subsequent year.	Use of this code will affect participation and may affect proficiency rates.
			50	Reserved for Internal Use-SIS Use Only (Grade 12 Exempt-Programming)	This RNVTA is applied by SIS to a grade 12 record when evidence of a test exemption exists and was found by programming. The student is not required to test if still enrolled in grade 12 in any subsequent year. <a href="https://www.isbe.net/Documents/Grade_12_Testers_Flow_Chart.pdf">https://www.isbe.net/Documents/Grade_12_Testers_Flow_Chart.pdf</a>	Student is excluded from participation and proficiency calculations.
			51	Reserved for Internal Use-Assessment Use Only (Grade 12 Exempt-SIS Evidence)	This RNVTA is applied by Student Assessment to a grade 12 record when evidence a test exemption exists in a SIS enrollment record. The student is not required to test if still enrolled in grade 12 in any subsequent year.	Student is excluded from participation and proficiency calculations.



**Reason for No Valid Test Attempt (Applicable to IAR, SAT, PSAT 10, PSAT 8/9, and DLM-AA)**

<b>Data Element</b>	<b>Mandatory</b>	<b>Data Type</b>	<b>Code</b>	<b>Value</b>	<b>Description</b>	<b>Validation Rules / Notes</b>
			52	Reserved for Internal Use-Assessment Use Only (Grade 12 Exempt-District Submission)	This RNVTA is applied by Student Assessment to a grade 12 record when a district submits exemption paperwork on behalf of a student (e.g., exemption exists but was not captured in SIS, diploma scheduled to be awarded before spring test administration). The student is not required to test if still enrolled in grade 12 in any subsequent year.	Student is excluded from participation and proficiency calculations.
			53	Reserved for Internal Use-Assessment Use Only (Grade 12 No Participation Credit)	This RNVTA is applied by Student Assessment to a grade 12 record when a district submits diploma exemption paperwork on behalf of a student or the record is invalidated by the College Board and participation credit should not be given (e.g., the student does not have a score or has a score that was invalidated by the College Board due to a misadministration). The student is not required to test if still enrolled in grade 12 in any subsequent year.	Use of this code will affect participation and may affect proficiency rates.
			54	Reserved for Internal Use-Assessment Use Only (Grade 12 Exempt-Other)	This RNVTA is applied by Student Assessment in cases when the student is excluded from participation and proficiency calculations (e.g., test vendor issues). The student is not required to test if still enrolled in grade 12 in any subsequent year.	Student is excluded from participation and proficiency calculations.
			55	Reserved for Internal Use-Assessment Use Only (Grade 12 Exempt-Tested Fall 2020)	This RNVTA is applied by Student Assessment in cases when the student is excluded from participation and proficiency calculations. The student participated in the ISBE-Provided fall 2020 administration. The student is not required to test if still enrolled in grade 12 in any subsequent year.	Student is excluded from participation and proficiency calculations.

## Reasons for Not Taking Test (ACCESS)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object rules if applicable.						
<b>Reasons for Not Taking Test (ACCESS)</b>	Mandatory	Char(2)				
			01	Medically Exempt (Exempt from State Testing)	Student (a) was hospitalized because of medical emergencies or procedures (e.g., because of a motor vehicle or other type of accident, surgery, psychiatric emergency) during the time of testing or (b) was participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse during the time of testing.	
			02	Homebound Exempt (Exempt from State Testing)	Student was homebound during the time of testing, and it was not feasible or appropriate for the student to be tested due to their medical condition.	
			03	In Jail/Locked Facility (Exempt from State Testing)	Student was in jail or a locked facility during the time of testing	
			04	Out of State/Country (Exempt from State Testing)	Student was residing in or attending a facility located out-of-state or out-of-country during the time of testing. This includes any Illinois student in a foreign exchange program.	
			05	Not Enrolled or EL at the Time of Testing	Student was not enrolled during the time of testing (exited prior to the start of the time of testing) or was not identified as EL at the time of testing.	
			06	Not In Valid Grade	Student was erroneously classified during the time of testing as being in a grade at which a state assessment is given	
			07	Transferred Out During Testing	Student transferred out (exited) during the time of testing and had not started testing.	
			08	Transferred In During Testing	Student transferred in (enrolled) during the time of testing and had either already started testing at	

## Reasons for Not Taking Test (ACCESS)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					his/her former school or transferred in too late to start testing at his/her new school.	
			09	Deceased	Student was deceased prior to the start of the time of testing or died during the time of testing and had not started testing.	
			10	Absent from Testing	Student should have tested and other not tested codes do not apply.	
			15	Refusal but Present to Test	Student was presented a test booklet but refused to engage with the test.	
			19	Reserved for Internal Use	Reserved for internal use.	
			20	Formerly EL or Unidentified	Student was erroneously marked EL in SIS. <ul style="list-style-type: none"> <li>• Obtained proficiency in a prior year</li> <li>• Proficient based upon English proficiency screening</li> <li>• Home Language Survey does not call for English proficiency screening</li> </ul>	
			21	Grade 12 Completion	Student has completed his/her Grade 12 program of instructional, but continues receiving services (e.g., transitional, life skills, etc.).	

## Test To Be Taken Codes (ACCESS)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object rules if applicable.						
<b>Test To Be Taken Codes (ACCESS)</b>	Mandatory	Char(2)				
			01	ISAT	Illinois Standards Achievement Test (Grades 3,4,5,6,7 & 8). <b>Retired</b>	
			02	PSAE	Prairie State Achievement Examination (Grade 11). <b>Retired</b>	
			04	IAA	Illinois Alternate Assessment (Students with disabilities whose Individualized Education Programs indicate that participation in the ISAT or PSAE, even with accommodations, would not be appropriate.) <b>Retired</b>	
			05	ACCESS	ACCESS for ELs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English	
			06	Alternative ACCESS	The Alternate ACCESS for ELs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English language learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELs assessment.	

## Test To Be Taken Codes (ACCESS)

### Change History

12/24/2018	Released
11/28/2018	Updated Change History for testing
10/24/2018	Initial Draft

## Valid Grade at Time of Testing

<u>Data Element</u>	<u>Mandatory</u>	<u>Data Type</u>	<u>Code</u>	<u>Value</u>	<u>Description</u>	<u>Validation Rules / Notes</u>
Object rules if applicable.						
<b>Valid Grade at Time of Testing</b>	Optional	Char(2)			Student's grade classification at the time of testing on a state assessment during the current school year.	
			03	Grade 3		
			04	Grade 4		
			05	Grade 5		
			06	Grade 6		
			07	Grade 7		
			08	Grade 8		
			09	Grade 9		
			10	Grade 10		
			11	Grade 11		
			12	Grade 12		

## EL Screener

### Bilingual

The English Learner process in SIS captures required information to document provided services and manage funding.

At a high level:

- Potential English Learners are surveyed, having non-English Home and/or Native Language(s), are required to take an EL Screener Test.
- If determined EL, the Student's Program Indicator should be set to EL=Yes.
- Capture EL services on the student's EL tab (required before Exiting).
- A student displays "Former EL Pre-K" if the student has only a completed Pre-K EL Information record and a Model Test (in Kindergarten or 1<sup>st</sup> semester, 1<sup>st</sup> Grade) where the student is determined *Not EL*.
- When a student meets proficiency requirements (passing ACCESS or determined *not EL* using select Screeners), the student is Transitioned out of EL and is no longer eligible for EL services (with a status of "Former EL").
- An ongoing EL student displays "Transition Incomplete" status if EL is marked "No" and there is no evidence of Transitioning out.

### EL Program Indicator Validations

- If student is an English Learner (EL), the Native Language cannot be English.
- If EL is set to "Yes", an EL Information record is created. Mandatory data must be completed. EL services can be ended with Reason for Ending EL Services, "Withdrawn by Parents" when all required fields are completed and the Date EL Services Ended is provided.  
Note: Records saved as "Withdrawn by Parents" may be edited further by the Home district.
- If EL is set to "Yes" (and then set later to "No"), the EL Information record is marked Erroneous and can no longer be edited.
- To meet proficiency the minimum Overall Composite Proficiency Level must be 4.8.
- If ALL requirements are met, the student's EL indicator should be "No", otherwise it should remain set to "Yes".

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• The Home RCDTS of the student’s active enrollment must match the users IWAS RCDTS.</li> <li>• EL screener will be mandatory for EL and Non-EL students that meet all the following criteria:               <ul style="list-style-type: none"> <li>- Home Language or Native Language other than English</li> <li>- SID created after August 1st, 2013</li> <li>- Enrolled in grades Entry Grade Levels K-12</li> <li>- Older than 3 years of age</li> <li>- No EL Screener data exists in ISBE SIS</li> </ul> </li> </ul>						
<b>Entry/Grade Level at Time of testing</b>	Mandatory	Char(2)			The grade level or primary instructional level at which a student is currently enrolled or will be enrolled to receive services in a school or an educational institution during a given academic session.	
			00	Birth to 3		
			14	Pre-K		
			15	Kindergarten		
			01	Grade 1		
			02	Grade 2		
			03	Grade 3		
			04	Grade 4		
			05	Grade 5		
			06	Grade 6		
			07	Grade 7		
			08	Grade 8		
			09	Grade 9		
			10	Grade 10		
			11	Grade 11		
			12	Grade 12		
			22	Evaluation	Only used when "Requesting a SID" Online to enable student IEP Evaluations in the ISBE I-STAR system.	
<b>Semester</b>	Mandatory	Char(2)			One of two divisions of an academic year. Current Semester or Semester student will be enrolled in. Semester is a local school district determination.	
			01	First Semester		
			02	Second Semester		



## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>EL Screener Test Taken</b>	Mandatory	Char(2)			Type of EL screener administered.	
			01	Pre-IPT (Pre-Idea Proficiency Test) (for PreK only)		
			02	PRE-LAS 2000 (Pre-Language Assessment Scale) (for PreK only)		
			03	ELTPS (Early Language Proficiency Test Series) (for PreK Only)		
			04	Other English Language Proficiency Test (for PreK only)		
			05	Checklist Process (for PreK only)		
			06	Interview Process (for PreK only)		
			07	Observation Process (for PreK only)		
			08	Other Process (for PreK only)		
			09	MODEL (Valid only for Kindergarten and 1st Semester Grade 1 students until end of School Year 2023)		<ul style="list-style-type: none"> <li>Starting School Year 2019, only Kindergarten and 1st Semester 1<sup>st</sup> Grade students can be screened using the 09 – MODEL Screener.</li> </ul>
			11	ACCESS for ELs test results from another State		
			12	Other State Assessment Results		
			13	Private Schooled Student		
			14	WIDA Screener Online		
			15	WIDA Screener Paper		
			16	WIDA K Screener (Valid only for Kindergarten and 1st Semester Grade 1 students)		Can be screened starting SY 2023
			98	Provisional Screener	This screening tool is only to be used when standard screening is unavailable due to an unplanned	

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					school closure and when remote learning is in place.	
			99	Not Tested	Not tested due to potential EL student who exited district prior to being screened within the 30 day identification requirement.	
<b>Date EL Screener Test Taken</b>	Mandatory	Char(10)	mm/dd/yyyy	Date the student took an EL Screener Test.		• Date EL Screener Test Taken must be three years greater than student's Birth Date and is not a future date.
<b>Listening - Raw Score / Level</b>	Optional	Char(2)		Listening - Raw Score / Level		
			A-E	Pre-IPT - Score Level		
			0-30	Model Kindergarten 1st Semester - Raw Score		
			0-30	Model Kindergarten 2nd Semester - Raw Score		
			0-30	Model First Grade 1st Semester - Raw Score		
			NA	WIDA Screener First Grade 2nd Semester thru Grade 12		
			Blank	<b>If ELL Screener Test Taken for PK</b> is any of the following; ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous, <b>Then leave this field Blank.</b>		
<b>Listening - Proficiency Level</b>	Optional	Char(3)		Listening - Proficiency Level		
			1-3	Pre-IPT - Proficiency Levels [ 1=Non-English (NE), 2=Limited English (LE) and 3=Full English (FE) ]		
			1.0-6.0	Model Kindergarten 1st Semester - Proficiency Level		
			1.0-6.0	Model Kindergarten 2nd Semester - Proficiency Level		

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			1.0-6.0	Model First Grade 1st Semester - Proficiency Level		
			1.0-6.0	WIDA Screener First Grade 2nd Semester thru Grade 12		
			Blank	<b>If ELL Screener Test Taken for PK</b> is any of the following; ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, or Other Process, <b>Then leave this field Blank.</b>		
<b>Speaking - Raw Score / Level</b>	Optional	Char(2)		Speaking - Raw Score / Level		
			A-E	Pre-IPT - Score Level		
			0-10	Model Kindergarten 1st Semester - Raw Score		
			0-10	Model Kindergarten 2nd Semester - Raw Score		
			0-10	Model First Grade 1st Semester - Raw Score		
			NA	WIDA Screener First Grade 2nd Semester thru Grade 12		
			Blank	<b>If ELL Screener Test Taken for PK</b> is any of the following; ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous, <b>Then leave this field Blank.</b>		
<b>Speaking - Proficiency Level</b>	Optional	Char(3)		Speaking - Proficiency Level		
			1.0-3.0	Pre-IPT - Proficiency Levels [ 1=Non-English (NE), 2=Limited English (LE) and 3=Full English (FE) ]		
			1.0-6.0	Model Kindergarten 1st Semester - Proficiency Level		
			1.0-6.0	Model Kindergarten 2nd Semester - Proficiency Level		

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			1.0-6.0	Model First Grade 1st Semester - Proficiency Level		
			1.0-6.0	WIDA Screener First Grade 2nd Semester thru Grade 12		
			Blank	<b>If ELL Screener Test Taken for PK</b> is any of the following; ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, or Other Process, <b>Then leave this field Blank.</b>		
<b>Reading - Raw Score / Level</b>	Optional	Char(2)		Reading - Raw Score / Level		
			0-30	Model Kindergarten 2nd Semester - Raw Score		
			0-30	Model First Grade 1st Semester - Raw Score		
			NA	WIDA Screener First Grade 2nd Semester thru Grade 12		
			Blank	<b>If ELL Screener Test Taken for PK</b> is any of the following; ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous, <b>Then leave this field Blank.</b>		
<b>Reading - Proficiency Level</b>	Optional	Char(3)	Reading - Proficiency Level			
			1.0-6.0	Model Kindergarten 2nd Semester - Proficiency Level		
			1.0-6.0	Model First Grade 1st Semester - Proficiency Level		
			1.0-6.0	WIDA Screener First Grade 2nd Semester thru Grade 12		

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			Blank	<b>If the ELL Screener Test Taken for PK and 1st semester K is any of the following; Pre-IPT, MODEL (Kindergarten 1st Semester), ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous: Then leave this field Blank.</b>		
<b>Writing - Raw Score / Level</b>	Optional	Char(2)	Writing - Raw Score / Level			
			0-17	Model Kindergarten 2nd Semester - Raw Score		
			0-17	Model First Grade 1st Semester - Raw Score		
			NA	WIDA Screener First Grade 2nd Semester thru Grade 12		
			Blank	<b>If the ELL Screener Test Taken for PK and 1st semester K is any of the following; Pre-IPT, MODEL (Kindergarten 1st Semester), ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous: Then leave this field Blank.</b>		
<b>Writing - Proficiency Level</b>	Optional	Char(3)	Writing - Proficiency Level			
			1.0-6.0	Model Kindergarten 2nd Semester - Proficiency Level		
			1.0-6.0	Model First Grade 1st Semester - Proficiency Level		
			1.0-6.0	WIDA Screener First Grade 2nd Semester thru Grade 12		

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			Blank	<b>If the ELL Screener Test Taken for PK and 1st semester K</b> is any of the following; Pre-IPT, MODEL (Kindergarten 1st Semester), ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous: <b>Then leave this field Blank.</b>		
<b>Literacy Proficiency Level</b>	Optional	Char(3)				
			1.0-6.0	Literacy proficiency level is derived from a combination of weighted scale scores from reading and writing. <b>Reported for 2nd semester K through 12 only.</b>  <b>If the EL Screener Test Taken for PK and 1st semester Kindergarten</b> is any of the following; Pre-IPT, MODEL (Kindergarten 1st Semester), ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous, <b>Then leave this field Blank.</b>		
<b>Oral Proficiency Level</b>	Optional	Char(3)			Oral proficiency level is derived from a combination of weighted scale scores from listening and speaking.	
			1.0-3.0	Pre-IPT - Proficiency Levels [1=Non-English (NE), 2=Limited English (LE) and 3=Full English (FE)]		
			1.0-6.0	1st semester K through grade 12: Model or W-APT Proficiency Level		
			1.0-6.0	WIDA Screener First Grade 2nd Semester thru Grade 12		

## EL Screener

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			Blank	<b>If the EL Screener Test Taken for PK is any of the following; Interview, Observation, Checklist, Other Process or Erroneous, Then leave this field Blank.</b>		
<b>Overall or Composite Proficiency Level (CPL)</b>	Optional	Char(3)				
			1.0-6.0	Composite proficiency level (CPL) is an overall, weighted score for all the language domains (Speaking, Listening, Reading, and Writing). This number is calculated from the individual proficiency level (PL) scores by multiplying this score by a weighting factor and then summing the weighted scores.  <b>Reported for 2nd semester K through 12 only.</b>  <b>If the EL Screener Test Taken for PK and 1st semester Kindergarten is any of the following; Pre-IPT, MODEL (Kindergarten 1st Semester), ELPTS, Pre-LAS, Other Test, Interview, Observation, Checklist, Other Process or Erroneous, Then leave this field Blank.</b>		
<b>Final Determination of EL status</b>	Mandatory	Char(2)			Determination of EL status after EL screener has been administered.	
			01	Yes		Student is EL (English Learner)
			02	No		Student is <b>NOT</b> EL (English Learner)





## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• Student must be actively enrolled in the district before the user can update the EL record.</li> <li>• The <b>Date EL Services Ended</b> must be blank, to update an EL record.</li> <li>• If <b>Date EL Services Ended</b> is not null, a <b>Reason for Ending EL Services</b> must be provided (and vice versa).</li> <li>• <b>Date First Enrolled in District/LEA</b> and <b>Date Student Enrolled or Re-Entered to Receive EL Services</b> must be greater than student's Date of Birth by three years.</li> <li>• A student <u>cannot</u> be both <b>EL Placement Entry Status</b>= 'Parents Refused' and <b>Reason for Ending EL Services</b> = 'Withdrawn by Parents'.</li> <li>• If a student receives an ACCESS Score, then the <b>EL Reason for Ending Services</b> cannot be erroneous.</li> <li>• If an ACCESS Score is received and student is currently enrolled, EL = Yes and the current EL record is set to erroneous, the <b>EL Services End Reason</b> and the <b>EL Services End Date</b> will be removed when the ACCESS Score is attached to the student.</li> <li>• <b>EL Services Provided</b> Indicator must be 00 – None of the above and <b>Class Periods Provided Per Week</b> Indicator must be 03 – High, if <b>Dual Language</b> Indicator on the Demographic Enrollment file is set to 01 - Dual Language - Two Way Immersion or 02 – Dual Language One Way Immersion.</li> <li>• <b>TBE/TPI</b>: If EL Services provided is "03, 04, 05 or 06" then Dual Language must be marked as "03 - Not a Participant in Dual Language Program" on the Student's Enrollment and can NOT be updated until the EL Services Provided is changed to "00 - None of the above."</li> <li>• <b>Reason for Ending EL Services</b> cannot be set to <b>07 – Erroneous Entry</b> by users. Marking <b>EL Indicator to 'No'</b> on the Program Indicators will automatically set the EL Record to <b>07 – Erroneous Entry</b>.</li> <li>• Marking EL Indicator back to 'Yes' on the Program Indicators will automatically remove the <b>07 – Erroneous Entry</b>.</li> <li>• For Current School Year and Previous School Year, <b>EL Record is Editable</b> when <b>Reason for Ending EL Services</b> = '02 - Withdrawn by Parents'.</li> </ul>						
<b>Date First Enrolled in District/LEA</b>	Mandatory	Char(10)	mm/dd/yyyy		The month, day, and year of the date student enrolled in the district/LEA (Local Educational Agency) for the first time.	
<b>First Year In U.S. School</b>	Optional	Char(2)				
			01	Yes		
			02	No		
<b>EL Placement - Entry Status</b>	Mandatory	Char(2)				
			10	TBE Full Time	The student is in a TBE program Full time	
			11	TBE Part Time	The student is in a TBE program Part time	
			12	TPI	The student is in a TPI program	
			13	228.27 Plan	EL student has been exited from the TBE/TPI program after three years and placed in an alternative program defined in a Section 228.27 Plan for Language Support Services submitted to ISBE by the district.	

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			14	Parents Refused	Parents refused EL services for the student after the district identified the student for TBE/TPI placement based on the English language proficiency screening results but before the student commenced participation in the TBE/TPI services. The district sent a parent notification letter to the parents before services were refused.	<ul style="list-style-type: none"> <li>If Entry Status = "14" (Parents Refused), Class Periods Provided per Week will be set to "00" (None) and all indicators to "No".</li> </ul>
<b>Date Student Started Receiving EL Services</b>	Mandatory	Char(10)	mm/dd/yyyy	<p>The date the student began receiving EL services in your District without interruption. An interruption in EL Services is defined as one of the following:</p> <ol style="list-style-type: none"> <li>1) Student transfers to another district.</li> <li>2) Student's enrollment is exited for any reason other than Promotion. Code 05 or Retained in same grade or demoted to a lower grade Code 12.</li> </ol> <p>If the student has an interruption in EL Services, enter the date the Student Re-entered EL Services in your district. If district does not offer EL Services use date entered as "New" EL student to populate the Date Enrolled or Re-Entered to Receive EL Services.</p>	<ul style="list-style-type: none"> <li>Date Student Enrolled or Re-Entered to Receive EL Services must be either equal to or greater than <b>Date First Enrolled in District/LEA</b>.</li> </ul>	
<b>Date EL Services Ended</b>	Optional; Mandatory if Reason for Ending EL Services exists.	Char(10)	mm/dd/yyyy	<p>This is the date EL services for the student ended in the district during the current school year. Leave blank, if EL Services for the student have not ended during the current school year.</p> <p><b>Note:</b> <u>Leave blank</u> if NOT Withdrawn by Parents (code 02) or NOT Erroneous entry (code 07). See Reason for Ending EL Services. In this instance the student's Exit Enrollment Date will populate this field.</p>	<ul style="list-style-type: none"> <li>The Date EL Services Ended must be during current school year.</li> <li>Date EL Services Ended must be equal to or greater than Date Student Enrolled or Re-entered to Receive EL Services and cannot be a future date.</li> </ul>	
<b>Reason for Ending EL Services</b>	Optional; Mandatory if Date EL Services Ended exists.	Char(2)		<p>For each student with a date recorded for Ending EL Services, enter the appropriate code or number listed below. If NO Date EL Services Ended was reported, leave this field blank.</p>		
			02	Withdrawn by Parents	Student was withdrawn from the program at the request of parents.	<ul style="list-style-type: none"> <li>For Current School Year and Previous School Year, EL Record is Editable when Reason for Ending EL Services = '02 - Withdrawn by Parents'.</li> </ul>

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			07	Erroneous Entry	<p><b>ISBE Internal Only.</b> Student was entered as EL in error.</p> <p><b>Reason for Ending EL Services cannot be set to 07 – Erroneous Entry by users.</b></p> <p>Marking EL Indicator to ‘No’ on the Program Indicators will automatically set the EL Record to 07 – Erroneous Entry.</p> <p>Marking EL Indicator back to ‘Yes’ on the Program Indicators will automatically remove the 07 – Erroneous Entry.</p>	
<b>Class Periods Provided per Week</b>	Mandatory	Char(2)			Report the level of EL services provided. (Note: A class period is considered at least 30 minutes.)	
			00	None	EL student did not receive EL program services.	
			01	Low	EL student received EL program services for less than 5 class periods per week.	
			02	Moderate	EL student received EL program services from 5 to 9 class periods per week.	
			03	High	EL student received EL program services for 10 or more class periods per week.	<ul style="list-style-type: none"> <li>• If Dual Language Indicator on the Demographic Enrollment file is set to 01 - Dual Language - Two Way Immersion or 02 – Dual Language One Way Immersion then Class Periods Provided per Week will be set to “03” (High).</li> </ul>
<b>EL Services Provided</b>	Mandatory	Char(2)				
			01	Dual Language – Two Way	Dual language, Two-Way serves both English proficient students and English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners.	

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>In a departmentalized setting, the same description applies.</p> <p>ESL instruction is provided.</p> <p>These values were moved to the Student Enrollment record starting School Year 2019. If changes are required, please update the Dual language Indicator on the enrollment record.</p>	
			02	Dual Language – One Way	<p>Dual language, One-Way serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners.</p> <p>In a departmentalized setting, the same description applies.</p> <p>ESL instruction is provided.</p> <p>These values were moved to the Student Enrollment record starting School Year 2019. If changes are required, please update the Dual language Indicator on the enrollment record.</p>	

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	Transitional Bilingual Program – Self-Contained	<p>Transitional Bilingual Program: Self-Contained serves only English learners from the same language background in a self-contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student’s English proficiency increases.</p> <p>In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English.</p> <p>ESL instruction is provided.</p>	<p>Only available if (03) Not a Participant in Dual Language Program.</p>

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			04	Transitional Bilingual Program – Collaboration	<p>Transitional Bilingual Program: Collaboration serves English learners who are placed in classes with non-ELs and/or ELs from various language backgrounds. Home language instruction occurs through a co-teaching or pull-out model; or when the classroom teacher has a bilingual endorsement, that teacher differentiates language instruction and provides some small group instruction in the home language for part of the day to TBE ELs.</p> <p>Core academic content taught in English and the language other than English with a gradual shift to instruction in English as student’s English proficiency increases.</p> <p>In a departmentalized setting bilingual core courses are offered by a bilingual classroom content teacher or by a bilingual endorsed content teacher in small groups or through co-teaching. For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided.</p> <p>ESL instruction is provided.</p> <p>Intentional and meaningful collaboration between teachers serving the English learners is required.</p> <p>Only available if (03) Not a Participant in Dual Language Program.</p>	

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			05	Transitional Program in English – Self-Contained	<p>Transitional Program in English: Self-Contained serves English learners from the various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher.</p> <p>Core academic subjects are taught in English using differentiated language instruction adapted for ELs.</p> <p>In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas.</p> <p>Home language instruction and/or support is offered as determined by the needs of the English learners.</p> <p>ESL instruction is provided.</p> <p>Only available if (03) Not a Participant in Dual Language Program.</p>	
			06	Transitional Program in English – Collaboration	<p>Transitional Program in English: Collaboration serves English learners are placed in classes with non-ELs.</p> <p>Core academic subjects are taught in English. Pull-out/co-teaching instruction in core academic subjects using specific strategies for ELs is provided, or the ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs.</p> <p>In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the ESL-endorsed classroom teacher to differentiate, or additional services offered through co-teaching or as a separate instructional period.</p>	

## English Learner

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>ESL instruction is provided.</p> <p>Home language instruction and/or support is offered as determined by the needs of the English learners.</p> <p>Intentional and meaningful collaboration between teachers serving the English learners is required.</p> <p>Only available if (03) Not a Participant in Dual Language Program.</p>	
			00	None of the Above	<p>If Dual Language is 01 - Two Way or 02 - One Way, than EL Services Provided must be 00 - None of the Above.</p>	



## Seal of Biliteracy

### Seal of Biliteracy

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>To add or to update a Seal of Biliteracy record the student has a valid district enrollment record in SIS by the following:</p> <ul style="list-style-type: none"> <li>• Enrollment record Home RCDTS matches Seal of Biliteracy record's Home RCDTS</li> <li>• Enrollment record School Year matches Seal of Biliteracy record's School Year</li> <li>• Seal or Commendation code does not equal Code 99 – Erroneous</li> <li>• Student must be exited as Graduated in SIS</li> </ul> <p>Only the most recent Exited Enrollment Home RCDT can add/edit a Seal of Biliteracy.</p> <p>Only Home Schools can add an Illinois Seal of Biliteracy record to a student.</p> <p>Only students in grades 11- 12 can have an Illinois Seal of Biliteracy record entered.</p> <p>In accordance with Section 2-3.159 of the School Code, a school district may establish a program to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English, by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy, provided that all the conditions of this Section are met.</p> <p>More information on the Seal of Biliteracy can be found at: <a href="https://www.isbe.net/Pages/Illinois-State-Seal-of-Biliteracy.aspx">https://www.isbe.net/Pages/Illinois-State-Seal-of-Biliteracy.aspx</a></p>						
<b>Seal or Commendation</b>	Mandatory	Char(2)			The Seal of Biliteracy was established in Illinois to recognize public high school graduates who have attained a high level of proficiency in one or more languages in addition to English (105 ILCS 5/2-3.159).	
			01	Seal		
			02	Commendation		
			99	Erroneous		
<b>Language of Award</b>	Mandatory	Char(3)				
					<a href="#">See Language Code Data Elements</a>	

## Seal of Biliteracy

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Method of Demonstrating English Proficiency</b>	Mandatory	Char(2)				
			01	English learner student meets the state proficient level on the ACCESS for ELs administered in any of grades 9-12.		Can be used for Seal or Commendation.
			02	Student achieves a “meets” or “exceeds” level in ELA on the state academic assessment administered at the secondary level.		Can be used for Seal or Commendation.
			03	Student obtains a composite score equivalent to Intermediate High or above (ACTFL proficiency levels) on the TOEFL, TOEIC or AAPPL or another standardized assessment meeting the requirements of 1.442(a)(1)(A)(iii) and either subsection (a)(1)(A)(i) or (ii), as applicable.		Can be used for Seal or Commendation.
			04	English learner student meets the state level for part-time TBE placement on the ACCESS for ELLs administered in any of grades 9-12.		<b>ONLY</b> used for Commendation of Biliteracy.
			05	Student obtains a composite score equivalent to Intermediate Low or above (ACTFL proficiency levels) on the TOEFL, TOEIC or AAPPL or another standardized assessment meeting the requirements of 1.442(a)(1)(A)(iii) and either		<b>ONLY</b> used for Commendation of Biliteracy.

## Seal of Biliteracy

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				subsection (a)(1)(A)(i) or (ii), as applicable.		
			06	Student meets the ACT college ready benchmark for the English subject area test or achieves a composite score of at least 21 on the ACT.		Can be used for Seal or Commendation.
			07	ESSA College and Career Indicator: Student has a final GPA of 3.0 in transitional coursework in ELA articulated in partnership with a community college.		Can be used for Seal or Commendation.
			08	ESSA College and Career Indicator: Student has a final GPA of 2.5 in transitional coursework in ELA articulated in partnership with a community college.		<b>ONLY</b> used for Commendation of Biliteracy.
			09	Score of 5 on the AP English Language and Composition Exam.		Can be used for Seal or Commendation.
			10	Score of 4 on the AP English Language and Composition Exam.		Can be used for Seal or Commendation.
			11	Score of 3 on the AP English Language and Composition Exam.		<b>ONLY</b> used for Commendation of Biliteracy.
<b>Method of Demonstrating Proficiency in Language Other than English</b>	Mandatory	Char(2)				
			01	Student obtains a composite score equivalent to Intermediate High or above (ACTFL proficiency guidelines) on an assessment of reading, writing, listening and		Can be used for Seal or Commendation.

## Seal of Biliteracy

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				speaking in the target language that is accepted by ISBE (or in an assessment of reading in Latin that is accepted by ISBE).		
			02	Student obtains a score equivalent to ACTFL Intermediate High level (meeting progress indicators for 12th grade set forth in the Standards for Learning American Sign Language (2014)) or above on an assessment of American Sign Language. The assessment must be designed according to research-based national or international standards for educational testing.		Can be used for Seal or Commendation.
			03	Student demonstrates proficiency equivalent to ACTFL Intermediate High level or above in reading, writing, listening and speaking or in ASL (meeting progress indicators for 12 <sup>th</sup> grade set forth in the Standards for Learning American Sign Language (2014)) or in reading Latin through the alternative evidence method.		Can be used for Seal or Commendation.
			04	Student obtains a composite score equivalent to Intermediate Low or above (ACTFL proficiency guidelines) on an assessment of reading, writing, listening and speaking in the target		<b>ONLY</b> used for Commendation of Biliteracy.

## Seal of Biliteracy

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					language that is accepted by ISBE (or in an assessment of reading in Latin that is accepted by ISBE).	
			05		Student obtains a score equivalent to ACTFL Intermediate Low or above on an assessment of American Sign Language. The assessment must be designed according to research-based national or international standards for educational testing.	<b>ONLY</b> used for Commendation of Biliteracy.
			06		Student demonstrates proficiency equivalent to Intermediate Low or above (ACTFL proficiency guidelines) through the alternative evidence method.	<b>ONLY</b> used for Commendation of Biliteracy.

## College and Career Readiness

### College and Career Readiness

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>This is a collection of a portion of the sub-components of the <a href="#">College and Career Readiness Meta-Indicator</a>. These sub-components are combined with other collected data to calculate whether or not a student has fulfilled <a href="#">specific components of the meta-indicator</a>, including those that will be published beginning on the 2023 report card.</p> <p><b>To add or to update a College and Career Readiness (CCR) record</b> the student has a valid district enrollment record in SIS by the following:</p> <ul style="list-style-type: none"> <li>* Enrollment record Home RCDT matches CCR record's Home RCDT</li> <li>* <b>Enrollment record School Year matches CCR record's School Year</b></li> </ul> <p><b>Only the most</b> recently enrolled Home, Serving, or Service Provider RCDT can add/modify the student's record.  <b>Only</b> students in grades 9 – 12 will have a College and Career Readiness record.</p>						
<b>GPA (Only for Grades 11 and 12)</b>	Optional	Char(2)			Grade point average will be determined by districts. For the new indicator, the district will enter one of three codes that will specify if the student meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale, meets the “College and Career Readiness Indicator” definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard.	
					Implementation Guidance: Districts will continue to determine their own system for calculation of GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior or graduating year and represent a cumulative GPA.	
			01	3.75 or ABOVE		
			02	2.8 – 3.74		
			03	Below 2.8		
		00	None			
<b>Identify a Career Area of Interest by the End of the Sophomore Year</b>	Optional	Char(2)			A student may indicate a career area of interest by participating in pathways as defined by a local board of education, creating an individualized plan as part of the <a href="#">College and Career Pathway Endorsement</a> program, or engaging in	

## College and Career Readiness

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					activities as part of <a href="#">Career Pathways Dictionary</a> (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).	
			01	Yes		
			02	No	Implementation Guidance: The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the <a href="#">Postsecondary and Career Expectations framework</a> .	
<b>AP or IB Exam Academic Indicator ELA</b>	Optional	Char(2)			ELA Advanced (AP) Exam (Score of 3 or Higher), or International Baccalaureate (IB) Exam (Score of 4 or Higher). Only Qualifying AP or IB Exam Score for ELA should be considered.	
			01	Yes		
			02	No		
<b>AP or IB Exam Academic Indicator Math</b>	Optional	Char(2)			Math AP Exam (Score of 3 or Higher) or IB Exam (Score of 4 or Higher). Only Qualifying AP or IB Exam Score for Math should be considered.	
			01	Yes		
			02	No		
<b>Minimum ACT or SAT Subject Scores- English, Reading, and Writing from National Test Scores</b>	Optional	Char(2)			Minimum ACT Subject Score of English 18, Reading 22. or Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540.	
			01	Yes		
			02	No		
<b>Minimum ACT or SAT Subject Scores –</b>	Optional	Char(2)			Minimum ACT subject Score of Math 22 Or Minimum SAT Subject Score of Math, 540	

## College and Career Readiness

<u>Data Element</u>	<u>Mandatory</u>	<u>Data Type</u>	<u>Code</u>	<u>Value</u>	<u>Description</u>	<u>Validation Rules / Notes</u>
<b>Math from National Test Scores</b>						
			01	Yes		
			02	No		
<b>Career Development Experience</b>	Optional	Char(2)			<p>This is a supervised work experience relating to an individual’s career area of interest that meets all the following:</p> <ol style="list-style-type: none"> <li>1. Occurs in a workplace or under other authentic working conditions;</li> <li>2. Is co-developed by an education provider and at least one employer in the relevant field;</li> <li>3. Provides compensation or educational credit to the participant;</li> <li>4. Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois <a href="#">Essential Employability Skills Framework and Self-Assessment</a>;</li> <li>5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and</li> <li>6. Takes place for a minimum of 60 total hours.</li> <li>7. Career Development Experience may not consist solely of technical training by an education provider.</li> </ol> <p>Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship*. <a href="#">The Illinois Essential Employability Skills and Self-Assessment framework</a>, developed by a collaborative of state agencies and organizations, includes personal ethic, work ethic, teamwork, and communication. A Professional Skills Assessment is a tool-based observational assessment of a participant’s performance in a <a href="#">Career Development Experience</a> administered by an adult supervisor addressing foundational professional skills, including, at a minimum, those outlined in the Illinois <a href="#">Essential Employability Skills</a> and Self-Assessment framework. The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade</p>	



## College and Career Readiness

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>or credit determination. <a href="#">Illinois WorkNet's Observational Assessment and Worksite Evaluation tools</a> may be used as a Professional Skills Assessment.</p> <p>A youth apprenticeship is a program for youth (ages 16 to 24) currently enrolled in a secondary school or pursuing a high school equivalency, including those with disabilities, that includes at minimum the following:</p> <ol style="list-style-type: none"> <li>1. 450 hours of paid-on-job training under the supervision of a mentor;</li> <li>2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;</li> <li>3. Ongoing and a final assessment measuring success in mastering skill standards;</li> <li>4. Career exploration were participants learn about several positions within the employer and the field;</li> <li>5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills);</li> </ol>	
			01	Yes		
			02	No		
<b>Industry Credential</b>	Optional	Char(2)			<p>This is a work-related credential, certification, or license that:</p> <ol style="list-style-type: none"> <li>1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;</li> <li>2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and</li> <li>3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.</li> </ol> <p>Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or be eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education provider is not an "industry credential"; however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often</p>	

## College and Career Readiness

<u>Data Element</u>	<u>Mandatory</u>	<u>Data Type</u>	<u>Code</u>	<u>Value</u>	<u>Description</u>	<u>Validation Rules / Notes</u>
					prepare students for an industry credential examination. Codes 01-07 are retired.	
			09	Agriculture, Food & Natural Resources		
			10	Architecture & Construction		
			11	Arts, A/V Technology & Communications		
			12	Business Management & Administration		
			13	Education & Training		
			14	Finance		
			15	Government & Public Administration		
			16	Health Science		
			17	Hospitality & Tourism		
			18	Human Services		
			19	Information Technology		
			20	Law, Public Safety, Corrections & Security		
			21	Manufacturing		
			22	Marketing		
			23	Science, Technology, Engineering & Mathematics		
			24	Transportation, Distribution & Logistics		
			00	None - Erroneous		
<b>Military Service or an ASVAB Score of 31 or Higher</b>	Optional	Char(2)			Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.  Implementation Guidance: There are four ways to meet this indicator: 1 Achieving an ASVAB score of 31 or higher	

## College and Career Readiness

<u>Data Element</u>	<u>Mandatory</u>	<u>Data Type</u>	<u>Code</u>	<u>Value</u>	<u>Description</u>	<u>Validation Rules / Notes</u>
					<p>2 Making a commitment to serve in the Armed Services.</p> <p>3 Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year.</p> <p>4 Participating in Junior Reserve Officer Training Corps.</p>	
			01	Yes		
			02	No		
<b>Attaining and Maintaining Consistent Employment for a Minimum of 12 Months</b>	Optional	Char(2)			<p>This is verified employment of a continuous nature during a 12-month period.</p> <p>Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours, which is an average of 10 hours per week for 12 of the 24 months.</p>	
			01	Yes		
			02	No		
<b>Consecutive Summer Employment</b>	Optional	Char(2)			<p>This is verified employment for two consecutive summers.</p> <p>Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer.</p>	
			01	Yes		
			02	No		
<b>25 Hours of Community Service</b>	Optional	Char(2)			<p>This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.</p> <p>Implementation Guidance: The student should receive written verification by an adult, non-relative supervisor of</p>	

## College and Career Readiness

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					the community service that both describes the services performed and documents the number of hours served. Service learning opportunities may count toward this career readiness indicator.	
			01	Yes		
			02	No		
<b>Two or More Organized Co-curricular Activities</b>	Optional	Char(2)			<p>These are activities, programs, and applied learning experiences that:</p> <ul style="list-style-type: none"> <li>* Are connected to or mirror the academic curriculum, but for which students do not receive academic credit;</li> <li>* Take place outside of school or after regular school hours and may be outside organizations; and instill adaptive competencies and/or skills as defined in the <a href="#">Illinois Essential Employability Skills Framework and Self-Assessment</a>, including work ethic, teamwork, and communication.</li> <li>* As defined in Section 10 of the <a href="#">Postsecondary and Workforce Readiness Act (Public Act 102-0148/10)</a> adaptive competencies mean “foundational skills needed for success in careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.”</li> <li>* Essential Employability Skills are foundational skills needed for success in careers, and life including, but not limited to, the following: <ul style="list-style-type: none"> <li>* Personal Ethic: Integrity, respect, perseverance, positive attitude;</li> <li>* Work Ethic: Dependability, professionalism;</li> <li>* Teamwork: Critical thinking, effective and cooperative work; and</li> <li>* Communication: Active listening, clear communication</li> </ul> </li> </ul> <p>Implementation Guidance: Districts determine level of participation. Co-curricular activities may include student newspapers, student council, performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may participate in extracurricular activities, such as sports teams and general interest clubs. This is a required requirement. Adaptive competencies and Essential Employability Skills are assessed based on how students apply and integrate into actions.</p> <p>Note: <b>Multiple years of the same activity do not represent different activities. Multiple years of a sport, multiple years on student council.</b></p>	
			01	Yes		
			02	No		



## Student Course Assignment V2 (and College Course Assignment)

### Course Assignment

When working with Student Course Assignment V2, College Course Assignment (w/ IPEDS), or Outside Course Assignment:

- Home school can view all Student Course Assignment data for the enrollment where they are identified as the **Home RCDTS**
- The current Home School, Serving School, and Service Provider can view all Student Course Assignments Once the student is enrolled and all past assignments can be viewed
- The serving school can view and add courses on students for which they are the Serving School RCDTS
- The Service Provider can view and add courses on students for which they are the Service Provider RCDTS

When working with Student Course Assignment V2:

- Language Code Course Was Taught In and Competency Based Education fields are only accepted for SY 2020 and Later.

When working with College Course Assignments:

- The Home School, Serving School, and Service Provider can view all College Course Assignment data for the enrollment where they are identified
- The current Home School, Serving School, and Service Provider can view all College Course Assignments. Once the student is enrolled all past assignments can be viewed

*Note: Outside Course Assignment* are only used for courses not to be associated with the student's current enrollment.

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>To add or update a Student Course Assignment record the student must have an enrollment record in SIS:                             <ul style="list-style-type: none"> <li>Enrollment record <b>Home RCDTS</b> matches Student Course Assignment record's <b>Home RCDTS</b></li> <li>Enrollment record <b>Serving RCDTS</b> matches Student Course Assignment record's <b>Serving RCDTS</b></li> <li>Enrollment record <b>School Year</b> matches Student Course Assignment record's <b>School Year</b></li> <li><b>Enrollment Exit/Withdrawal Type</b> code does not equal Code 99 Erroneous Enrollment</li> </ul> </li> <li>Grade 3-12 students must submit <b>Course End Date</b> and <b>Final Letter Grade</b> when exiting the student as Promotion, Retained, or Graduated (grade 11 &amp; 12 only).</li> <li>Language Code Course Was Taught In and Competency Based Education are only accepted for SY 2020 and Later.</li> <li>For a High School student taking college course(s):                             <ul style="list-style-type: none"> <li>To add or update a College Course Assignment a record the student must have a valid enrollment record in SIS.</li> <li>Student does not need to be actively enrolled but must have an enrollment with matching <b>Home/Servings RCDTS</b> codes and <b>Start</b> and <b>End dates</b> within the student's enrollment period</li> <li>The Student <b>Course Start Date</b> must be equal to or greater than the student's <b>Enrollment Date</b></li> <li>The Student <b>Course End Date</b> must be equal to or less than the student's <b>Exit Enrollment Date</b></li> <li>Student's <b>Entry Grade/Level</b> must be 9-12</li> <li>Course must be identified as <b>Dual Credit</b> = Yes</li> <li><b>IPEDS</b> is <b>Mandatory</b> for <b>Dual Credit</b> Courses</li> </ul> </li> </ul>						
<b>Term (Semester)</b>	Mandatory	Char(2)			Identifies which term the class was taken in. Terms could include quarters, semesters, tri-semesters, or yearlong classes.	<ul style="list-style-type: none"> <li>Grades 9-12 can NOT use Terms Y1 or Y2.</li> </ul>
			Y1		Year Long (Grades K-8 Only)	
			Y2		Year Long Summer (Grades K-8 Only)	
			S1		Semester 1	
			S2		Semester 2	
			S3		Semester Summer	
			T1		Trimester 1	
			T2		Trimester 2	
			T3		Trimester 3	
			T4		Trimester Summer	
			Q1		Quarter 1	
			Q2		Quarter 2	
			Q3		Quarter 3	
			Q4		Quarter 4	
			Q5		Quarter Summer	

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>State Course Code</b>	Mandatory	Char(9)		<ul style="list-style-type: none"> <li>SIS Subject Areas now comply with Federal Course Catalog (SCED version 7.0) combining all secondary and prior-to-secondary courses under one Subject Area.</li> <li>Note: Existing Prior-to-secondary courses retain their State Course codes (denoted with Prior-to-secondary in parenthesis). New courses have new state course codes.</li> </ul>		
				<b>Subject Area</b>	These are 23 general content categories, each represented by a two-digit code. The Subject Areas can be found in the Illinois Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> .	
				<b>Course Identifier</b>	Courses within a Subject Area are distinguished by a three-digit code immediately following the Subject Area two-digit code. "999" is reserved for courses coded as "other." Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the Illinois Course Catalog: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> .	
				<b>State Identifier</b>	Unique number assigned by ISBE to identify a State course.	
<b>Local Course ID</b>	Optional	Char(50)		Identifier for a Local Course		
<b>Local Course Title</b>	Optional	VarChar(100)		Title of Local course.		
<b>Student Course Start Date</b>	Mandatory	Char(10)	mm/dd/yyyy	First day of attendance for the student.		<ul style="list-style-type: none"> <li>The Student Course Start Date must be equal to or greater than the student's Enrollment Date</li> </ul>
<b>Section Number</b>	Mandatory	VarChar(16)		Identifier for course section. No more than 16 characters in Length; Letters, numbers, and hyphens are accepted.		
<b>Course Level</b>	Mandatory	Char(2)		Indicates level of rigor for each course.		
			01	Remedial	Basic or Remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.	



## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			02	General	General Education. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state or district's expectations of scope and difficulty for mastery of the content.	
			03	Enriched	Enriched or Advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.	
			04	Honors	Honors is an advanced level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.	
<b>Course Credit</b>	Mandatory	Numeric	x.xxx	Course credit indicates the amount of credit offered to the student for successful completion of course requirements in the reporting term.  Acceptable Values - Course Credit for all of Terms (Y1, Y2, S1, S2, S3, T1, T2, T3, T4, Q1, Q2, Q3, Q4, and Q5) must be between 0.001 and 3.000.	<ul style="list-style-type: none"> <li>• Course Credit for all of Terms must be between 0.001 and 3.00</li> <li>• Q1, Q2, Q3, Q4, and Q5 should be limited to 0.25 credit.</li> </ul>	
<b>Articulated Credit</b>	Mandatory	Char(2)		Students receive high school credit only. However, college credit is available through a written agreement between the high school and the college. Articulated college credit is awarded at the college to students who successfully complete a course/program while in high school and meet all college requirements outlined in the Articulation Agreement.		
			01	Yes		
			02	No		
<b>Dual Credit</b>	Mandatory	Char(2)		A course in which the student receives both high school and college credit for completion of the course.	<ul style="list-style-type: none"> <li>• For a College Course assignment, Dual Credit must = Yes</li> </ul>	
			01	Yes		If Dual Credit=Yes, then Competency Based Education must be set to No.
			02	No		
<b>Course Setting</b>	Mandatory	Char(2)		Indicates the location or setting of course instruction.		

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Traditional School Day Program	<p>Traditional school day programs typically take place in an identifiable classroom space, usually in a school. A traditional classroom space has a number of specific features, including: instructor(s) who deliver(s) information to students or facilitate student acquisition of content based upon the Illinois Learning Standards; a number of students who are all physically present in the classroom and regularly meet at a specific time; and both group and individual student learning activities (e.g. lecture, lab work, seat work, discussion). Traditional learning programs award credit based on student performance on such items as assignments, tests, and exams. These credits are then applied towards meeting state and local graduation requirements.</p>	
			02	Night or After School	<p>Night or after school programs are forms of traditional learning because they take place in a physical classroom with an instructor who delivers all course materials. Programs take place after regular school hours and may be offered to nontraditional students or to regularly enrolled students seeking enrichment or credit-recovery options. Instruction may include computer or Internet-based work, but an instructor is present with students to assist students and facilitate learning.</p>	
			03	Online Learning (Internet-based)	<p>Also known as, e-learning, online learning involves completing computer-based courses via the Internet. In an online course, there is generally no physical classroom. All assignments, tests, and exams are completed over the computer. Online learning courses include: online tutorials and online class notes and chat rooms in which students may discuss class materials with fellow classmates; online audio and visual materials; online testing.</p>	

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			04	Distance Learning (non-Internet-based)	<p>Distance learning involves an exchange of information over a distinct physical space from an instructor who is generally not present in the classroom. There are a number of different ways to complete distance-learning programs. The most popular are:</p> <ul style="list-style-type: none"> <li>• print learning, in which materials are sent to students through the mail or by fax.</li> <li>• conferencing, in which students communicate with instructors and other students through video or phone presentations.</li> </ul> <p>Distance education is beneficial for those students who are unable to attend regular classroom courses or for schools to offer specialized courses. (Internet-based Online Learning is NOT included).</p>	
			05	Alternative Placement Settings	<p>Alternative placement settings consist of classroom learning experiences led or facilitated by an instructor. Students are assigned to alternative placement settings through an administrative process. Classrooms or instructional spaces are held either off-campus or in a separated portion of the school building.</p>	
			06	Other Educational Setting	<p>Other educational settings may include courses offered through nontraditional educational programs. The home high school has clear policies regarding acceptance of these transfer credits and places the course work and grade on the individual student transcript. Examples: arts, travel and government/policy summer programs, experiences and internships with transfer high school course credit options.</p>	
<b>Actual Attendance (Classes)</b>	Optional	Numeric	n.nnn		Actual number of class periods of attendance student attended per course during the term.	<ul style="list-style-type: none"> <li>• Actual Attendance data can be entered or updated at any time.</li> </ul>
<b>Total Attendance (Classes)</b>	Optional	Numeric	n.nnn		Total number of class periods of attendance available for the student for this course during the term.	<ul style="list-style-type: none"> <li>• Total Attendance data can be entered or updated at any time.</li> </ul>

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Single Parent including a Single Pregnant Woman (Reported for CTE Courses Only)</b>	Optional	Char(2)			The term "Single Parent" means an individual who (A) is unmarried or legally separated from a spouse; and (B) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant.	
			01	Yes		
			02	No		
<b>Displaced Homemaker (Reported for CTE Courses only)</b>	Optional	Char(2)			The term "Displaced Homemaker" means an individual who... (A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and  (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	
			01	Yes		
			02	No		
<b>Course Numeric Grade (Term)</b>	Optional	Numeric			A statement of the term course grade, expressed as a number.	
<b>Maximum Numeric Grade (Term)</b>	Optional	Numeric			The maximum numeric grade is the highest number value, which may be achieved in the term. Example: If the value is between zero and 100, then 100 is the maximum numeric grade.	
<b>Student Course End Date</b>	O (M IF student is exited or Course Final Grade is provided)	Char(10)	mm/dd/yyyy		Last scheduled day for attendance at a course in the reporting term. For Grade 3-12 students: Must submit <b>Course End Date</b> BEFORE exiting the student (Promotion or Retained) or Graduated (grade 11 and 12 only).	• The Student Course End Date must be equal to or less than the student's Exit Enrollment Date
<b>Course Final Letter Grade/Completion Status (Term)</b>	O (M IF student is exited or Course End Date is provided)	Char(2)			For Grade 3-12 students: Must submit <b>Final Letter Grade</b> BEFORE exiting the student (Promotion or Retained) or Graduated (grade 11 and 12 only).  Grades with + and - will be accepted. Grades may also be indicated by I (Incomplete), S (Satisfactory/Pass), and U (Unsatisfactory) in addition to more traditional A, B, C, D, F grading systems.	

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	A+	Student received course term credit.	
			02	A	Student received course term credit.	
			03	A-	Student received course term credit.	
			04	B+	Student received course term credit.	
			05	B	Student received course term credit.	
			06	B-	Student received course term credit.	
			07	C+	Student received course term credit.	
			08	C	Student received course term credit.	
			09	C-	Student received course term credit.	
			10	D+	Student received course term credit.	
			11	D	Student received course term credit.	
			12	D-	Student received course term credit.	
			13	F	Student did <b>NOT</b> receive course term credit.	
			14	S	Satisfactory or Pass. Student received course term credit.	
			15	U	Unsatisfactory. Student did <b>NOT</b> receive course term credit.	
			16	I	Incomplete. Student was enrolled on Course End Date. Student did not receive course term credit.	
			17	W	Withdrew from course. Student did not receive course term credit. Student was not enrolled on Course End Date.	
			18	WP	Withdrew from course. Student did receive course term credit. Student was not enrolled on Course End Date.	
			19	Audit	Student Audited the Course. Student did not receive course term credit.	
			20	X	Student waived from course requirement. Student did not receive course term credit. Student did not receive a final grade.	
			21	Above Average	Students performance exceeds expectations. (Grades K-8 only)	
			22	Average	Students performance meets expectations. (Grades K-8 only)	
			23	Below Average	Students performance was below expectations. (Grades K-8 only)	
			24	P	Student was promoted at end of term. (Grades K-8 only)	

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					ISBE will no longer close automatically upon exit.	
			25	R	Student was retained at end of term. (Grades K-8 only) ISBE will no longer close automatically upon exit.	
			26	N	Student did not complete the term. (Grades K-8 only)	
			27	Exceptional	(Exceeds expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for the reporting period.	
			28	Meets Standard	(Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectations for the reporting period.	
			29	Approaching Standard	(Beginning to develop) Student sometimes demonstrates the skill or understands the concepts and meets some expectations for the reporting period.	
			30	Below Standard	(Needs to Develop) Student seldom demonstrates the skill or understands the concepts and is not meeting expectations for the reporting period.	
<b>Language Course was Taught In</b>	Optional	Char(3)			The Language the course was taught in, if other than English.	Only for SY 2020 and Later.
				See Language Code Data Elements	Used to identify bilingual classes for emergent bilingual students.	
<b>Competency Based Education</b>	Mandatory	Char(2)			Competency-based programs assess and advance students based on their demonstrated mastery of skills and knowledge. The competency-based model removes the constraints of “seat time” and allows for student-driven learning inside and outside of the classroom. This approach can make education more relevant both to students and to employers.  <ul style="list-style-type: none"> <li>•Allows for earning of credit toward graduation requirements in ways other than traditional coursework</li> <li>•Incorporates real-world knowledge and challenges</li> <li>•Students attain career-related competencies beyond those needed for high school graduation</li> </ul>	Only for SY 2020 and Later.
			01	Yes		If CBE=Yes, Dual Credit must be set to No.

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			02	No		
<b>IPEDS</b>	Optional; Mandatory for Dual Credit Courses	Char(6)			Integrated Postsecondary Education Data System (IPEDS) identifier for High Scholl student taking College Courses.	
			143118	Aurora University		
			238333	Beloit College		
			143288	Blackburn College		
			238397	Blackhawk Technical College		
			143279	Black Hawk College		
			143358	Bradley University		
			143613	Carl Sandburg College		
			144209	City Colleges of Chicago - Harold Washington College		
			144184	City Colleges of Chicago - Harry S Truman College		
			144157	City Colleges of Chicago - Kennedy-King College		
			144166	City Colleges of Chicago - Malcolm X College		
			144175	City Colleges of Chicago - Olive-Harvey College		
			144193	City Colleges of Chicago - Richard J Daley College		
			144218	City Colleges of Chicago -Wilbur Wright College		
			144865	College of DuPage		
			146472	College of Lake County		
			144564	Danville Area Community College		
			144892	Eastern Illinois University		
			153311	Eastern IOWA Community College District		
			144944	Elgin Community College		
			144962	Elmhurst University		
			133553	Embry-Riddle Aeronautical University		
			403469	Frontier Community College		
			149842	Harper College		

## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			384342	Heartland Community College		
			145521	Highland Community College		
			145682	Illinois Central College		
			145725	Illinois Institute of Technology		
			145831	Illinois Valley Community College		
			151351	Indiana University (Bloomington)		
			457554	Innovations Design Academy		
			146205	John A. Logan College		
			146278	John Wood Community College		
			146296	Joliet Junior College		
			146348	Kankakee Community College		
			146366	Kaskaskia College		
			146393	Kendall College		
			146418	Kishwaukee College		
			146427	Knox College		
			146481	Lake Forest College		
			146506	Lake Land College		
			146603	Lewis & Clark Community College		
			146612	Lewis University		
			146676	Lincoln College		
			146685	Lincoln Land Community College		
			403478	Lincoln Trail College		
			146719	Loyola University		
			147004	McHenry County College		
			147165	Midstate College		
			147244	Millikin University		
			147341	Monmouth College		
			147378	Moraine Valley Community College		
			147396	Morrison Institute of Technology		
			147411	Morton College		
			147536	National Louis University		
			147660	North Central College		
			147776	Northeastern Illinois University		
			147800	Oakton Community College		
			145707	Olney Central College		
			147916	Parkland College		
			148007	Prairie State College		
			148256	Rend Lake College		



## Student Course Assignment V2 (and College Course Assignment)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			148292	Richland Community College		
			148380	Rock Valley College		
			174783	Saint Cloud State University		
			148672	Sauk Valley Community College		
			148821	Shawnee Community College		
			149365	South Suburban College		
			179557	Southeast Missouri State University		
			148937	Southeastern Illinois College		
			149222	Southern Illinois University - Carbondale		
			143215	Southwestern Illinois College		
			148991	Spoon River College		
			179159	St. Louis University		
			149514	Trinity International University		
			229267	Trinity University		
			149532	Triton College		
			145600	University of Illinois at Chicago		
			148654	University of Illinois at Springfield		
			145637	University of Illinois at Urbana-Champaign		
			148584	University of St Francis		
			240444	University of Wisconsin Madison		
			240453	University of Wisconsin Milwaukee		
			240365	University of Wisconsin Oshkosh		
			240189	University of Wisconsin Whitewater		
			403487	Wabash Valley College		
			149727	Waubonsee Community College		
			149772	Western Illinois University		

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• Student Course Assignment data can only be entered on students with an <b>Entry/Grade Level</b> of 9-12.</li> <li>• To add or to update a record the student has a valid Active district enrollment record in SIS.</li> <li>• Home school can view all Outside Course Assignment data for the enrollment where they are identified as the Home School</li> <li>• The current Home School (Active Enrollment) can view all Outside Course Assignments               <ul style="list-style-type: none"> <li>- Once the student is enrolled all past assignments can be viewed</li> </ul> </li> <li>• The serving school can only see Outside Course Assignments on students for which they are the Serving RCDTS.</li> </ul>						
<b>Outside Course School Year</b>	Mandatory	Char(4)	yyyy		School year for which the Outsider course is applicable.	
<b>Outside Course Grade Level</b>	Mandatory	Char(2)			The grade level or primary instructional level of the student during the Outside course.	
			09		Grade 9	
			10		Grade 10	
			11		Grade 11	
			12		Grade 12	
<b>Outside Course Facility Type</b>	Mandatory	Char(2)			Facility where the Outside Course was taught. Note: Illinois Public School District data should be reported as Student Course Assignments and NOT Outside Courses.	
			01	Out-of-State	A facility located in any of the 50 states (excluding Illinois), the District of Columbia, Puerto Rico, or the U.S. Virgin Islands.	
			02	Out-of-Country	A facility NOT located in any of the 50 states, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands.	
			03	Home Schooled Student	Student that receives their education at Home.	
			04	Illinois Non-Public School	Any Illinois Non-Public School.	
			05	Other	Courses from other sources, Illinois Virtual Course Catalog (IVCC) Approved Provider, Correspondence Course, etc. (Note: Illinois Public School Courses are reported through the Student Course Assignment Format only)	

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Outside Course Facility Name</b>	Optional	VarChar(30)			The name of the Outside Facility the course is being received from.	
<b>Term (Semester)</b>	Mandatory	Char(2)			Identifies which term the class was taken in. Terms could include quarters, semesters, tri-semester, or yearlong classes.	
			01	Term 1		
			02	Term 2		
			03	Term 3		
			04	Term 4		
			05	Term 5		
<b>State Course Code</b>	Mandatory	Char(9)			Consists of three parts, Subject Area, Course Identifier within that Subject Area, and a State generated alphanumeric identifier. For example, the course State General Math I is coded as 02002A000 — Subject Area Mathematics (02), Course Identifier (002) and State Identifier (A000).	<ul style="list-style-type: none"> <li>Only State Course Codes that start with Subject Areas (01-22) are accepted in Outside Course Assignment. No Prior to Secondary Course codes.</li> </ul>
				<b>Subject Area</b>	These are 22 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in the Table of Contents of the Illinois Secondary Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> . Subject Area identifies a single course when it is combined with the Course Identifier.	
				<b>Course Identifier</b>	Courses within a Subject Area are distinguished by a three-digit code immediately following the Subject Area two-digit code. "999" is reserved for courses coded as "other." Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the Illinois Secondary Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> .	
				<b>State Identifier</b>	Unique number assigned by ISBE to identify a State course.	
<b>Local Course ID</b>	Optional	Char(50)			Identifier for a Local Course	
<b>Local Course Title</b>	Optional	VarChar(100)			Title of Local course.	

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Student Course Start Date</b>	Mandatory	Char(10)		mm/dd/yyyy	First day of attendance for the student.	• Course Start Date must be 07/01/2010 or after.
<b>Section Number</b>	Mandatory	VarChar(16)			Identifier for course section. No more than 16 characters in Length; Letters, numbers, and hyphens are accepted.	
<b>Course Level</b>	Mandatory	Char(2)			Indicates level of rigor for each course.	
			01	Remedial	Basic or Remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.	
			02	General	General Education. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's or district's expectations of scope and difficulty for mastery of the content.	
			03	Enriched	Enriched or Advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.	
			04	Honors	Honors is an advanced level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.	
<b>Course Credit</b>	Mandatory	Numeric		n.nnn	Course credit indicates the amount of credit offered to the student for successful completion of course requirements in the reporting term.  Acceptable Values - Course Credit for all of Terms 01-05 must be between 0.001 and 3.000.	
<b>Articulated Credit</b>	Mandatory	Char(2)			Students receive high school credit only. However, college credit is available through a written agreement between the high school and the college. Articulated college credit is awarded at the college to students who successfully complete a course/program while in high school and meet all college requirements outlined in the Articulation Agreement.	
			01	Yes		

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			02	No		
<b>Dual Credit</b>	Mandatory	Char(2)			A course in which the student receives both high school and college credit for completion of the course.	
			01	Yes		
			02	No		
<b>Course Setting</b>	Mandatory	Char(2)			Indicates the location or setting of course instruction.	
			01	Traditional School Day Program	Traditional school day programs typically take place in an identifiable classroom space, usually in a school. A traditional classroom space has a number of specific features, including: instructor(s) who deliver(s) information to students or facilitate student acquisition of content based upon the Illinois Learning Standards; a number of students who are all physically present in the classroom and regularly meet at a specific time; and both group and individual student learning activities (e.g. lecture, lab work, seat work, discussion). Traditional learning programs award credit based on student performance on such items as assignments, tests, and exams. These credits are then applied towards meeting state and local graduation requirements.	
			02	Night or After School	Night or after school programs are forms of traditional learning because they take place in a physical classroom with an instructor who delivers all course materials. Programs take place after regular school hours and may be offered to nontraditional students or to regularly-enrolled students seeking enrichment or credit-recovery options. Instruction may include computer or Internet-based work, but an instructor is present with students to assist students and facilitate learning.	

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	Online Learning (Internet-based)	Also known as e-learning, online learning involves completing computer-based courses via the Internet. In an online course, there is generally no physical classroom. All assignments, tests, and exams are completed over the computer. Online learning courses include: online tutorials and online class notes and chat rooms in which students may discuss class materials with fellow classmates; online audio and visual materials; and online testing.	
			04	Distance Learning (non-Internet-based)	<p>Distance learning involves an exchange of information over a distinct physical space from an instructor who is generally not present in the classroom. There are a number of different ways to complete distance-learning programs. The most popular are:</p> <ul style="list-style-type: none"> <li>• print learning, in which materials are sent to students through the mail or by fax.</li> <li>• conferencing, in which students communicate with instructors and other students through video or phone presentations.</li> </ul> <p>Distance education is beneficial for those students who are unable to attend regular classroom courses or for schools to offer specialized courses. (Internet-based Online Learning is NOT included).</p>	
			05	Alternative Placement Settings	Alternative placement settings consist of classroom learning experiences led or facilitated by an instructor. Students are assigned to alternative placement settings through an administrative process. Classrooms or instructional spaces are held either off-campus or in a separated portion of the school building.	

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			06	Other Educational Setting	Other educational settings may include courses offered through nontraditional educational programs. The home high school has clear policies regarding acceptance of these transfer credits and places the course work and grade on the individual student transcript. Examples: arts, travel and government/policy summer programs, experiences and internships with transfer high school course credit options.	
<b>Actual Attendance (Classes)</b>	Optional	Numeric			Actual number of class periods of attendance student attended per course during the term.	
<b>Total Attendance (Classes)</b>	Optional	Numeric			Total number of class periods of attendance available for the student for this course during the term.	
<b>Single Parent including a Single Pregnant Woman (Reported for CTE Courses Only)</b>	Optional	Char(2)			The term "Single Parent" means an individual who (A) is unmarried or legally separated from a spouse; and (B) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant.	
			01	Yes		
			02	No		
<b>Displaced Homemaker (Reported for CTE Courses only)</b>	Optional	Char(2)			The term "Displaced Homemaker" means an individual who... (A) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and  (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	
			01	Yes		
			02	No		
<b>Course Numeric Grade (Term)</b>	Optional	Numeric			A statement of the term course grade, expressed as a number.	

## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Maximum Numeric Grade (Term)</b>	Optional	Numeric			The maximum numeric grade is the highest number value which may be achieved in the term. Example: If the value is between zero and 100, then 100 is the maximum numeric grade.	
<b>Student Course End Date</b>	Mandatory	Char(10)	mm/dd/yyyy		Last scheduled day for attendance at a course in the reporting term.	
<b>Course Final Letter Grade/Completion Status (Term)</b>	Mandatory	Char(2)			Grades with + and - will be accepted. Grades may also be indicated by I (Incomplete), S (Satisfactory/Pass), and U (Unsatisfactory) in addition to more traditional A, B, C, D, F grading systems.	• Final Letter Grades (21-26) are not accepted for Outside Course Assignments.
			01	A+	Student received course term credit.	
			02	A	Student received course term credit.	
			03	A-	Student received course term credit.	
			04	B+	Student received course term credit.	
			05	B	Student received course term credit.	
			06	B-	Student received course term credit.	
			07	C+	Student received course term credit.	
			08	C	Student received course term credit.	
			09	C-	Student received course term credit.	
			10	D+	Student received course term credit.	
			11	D	Student received course term credit.	
			12	D-	Student received course term credit.	
			13	F	Student did <b>NOT</b> receive course term credit.	
			14	S	Satisfactory or Pass. Student received course term credit.	
			15	U	Unsatisfactory. Student did <b>NOT</b> receive course term credit.	
			16	I	Incomplete. Student was enrolled on Course End Date. Student did not receive course term credit.	
			17	W	Withdrew from course. Student did not receive course term credit. Student was not enrolled on Course End Date.	
			18	WP	Withdrew from course. Student did receive course term credit. Student was not enrolled on Course End Date.	
			19	Audit	Student Audited the Course. Student did not receive course term credit.	



## Outside Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			20	X	Student waived from course requirement. Student did not receive course term credit. Student did not receive a final grade.	
			27	Exceptional	(Exceeds expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for the reporting period.	
			28	Meets Standard	(Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectations for the reporting period.	
			29	Approaching Standard	(Beginning to develop) Student sometimes demonstrates the skill or understands the concepts and meets some expectations for the reporting period.	
			30	Below Standard	(Needs to Develop) Student seldom demonstrates the skill or understands the concepts and is not meeting expectations for the reporting period.	
			99	Erroneous	Record entered in error. School district mistake.	

## Subject Area

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>SIS Subject Areas now comply with Federal Course Catalog (SCED version 7.0) whereby <i>secondary</i> and <i>prior-to-secondary</i> courses are both listed under one Subject Area.</li> <li>Existing <i>Prior-to-secondary</i> courses retain their State Course codes (denoted with <i>Prior-to-secondary</i> in parenthesis). New courses have new state course codes.</li> </ul>						
Subject Area	Mandatory	Char(2)				
			01	English Language And Literature (Includes 51 – prior-to-secondary courses)		
			02	Mathematics (Includes 52 – prior-to-secondary courses)		
			03	Life and Physical Sciences (Includes 53 – prior-to-secondary courses)		
			04	Social Sciences and History (Includes 54 – prior-to-secondary courses)		
			05	Fine and Performing Arts (Includes 55 – prior-to-secondary courses)		
			07	Religious Education and Theology (Includes 57 – prior-to-secondary courses)		
			08	Physical, Health, and Safety Education (Includes 58 – prior-to-secondary courses)		
			09	Military Science (Includes 59 – prior-to-secondary courses)		
			10	Information Technology (Includes 60 – prior-to-secondary courses)		
			11	Communication and Audio/Visual Technology (Includes 61 – prior-to-secondary courses)		
			12	Business and Marketing (Includes 62 – prior-to-secondary courses)		
			13	Manufacturing (Includes 63 – prior-to-secondary courses)		

## Subject Area

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			14	Health Care Sciences (Includes 64 – prior-to-secondary courses)		
			15	Public, Protective, and Government Service (Includes 65 – prior-to-secondary courses)		
			16	Hospitality and Tourism (Includes 66 – prior-to-secondary courses)		
			17	Architecture and Construction (Includes 67 – prior-to-secondary courses)		
			18	Agriculture, Food, and Natural Resources (Includes 68 – prior-to-secondary courses)		
			19	Human Services (Includes 69 – prior-to-secondary courses)		
			20	Transportation, Distribution and Logistics (Includes 70 – prior-to-secondary courses)		
			21	Engineering and Technology (Includes 71 – prior-to-secondary courses)		
			22	Miscellaneous (Includes 72 – prior-to-secondary courses)		
			23	Non-Subject-Specific		
			24	World Languages (Includes 56 – prior-to-secondary courses)		

## Student Demographics

### Demographics / Enrollment

Districts should submit an enrollment record after the student has attended at least one day of school and should exit students as soon as they leave the district. The enrollment process creates the student's Demographic data, Enrollment data, and Program Indicator data.

ISBE collects student enrollment data on both October 1 and March 1.

Home schools are responsible for student enrollment data in SIS. Serving schools and Service Providers should use the SIS reports and work with the Home schools to resolve any enrollment data inconsistencies.

Student demographic and enrollment data is categorized as: K-12, Birth to 3, or Early Learning. This data can be submitted online or via batch files. A special Early Childhood Demographic and Enrollment file is used to submit Early Childhood enrollment data via batch.

The Demographic Enrollment Template is used for K-12 and Birth to 3 students. The Demographics and Early Childhood template is used for Pre-K Early Childhood Ages 3-5.

#### Revising Demographics/ Enrollment Data

- After enrolling a student, you can revise a subset of the Student Demographic record, including: **First and Last Name, Middle Name, Date of Birth, Gender, Lineage, Race, Mother's Maiden Name, and Birth Place Name.**
- An existing student's enrollment record may be modified within the current school year. Online, click **Edit Enrollment** to update **Exit Type, Dual Language, and Language of Instruction.**
- Program Indicator data can be modified via online or batch. Online, click **Edit** while on the student's Program Indicators page.

## Student Demographics

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Date of Birth</b> must be greater than or equal to 1 day and less than 22 years.               <ul style="list-style-type: none"> <li>Birth to 3 students must be born on or before the <b>Enrollment date</b> and less than 3 years old.</li> <li>Pre-K students must be at least 3 years old on the enrollment date and less than 6 years old as of September 1st of current school year.</li> <li>K – 12 students must be at least 3 years old and less than 22 years on the enrollment date.</li> </ul> </li> </ul> <p><b>Note on Date of Birth: (Only for SY 2022)</b></p> <ul style="list-style-type: none"> <li>IDEA Students who turned 22 Years in School Year 2021 and were not able to receive services are eligible to resume/receive services in School Year 2022</li> <li>For above mentioned IDEA students, Date of Birth can be above 22 years and less than 24 years of age as on enrollment date and should be less than 24 years of age as on exit date</li> </ul> <ul style="list-style-type: none"> <li>The following fields only contain alpha characters with the exception of hyphens ("-") and spaces:               <ul style="list-style-type: none"> <li>First Name,</li> <li>Legal Middle Name,</li> <li>Legal Last Name,</li> <li>Mother's Maiden Name, and</li> <li>Birth Place Name</li> </ul> </li> </ul> <p><b>Notes on Naming:</b></p> <ul style="list-style-type: none"> <li>The middle name is the only exception to this rule. An asterisk is the only other special character accepted in the middle name field besides the hyphen and space. An asterisk should only be used if a student does NOT have a middle name.</li> <li>Periods, commas, and apostrophes are not accepted. The period in names should be replaced with a space.</li> <li>Space or apostrophe in names such as OBrien and McDonald and MacDonalD should be removed, as SoundEX does not identify "O'Brien" and "Obrien" as the same name.</li> <li>In the case of Hispanic children whose mother's maiden name may appear on the birth certificate and whose father's last name may appear on the social security card, it is recommended that the last name for the student be submitted with the Mother's Maiden Name followed by a hyphen (-) followed by the Father's Last Name.</li> </ul>						
<b>Student ID</b>	Optional for Request; Mandatory for Update	Char(9)			Student Identifier assigned in ISBE SIS. Required to track students in the state of Illinois. This is the randomly generated student ID that should not have a leading zero nor should there be any repeatable sequence of three digits.	
<b>SAP ID</b>	Optional	VarChar(50)			Student ID number used by the school packages to identify a student in their local system.	
<b>Last Name</b>	Mandatory	Char(30)			Student's Legal Last Name Accepts spaces (St John) and hyphens, "-" (Santiago-Hernandez). <b>Note:</b> Do no enter spaces in McCormick, MacCormick, nor an apostrophe in Obrien.	
<b>First Name</b>	Mandatory	Char(30)			Student's First Name Accepts spaces (Mary Ann) and hyphens, "-" (John-Paul).	

## Student Demographics

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Middle Name</b>	Mandatory	Char(30)		Student's Legal Middle Name Accepts spaces (Mary Ann), hyphens, "-" (John-Paul). Enter an asterisk "*" ONLY when there is no legal middle name (*).		
<b>Lineage (suffix)</b>	Optional	Char(3)		An appendage, if any, used to denote an individual's generation in his family.		
			Jr	Junior		
			Sr	Senior		
			I	the First		
			II	the Second		
			III	the Third		
			IV	the Fourth		
			V	the Fifth		
			VI	The Sixth		
			VII	The Seventh		
			VIII	The Eighth		
<b>Mother's Maiden Name</b>	Optional	Char(30)		Student's Mother's maiden name (used for eliminating multiples matches.) Accepts spaces (St John) and hyphens, "-" (Santiago-Hernandez). <b>Note:</b> Do no enter spaces in McCormick, MacCormick, nor an apostrophe in Obrien.		
<b>Race</b>	Mandatory	Char(2)		General racial category which most clearly reflects the student's recognition of his or her community or with which the individual most identifies.		
			11	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.	
			12	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.	
			13	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	
			14	Black or African American	A person having origins in any of the black racial groups of Africa.	

## Student Demographics

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			15	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	
			16	White	A person having origins in any of the original peoples of Europe.	
			17	Two or More Races	A person having origins in more than one race.	
			18	Middle Eastern or North African	A person having origins in any of the original peoples of the Middle East or North Africa.	
<b>Gender</b>	Mandatory	Char(2)			Gender Male or Female or Non-Binary – Includes gender identity. For most students, the district should enter the student’s name and gender as it appears on the student’s birth certificate. However, districts may enter the student’s gender identity and/or first name with which the student identifies. If necessary, the district may also enter the first name the student uses if it differs from the birth certificate.	
					<b>Note:</b> Districts must be careful to include the student’s SID number on the record so that a duplicate ID number is not created for the student.	
			01 or F	Female	A woman or a girl.	
			02 or M	Male	A man or a boy.	
			03 or N	Non-Binary		
<b>Birth Date</b>	Mandatory	Char(10)	mm/dd/yyyy		Student’s Date of Birth. Birth date must be greater than 0 years and less than 22 years. <b>Note: (Only for SY 2022)</b>	
					<ul style="list-style-type: none"> <li>If IDEA Services = ‘Yes’ Date of Birth can be above 22 years and less than 24 years of age as on enrollment date and should be less than 24 years of age as on exit date</li> </ul>	
<b>Birth Place Name</b>	Optional	Char(30)			The place/name of the geographic location where the student was born. ISBE recommends city state or city Country. No commas, apostrophes, or periods allowed in this field. (Used to eliminate multiples when matching.)	
					Accepts hyphens and space, examples (St Louis Missouri) (Monterey California) (Monterey Mexico).	

## Student Demographics

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Home Language	Mandatory	Char(3)			<p>Home language is the student’s native language, English or non-English. However, IF the student’s native language is English AND a language other than English is spoken in the student’s home, by either the student or the student’s parents or guardians, THEN the home language is the predominant non-English language spoken by</p> <p>1) the student in the student’s home OR</p> <p>2) the student’s parents or legal guardians, with the student’s non-English language taking precedence.</p> <p>Home language is to be determined based on a home language survey that must be administered to each student entering a district’s schools for the first time, as required by 23 Illinois Administrative Code 228.15. See <a href="#">Language Code</a>.</p>	
Native Language	Mandatory	Char(3)			<p>Native Language means the language normally used by that person, or in the case of a child, the language normally used by the parents of the child.</p> <p><b>Note:</b> If the Student is identified as EL, the Native Language must be a language other than English. See <a href="#">Language Code</a>.</p>	
Military-Connected Student	Mandatory	Char(2)			<p>A student who’s Legal Guardian is a member of the Armed Forces or Full-time National Guard on active duty. The terms “Armed Forces,” “active duty,” and “fulltime National Guard duty” have the same meanings as defined in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).</p> <ul style="list-style-type: none"> <li>• Armed Forces” means the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.</li> <li>• Active duty” means full-time duty in the active military service of the United States, including full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.</li> <li>• Full-time National Guard duty” means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member’s status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under section 316, 502, 503, 504, or 505 of title 32 for which the member is</li> </ul>	<ul style="list-style-type: none"> <li>• All active Enrollments must have the same value for Military Connected Student.</li> </ul>



## Student Demographics

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					entitled to pay from the United States or for which the member has waived pay from the United States.	
			01	Yes		
			02	No		

## Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>• The Home School District is the only entity allowed to request a SID, submit enrollment information to ISBE SIS, update student records, and exit student enrollments.               <ul style="list-style-type: none"> <li>- Online, the Home RCDT code is not modifiable and may not be overridden.</li> <li>- Through the batch process, the RCDT in the header row must match the RCDT code in the RCDT for Home School field.</li> </ul> </li> <li>• The Home RCDTS is not the District RCDTS code (ending in four zeros).</li> <li>• All active enrollments must have the same Home RCDTS.               <ul style="list-style-type: none"> <li>- The system does not allow a student to be enrolled in two different Home RCDTS at the same time.</li> </ul> </li> <li>• Only one active enrollment for each Serving RCDTS.               <ul style="list-style-type: none"> <li>- The system does not allow two enrollments to exist with the same Serving RCDTS.</li> </ul> </li> <li>• Students cannot be enrolled into SIS if a previous enrollment exists with an Exit Type Code of "06 – Graduated".</li> <li>• Student cannot have more than one active enrollment in different grade levels.</li> <li>• <b>Enrollment Start Date</b> cannot be updated. <b>Enrollment Entry Type Code</b> can be updated via batch.</li> <li>• The <b>Percent of Day Attended</b> (PDA) cannot be updated.</li> <li>• The <b>Entry/Grade Level</b> cannot be updated (exit student and re-enroll to change the Entry/Grade Level).</li> <li>• If a Student is <b>IDEA Services</b> = 'Yes', then <b>Home RCDTS</b> must be a public school district.</li> <li>• If student's <b>Entry/Grade Level</b> is 14 Pre-K and IDEA Services is 01 'Yes', then <b>Home RCDTS</b> must be a public school district.</li> <li>• All students in grades Early Childhood thru 12 must be at least 3 years old on the first day of class (Enrollment Date).</li> <li>• Non-IDEA Service Student must be less than 5 years old on September 1.</li> <li>• IDEA Service Student must be less than 6 years old on September 1.</li> <li>• If the student was enrolled in an Early Childhood Program when they were 5 or 6 years of age, the system will allow them to enroll even after turning 6 (IDEA Services = No) or 7 (IDEA Services = Yes).</li> <li>• <b>Birth to 3 students only</b> - Student must be less than 3 years of age and must be born on or before the Enrollment Date.</li> <li>• When enrolling a Birth to 3 student (Entry/Grade Level '00'), the following mandatory fields will be set to '02' or 'No':               <ul style="list-style-type: none"> <li>- Title 1 Indicator</li> <li>- IDEA Services</li> <li>- SES Indicator</li> <li>- EL Indicator</li> <li>- Century 21 Indicator</li> <li>- Tuition Received Indicator</li> </ul> </li> </ul>
						<p><b>PSS Student - CTE Student</b></p> <p>Students who are dually enrolled in a nonpublic school and in their public school district of residence (i.e., their home district) in order to take career and technical education (CTE) coursework at a public school. In this case, the student's home district is responsible for enrolling the private school student in SIS, including submitting the student's CTE course assignment(s).</p>

## Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>The student's home school in SIS will be a regular high school operated by the district, appropriate to the student's current grade and the grade(s) served by the school. The student's serving school(s) in SIS will be the location(s) where the student is taking CTE coursework (i.e. Area Career Center, Region Center).</p> <p><b>Note:</b> These private school students (PSS – CTE) will not be included in adjusted cohort graduation rate calculations. Their participation in state testing will vary, depending on the course(s) they are taking at a public school.</p> <p><b>Note (Only for SY 2022):</b></p> <ul style="list-style-type: none"> <li>• IDEA Students who turned 22 Years in School Year 2021 and were not able to receive services are eligible to resume/receive services in School Year 2022</li> <li>• For above mentioned IDEA students, Date of Birth can be above 22 and less than 24 as on enrollment date and should be less than 24 as on exit date</li> <li>• IDEA students who turned 22 years and were exited as <b>Graduated</b> or <b>Aged Out</b> in SY 2021 are allowed to enroll in SY 2022</li> <li>• IDEA students who turned 22 years and were exited as Death or Expulsion or Moved Out of the United States in SY 2021 should not be allowed to enroll in SY 2022</li> </ul>						
<b>Dual Language</b>	Mandatory	Char(2)				• If Dual Language is '01' or '02' then <b>Language of Instruction</b> is required.
			01	Two Way Immersion	Dual language, Two-Way serves both English proficient students and English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners. In a departmentalized setting, the same description applies. ESL instruction is provided.	
			02	One Way Immersion	Dual language, One-Way serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners. in a departmentalized setting, the same description applies. ESL instruction is provided.	
			03	Not a Participant in Dual Language Program	Not a Participant in Dual Language Program	

## Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Language of Instruction	Optional, Mandatory only If Dual Language = to 01 or 02	Char(3)		See <a href="#">Language Code</a> .		
Enrollment/ Entry Type	Mandatory	Char(2)			The circumstances under which the student is admitted to a school or an educational institution. Student may only be original entry to US schools once during their school career.	
			01	Transfer in from another District	A student who transfers in from another public or non-public school district, a home school, or Early Childhood Center.	
			02	Original entry into a U.S. school	A student who enters a United States public school or Early Childhood Center for the first time. <b>(Can only be entered once per student.)</b>	
			03	Re-entry to the same school	A student who had previously entered any class in a school or Early Childhood Center and then continues his or her membership in the same school or Early Childhood Center from one term to the next because of a promotion or demotion, or who transfers from one homeroom or class to another during a regular school session.	
			04	Transfer in from within District	A student who transfers in from within a public school district.	
			05	Transferred in accordance with PA 97-0495	A student who has been expelled or suspended in excess of twenty (20) days and administratively transferred to a Regional Safe Schools Program (RSSP) or an Alternative Learning Opportunities Program (ALOP), in accordance with PA 97-0495 and Sections 10-22.6, 13B-20.25, and 34-19 of the School Code.	

## Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Enrollment/ Entry Date</b>	Mandatory	Char(10)	mm/dd/yyyy		The begin date of a student's enrollment would be the first day the school expected that student to attend. If the student did not attend on the expected day due to an excused absence, the student should be enrolled on the expected date and the student is marked absence. If the school has no contact with the student or family then the first day of enrollment would be the first day the student attends. Do not submit an enrollment record until the student has attended at least one day. <ul style="list-style-type: none"> <li>All students must be at least 3 years old on the 1st day of class.</li> <li>Enrollment Date cannot be future date.</li> <li>Pre-K students with IDEA Service = No must be less than 5 years old on September 1 of the current school year.</li> <li>Pre-K students with IDEA Service = Yes must be less than 6 years old on September 1 of the current school year.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Date cannot be a future date.</li> <li>The Enrollment Date must be greater than the student's previous <b>Exit Enrollment Date</b> unless the enrollment record was identified as Erroneous.</li> </ul>
<b>RCDTS for Home School</b>	Mandatory	Char(15)	rrccdddtssss		Region-County-District-Type-School code that uniquely identifies the elementary, middle/junior, or high school a student attends or would attend if not placed/transferred to another school/program to receive needed services. <ul style="list-style-type: none"> <li>Home school RCDTS cannot end in "92xx", "93xx" or "90xx" for all students</li> </ul>	<ul style="list-style-type: none"> <li>Home RCDTS cannot be 92xx. 93xx or 90xx.</li> </ul>
<b>RCDTS for Serving School</b>	Mandatory	Char(15)	rrccdddtssss		Region-County-District-Type-School code that uniquely identifies the school/program where a student is being educated.	<ul style="list-style-type: none"> <li>Serving RCDTS cannot end in "9000".</li> <li>Serving RCDTS Cannot end in "0000" if it is an ROE, public school district, or other state funded school</li> </ul>
<b>Entry/Grade Level</b>	Mandatory	Char(2)			Additional instructional services, usually provided on a one-to-one basis, to supplement regular instruction.	
			00	Birth to 3		
			14	Pre-K	Attendance in an early childhood program.	
			15	Kindergarten		
			01	Grade 1		
			02	Grade 2		
			03	Grade 3		
			04	Grade 4		
			05	Grade 5		
			06	Grade 6		
			07	Grade 7		

## Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			08	Grade 8		
			09	Grade 9		
			10	Grade 10		
			11	Grade 11		
			12	Grade 12		
			22	Evaluation	Only used when "Requesting a SID" needed for entering student IDEA Services Evaluations into the ISBE I-STAR system.	<ul style="list-style-type: none"> <li>Evaluation (22) - Entry/Grade Level code is used for a student requesting a new SID.</li> </ul>
<b>School Year</b>	Mandatory	Char(4)	xxxx	School year applicable.		<ul style="list-style-type: none"> <li>School Year must be current year.</li> </ul>
<b>Percent of Day Attended (PDA)</b>	Mandatory	Numeric (4)	x.xx	The percentage of a FULL day the student attends. Acceptable values will be .01 to 1.00.		<ul style="list-style-type: none"> <li>The sum of the PDA of all existing active Serving School Enrollments and of the new Serving School Enrollment must be less than or equal to '1.00'.</li> <li>The PDA is greater than '0' and less than or equal to '1.00'</li> </ul>
<b>Tuition Received</b>	Mandatory	Char(2)		Students residing in a school district who choose to attend another public school district where their parents pay that school district tuition.  The Tuition Received Indicator only applies to public school students.		<ul style="list-style-type: none"> <li>Tuition Received Indicator must be "no" if <b>Private School Student (PSS)</b> indicator is set to "Yes"</li> <li>Tuition Received Indicator must be set to "no" for Evaluation, Birth to 3 and Pre-k (Ages 3-5) Grade levels</li> </ul>
			01	Yes		
			02	No		

## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object Rules if applicable.						
<b>Homeless Indicator</b>	Mandatory	Char(2)			Identifies a student who, at any time during the current school year, lacks a fixed, regular, and adequate nighttime residence. This includes: <ol style="list-style-type: none"> <li>1) Children and youths who are sharing the housing of other persons (doubling up) due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; the term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian. Unaccompanied youth have the same rights as other students experiencing homelessness to enroll in, attend, and succeed in public school.</li> <li>2) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;</li> <li>3) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</li> <li>4) Migratory children (as described for Migrant Indicator) who qualify as homeless because the children are living in circumstances described in 1 through 3 above.</li> </ol>	<ul style="list-style-type: none"> <li>• If the student's Homeless Indicator is set to "Yes," then a Homeless record is created.</li> </ul>
			01	Yes	<ul style="list-style-type: none"> <li>• If student is Homeless "Yes", <b>FRL/Low Income Indicator</b> must be "Yes"</li> </ul>	
			02	No		

## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Private School Student (PSS)</b>	Mandatory	Char(2)			<p>A private school student is a student whose parent/guardian has chosen to enroll the student in a nonpublic school (e.g., parochial) for general education, with the parent(s) bearing the cost of the student’s private education. This includes students who are being home schooled by their parents. Districts are responsible for enrolling the following private school students in SIS.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• These private school students (PSS) will not be included in fall housing enrollment counts, dropout or adjusted cohort graduation rate calculations.</li> <li>• Regarding statewide assessments, only students who are receiving instruction from the public school in a tested content area must participate in that content-area test for the required grade-level assessments.</li> <li>• This category should not be used to report students who are served in a non-public private special education facility, per the student’s IEP.</li> <li>• Students with disabilities who are dually enrolled in a nonpublic school for general education and are also enrolled in the public school district should be provided services under an IDEA Individualized Education Program (IEP) if the student is found eligible for special education and/or related services. Students with IEPs must be enrolled by the resident district in SIS.</li> </ul> <p><b>PSS Student - Individual Service Plan Students (ISP)</b></p> <p>Students with disabilities who are being served by the district under an IDEA Individualized Services Plan (ISP). This category would also include students who have been evaluated and have had their eligibility determined to either receive or not receive special education services. Students who are determined eligible should be reported for 3 years from the date of the student’s most recent evaluation for purposes of inclusion in the district’s IDEA Non-Public Proportionate Share.</p> <p>The student’s home school in SIS will be a regular elementary, middle, or high school operated by the district, appropriate to the student’s current grade and the grade(s) served by the school. The student’s serving school(s) in SIS will be the location(s) where the services are being provided. If the serving location does not have a RCDTS code (e.g. home schooled students) or the student is not eligible for services, the home school RCDTS should be reported for both the home and serving school in SIS.</p>	<ul style="list-style-type: none"> <li>• Private School Student Indicator for grade level Birth to 3 must be “No”</li> <li>• Private School Student will not be included in Fall Enrollment Counts, Dropout or Adjusted Cohort Graduation Rate calculations.</li> <li>• A Private School Student must have the following defaulted to “No”: <ul style="list-style-type: none"> <li>- SES Indicator</li> <li>- FRL/Low Income Indicator</li> <li>- Century 21 Indicator</li> <li>- EL Indicator</li> <li>- Homeless</li> <li>- Birth to 3</li> </ul> </li> </ul>



## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p><b>Children Ages 3-5 (Early Childhood)</b>            Used to report children with disabilities ages 3 – 5 who are receiving services under an IDEA Individualized Services Plan (ISP). These children would be parentally placed in private schools (that are not Preschool for All (PFA) or Pre-K At-Risk programs). Further, in these circumstances, the private school must meet the definition of an “elementary school”. More information about children with disabilities ages 3 – 5 who are parentally placed in private schools can be found in Question N-1 at <a href="http://idea.ed.gov/object/fileDownload/model/QaCorner/field/PdfFile/primary_key/1">http://idea.ed.gov/object/fileDownload/model/QaCorner/field/PdfFile/primary_key/1</a></p> <p>This category should not be used to report children with disabilities who are being served under an IDEA Individualized Education Program (IEP) if the student is found eligible for special education and/or related services. Under this circumstance, there would be no requirement that the private school be an “elementary school”.</p> <p>This category should not be used to report children with disabilities who are being served in a Preschool for All (PFA) or Pre-K At-Risk program, even if the program is operated by a private school, since students in these programs should be provided services under an IDEA Individualized Education Program (IEP) if the student is found eligible for special education and/or related services.</p>	
			01	Yes		
			02	No		
<b>Migrant Indicator</b>	Optional	Char(2)			<p>Identifies a student who is a “migratory child” eligible to participate in a Title 1 Migrant Education Program. This child’s eligibility is documented on file with a current Certificate of Eligibility prepared by a trained migrant recruiter.</p> <p>Annual updates are received from the Federal New Generation Systems - Migrant Education (NGS) database. The Migrant Indicator in SIS is only updated by the data received from NGS. Data sent to SIS in this field will be accepted, ignored and returned.</p>	<ul style="list-style-type: none"> <li>With SY2015, the Migrant Indicator can no longer be updated using the demographic Enrollment file format in SIS. Students identified as Migrant should be reported to the Federal Governments New Generations System (NGS). SIS receives periodic updates from NGS, which will update</li> </ul>

## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						the Migrant indicator in SIS.
			01	Yes		• If student is Migrant “Yes”, <b>FRL/Low Income Indicator</b> must be “Yes”
			02	No		
<b>SES Indicator</b>	Mandatory	Char(2)			Identifies a student attending a school that does not make AYP for three consecutive years. This student is eligible for and is participating in Supplemental Educational Services (SES) which are provided outside the normal school day and paid for by Title 1 funds.	• SES Indicator for Pre-K must be set to ‘No’.
			01	Yes		
			02	No		
<b>EL Indicator</b>	Mandatory	Char(2)			Students of English Learning (EL) are students in kindergarten or any of grades 1 through 12 who have achieved a score that is less than the “proficient” score defined by the State Superintendent on their most recent English language proficiency assessment on the ACCESS for ELs®, W-APT or MODEL administered in accordance with ISBE guidance, policy and rules; and preschool students who are identified as EL through a prescribed screening process.  <b>Note:</b> EL indicator for Birth to 3 must be set to “No.”	<ul style="list-style-type: none"> <li>• If a previous school year ACCESS score exists with overall proficiency level of 4.8 or higher the student’s EL Indicator cannot be ‘Yes’.</li> <li>• If a previous school year ACCESS score exists with overall proficiency level less than 4.8 the student’s EL Indicator cannot be ‘No’.</li> </ul>
			01	Yes		• If a student’s English Learner’s (EL) is 01 ‘Yes’, then the student’s <b>Native Language Code</b> cannot be ‘000’ English.

## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>If an Erroneous EL record exists for the student, Setting EL Indicator to 'Yes' will automatically make the EL Record non-erroneous (Reason for Ending EL Services will be set to 'blank').</li> </ul>
			02	No		<ul style="list-style-type: none"> <li>If an EL record exists for the student, setting EL Indicator to 'No' will automatically set the EL Record to Erroneous (Reason for Ending EL Services will be set to 07 – Erroneous Entry).</li> </ul>
<b>IDEA Services</b>	Mandatory	Char(2)			<p>"IDEA Services" is defined as any student who has an Individualized Education Program (IEP) or an Individualized Services Plan (ISP), regardless of the category or severity of the student's disability (includes ""speech-only"" students). An IEP is a written document for public school children with disabilities who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA). An ISP is a written document for parentally-placed private school children with disabilities and home-schooled children with disabilities that are not enrolled in the public school district but are receiving special education and related services through the public school district.</p> <p><b>Note:</b> IDEA Services for Birth to 3 must be set to "No". If Student is ISP, the Private School Student (PSS Indicator) must be set to ""Yes"".</p>	
			01	Yes		
			02	No		
<b>Alternate Assessment Indicator</b>	Mandatory	Char(2)			Indicator used for Assessment Pre-ID to denote needing to take the alternative State Assessment test. SY 2021 and after..	If Alternate Assessment Indicator="Yes", then IDEA Services MUST also="Yes".
			01	Yes		
			02	No		

## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>FRL/Low Income Indicator</b>	Mandatory	Char(2)			Low-income students are students (or pupils) aged 0 – 22 that receive or live in households that receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF); classified as homeless, migrant, runaway, Head Start, or foster child from local coordinator/State agency; or living in a household where the household income meets the United States Department of Agriculture (USDA) income guidelines to receive free or reduced-price meals.	
			01	Yes		
			02	No		
<b>21st Century Indicator</b>	Mandatory	Char(2)			Identifies a student who, at any time during the current school year, is participating in the 21st Century Community Learning Centers Program. This is an after-school program that provides academic enrichment opportunities as well as activities designed to complement the regular academic program for students in grades 1 - 12.	
					<b>Note:</b> 21st Century Indicator for Birth to 3 Students should be set to "No."	
			01	Yes		
			02	No		
<b>Eligible for Immigrant Program</b>	Optional	Char(2)			Eligible immigrant student means a student, ages 3-21, who was NOT born in any of the 50 states, the District of Columbia or Puerto Rico and who has been attending schools in the U.S. for less than three full academic years.	<ul style="list-style-type: none"> <li>With SY2015, the Eligible for Immigrant Indicator can no longer be updated online under the program indicators tab or by uploading the demographic enrollment file format in SIS. Students identified as Immigrant should be uploaded using the Immigrant file format in SIS. The Eligible for Immigrant Indicator in SIS will be uploaded according to what is entered for the Immigrant collection.</li> </ul>
					Data sent to SIS in this field will be accepted, ignored and returned.	
					The Immigrant Program Indicator in SIS is only updated by the Immigrant Program data being entered. The Immigrant Program data can be entered either in SIS Online or by submitting the Immigrant file format.	
			01	Yes		
			02	No		

## Program Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Reading 1st Indicator	Mandatory	Char(2)			Identifies a student (K-3) in specific 20 School Districts that is a participant in the Reading 1st Program.	Mark K-3 students Yes if school participates in Reading 1st Program
					<b>Note:</b> Reading 1st Indicator for Birth to 3 Students should be set to ""No"" or left blank.	
			01	Yes		
			02	No		
Reading Improvement Block Grant Program	Mandatory	Char(2)			Identifies a student (K-6) that has been selected to receive services provided with Reading Improvement Block Grant funds.	Mark all K-6 students Yes if the school receives Reading Improvement Block Grant funds
					<b>Note:</b> Reading Improvement Block Grant Program Indicator for Birth to 3 Students should be set to "No."	
			01	Yes		
			02	No		
Title 1 Indicator	Mandatory	Char(2)			Identifies a student that is a participant in federally-funded Title 1 reading or mathematics instruction.	
					<b>Note:</b> School Year 2009 and before Title I Indicator was optional and a Yes (01) or No (02) response. All Yes (01) have been changed to Targeted Assistance (12) and All No (01) have been updated to Not Participant in Title I Program (13).	
					<b>Note:</b> Students ages Birth to 3 years of age should be set to ""13."	
			11	School Wide Title I Program		
			12	Targeted Assistance Title I Program	Identifies specific students who have been identified to receive Title I, Part A, targeted assistance services.	
			13	Not a Participant in Title I Program	Student does not participate in the Title I program.	

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object rules if applicable.						
<b>Language Codes</b>	Optional	Char(3)				
			000	English		
			001	Spanish		
			002	Greek		
			003	Italian		
			004	Polish		
			005	German		
			006	Algonquin		
			007	Serbian		
			008	Korean		
			009	Pilipino (Tagalog)		
			010	Arabic		
			011	Japanese		
			012	French		
			013	Samoan		
			014	Hindi		
			015	Burmese		
			016	Yiddish		
			017	Lithuanian		
			018	Ukrainian		
			019	Hungarian		
			020	Czech		
			021	Cantonese (Chinese)		
			022	Thai		
			023	Portuguese		
			024	Swedish		
			025	Assyrian (Syriac, Aramaic)		
			026	Armenian		
			027	Romanian		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			028	Dutch/Flemish		
			029	Hebrew		
			030	Mandarin (Chinese)		
			031	Farsi (Persian)		
			032	Turkish		
			033	Urdu		
			034	Vietnamese		
			035	Russian		
			036	Cebuano (Visayan)		
			037	Gujarati		
			038	Latvian		
			039	Sioux (Dakota)		
			040	Norwegian		
			041	Danish		
			042	Albanian, Gheg (Kosovo/Macedon)		
			043	Comanche		
			044	Finnish		
			045	Slovak		
			046	Swahili		
			047	Taiwanese/Formosan/Min Nan		
			048	Creek		
			049	Haitian-Creole		
			050	Chippewa/ Ojibawa/ Ottawa		
			051	Gbaya		
			052	Ewe		
			053	Panjabi (Punjabi)		
			054	Bemba		
			055	Bulgarian		
			056	Apache		
			057	Gaelic (Scottish)		
			058	Macedonian		
			059	Malay		
			060	Malayalam		
			061	Navajo		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			062	Indonesian		
			063	Kannada (Kanarese)		
			064	Estonian		
			065	Chichewa (Nyanja)		
			066	Kashmiri		
			067	Bengali		
			068	Hmong		
			069	Kanuri		
			070	Icelandic		
			071	Ga		
			072	Menominee		
			073	Cambodian (Khmer)		
			074	Lao		
			075	Shona		
			076	Afrikaans (Taal)		
			077	Nepali (Nepalese)		
			078	Marathi		
			079	Oneida		
			080	Hausa		
			081	Hemba		
			082	Pima		
			083	Isoko		
			084	Pueblo		
			085	Ibo/Igbo		
			086	Telugu (Telegu)		
			087	Choctaw		
			088	Winnebago		
			089	Kikamba (Kamba)		
			090	Yoruba		
			091	Maltese		
			092	Luo		
			093	Romany (Gypsy)		
			094	Tamil		
			095	Hopi		
			096	Slovenian		



## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			097	Cherokee		
			098	Crow		
			099	Other		
			100	Mandingo (Mandinka)		
			101	Mende		
			102	Gaelic (Irish)		
			103	Akan (Fante, Asante, Twi)		
			104	Tulu		
			105	Amharic		
			106	Oulof (Wolof)		
			107	Balinese		
			108	Chamorro		
			109	Tigrinya (Tigrigna)		
			110	Assamese		
			111	Eskimo		
			112	Bagheli		
			113	Hakka (Chinese)		
			114	Welsh		
			115	Guyanese		
			116	Bisaya (Malaysia)		
			117	Chechen		
			118	Pampangan		
			119	Konkani		
			120	Krio		
			121	Kurdish		
			122	Lingala		
			123	Luganda		
			124	Luyia (Luhya)		
			125	Lunda		
			126	Yombe		
			127	Okinawan		
			128	Oriya (Odia)		
			129	Orri (Oring)		
			130	Ilocano		
			131	Pashto (Pushto)		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			132	Sikkimese		
			133	Sindhi		
			134	Sinhalese		
			135	Sotho		
			136	Uyghur		
			137	Tibetan		
			138	Maori		
			139	Kache (Kaje, Jju)		
			140	Mina		
			141	Mongolian		
			142	Kpelle		
			143	Ilonggo (Hiligaynon)		
			144	Efik		
			145	Sourashtra (Saurashtra)		
			146	Mien (Yao)		
			147	Chaochow/Teochiu (Chinese)		
			148	Fukien/Hokkien (Chinese)		
			149	Hainanese (Chinese)		
			150	Shanghai (Chinese)		
			151	Croatian		
			152	Bosnian		
			153	Albanian, Tosk (Albania)		
			154	Tongan		
			155	Uzbek		
			156	Jamaican English Creole		
			157	Dinler (Turkish)		
			158	Chaldean		
			159	Q'anjob'al (Kanjobal)		
			160	Palauan		
			161	Hawaiian		
			162	Maay or Mai Mai		
			163	Krahn (Liberia, Cote 'de Ivoire)		
			164	Somali		
			165	American Sign Language		
			166	Chin (Haka)		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			167	Karen (S'gaw)		
			168	Kirundi (Rundi)		
			169	Chuj		
			170	Kinyarwanda		
			171	Ladino		
			172	Turkmen		
			173	Bambara		
			174	Nzema (Nzima)		
			175	Amazigh		
			176	Tiv (Munshi)		
			177	Georgian (Kartvelian, Gruzinski)		
			178	Moro (Dhimorong)		
			179	Massalit (Kana Masaraka, Mesalit)		
			180	Rohingya (Ruwainggya)		
			181	Tedim (Hai-Dim, Tiddim)		
			182	Senhang (Hsemtang, Sentang)		
			183	Tooro (Rutooro)		
			184	Runyankore (Chiga, Kiga, Oluchiga, Runyankore-Rukiga)		
			185	Waray-Waray		
			186	K'iche' or Quiche		
			187	Chuukese or Trukese		
			188	Kunama		
			189	Quechua		
			190	Latin		
			191	Mam		
			192	Marshallese		
			193	Fulah (Fula/Fulani)		
			194	Gesser-Gorom		
			195	Tajik		
			196	Soninke (Sooninkanxanne)		
			197	Awakateko (Aguacatec, Qa'yol)		
			198	Azerbaijani, North (Azerbaijan)		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			199	Dagbani (Dagbanli)		
			200	Fon		
			201	Sango (Sangho)		
			202	Kabiyè (Kabye)		
			203	Belize Kriol English		
			204	Edo		
			205	Dari		
			206	Chin (Tedim)		
			207	Kayah, Eastern		
			208	Kayah, Western		
			209	Oromo (Eastern)		
			210	Bassa		
			211	Dinka		
			212	Purepecha		
			213	Xsosa		
			214	Mokilese		
			215	Zokam (Zo)		
			216	Rawang		
			217	Q'eqchi'		
			218	Meitei (Manipuri)		
			219	Chin (Ngawn)		
			220	Montenegrin		
			221	Taishanese (Yue Chinese)		
			222	Wolaytta		
			223	Wolof		
			224	Zulu		
			225	Bangala		
			226	Tigré		
			227	Jingpho (Kachin)		
			228	Fur		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			229	Chin (Falam)		
			230	Bembe		
			231	Bangolan		
			232	Kazakh		
			233	Vaiphei (Zomi)		
			234	Samba Leko		
			235	Esan		
			236	Gokana		
			237	Emai-Luleja-Ora		
			238	Kyrgyz		
			239	Etsako		
			240	Zigula (Kizigua)		
			241	Mizo		
			242	Tamazight		
			243	Oshiwambo		
			244	Zarma		
			245	Garifuna		
			246	Luxembourgish		
			247	Mundani		
			248	Igala		
			249	Khana (Ogoni)		
			250	Okphela/Ivbie North-Okpela-Arhe		
			251	Balochi (Southern)		
			252	Balochi (Western)		
			253	Balochi (Eastern)		
			254	Ghadamès (Berbère)		
			255	Harari		
			256	Nukuoro		
			257	Fijian		
			258	Limba		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			259	Melanau		
			260	Daro-Matu		
			261	Maithili		
			262	Afar		
			263	Vai		
			264	Khoekhoe (Damara)		
			265	Pohnpeian		
			266	Poqomchi		
			267	Nupe-Nupe-Tako		
			268	Kodava		
			269	Kiribati		
			270	Kisi		
			271	Grebo		
			272	Ndebele		
			273	Gwere (Lugwere)		
			274	Hindko		
			275	Baluchi		
			276	Oadki		
			277	Tzotzil		
			278	Kachhi		
			279	Mon		
			280	Oromo (West Central)		
			281	Oromo (Borana-Arsi-Guji)		
			282	Orma		
			283	Chin (Müün)		
			284	Catalan		
			285	Kabyle		
			286	Zapotec (Zapoteco)		
			287	Chin (Zyphe)		
			288	Ngam (Ngama)		

## Language Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			289	Luba (Lulua / Tsiluba)		
			290	Ife		
			291	Achi		
			292	Cheyenne		
			293	Ixil		
			294	Dagaare		
			295	Nigerian Pidgin		
			296	Papiamento		
			297	Min Dong (Eastern Min)		
			298	Kom( Itangikom)		
			299	Odia		
			300	Kutchi (Kutchie/Kutchin)		
			301	Aboh (Ukwuani-Aboh-Ndoni)		
			302	Kru (Niger – Congo)		
			303	Shughini		
			304	Runyakitara		
			305	Chin-Matu		

## Detention Center

### Detention Center

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>General Rules:            To add or to update a Detention Center record, the <u>student must have a valid district enrollment record in SIS.</u>            Only <b>Detention Center RCDTS</b> or <b>Home RCDT</b> who are tied to a <b>Detention Center RCDTS</b> can add/update the Detention Center records.</p> <p>To add a Detention Center record, the following conditions must be met:            - Only Current School Year or Previous School Year may be added/updated            - Enrollment Exit/Withdrawal Type code does not equal Code 99 Erroneous Enrollment</p>						
<b>RCDTS for Detention Center</b>	Mandatory	Char(15)	rrccdddtssss		Region-County-District-Type-School code assigned by ISBE that uniquely identifies the Detention Center where a student is receiving services.	
<b>Grade</b>	Mandatory	Char(2)			The grade level or primary instructional level of the student. Grades can only be 6 to 12	
<b>School Year</b>	Mandatory	Char(4)	yyyy		The school year which is applicable to this enrollment	The 2020-2021 school year would be represented as 2021.
<b>Service Start Date</b>	Mandatory	Char(10)	mm/dd/yyyy		The month, day, and year on which the Service was started. Multiple services may not have overlapping dates.	The Service Start Date may not be a future date.
<b>Service End Date</b>	Optional; Mandatory if for the prior school year	Char(10)	mm/dd/yyyy		The month, day, and year on which the Service was ended. Multiple services may not have overlapping dates.  The Service End Date is optional while the student is active in your Detention center.  <b>Note:</b> When adding a Detention Center Service for a student that has already exited your center, the Service End Date should be provided. The Service End Date is mandatory if the record is for prior school year	<ul style="list-style-type: none"> <li>To add or to update the Service End Date in a record, the date is in one of the following specified ranges:               <ul style="list-style-type: none"> <li>- The Service End Date is equal to or greater than the Service Start Date or the Service End Date is not provided.</li> <li>- The Service End Date may not be a future date.</li> </ul> </li> </ul>
<b>Delete Record</b>	Optional	Char(2)			This column is used to delete the Detention Center record with code '99'. If Detention Center record is valid, leave this field blank.	<ul style="list-style-type: none"> <li>To delete the Detention Center record, send '99' in the 'Delete Record' field on batch file or select the <b>Delete Record</b> online.</li> </ul>





## Birth To Three Indicators

### Early Learning

Early Learning data requirements include requirements for Birth to 3 and Pre-K students, along with identifying Prenatal mothers and capturing Caregiver demographics.

Early Childhood Transition provides districts the ability to identify children with early intervention needs and to document evaluation and transition activities. Eligibility should be determined by the child's third birthday. Records are generated by DHS and provided periodically.

Upon enrolling an Early Childhood Pre-K student, Early Childhood Indicators must be completed. Before exiting the student, assign at least one Early Childhood Program. For each Program, assign a Provider(s). Align all dates on or within the student's enrollment period.

Early Childhood Outcomes document an initial Entry Rating with a Progress Rating required upon exiting the student (if last rating is more than 6 months old or the student is exited during the timeframe of February 1 to July 31, an updated rating must be done during that timeframe).

### Related PDFs

- [2020 Poverty Guidelines](#)
- [Special Education Early Childhood Outcomes Decision Tree](#)
- [Special Education Early Childhood Outcomes Forms and Instructions](#)
- [Early Childhood Outcomes Progress Ratings Memo](#)

## Birth To Three Indicators

### Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>If <b>Enrollment Entry/Grade Level</b> is '00,' a Birth To Three record is created.</li> <li>The <b>Home RCDTS</b> of the student's active enrollment must match the RCDTS of the IWAS user entering the data.</li> </ul> <p><b>Prenatal To Student Match</b></p> <ul style="list-style-type: none"> <li>To match a Student to a Prenatal record, the conditions below must be true:               <ul style="list-style-type: none"> <li>Student's date of birth is equal to the Delivery Date on the Prenatal record.</li> <li>The Prenatal record must be exited with a Prenatal Services Exit Reason of "Live Birth".</li> </ul> </li> <li>A Student cannot be linked to more than one prenatal record.</li> <li>A Prenatal record can be linked to the number of birthed children.</li> <li>The <b>Home RCDTS</b> of the Birth To Three record must match the RCDTS of the IWAS user entering the data.</li> </ul>						
<b>Child Welfare Involvement Within the Past Year</b>	Mandatory	Char(2)			The child or their family has received services from the Department of Children and Family Services (DCFS), including foster care, intact family services or the parent has been a youth in care.	
			01	Yes		
			02	No		
<b>Child of Teen Parents</b>	*Mandatory (See Notes)	Char(2)			Mother or father under the age of 21 at the first child's birth.	*Mandatory when Family Structure is NOT "Youth in Care".
			01	Yes		
			02	No		
<b>Number of Months Child was Breastfed during Enrollment</b>	*Mandatory (See Notes)	Numeric			Breastfeed: to feed an infant/toddler from a mother's breast or to feed an infant/toddler with breastmilk from the mother's breast with a bottle.	<ul style="list-style-type: none"> <li>*Mandatory when Family Structure is NOT "Youth in Care".</li> <li>The number of months provided cannot exceed the number of months the child has been enrolled. If the child has been enrolled for a partial month, round up to a full month (Ex: if the child was enrolled on 1/1/2022 and was exited on 1/14/2022, enter 1 for the number of months).</li> <li>Accepts only numbers.</li> </ul>
					Enter the number of months the child has been breastfed during the enrollment. If breastfed at all during the first month of enrollment, enter 1. If the child was breastfed into a new month of enrollment, enter the number of the new month. For example, if the child was breastfed for the first month of enrollment and part of the second month of enrollment, then you would enter the number 2.	

## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>EI Number</b>	Optional	Char(6)			Early Intervention Identification Number (DHS Number)	Accepts number and letters.
<b>Infant Born with a Low Birth Weight</b>	Mandatory	Char(2)			Defined as the weight of live born infants less than 2,500 g (5.51 lbs).	
			01	Yes		
			02	No		
<b>Preterm Birth (before 37 weeks)</b>	*Mandatory (See Notes)	Char(2)			Infant born prior to 37 weeks gestation.	*Mandatory when Family Structure is NOT "Youth in Care".
			01	Yes		
			02	No		
<b>Total Number of Hours Student spent in DCFS Licensed Child Care Center During the Fiscal Year (PI hours only)</b>	Mandatory	Numeric			The number of hours the child spent in DCFS Licensed Child Care Center services (for PI center-based programs only) during the fiscal year using PI funds (PI hours only).	<ul style="list-style-type: none"> <li>• This indicator only applies to the "DCFS Licensed Day Care/Center-Based" service location.</li> <li>• Accepts only numbers.</li> <li>• The number of hours can be 0 or greater.</li> <li>• Enter 0 if there is no "Prevention Initiative" program with "DCFS Licensed Day Care/Center-Based" service location and there will not be. <ul style="list-style-type: none"> <li>◦ <b>Note:</b> If the number of hours is 0 and there IS a "Prevention Initiative" program with "DCFS Licensed Day Care/Center-Based" service location, this mismatch will need to be resolved before the Enrollment can be exited.</li> </ul> </li> <li>• Enter a number greater than 0 if there is a "Prevention Initiative" program with "DCFS Licensed Day Care/Center-Based" service location or there will be.</li> </ul>

## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Total Number of Hours Student spent in DCFS Licensed Family Child Care Home During the Fiscal Year (PI hours only)	Mandatory	Numeric			The number of hours the child spent in DCFS Licensed Family Child Care Home services (for PI family child care home programs only) during the fiscal year using PI funds (PI hours only).	<ul style="list-style-type: none"> <li>◦ <b>Note:</b> If the number of hours is greater than 0 and there is NOT a "Prevention Initiative" program with "DCFS Licensed Day Care/ Center-Based" service location, this mismatch will need to be resolved before the Enrollment can be exited.</li> <li>• This indicator only applies to the "DCFS Licensed Family Child Care Home" service location.</li> <li>• Accepts only numbers.</li> <li>• The number of hours can be 0 or greater.</li> <li>• Enter 0 if there is no "Prevention Initiative" program with "DCFS Licensed Family Child Care Home" service location and there will not be.               <ul style="list-style-type: none"> <li>◦ <b>Note:</b> If the number of hours is 0 and there IS a "Prevention Initiative" program with "DCFS Licensed Family Child Care Home" service location, this mismatch will need to be resolved before the Enrollment can be exited.</li> </ul> </li> <li>• Enter a number greater than 0 if there is a "Prevention Initiative" program with "DCFS Licensed Family Child Care Home" service location or there will be.               <ul style="list-style-type: none"> <li>◦ <b>Note:</b> If the number of hours is greater than 0 and there is NOT a "Prevention</li> </ul> </li> </ul>

## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						Initiative" program with "DCFS Licensed Family Child Care Home" service location, this mismatch will need to be resolved before the Enrollment can be exited.
<b>Child Developmental Screening</b>	Mandatory	Char(2)		Indicate the child developmental screening tool used to screen the child. If the tool is not listed, please contact the Early Childhood Department at earlychi@isbe.net.		<ul style="list-style-type: none"> <li>• Please indicate the PRIMARY screening tool.</li> <li>• Only one general screening tool can be applied to the record per fiscal year.</li> </ul>
			01	Ages & Stages Questionnaire®	<p>The Ages &amp; Stages Questionnaire is a developmental screening tool designed for use by early childhood educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly and creates the snapshot needed to catch delays and celebrate milestones.</p> <p>More information can be found at:  <a href="http://agesandstages.com">http://agesandstages.com</a></p>	
			02	Brigance® Infant and Toddler Screen	<p>The Brigance screening provides a quick and efficient method for conducting a screening assessment for infants and toddlers.</p> <p>More information can be found at:  <a href="http://www.curriculumassociates.com/products/BRIGANCEoverview.aspx">http://www.curriculumassociates.com/products/BRIGANCEoverview.aspx</a>. Home Visiting Program Model: More information found at  <a href="http://www.babytalk.org">http://www.babytalk.org</a>.</p>	
			03	Denver Developmental Screening	<p>The Denver Developmental Screening Test (DDST) is a widely used assessment for examining children 0-6 years of age as to their developmental progress. A scale that may be used to determine if a child's development is within normal range. Identifies children</p>	

## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					likely to have motor, social, and/or language delays.	
			06	Battelle Developmental Inventory™	The Battelle® Developmental Inventory, Third Edition™ (BDI-3™) measures mastery of developmental milestones in the following global domains: Communication, Social-emotional, Adaptive, Motor, Cognitive.	More information can be found at: <a href="http://denverii.com">http://denverii.com</a>
			07	Bayley Scales of Infant and Toddler Development (Bayley)	The Bayley-4 Screening Test can quickly determine if a child is on track developmentally or if further, more comprehensive assessment is needed.	More information can be found at: <a href="https://info.riversideinsights.com/bdi-3">https://info.riversideinsights.com/bdi-3</a>
			08	Developmental Indicators for the Assessment of Learning (DIAL)	Developmental Indicators for the Assessment of Learning™ Fourth Edition (DIAL™-4) is a global screener for assessing large groups of children quickly and efficiently.	More information can be found at: <a href="https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Cognition-&amp;-Neuro/Brief/Bayley-Scales-of-Infant-and-Toddler-Development-Screening-Test/p/100001998.html">https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Cognition-&amp;-Neuro/Brief/Bayley-Scales-of-Infant-and-Toddler-Development-Screening-Test/p/100001998.html</a>
			99	Not screened		

## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Child Developmental Screening for Social and Emotional Development</b>	Mandatory	Char(2)			Indicate the child developmental screening tool used to screen the child's social and emotional development. If the tool is not listed, please contact the Early Childhood Department at earlychi@isbe.net.	<ul style="list-style-type: none"> <li>• Please indicate the PRIMARY screening tool.</li> <li>• Only one general screening tool can be applied to the record per fiscal year.</li> </ul>
			01	Ages & Stages -Social Emotional Questionnaire ®	<p>Ages &amp; Stages Questionnaires®: SocialEmotional is a parent-completed, highly reliable system focused solely on social and emotional development in young children.</p> <p>More information can be found at: <a href="http://agesandstages.com/productsservices/asqse-2/#silk-tabs-0-1">http://agesandstages.com/productsservices/asqse-2/#silk-tabs-0-1</a></p>	
			02	Devereux Early Childhood Assessment	<p>This screening instrument includes 37 items, which are designed to assess 27 positive and 10 problem behaviors. Behaviors are rated as occurring “never,” “rarely,” “occasionally,” “frequently,” or “very frequently.” It includes guidelines for supportive interactions and partnerships with families. English and Spanish versions available.</p> <p>More information can be found at: <a href="http://www.centerforresilientchildren.org/preschool/assessments-resources/the-devereux-earlychildhood-assessment-preschoolprogram-second-edition">http://www.centerforresilientchildren.org/preschool/assessments-resources/the-devereux-earlychildhood-assessment-preschoolprogram-second-edition</a>.</p>	
			99	Not screened		
<b>Total Number of Parent Groups/Sessions Attended During the Fiscal Year</b>	Mandatory	Numeric			The number of parent groups/sessions attended/participated in by the child's parent(s) during the fiscal year (examples include parent-child interactions, parent workshops, parent support groups).	Accepts only numbers.
<b>Biological Mother’s Date of Birth</b>	*Mandatory (See Notes)	Char(10)	mm/dd/yyyy		The birthdate of a woman who has conceived and given birth.	*Mandatory if Family Structure is NOT “Youth in Care”.



## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Parent was Married at Time of Student's Birth</b>	*Mandatory (See Notes)	Char(2)			Marriage is a legal relationship between spouses: a legally recognized relationship, established by a civil and/or religious ceremony, between two people who intended to live together as a sexual and domestic partners.	*Mandatory if Family Structure is NOT "Youth in Care".
			01	Yes		
			02	No		
<b>Total Number of Home Visits During the Fiscal Year</b>	Mandatory	Numeric			The number of completed home visits and in-person contacts provided to the family during the fiscal year based on program model and case management provided.	Accepts only numbers.
<b>Family Structure</b>	Mandatory	Char(2)			Code that best describes the child's family structure at the time the child entered the program.	
			01	Both Parents in home		
			02	Single Parent Family		
			03	Lives with an adult other than Guardian		
			04	Youth in Care	The child is currently in a foster care setting.	
			05	Parents have joint custody		
<b>Household Income Criteria</b>	Mandatory	Char(2)			The child is from a family whose income is less than 50%, 100%, 200% or 400% the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2).	
			01	50% at or below the Federal Poverty Level		
			02	100% at or below the Federal Poverty Level		
			03	200% at or below the Federal Poverty Level		
			04	400% at or below the Federal Poverty Level		
			07	Did not collect	NOT applicable when the student is NOT homeless and Family Structure is NOT "Youth in Care."	
<b>Student's Family is Receiving Child Support</b>	Mandatory	Char(2)			The court-ordered payments, typically made by a noncustodial divorced parent, to support one's minor child or children.	
			01	Yes		
			02	No		

## Birth To Three Indicators

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Student's Family is Receiving TANF</b>	Mandatory	Char(2)			The Temporary Assistance for Needy Families (TANF) program provides temporary financial assistance for pregnant women and families with one or more dependent children. TANF provides financial assistance to help pay for food, shelter, utilities, and expenses other than medical.	
			01	Yes		
			02	No		
<b>Student's Family is Receiving WIC</b>	Mandatory	Char(2)			WIC provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.	
			01	Yes		
			02	No		
<b>Student's Family is Receiving a Housing Subsidy</b>	Mandatory	Char(2)			Subsidized housing or social housing is government supported accommodation for people with low to moderate incomes. Forms of subsidies include direct housing subsidies, non-profit housing, public housing, rent supplements and some forms of cooperative and private sector housing.	
			01	Yes		
			02	No		
<b>Student's Family is Receiving SNAP</b>	Mandatory	Char(2)			The Supplemental Nutrition Assistance Program (SNAP) (formerly Food Stamps) helps low-income people and families buy the food they need for good health. Benefits are provided on the Illinois Link Card - an electronic card that is accepted at most grocery stores. The program is managed by the Food and Nutrition Service (FNS) of the United States Department of Agriculture. The Department of Human Services administers the program in Illinois.	
			01	Yes		
			02	No		

## Birth To Three Program

### Birth to Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>If <b>Enrollment Entry/Grade Level</b> is '00,' a Birth To Three record is created.</li> <li>The <b>Home RCDTS</b> of the student's active enrollment must match the RCDTS of the IWAS user entering the data.</li> </ul> <p><b>Program / Provider Rules:</b></p> <ul style="list-style-type: none"> <li>All enrollments must have at least one non-erroneous <b>Program</b> before enrollment can be exited:               <ul style="list-style-type: none"> <li>Early Head Start</li> <li>Prevention Initiative</li> </ul> </li> <li>Each non-erroneous Program must have at least one non-erroneous <b>Provider</b> before enrollment can be exited.</li> <li>Programs and Providers can be added and updated for active enrollments and enrollments exited as non-erroneous.</li> <li>The <b>Home RCDTS</b> of the Birth To Three record must match the RCDTS of the IWAS user entering the data.</li> </ul>						
<b>Program</b>	*Mandatory (See Notes)	Char(2)		Funding is used to administer a Birth To Three program where children ages 0-3 are provided educational services.		<ul style="list-style-type: none"> <li>*Mandatory when adding a program.</li> <li>A non-erroneous program must be added before an enrollment can be exited.</li> </ul>
			01	Early Head Start	Early Head Start programs provide family-centered services for low-income families with very young children. These programs are designed to promote the development of the children, and to enable their parents to fulfill their roles as parents and to move toward self-sufficiency.	
			02	Prevention Initiative	The Early Childhood Block Grant (ECBG) Prevention Initiative (PI) program provides intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success.	
<b>Service Location</b>	*Mandatory (See Notes)	Char(2)		Identify the type of program/services this child receives: DCFS Licensed Day Care/Center-Based, Family Child Care Home, or Home Visiting.		<ul style="list-style-type: none"> <li>*Mandatory when adding a program.</li> </ul>

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>Each service location is available for each program.</li> </ul>
			09	DCFS Licensed Day Care/Center-Based	The child is enrolled in a DCFS Licensed Day Care/Center-based program.	
			10	DCFS Licensed Family Child Care Home	The child is enrolled in a DCFS Licensed Family Child Care Home program. The Illinois Department of Children and Family Services (DCFS) uses the term "Day Care Home." Day care homes are "family homes in which care is provided for more than three children, including the caregiver's own children, related and unrelated children." These homes must be licensed by DCFS.	
			11	Home Visiting	The child is enrolled in a Home Visiting Program that is implementing an evidence-based home visiting program model.	
<b>Program Model</b>	*Mandatory (See Notes)	Char(2)		All programs implementing home visiting must indicate an evidence-based program model. If the evidence-based program model being implemented is not listed, please contact the Early Childhood Department at <a href="mailto:earlychi@isbe.net">earlychi@isbe.net</a> .		<ul style="list-style-type: none"> <li>*Mandatory when the program / service location combination is NOT either of the following:                             <ul style="list-style-type: none"> <li>Prevention Initiative / DCFS Licensed Day Care/Center-Based</li> <li>Prevention Initiative / DCFS Licensed Family Child Care Home</li> </ul> </li> <li>If there is more than one program model being implemented for a program, only specify the MAIN program model.</li> </ul>
			01	Parents as Teachers™ (PAT)	This is accomplished by: 1. Engaging others in the community who support young families, 2. Casting a net over your targeted population includes going where parents and children already are, 3. Learning about families	Only available when the service location is "Home Visiting".

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>guides professionals to affirm parent and child strengths and to strategize with parents about how to address family needs, 4. Arranging for services which are meaningful to a family's real needs.</p> <p>Home Visiting Program Model: More information found at <a href="http://www.babytalk.org">http://www.babytalk.org</a>.</p>	
			02	Baby TALK™	<p>The Baby TALK Mission is to positively impact child development and nurture healthy parent-child relationships during the critical early years.</p> <p>This is accomplished by: 1. Engaging others in the community who support young families, 2. Casting a net over your targeted population includes going where parents and children already are, 3. Learning about families guides professionals to affirm parent and child strengths and to strategize with parents about how to address family needs, 4. Arranging for services which are meaningful to a family's real needs.</p> <p>Home Visiting Program Model: More information found at <a href="http://www.babytalk.org">http://www.babytalk.org</a>.</p>	Only available when the service location is "Home Visiting".
			04	Healthy Families America® (HFA)	<p>Healthy Families America (HFA) helps families manage life's challenges by building on their strengths. Local programs select the target population they plan to serve, including single parents or families with low income, substance abuse or domestic violence. The program offers weekly home visits, beginning prenatally or within the first three months after a child's</p>	Only available when the service location is "Home Visiting".

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>birth and continuing through the first three to five years of life. HFA also offers screenings and assessments and may include parent support groups, father involvement programs, and job training.</p> <p>Home Visiting Program Model: More information found at <a href="http://www.healthyfamiliesamerica.org">http://www.healthyfamiliesamerica.org</a>.</p>	
			06	Early Head Start (EHS)	<p>Early Head Start (EHS) targets low income pregnant women and families with children from birth through age 3 who are at or below the federal poverty level or are eligible for Part C services under the Individuals with Disabilities Education Act. The program focuses on providing high quality, flexible and culturally competent child development and parent support services with an emphasis on the role of the parent as the child’s first, and most important, relationship. EHS programs include home- or center-based services, a combination of home and center-based programs, and family child care services (services provided in child care in home-based settings). EHS home-based services include (1) weekly 90-minute home visits and (2) two group socialization activities per month for parents and their children.</p> <p>More information found at <a href="https://eclkc.ohs.acf.hhs.gov/hslc">https://eclkc.ohs.acf.hhs.gov/hslc</a>.</p>	<ul style="list-style-type: none"> <li>• Available for all service locations.</li> <li>• Online: Auto selected and cannot be changed when the program / service location combination is either of the following:               <ul style="list-style-type: none"> <li>◦ Early Head Start / DCFS Licensed Day Care Center/Center-Based</li> <li>◦ Early Head Start / DCFS Licensed Family Child Care Home</li> </ul> </li> </ul>
			07	Nurse Family Partnership	<p>The Nurse-Family Partnership (NFP) is designed for first-time, low-income mothers and their children. It includes one-on-one home visits by a trained public health registered nurse to</p>	<p>Only available when the service location is “Home Visiting”.</p>

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>participating clients. The visits begin early in the woman’s pregnancy (with program enrollment no later than the 28th week of gestation) and conclude when the woman’s child turns 2 years old. During visits, nurses work to reinforce maternal behaviors that are consistent with program goals and that encourage positive behaviors and accomplishments. Topics of the visits include prenatal care; caring for an infant; and encouraging the emotional, physical, and cognitive development of young children.</p> <p>Home Visiting Program Model: More information can be found at <a href="https://www.nursefamilypartnership.org/">https://www.nursefamilypartnership.org/</a>.</p>	
<b>Program Start Date</b>	*Mandatory (See Notes)	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>• *Mandatory when adding a program.</li> <li>• Must be on or after the Enrollment Entry Date.</li> <li>• No future dates are allowed.</li> </ul>
<b>Program End Date</b>	Optional	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>• Must be on or before the Enrollment Exit Date.</li> <li>• Cannot be before the Program Start Date.</li> <li>• Auto fills to the Enrollment Exit Date when an enrollment is exited -view-only.</li> <li>• No future dates are allowed.</li> </ul>
<b>Reason for Ending Program</b>	*Mandatory (See Notes)	Char(2)				*Mandatory when a Program End Date is provided.
			01	Services Ended	Closing a record as a result of the program services ending.	<ul style="list-style-type: none"> <li>• Auto-filled for open programs when the enrollment is exited with any code other than 99 – Erroneous enrollment (previously ended programs)</li> </ul>

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						will retain the reason applied when ended) - view-only. <ul style="list-style-type: none"> <li>Use when the enrollment is still open, and a program needs to be ended because services have ended.</li> </ul>
			02	Program Transition Plan	Transitioned to another program as a result of a Behavior Support Plan and Program Transition Plan, 23 ILLINOIS ADMINISTRATIVE CODE 235 Section 235.320 and 235.330. <a href="https://www.isbe.net/documents/235ARK.pdf">https://www.isbe.net/documents/235ARK.pdf</a>	Only available for selection when there is a Program Transition Plan associated with the student's enrollment.
			99	Erroneous		<ul style="list-style-type: none"> <li>Auto-filled for all programs (open and ended) when the enrollment is exited with code 99 – Erroneous enrollment - view-only.</li> <li>Use when the enrollment is still open, and an erroneously created program needs to be ended (soft delete).</li> </ul>
<b>Provider Type</b>	Online: *Mandatory (See Notes) Batch: Optional	Char(3)		Identify the specific role of the provider.		<ul style="list-style-type: none"> <li>Online: *Mandatory when adding a program.</li> <li>A non-erroneous provider must be added to a non-erroneous program before an enrollment can be exited.</li> </ul>
			HMV	Home Visitor	The staff member in the home visiting program type assigned to provide comprehensive services to children and their families through home visits and group socialization activities.	<ul style="list-style-type: none"> <li>Only available when the service location is "Home Visiting".</li> <li>Specific to Early Childhood – won't map to EIS codes.</li> </ul>
			TCH	Teacher	The staff member in the DCFS Licensed center-based or family child care home program type assigned to be the lead teacher within the classroom to provide comprehensive services to children.	<ul style="list-style-type: none"> <li>Only available when the service location is either of the following: <ul style="list-style-type: none"> <li>DCFS Licensed Day Care/Center-Based</li> <li>DCFS Licensed Family Child Care Home</li> </ul> </li> </ul>



## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			TCA	Teacher Assistant	The staff member in the DCFS Licensed center-based or family child care home program type assigned to be the assistant within the classroom to provide comprehensive services to children.	<ul style="list-style-type: none"> <li>• Specific to Early Childhood – won't map to EIS codes.</li> <li>• Only available when the service location is either of the following: <ul style="list-style-type: none"> <li>◦ DCFS Licensed Day Care/Center-Based</li> <li>◦ DCFS Licensed Family Child Care Home</li> </ul> </li> <li>• Specific to Early Childhood – won't map to EIS codes.</li> </ul>
			FSS	Family Support Specialist	The staff member in the DCFS Licensed center-based or family child care home program type, or home visiting program type assigned to work with families to provide comprehensive parent education services to children and their families through group socializations and home visits.	<ul style="list-style-type: none"> <li>• Available for all service locations.</li> <li>• Specific to Early Childhood – won't map to EIS codes.</li> </ul>
<b>IEIN</b>	Online: *Mandatory (See Notes) Batch: *Mandatory (See Notes)	Numeric		Illinois Educator Identifying Number (IEIN) is the teacher's certificate number. Required to track teachers in the state of Illinois. All Illinois Certified teachers have an IEIN number.  Please go to the Educator Licensure Information System (ELIS) and create an account to obtain an IEIN. (Website for ELIS: <a href="https://apps.isbe.net/iwasnet/login.aspx">https://apps.isbe.net/iwasnet/login.aspx</a> )  Non-certified teachers and other types of providers must also obtain an IEIN from ELIS.	<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a provider.</li> <li>• Batch: *Mandatory when adding a Provider Type code.</li> </ul>	
<b>Gateways Registry Member ID</b>	Optional	Char(10)		Gateways Registry Membership tracks education, credentials, and all Registry trainings attended in the Registry database. This information is accessible via the member's Professional Development Record (PDR). ( <a href="https://registry.ilgateways.com/be-a-member/registry-membership">https://registry.ilgateways.com/be-a-member/registry-membership</a> )		
<b>Provider has a Gateways Credential</b>	Optional	Char(2)		Gateways Credentials are symbols of an individual's professional achievement that show their knowledge, skills, and experience in caring for and educating children. Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. ( <a href="https://www.ilgateways.com/index.php/credentials">https://www.ilgateways.com/index.php/credentials</a> )		
			01	Yes		

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			02	No		
<b>Provider Start Date</b>	Online: *Mandatory (See Notes) Batch: *Mandatory (See Notes)	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a provider.</li> <li>• Batch: *Mandatory when adding a Provider Type code.</li> <li>• For the first provider: Must be equal to the Program Start Date.</li> <li>• For subsequent providers: Can be one of the following:                             <ul style="list-style-type: none"> <li>◦ Equal to the Program Start Date.</li> <li>◦ After the Program Start Date and before the Program End Date.</li> <li>◦ After the Program Start Date and equal to the Program End Date.</li> </ul> </li> <li>• No future dates are allowed</li> </ul>
<b>Provider End Date</b>	Optional	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>• Can be one of the following:                             <ul style="list-style-type: none"> <li>◦ Equal to the Provider Start Date.</li> <li>◦ After the Provider Start Date and before the Program End Date.</li> <li>◦ After the Provider Start Date and equal to the Program End Date.</li> <li>◦ Equal to the Provider Start Date and equal to the Program End Date.</li> </ul> </li> <li>• No future dates are allowed</li> </ul>
<b>Reason for Ending Provider</b>	*Mandatory (See Notes)	Char(2)				*Mandatory when a Provider End Date is provided.
			01	Career Change	The provider has left the education field.	
			02	Classroom Management	A change in provider. (Changing from one provider to another.)	

## Birth To Three Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	Community-based Organization to Local Education Agency	The provider moved to a Local Education Agency.	
			04	Dismissed	The provider was terminated or separated from duties.	
			05	Leaving the Field	The provider has left the field of early childhood (Birth to third grade).	
			06	Program Ended	For programs that don't follow a district/school calendar year. The year-round program is rolling over to a new program year.	
			07	Relocation	The provider relocated to another agency or district.	
			08	Salary Increase	The provider moved to another program to receive a salary increase.	
			09	School Ended	The school calendar year has ended.	
			10	Transferred	The provider was transferred within or to another program location, building or school.	
			99	Erroneous	Closing an erroneously created record.	

## Birth To Three Well-Child Visit

### Birth To Three Well-Child Visit

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home or Serving RCDTS</b> of the student's active enrollment must match the IWAS user's RCDTS to submit data.</li> </ul>						
<b>Type of Well-Child Visit</b>	*Mandatory (See Notes)	Char(2)			Regular visits with a doctor to discuss and monitor child's health, growth and development to discuss any concerns. Routine doctor visits for comprehensive preventive health services that begin when a baby is young and continue annually. Services may include physical exam and measurements, immunizations, vision and hearing screening, and oral health risk assessments. More information can be found here: <a href="https://downloads.aap.org/AAP/PDF/periodicity_schedule.pdf">https://downloads.aap.org/AAP/PDF/periodicity_schedule.pdf</a>	<ul style="list-style-type: none"> <li>*Mandatory when adding a well-child visit.</li> <li>More than one well-child visit can be added.</li> </ul>
			01	Newborn	Child received jaundice check, weight check, physical exam, feeding issues, metabolic screening, newborn vaccines (if needed), parent vaccines (if needed) within 72 hours after birth.	
			02	By 1 month	Child received weight check, physical exam, vaccines (if needed).	
			03	2 months	Child received physical exam and vaccines (if needed).	
			04	4 months	Child received physical exam and vaccines (if needed).	
			05	6 months	Child received physical exam and vaccines (if needed).	
			06	9 months	Child received physical exam, finger stick (hemoglobin) and vaccines (if needed).	
			07	12 months	Child received physical exam, TB skin test (if needed) and vaccines (if needed).	
			08	15 months	Child received physical exam and vaccines (if needed).	
			09	18 months	Child received physical exam and vaccines (if needed).	
			10	24 months	Child received physical exam, lead screening (if needed) and vaccines (if needed).	
			11	30 months	Child received physical exam and vaccines (if needed).	
			12	3 years	Child received physical exam and TB skin test (if needed).	
<b>Date Received</b>	*Mandatory (See Notes)	Char(10)	mm/dd/yyyy	Caregiver's date of birth.		<ul style="list-style-type: none"> <li>*Mandatory when adding a well-child visit.</li> </ul>

## Birth To Three Well-Child Visit

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"><li>• Must be on or before the Enrollment Exit Date.</li><li>• Can be before the Enrollment Entry Date.</li><li>• No future dates are allowed.</li></ul>

## Birth To Three Caregiver

### Birth to Three Caregiver

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home or Serving RCDTS</b> of the student's active enrollment must match the IWAS user's RCDTS to submit data.</li> <li>For each Birth To Three student, the system stores only one record for each caregiver relationship. If a user uploads data matching an existing caregiver relationship, the system overwrites the caregiver data. Only one record per relationship will be accepted (Biological Mother, Biological Father, Adoptive Parent, Grandparent, Other Relative, Legal Guardian, Foster Parent) If the user sends in a record with the same Relationship Status of an existing record, SIS overwrites the existing record.</li> </ul>						
<b>Caregiver's Relationship to Child</b>	Mandatory	Char(2)			The Caregiver is the person who has the greatest responsibility for the daily care of the child and the person who is participating in the home visits.	There can be more than one caregiver for a Birth To Three student.
			01	Biological Mother		Online: Auto-selected when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.
			02	Biological Father		
			03	Adoptive Parent		
			04	Grandparent		
			05	Other Relative		
			06	Legal Guardian		
			07	Foster Parent		
			99	Erroneous		
<b>Caregiver's SIS Student Id</b>	Optional	Char(9)			Caregiver's Student Identifier assigned in ISBE SIS. This is the caregiver's State assigned SID number, not the child's SID number.	<ul style="list-style-type: none"> <li>If provided, SIS will validate the SID is correct. If not valid, the entire record will fail.</li> <li>Cannot match the SID of the Birth To three student.</li> <li>Online: Auto-fills as the Mother's SID, if available, when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.</li> </ul>
<b>Caregiver's First Name</b>	Mandatory	Char(30)			Caregiver's legal first name.	<ul style="list-style-type: none"> <li>Online: Auto-fills as the Mother's First Name when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.</li> </ul>

## Birth To Three Caregiver

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Caregiver's Last Name	Mandatory	Char(30)		Caregiver's legal last name.		<ul style="list-style-type: none"> <li>• Accepts spaces (Mary Ann) and hyphens, "-" (John-Paul).</li> <li>• Online: Auto-fills as the Mother's Last Name when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.</li> <li>• Accepts spaces (St John) and hyphens, "-" (Santiago-Hernandez).</li> <li>• <b>Note:</b> Do NOT enter spaces in McCormick, MacCormick, nor an apostrophe in Obrien.</li> </ul>
Caregiver's Birthdate	Mandatory	Char(10)	mm/dd/yyyy	Caregiver's date of birth.		Online: Auto-fills as the Mother's Birthdate when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.
Caregiver's Race	Mandatory	Char(2)		General racial category which most clearly reflects the caregiver's recognition of his or her community or with which the individual most identifies.		Online: Auto-fills as the Mother's Race when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.
			11	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.	
			12	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.	
			13	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	
			14	Black or African American	A person having origins in any of the black racial groups of Africa.	

## Birth To Three Caregiver

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			15	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	
			16	White	A person having origins in any of the original peoples of Europe.	
			17	Two or More Races	A person having origins in more than one race.	
			18	Middle Eastern or North African	A person having origins in any of the original peoples of the Middle East or North Africa.	
<b>Caregiver's Education Received</b>	Mandatory	Char(2)		Educational background of the caregiver.		Online: Auto-fills as the Mother's Education Received when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.
			01	8th Grade or Less		
			02	Current High School Student		
			03	Some High School / No Diploma		
			04	High School Diploma / GED		
			05	Vocational School Training		
			06	Associate Degree		
			07	Some College		
			08	Bachelor's Degree		
			09	Professional Degree beyond a Bachelor's		
			10	Master's Degree		
			11	Doctorate Degree		
<b>Caregiver's Employment Status</b>	Mandatory	Char(2)		Current employment status of the caregiver.		Online: Auto-fills as the Mother's Employment Status when a Caregiver record is created while linking a Prenatal record to a Birth To Three record.
			01	Unemployed - not seeking employment		



## Birth To Three Caregiver

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			02	Unemployed - seeking employment		
			03	Unemployed - enrolled in job training		
			04	Employed fewer than 20 hours per week		
			05	Employed 20 hours or more per week		
			06	Self-employed		

## Early Childhood Indicators and Program

### Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p><b>Early Childhood – General Rules:</b></p> <ul style="list-style-type: none"> <li>The <b>Home RCDTS</b> of the student’s active enrollment must match the user’s IWAS RCDTS.</li> <li>If student’s <b>Entry/Grade Level</b> code is ‘14’ Pre-K, an Early Childhood record is created.</li> <li>Early Childhood data can be updated for active enrollments where the Home or Serving School matches the user’s IWAS RCDTS.</li> </ul> <p><b>Program / Provider Rules:</b></p> <ul style="list-style-type: none"> <li>All enrollments must have at least one <b>Program</b> before enrollment can be exited: <ul style="list-style-type: none"> <li>Preschool for All</li> <li>Preschool for All Expansion</li> <li>Head Start</li> <li>IDEA</li> <li>Preschool Title I</li> <li>Local District</li> <li>Tuition Based</li> </ul> </li> <li>Enrollments with any of the following programs must have at least one <b>Provider</b> before enrollment can be exited: <ul style="list-style-type: none"> <li>Preschool for All</li> <li>Preschool for All Expansion</li> <li>IDEA</li> <li>Preschool Title I</li> </ul> </li> <li><b>Programs</b> cannot be on more than one enrollment concurrently. Examples: Preschool for All and Preschool for All (unless the child has an IEP); Preschool for All and Preschool for All Expansion.</li> <li>If the student has a split enrollment, <b>IDEA program</b> can be on more than one enrollment; but if the student is IDEA Services = ‘Yes’, than <b>IDEA program MUST</b> be on at least one enrollment.</li> <li>When IDEA Services is “No”, the <b>IDEA program</b> cannot be added.</li> <li>Programs and Providers can be added and updated for active enrollments and enrollments exited as non-erroneous. For exited enrollments, Programs and Providers can be added / updated up until the end of September 30th of the next school year.</li> </ul>						
<b>Early Head Start (Birth to 3)</b>	Mandatory	Char(2)			Prior to attending a preschool program, the child received Early Head Start services, which may include home-based services, center-based services, or both. (Did the student ever receive Early Head Start services?)	
			01	Yes		
			02	No		
<b>Licensed Child Care</b>	Mandatory	Char(2)			Prior to attending this preschool program, the child was enrolled in a child care center licensed by Illinois DCFS (Department of Children and Family Services).	

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Family Child Care		
			02	Center Based		
			03	Did not attend		
<b>Student's Receiving CCAP Subsidy</b>	Mandatory	Char(2)			Assistance with paying for child care services for low income working families from the Child Care Assistance Program through the Illinois Department of Human Services.	
			01	Yes		
			02	No		
<b>Meets At Risk Criteria</b>	Mandatory	Char(2)			An at-risk child is one who, because of their home and community environment, is subject to such language, cultural, economic, and like disadvantage that he or she has been determined, as a result of screening procedures, to be at risk of academic failure.	
			01	Yes		
			02	No		
<b>Family Structure</b>	Mandatory	Char(2)			Code that best describes the child's family structure at the time the child entered the program.	
			01	Both Parents in home		
			02	Single Parent Family		
			03	Lives with an adult other than Guardian		
			04	Youth in Care	The child is currently in a foster care setting.	
			05	Parents have joint custody		
<b>Household Income Criteria</b>	Mandatory	Char(2)			The child is from a family whose income is less than 50%, 100%, 200% or 400% the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2).	
			01	50% at or below the Federal Poverty Level		
			02	100% at or below the Federal Poverty Level		
			03	200% at or below the Federal Poverty Level		
			04	400% at or below the Federal Poverty Level		
			05	Above 400% Federal Poverty Level		

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			07	Did not collect		<ul style="list-style-type: none"> <li>• NOT applicable when the student is not Homeless, is not a Youth in Care, AND they have Head Start funding.</li> <li>• NOT applicable when the student does not have IDEA Services, is not Homeless, is not a Youth in Care, AND they have Preschool for All or Preschool for All Expansion funding.</li> </ul>
<b>Child Welfare Involvement Within the Past Year</b>	Mandatory	Char(2)			The child or their family has received services from the Department of Children and Family Services (DCFS), including foster care, intact family services or the parent has been a youth in care.	
			01	Yes		
			02	No		
<b>Family Has an Open Intact Family Services Case</b>	Mandatory	Char(2)			The family has been assigned a caseworker by DCFS and is currently receiving or in the past year has received family services.	
			01	Yes		
			02	No		
<b>Child's Parent is a Youth in Care</b>	Mandatory	Char(2)			Either parent of the child is currently or at any point in the past year has been a youth in care.	
			01	Yes		
			02	No		
<b>Student's Family is Receiving TANF</b>	Mandatory	Char(2)			The Temporary Assistance for Needy Families (TANF) program provides temporary financial assistance for pregnant women and families with one or more dependent children. TANF provides financial assistance to help pay for food, shelter, utilities, and expenses other than medical.	
			01	Yes		
			02	No		
<b>Student's Family is Receiving WIC</b>	Mandatory	Char(2)			WIC provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk.	
			01	Yes		
			02	No		

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Student's Family is Receiving SNAP</b>	Mandatory	Char(2)			The Supplemental Nutrition Assistance Program (SNAP) (formerly Food Stamps) helps low-income people and families buy the food they need for good health. Benefits are provided on the Illinois Link Card – an electronic card that is accepted at most grocery stores. The program is managed by the Food and Nutrition Service (FNS) of the United States Department of Agriculture. The Department of Human Services administers the program in Illinois.	
			01	Yes		
			02	No		
<b>Student's Family is Receiving a Housing Subsidy</b>	Mandatory	Char(2)			Subsidized housing or social housing is government supported accommodation for people with low to moderate incomes. Forms of subsidies include direct housing subsidies, non-profit housing, public housing, rent supplements and some forms of co-operative and private sector housing.	
			01	Yes		
			02	No		
<b>Program</b>	*Mandatory (See Notes)	Char(2)			Funding is used to administer a preschool program where children ages 3-5 are provided educational services.	<ul style="list-style-type: none"> <li>• *Mandatory when adding a program.</li> <li>• A non-erroneous program must be added before an enrollment can be exited.</li> </ul>
			01	Preschool for All	The child is attending an Early Childhood Block Grant state funded preschool classroom for 3 to 5-year-old children.	Preschool for All Programs can be added when IDEA Services is "Yes" and Household Income Criteria is "Did not collect".
			02	Preschool for All Expansion	The child is attending an Early Childhood Block Grant state funded preschool classroom for 3 to 5-year-old children.	Preschool for All Expansion Programs can be added when IDEA Services is "Yes" and Household Income Criteria is "Did not collect".
			03	Head Start	Federal program administered through the U.S. Department of Health and Human Services that provides comprehensive Early Childhood education, health, nutrition, and parent-involvement services to low income children and families.	

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			04	IDEA	The child is attending a preschool classroom for 3 to 5-year-old children and has an IEP. At a minimum, some funding for this child is paid with Federal IDEA or state Special Education funds.	
			05	Preschool Title I	The child is attending a preschool program for 3 to 5-year-old children. At a minimum, some funding for this child comes from Title I, Part A of the Elementary and Secondary Education Act as amended by Every Student Succeeds Act.	
			06	Local District	The child is attending a preschool program for 3 to 5-year-old children. At a minimum, some funding for this child is paid with local dollars.	
			07	Tuition Based	The child is attending a preschool classroom for 3 to 5-year-old children. At a minimum, some funding for this child is paid through families paying tuition.	
<b>Service Location</b>	*Mandatory (See Notes)	Char(2)			The agency type where student receives the primary service.	*Mandatory when adding a program.
			01	Public School District	A public-school building.	
			02	Higher Education Institution	A college, university, vocational school, or other post-secondary educational institution offering higher education beyond high school.	
			03	Licensed Child Care Center	Child Care Center is any child care facility which regularly provides child care for less than 24 hours per day and is licensed by the Illinois Department of Children and Family Services.	
			04	Licensed Family Child Care Home	Family Child Care Home is any family home which provides child care for more than 3 up to a maximum of 12 children for less than 24 hours per day and is licensed by the Illinois	

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					Department of Children and Family Services.	
			05	Child's Home	Child's home is where the child resides.	
			06	Community-based Organization	Community-based organization (CBO) is a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.	
			07	Faith-based Organization	Faith-based organization (FBO) is used to refer to religious organizations and other charitable organizations affiliated or identified with one or more religious groups.	
			09	Non-Public School	A nonpublic school provides general educational services to students in one or more of the grades K-12. Nonpublic schools voluntarily choosing to be registered with the Illinois State Board of Education must be nonprofit, meet various requirements outlined in statute and rule, and their services must include instruction in all of the branches of education taught to children of corresponding age and grade in the public schools, including the language arts, mathematics, the biological, physical and social sciences, the fine arts, and physical development and health.	
			10	Outside School Environment	Any service location not defined above that is outside of the school environment and where a student receives preschool educational programming.	

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			11	Regional Office of Education/ Intermediate Service Center	A Regional Office of Education is a local educational agency established pursuant to Section 3A4 of the School Code [105 ILCS 5/3A-4] to provide the services and programs by regions. By law, Intermediate Service Centers serve the functions of Regional Superintendents of Schools and Regional Offices of Education in Suburban Cook County.	
			12	Special Education Cooperative	Joint agreements/cooperatives are established by multiple school districts "to provide needed special education facilities and to employ a director and other professional workers..." (105 ILCS 5/10-22.31) "...for the purpose of providing comprehensive and cost-efficient special education services" (Illinois School Code, 2012, p.297)	
<b>Service Type</b>	*Mandatory (See Notes)	Char(2)		Service provided by the program.		*Mandatory when adding a program.
			01	Half Day AM	The child is attending a classroom for 3 to 5-year-old children for less than a full day in the morning.	Valid for the following programs: Preschool for All, Head Start, IDEA, Local District, Tuition Based.
			02	Half Day PM	The child is attending a classroom for 3 to 5-year-old children for less than a full day in the afternoon.	Valid for the following programs: Preschool for All, Head Start, IDEA, Local District, Tuition Based.
			03	Full Day	The child is attending a full day classroom for 3 to 5-year-old children for 5 or more hours per day, from School Code 105 ILCS 5/10-19.05.	Valid for the following programs: Preschool for All, Head Start, IDEA, Local District, Tuition Based.
			04	State - Preschool Full Day Expansion	The child is attending a full day preschool classroom that meets all the Preschool for All Expansion requirements.	Valid only for Preschool for All Expansion programs.
			05	Home Bound Instruction	<ul style="list-style-type: none"> <li>For IDEA program: A student who is receiving home/hospital instructional</li> </ul>	<ul style="list-style-type: none"> <li>Valid for the following programs: Preschool for All, Preschool for All Expansion,</li> </ul>



## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					services, provided by the district, in accordance with 105 ILCS 5/14-13.01. <ul style="list-style-type: none"> <li>For all other associated programs: Child is receiving preschool educational programming outside of the school environment that's not required.</li> </ul>	IDEA, Local District, Tuition Based <ul style="list-style-type: none"> <li>Will auto-fill when the program is any of those listed above and the service location is "Outside School Environment" – view-only.</li> <li>Not available for selection when the program is any of those listed above and the service location is NOT "Outside School Environment".</li> </ul>
			06	Home Visiting	Home visits and group socialization activities for families and their children.	<ul style="list-style-type: none"> <li>Valid only for Head Start programs.</li> <li>Will auto-fill when the service location is "Child's Home" – view-only.</li> <li>Not available for selection when the service location is NOT "Child's Home".</li> </ul>
			07	Speech Only Services	Student receives only walk-in speech therapy services as a part of the IEP.	Valid only for IDEA programs.
			08	Preschool Title I		<ul style="list-style-type: none"> <li>Valid only for Preschool Title I programs.</li> <li>Will auto-fill when the program is "Preschool Title I" – view-only.</li> <li>Not available for selection when the program is NOT "Preschool Title I". <b>Note:</b> "No" will be inferred for reporting purposes but will not display on the screen.</li> </ul>
Program Start Date	*Mandatory (See Notes)	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>*Mandatory when adding a program.</li> <li>Must be on or after the Enrollment Entry Date.</li> <li>No future dates are allowed.</li> </ul>
Program End Date	Optional	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>Must be on or before the Enrollment Exit Date.</li> </ul>

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>• Cannot be before the Program Start Date.</li> <li>• Auto-fills to the Enrollment Exit Date when an enrollment is exited – view-only.</li> <li>• No future dates are allowed.</li> </ul>
<b>Reason for Ending Program</b>	*Mandatory (See Notes)	Char(2)				*Mandatory when a Program End Date is provided.
			01	Services Ended	Closing a record as a result of the program services ending.	<ul style="list-style-type: none"> <li>• Auto-filled for open programs when the enrollment is exited with any code other than 99 – Erroneous enrollment (previously ended programs will retain the reason applied when ended) - view-only.</li> <li>• Use when the enrollment is still open, and a program needs to be ended because services have ended.</li> </ul>
			02	Program Transition Plan	Transitioned to another program as a result of a Behavior Support Plan and Program Transition Plan, 23 ILLINOIS ADMINISTRATIVE CODE 235 Section 235.320 and 235.330. <a href="https://www.isbe.net/documents/235ARK.pdf">https://www.isbe.net/documents/235ARK.pdf</a>	Only available for selection when there is a Program Transition Plan associated with the student's enrollment.
			99	Erroneous		<ul style="list-style-type: none"> <li>• Auto-filled for all programs (open and ended) when the enrollment is exited with code 99 – Erroneous enrollment - view-only.</li> <li>• Use when the enrollment is still open, and an erroneously created program needs to be ended (soft delete).</li> </ul>
<b>Provider Type</b>	Online: *Mandatory (See Notes)	Char(3)			The specific role of the teacher.	<ul style="list-style-type: none"> <li>• *Mandatory when adding a provider.</li> <li>• A non-erroneous provider must be added to the following</li> </ul>

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
	Batch: Optional					non-erroneous programs before an enrollment can be exited: Preschool for All, Preschool for All Expansion, *IDEA, and Preschool Title I. <ul style="list-style-type: none"> <li>*Exception: When there is an out-of-state Serving School, the only provider added to the IDEA Program can be ended as erroneous.</li> </ul>
			200	Teacher		
			202	Bilingual Education Teacher		
			204	Visiting International Teacher		
			207	Speech Language Pathology Teacher		
			250	Special Education Teacher		
			251	Bilingual Special Education Teacher		
			310	Paraprofessional		
			TBE	Teacher with Bilingual TBE Endorsement	Teacher with a Professional Educator License (PEL) that also has a Transitional Bilingual Education (TBE) Endorsement.	Maps to EIS code 202 - Bilingual Education Teacher
			TPI	Teacher with Bilingual TPI Endorsement	Teacher with a Professional Educator License (PEL) that also has a Transitional Program of Instruction (TPI) Endorsement.	Maps to EIS code 202 - Bilingual Education Teacher
			TSE	Teacher with Early Childhood Special Education Approval	Teacher with a Professional Educator License (PEL) that also has an Early Childhood Special Education Approval.	Maps to EIS code 250 - Special Education Teacher
			HHV	Head Start Home Visitor	The staff member in the home-based program option assigned to work with parents to provide comprehensive services to children and their families through home visits and group socialization activities.”	Specific to Early Childhood – won’t map to EIS codes
			HLT	Head Start Lead Teacher	The staff member in a center-based program that has at least an associate’s or bachelor’s degree in	Specific to Early Childhood – won’t map to EIS codes

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					child development or early childhood education, equivalent coursework or otherwise meet the requirements of the section 648A(a)(3)(B) of the Head Start Act.	
			HTA	Head Start Teacher Assistant	The staff member in a center-based program that has a minimum of a CDA credential and meets the requirements as prescribe in section 648A(a)(2)(B)(ii) of the Head Start Act.	Specific to Early Childhood – won't map to EIS codes
<b>IEIN</b>	Online: *Mandatory (See Notes) Batch: *Mandatory (See Notes)	Numeric			Illinois Educator Identifying Number (IEIN) is the teacher's certificate number. Required to track teachers in the state of Illinois. All Illinois Certified teachers have an IEIN number.  Please go to the Educator Licensure Information System (ELIS) and create an account to obtain an IEIN. (Website for ELIS: <a href="https://apps.isbe.net/iwasnet/login.aspx">https://apps.isbe.net/iwasnet/login.aspx</a> )  Non-certified teachers and other types of providers must also obtain an IEIN from ELIS.	<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a provider.</li> <li>• Batch: *Mandatory when adding a Provider Type code.</li> </ul>
<b>Gateways Registry Member ID</b>	Optional	Char(10)			Gateways Registry Membership tracks education, credentials, and all Registry trainings attended in the Registry database. This information is accessible via the member's Professional Development Record (PDR).  ( <a href="https://registry.ilgateways.com/be-a-member/registry-membership">https://registry.ilgateways.com/be-a-member/registry-membership</a> )	
<b>Provider has a Gateways Credential</b>	Optional	Char(2)			Gateways Credentials are symbols of an individual's professional achievement that show their knowledge, skills, and experience in caring for and educating children. Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.  ( <a href="https://www.ilgateways.com/index.php/credentials">https://www.ilgateways.com/index.php/credentials</a> )	
			01	Yes		
			02	No		
<b>Provider Start Date</b>	Online: *Mandatory (See Notes) Batch: *Mandatory (See Notes)	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a provider.</li> <li>• Batch: *Mandatory when adding a Provider Type code.</li> <li>• For the first provider: Must be equal to the Program Start Date.</li> </ul>

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>For subsequent providers: Can be one of the following:                             <ul style="list-style-type: none"> <li>Equal to the Program Start Date.</li> <li>After the Program Start Date and before the Program End Date.</li> <li>After the Program Start Date and equal to the Program End Date.</li> </ul> </li> <li>No future dates are allowed</li> </ul>
<b>Provider End Date</b>	Optional	Char(10)		mm/dd/yyyy		<ul style="list-style-type: none"> <li>Can be one of the following:                             <ul style="list-style-type: none"> <li>Equal to the Provider Start Date.</li> <li>After the Provider Start Date and before the Program End Date.</li> <li>After the Provider Start Date and equal to the Program End Date.</li> <li>Equal to the Provider Start Date and equal to the Program End Date.</li> </ul> </li> <li>No future dates are allowed</li> </ul>
<b>Reason for Ending Provider</b>	*Mandatory (See Notes)	Char(2)				*Mandatory when a Provider End Date is provided.
			01	Career Change	The provider has left the education field.	
			02	Classroom Management	A change in provider. (Changing from one provider to another.)	
			03	Community-based Organization to Local Education Agency	The provider moved to a Local Education Agency.	
			04	Dismissed	The provider was terminated or separated from duties.	
			05	Leaving the Field	The provider has left the field of early childhood (Birth to third grade).	
			06	Program Ended	For programs that don't follow a district/school calendar year. The	

## Early Childhood Indicators and Program

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					year-round program is rolling over to a new program year.	
			07	Relocation	The provider relocated to another agency or district.	
			08	Salary Increase	The provider moved to another program to receive a salary increase.	
			09	School Ended	The school calendar year has ended.	
			10	Transferred	The provider was transferred within or to another program location, building or school.	
			99	Erroneous	Closing an erroneously created record.	

## Behavior Support Plan

### Behavior Support Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Plan Implemented Date</b>	Mandatory	Char(10)	mm/dd/yyyy		The date that the Behavior Support Plan was implemented.	<ul style="list-style-type: none"> <li>•Must be before the Date Transition Recommended provided on the Behavior Support Plan.</li> <li>•Must be after the Enrollment Entry Date.</li> <li>•Must be before or equal to the Enrollment Exit Date.</li> </ul>
<b>Transition Recommended</b>	Mandatory	Char(2)			An indication of whether or not the child has been recommended for transition to another program.	
			01	Yes		
			02	No		
<b>Date Transition Recommended</b>	Mandatory if Transition Recommended is "Yes"	Char(10)	mm/dd/yyyy		The date the team has recommended a transition after all interventions have been exhausted.	<ul style="list-style-type: none"> <li>•Must be after the Plan Implemented Date provided on the Behavior Support Plan.</li> <li>•Must be after the latest Intervention Date provided on the Behavior Support Plan.</li> <li>•Must be after the Enrollment Entry Date.</li> <li>•Must be before or equal to the Enrollment Exit Date.</li> </ul>
<b>Program Staff Signature</b>	Mandatory	Char(2)			An indication of whether or not the Behavior Support Plan has been signed by a program staff member.	
			01	Yes		
			02	No		
<b>Program Administrator/Center Director Signature</b>	Mandatory	Char(2)			An indication of whether or not the Behavior Support Plan has been signed by the program	

## Behavior Support Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				administrator/center director.		
			01	Yes		
			02	No		
<b>Parent/Guardian Signature</b>	Mandatory	Char(2)			An indication of whether or not the Behavior Support Plan has been signed by the child's parent or guardian.	
			01	Yes		
			02	No		
<b>Qualified Professional Signature</b>	Mandatory	Char(2)			An indication of whether or not the Behavior Support Plan has been signed by the qualified professional who consulted with the program leaders, program staff and child's family.	
			01	Yes		
			02	No		
<b>Intervention Date</b>	Mandatory	Char(10)	mm/dd/yyyy		The date that an intervention occurred.	<ul style="list-style-type: none"> <li>•At least one date must be provided; multiple dates can be provided.</li> <li>•Must be after the Plan Implemented Date provided on the Behavior Support Plan and before the Plan Implemented Date provided on the Program Transition Plan.</li> <li>•Must be after the Enrollment Entry Date.</li> <li>•Must be before or equal to the Enrollment Exit Date.</li> </ul>
<b>Intervention Type</b>	Mandatory	Char(2)			The type of intervention that occurred.	
			01		Sent to another classroom	
			02		Sent to Administrator's office	
			03		Administrator was brought into classroom	
			04		Developmental Screening	



## Behavior Support Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			05	Referrals to Community Resources		
			06	Referral to Mental Health Consultant		
			07	Referral to Child's Health Care Provider		
<b>Intervention Reason</b>	Mandatory	Char(2)			The reason for the intervention.	
			01	Serious safety threat		
			02	Challenging behavior		
<b>Qualified Professional Type</b>	Mandatory if Intervention Type is 04-07	Char(2)			The type of qualified professional who consulted with the child.	
			01	Mental Health Consultant		
			02	Licensed Clinical Social Worker		
			03	Speech Pathologist		
			04	Behavioral Therapist		
			05	Health Care Provider		
<b>Qualified Professional First Name</b>	Mandatory if Intervention Type is 04-07	Char(30)			The first name of the qualified professional who consulted with the child.	
<b>Qualified Professional Last Name</b>	Mandatory if Intervention Type is 04-07	Char(30)			The last name of the qualified professional who consulted with the child.	
<b>Qualified Professional Hours with Program Leaders</b>	Mandatory if Intervention Type is 04-07	Numeric(3)			The number of hours of qualified professional contact with program leaders.	<ul style="list-style-type: none"> <li>•Can be zero.</li> <li>•Must be rounded to the nearest hour, up to 999.</li> </ul>
<b>Qualified Professional Hours with Program Staff</b>	Mandatory if Intervention Type is 04-07	Numeric(3)			The number of hours of qualified professional contact with program staff.	<ul style="list-style-type: none"> <li>•Can be zero.</li> <li>•Must be rounded to the nearest hour, up to 999.</li> </ul>
<b>Qualified Professional Hours with Family</b>	Mandatory if Intervention Type is 04-07	Numeric(3)			The number of hours of qualified professional contact with families.	<ul style="list-style-type: none"> <li>•Can be zero.</li> <li>•Must be rounded to the nearest hour, up to 999.</li> </ul>

## Program Transition Plan

### Program Transition Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Transition Reason</b>	Mandatory	Char(2)			The reason the child is being transitioned to another program.	
			01	A determination by a qualified professional		
			02	The program determined that the current early childhood program does not meet the child's developmental needs		
			03	The program's inability to provide the supports needed to maintain the child in the program		
			04	The child was withdrawn from the program by the parent/guardian		
<b>Plan Implemented Date</b>	Mandatory	Char(10)	mm/d d/yyyy		The date that the Program Transition Plan was implemented.	<ul style="list-style-type: none"> <li>•Must be after the Date Transition Recommended provided on the Behavior Support Plan.</li> <li>•Must be before or equal to the Enrollment Exit Date.</li> </ul>
<b>ISBE Notification Date</b>	Mandatory	Char(10)	mm/d d/yyyy		The date that the State Board of Education was notified that the child was considered for removal.	<ul style="list-style-type: none"> <li>•Must be after the Plan Implemented Date provided on the Behavior Support Plan.</li> <li>•Must be before or equal to the Enrollment Exit Date.</li> </ul>
<b>Qualified Professional Type</b>	Mandatory	Char(2)			The type of qualified professional who consulted with the child.	
			01	Mental Health Consultant		
			02	Licensed Clinical Social Worker		

## Program Transition Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	Speech Pathologist		
			04	Behavioral Therapist		
			05	Health Care Provider		
<b>Qualified Professional First Name</b>	Mandatory	Char(30)			The first name of the qualified professional who consulted with the child.	
<b>Qualified Professional Last Name</b>	Mandatory	Char(30)			The last name of the qualified professional who consulted with the child.	
<b>Qualified Professional Hours with Program Leaders</b>	Mandatory	Numeric(3)			The number of hours of qualified professional contact with program leaders.	<ul style="list-style-type: none"> <li>•Can be zero.</li> <li>•Must be rounded to the nearest hour, up to 999.</li> </ul>
<b>Qualified Professional Hours with Program Staff</b>	Mandatory	Numeric(3)			The number of hours of qualified professional contact with program staff.	<ul style="list-style-type: none"> <li>•Can be zero.</li> <li>•Must be rounded to the nearest hour, up to 999.</li> </ul>
<b>Qualified Professional Hours with Family</b>	Mandatory	Numeric(3)			The number of hours of qualified professional contact with families.	<ul style="list-style-type: none"> <li>•Can be zero.</li> <li>•Must be rounded to the nearest hour, up to 999.</li> </ul>
<b>Transitioned Program Name</b>	Mandatory	Char(50)			The name of the program the child is being transitioned to.	
<b>Transitioned Date</b>	Mandatory	Char(10)	mm/d d/yyyy		The date that the child transitioned to the new program.	<ul style="list-style-type: none"> <li>•Must be after the Plan Implemented Date provided for the Program Transition Plan.</li> <li>•Must be before or equal to the Enrollment Exit Date.</li> </ul>
<b>Transitioned Program Serving RCDTS</b>	Optional	Char(15)			The serving RCDTS of the program the child transitioned to.	
<b>Transitioned Program DCFS License</b>	Optional	Char(10)		The DCFS (Department of Child and Family Services) license number of the program the child transitioned to.	Alphanumeric characters with a hyphen are allowed, up to 10 characters.	

**Program Transition Plan**

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Transitioned Program City</b>	Mandatory	Char(25)		The city where the program the child transitioned to is located.		
<b>Transitioned Program State</b>	Mandatory	Char(2)		The state where the program the child transitioned to is located.		
			AL	Alabama		
			AK	Alaska		
			AZ	Arizona		
			AR	Arkansas		
			CA	California		
			CO	Colorado		
			CT	Connecticut		
			DE	Delaware		
			FL	Florida		
			GA	Georgia		
			HI	Hawaii		
			ID	Idaho		
			IL	Illinois		
			IN	Indiana		
			IA	Iowa		
			KS	Kansas		
			KY	Kentucky		
			LA	Louisiana		
			ME	Maine		
			MD	Maryland		
			MA	Massachusetts		
			MI	Michigan		
			MN	Minnesota		
			MS	Mississippi		
			MO	Missouri		
			MT	Montana		
			NE	Nebraska		
			NV	Nevada		
			NH	New Hampshire		
			NJ	New Jersey		
			NM	New Mexico		
			NY	New York		

## Program Transition Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			NC	North Carolina		
			ND	North Dakota		
			OH	Ohio		
			OK	Oklahoma		
			OR	Oregon		
			PA	Pennsylvania		
			RI	Rhode Island		
			SC	South Carolina		
			SD	South Dakota		
			TN	Tennessee		
			TX	Texas		
			UT	Utah		
			VT	Vermont		
			VA	Virginia		
			WA	Washington		
			WV	West Virginia		
			WI	Wisconsin		
			WY	Wyoming		
			DC	Washington DC		
			OC	Out of Country		
<b>Transitioned Program Zip Code</b>	Mandatory if transitioned within the country	Char(9)			The zip code where the program the child transitioned to is located; 5-digit or 9-digit.	<ul style="list-style-type: none"> <li>•If the value for State is "Out of Country", the Zip Code will not be available for entry.</li> <li>•If the value for State is one of the state names, a valid Zip Code must be provided; it will be verified with the USPS.</li> </ul>
<b>Referral Status</b>	Mandatory	Char(2)			The status of a referral due to a suspected disability.	Indication of a suspected disability is inferred when a referral status is selected.
			NO		No referral	
			01	Referred to a district for evaluation		
			02	Pending evaluation		
			03	After evaluation, found eligible for special education services		
			04	Referred to Early Intervention (B-3)		

## Program Transition Plan

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Program Staff Signature</b>	Mandatory	Char(2)			An indication of whether or not the Program Transition Plan has been signed by a program staff member.	
			01	Yes		
			02	No		
<b>Program Administrator/ Center Director Signature</b>	Mandatory	Char(2)			An indication of whether or not the Program Transition Plan has been signed by the program administrator/center director.	
			01	Yes		
			02	No		
<b>Parent/Guardian Signature</b>	Mandatory	Char(2)			An indication of whether or not the Program Transition Plan has been signed by the child's parent or guardian.	
			01	Yes		
			02	No		
<b>Qualified Professional Signature</b>	Mandatory	Char(2)			An indication of whether or not the Program Transition Plan has been signed by the qualified professional who consulted with the program leaders, program staff and child's family.	
			01	Yes		
			02	No		

## Prenatal Services

### Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• <b>IWAS User's RCDT</b> matching the <b>Serving School RCDT</b> can <b>Add/Edit/Update</b> the Prenatal record.</li> <li>• <b>IWAS User's RCDT</b> matching the <b>Grantee RCDT</b> can <b>only Edit/Update</b> the Prenatal record</li> <li>• <b>RCDT for Grantee</b> is defined as the Region-County-District-Type code for the grantee who holds the Early Childhood Block Grant award (i.e., is being funded) for Prevention Initiative services. The grantee is the entity that applied for funding and was approved to operate/administer an Early Childhood Block Grant program. If the grant was awarded to a Joint Agreement, then provide the RCDT code for the administrative agent that was designated during the application process. For example, if there is a Joint Agreement between a ROE and one or more school districts and the ROE was designated as the administrative agent, then provide the RCDT code for the ROE. <ul style="list-style-type: none"> <li>◦ <b>Note:</b> If you do not know who the grantee is, please contact your Entity's/District's Administrative Office for assistance.</li> </ul> </li> <li>• <b>Prenatal Services Start Date, Prenatal Services Exit Date, and Delivery Date</b> cannot be a future date.</li> <li>• When the <b>Prenatal Services Exit Reason</b> is NOT 99-Erroneous, the following fields are required: <ul style="list-style-type: none"> <li>◦ Total Number of Home Visits During the Year</li> <li>◦ Total Number of Parent Groups/Sessions Attended During the Year</li> <li>◦ Total Number of Doula Services Received During the Year</li> <li>◦ Fiscal Year</li> </ul> </li> <li>• When the <b>Prenatal Services Exit Reason</b> is "Live Birth", the following fields are required: <ul style="list-style-type: none"> <li>◦ Delivery Date</li> <li>◦ Place of Delivery</li> <li>◦ City of Delivery</li> <li>◦ State of Delivery</li> <li>◦ County of Delivery</li> <li>◦ Total Number of Birthed Children</li> </ul> </li> </ul>						
<b>Prenatal Id</b>	Optional for Batch	Char(9)			ID of the Mother to which the prenatal information pertains.	<ul style="list-style-type: none"> <li>• Online: Prenatal Id is auto generated.</li> <li>• Batch: If Prenatal Id is blank, an Id will be auto generated.</li> </ul>
<b>Mother's First Name</b>	Mandatory	Char(30)			Mother's legal first name.	Accepts letters, spaces (Mary Ann) and hyphens (John-Paul).
<b>Mother's Middle Name</b>	Optional	Char(30)			Mother's legal middle name.	Accepts letters, spaces (Mary Ann) and hyphens (John-Paul).
<b>Mother's Last Name</b>	Mandatory	Char(30)			Mother's legal last name.	<ul style="list-style-type: none"> <li>• Accepts letters, spaces (St John) and hyphens (Santiago-Hernandez).</li> </ul>

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>• <b>Note:</b> Do NOT enter spaces in McCormick, MacCormick, nor an apostrophe in Obrien.</li> </ul>
<b>Mother's Maiden Name</b>	Mandatory	Char(30)			Mother's maiden name. Provide the mother's legal last name if maiden name doesn't apply.	<ul style="list-style-type: none"> <li>• Accepts letters, spaces (St John) and hyphens (Santiago-Hernandez).</li> <li>• <b>Note:</b> Do NOT enter spaces in McCormick, MacCormick, nor an apostrophe in Obrien.</li> <li>• Cannot be updated once the Prenatal record is saved. If Mother's Maiden Name needs to be updated, create a new Prenatal record.</li> </ul>
<b>Mother's Birthdate</b>	Mandatory	Char(10)	mm/dd/yyyy		Mother's date of birth.	<ul style="list-style-type: none"> <li>• The birthdate provided must relate to an age that is greater than 0 years and less than 99 years.</li> <li>• Cannot be updated once the Prenatal record is saved. If Mother's Birthdate needs to be updated, create a new Prenatal record.</li> </ul>
<b>Mother's SIS Student Id</b>	Optional	Char(9)			Mother's Student ID if she has one.	Accepts only numbers.
<b>Mother's Race</b>	Mandatory	Char(2)			General racial category which most clearly reflects the mother's recognition of her community or with which the individual most identifies.	
			11	Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.	
			12	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.	
			13	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	



## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			14	Black or African American	A person having origins in any of the black racial groups of Africa.	
			15	Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands	
			16	White	A person having origins in any of the original peoples of Europe.	
			17	Two or More Races	A person having origins in more than one race.	
			18	Middle Eastern or North African	A person having origins in any of the original peoples of the Middle East or North Africa.	
<b>Mother's Marital Status</b>	Mandatory	Char(2)		Mother's marital status.		Online: A history of changes will be available.
			01	Never Married		
			02	Married		
			03	Widowed		
			04	Divorced		
			05	Separated		
<b>Mother's Education Received</b>	Mandatory	Char(2)		Mother's educational background.		For legacy records that haven't been exited: Must choose one of the available values.
			01	8 <sup>th</sup> Grade or Less		
			02	Current High School Student		
			03	Some High School / No Diploma		
			04	High School Diploma / GED		
			05	Vocational School Training		
			06	Associate Degree		
			07	Some College		
			08	Bachelor's Degree		
			09	Professional Degree beyond a Bachelor's		
			10	Master's Degree		
			11	Doctorate Degree		
<b>Mother's Employment Status</b>	Mandatory	Char(2)		Mother's current employment status.		For legacy records that haven't been exited: Must choose one of the available values.

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Unemployed – not seeking employment		
			02	Unemployed – seeking employment		
			03	Unemployed – enrolled in job training		
			04	Employed fewer than 20 hours per week		
			05	Employed 20 hours or more per week		
			06	Self-employed		
<b>Mother is Homeless</b>	Mandatory	Char(2)		Homeless means having no home or permanent place or residence.  Identifies individuals who lack a fixed, regular, and adequate nighttime residence. This includes the following examples: <ul style="list-style-type: none"> <li>• Sharing the housing of other persons (doubling up) due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters.</li> <li>• Having a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.</li> <li>• Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.</li> </ul> (Reference: Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act))		For legacy records that haven't been exited, the value is defaulted to "No".
			01	Yes		
			02	No		
<b>Mother's Street Address</b>	*Mandatory (see Notes)	VarChar(50)		Street address in which mother resides.		<ul style="list-style-type: none"> <li>• *Mandatory when a value is provided for Mother's City, Mother's Zip Code, Mother's Zip +4 and/or Mother's County.</li> <li>• Accepts letters, numbers, spaces, hyphens (-) and underscores (_).</li> </ul>
<b>Mother's City</b>	*Mandatory (see Notes)	VarChar(30)		City in which mother resides.		<ul style="list-style-type: none"> <li>• *Mandatory when a value is provided for Mother's Street Address,</li> </ul>

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						Mother's Zip Code, Mother's Zip +4 and/or Mother's County. <ul style="list-style-type: none"> <li>Accepts letters, spaces and hyphens (-).</li> </ul>
<b>Mother's Zip Code</b>	*Mandatory (see Notes)	Numeric			Zip code of the city in which mother resides.	<ul style="list-style-type: none"> <li>*Mandatory when a value is provided for Mother's Street Address, Mother's City, Mother's Zip +4 and/or Mother's County.</li> <li>Accepts only numbers.</li> </ul>
<b>Mother's Zip +4</b>	Optional	Numeric			Zip +4 code of the city in which mother resides.	Accepts only numbers.
<b>Mother's County</b>	*Mandatory (see Notes)	Char(3)			County in which mother resides. See the <a href="#">Illinois Counties</a> document.	*Mandatory when a value is provided for Mother's Street Address, Mother's City, Mother's Zip Code and/or Mother's Zip +4.
<b>Mother's Phone Area Code</b>	*Mandatory (see Notes)	Numeric	999		Contact telephone number area code for mother.	<ul style="list-style-type: none"> <li>*Mandatory when a value is provided for Mother's Phone Prefix and/or Mother's Phone Suffix.</li> <li>Online: Collected in one "Phone" field; <b>must include a hyphen between area code and prefix, and between prefix and suffix.</b></li> <li>Batch: Collected in a separate field.</li> <li>Must be 3 digits long and be between 200-999.</li> </ul>
<b>Mother's Phone Prefix</b>	*Mandatory (see Notes)	Numeric	999		Contact telephone number prefix for mother.	<ul style="list-style-type: none"> <li>*Mandatory when a value is provided for Mother's Phone Area Code and/or Mother's Phone Suffix.</li> <li>Online: Collected in one "Phone" field; <b>must include a hyphen between area code and prefix, and between prefix and suffix.</b></li> </ul>

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>• Batch: Collected in a separate field.</li> <li>• Must be 3 digits long and be between 200-999.</li> </ul>
<b>Mother's Phone Suffix</b>	*Mandatory (see Notes)	Numeric	9999	Contact telephone number suffix for mother.		<ul style="list-style-type: none"> <li>• *Mandatory when a value is provided for Mother's Phone Area Code and/or Mother's Phone Prefix.</li> <li>• Online: Collected in one "Phone" field; <b>must include a hyphen between area code and prefix, and between prefix and suffix.</b></li> <li>• Batch: Collected in a separate field.</li> <li>• Must be 4 digits long and be between 0000-9999.</li> </ul>
<b>RCDT for Grantee</b>	Mandatory	Char(11)	rrccdddt	The Region-County-District-Type code for the grantee who holds the Early Childhood Block Grant award (i.e., is being funded) for Prevention Initiative services.  The grantee is the entity that applied for funding and was approved to operate/administer an Early Childhood Block Grant Program.  If the grant was awarded to a Joint Agreement, then provide the RCDT code for the administrative agent that was designated during the application process. For example, if there is a Joint Agreement between a ROE and one or more school districts and the ROE was designated as the administrative agent, then provide the RCDT code for the ROE.		<ul style="list-style-type: none"> <li>• <b>Note:</b> If you do not know who the grantee is, please contact your Entity's/District's Administrative Office for assistance.</li> <li>• Must be a valid 11-character RCDT code.</li> <li>• Cannot be updated once the Prenatal record is saved. If the RCDT for Grantee needs to be updated, create a new Prenatal record.</li> </ul>
<b>RCDTS for Serving School</b>	Mandatory	Char(15)	rrccdddtssss	The Region-County-District-Type-School code that uniquely identifies the school/program where the prenatal services are provided.		<ul style="list-style-type: none"> <li>• Must be a valid 15-character RCDTS code.</li> <li>• Serving School RCDT must match the RCDT of the IWAS user entering the data.</li> <li>• Cannot be updated once the Prenatal record is saved. If the RCDTS for Serving School needs to be updated, create a new Prenatal record.</li> </ul>

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Delivery Due Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Anticipated date of delivery.		Must be within 3 years of the Prenatal Services Start Date (before or after).
<b>Prenatal Care Start Trimester</b>	Mandatory	Char(2)		Prenatal care start Trimester.		
			01	1st Trimester	Begins at conception up to 12 weeks.	
			02	2nd Trimester	13 weeks up to 27 weeks.	
			03	3rd Trimester	28 weeks up to birth.	
<b>Prenatal Services Start Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Date the prenatal services started.		<ul style="list-style-type: none"> <li>• Cannot be before July 1, 2014.</li> <li>• No future dates are allowed.</li> <li>• Online: Can be updated.</li> <li>• Batch: Cannot be updated, because it's used as a key.</li> </ul>
<b>Prenatal Services Exit Date</b>	*Mandatory (see Notes)	Char(10)	mm/dd/yyyy	Date the prenatal services stopped.		<ul style="list-style-type: none"> <li>• *Mandatory when a Prenatal Services Exit Reason is provided.</li> <li>• Cannot be before the Prenatal Services Start Date.</li> <li>• No future dates are allowed.</li> </ul>
<b>Prenatal Services Exit Reason</b>	*Mandatory (see Notes)	Char(2)		Reason for exiting a mother from system.		*Mandatory when a Prenatal Services Exit Date is provided.
			01	Live Birth		
			02	Pregnancy Ended		
			03	Moved / Not Known to be Continuing		
			04	Death of the Mother		
			09	Dropped Out		
			10	Program/Services Ended		
			99	Erroneous		
<b>Delivery Date</b>	*Mandatory (see Notes)	Char(10)	mm/dd/yyyy	Date the child(ren) was birthed.		<ul style="list-style-type: none"> <li>• *Mandatory when the Prenatal Services Exit Reason is "Live Birth".</li> <li>• Cannot be before July 1, 2014.</li> <li>• No future dates are allowed.</li> </ul>
<b>Place of Delivery</b>	*Mandatory (see Notes)	Char(2)		The place where mother delivered child.		*Mandatory when the Prenatal Services Exit Reason is "Live Birth".

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Home		
			02	Hospital / Medical Center		
			03	Vehicle		
			04	Unknown		
			05	None of the above		
<b>City of Delivery</b>	*Mandatory (see Notes)	VarChar(30)			Town or city where mother delivered child.	<ul style="list-style-type: none"> <li>*Mandatory when the Prenatal Services Exit Reason is "Live Birth".</li> <li>Accepts letters, spaces and hyphens (-).</li> </ul>
<b>State of Delivery</b>	*Mandatory (see Notes)	VarChar(2)			State where mother delivered child. See the <a href="#">State Abbreviations</a> document.	*Mandatory when the Prenatal Services Exit Reason is "Live Birth".
<b>County of Delivery</b>	*Mandatory (see Notes)	Char(3)			County where mother delivered child. If the State of Delivery is "IL", see the <a href="#">Illinois Counties</a> document.	<ul style="list-style-type: none"> <li>*Mandatory when the Prenatal Services Exit Reason is "Live Birth".</li> <li>Online: Defaults to "Out of State" and cannot be updated when State of Delivery is NOT "IL".</li> <li>Batch: Defaults to "OOS - Out of State" regardless of the value provided when State of Delivery is NOT "IL".</li> <li>For legacy records already exited:               <ol style="list-style-type: none"> <li>Defaults to "Unknown" when the State of Delivery is "IL" and the previously entered value for County of Delivery is NOT found in the Illinois Counties document.</li> <li>Defaults to "Out of State" when the State of Delivery is NOT "IL".</li> </ol> </li> </ul>
<b>Total Number of Birthed Children</b>	*Mandatory (see Notes)	Numeric			Total number of children (0-10) birthed as a result of pregnancy.	*Mandatory when the Prenatal Services Exit Reason is "Live Birth".

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>• Must be a number from 0-10.</li> <li>• Accepts only numbers.</li> </ul>
<b>Total Number of Home Visits During the Year</b>	*Mandatory (see Notes)	Numeric			The number of completed home visits and in-person contacts provided to the family during the year based on program model and case management provided.	<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a Service Type; must add one Service Type for each valid Fiscal Year before exit if Prenatal Services Exit Reason is NOT 99-Erroneous. (<i>See Fiscal Year data element below.</i>)</li> <li>• Online: The number must be greater than 0 and less than or equal to 99.</li> <li>• Batch: *One of the following services must have a total number greater than 0 for each valid Fiscal Year before exit if Prenatal Services Exit Reason is NOT 99-Erroneous: Home Visits, Parent Groups/Sessions or Doula Services. (<i>See Fiscal Year data element below.</i>)</li> <li>• Batch: The number can be greater than or equal to 0 and less than or equal to 99.</li> <li>• Accepts only numbers.</li> </ul>
<b>Total Number of Parent Groups/Sessions Attended During the Year</b>	*Mandatory (see Notes)	Numeric			The number of parent groups/sessions attended by the mother and her support person(s) during the year (examples include but are not limited to birthing classes, parenting classes, parent workshops, parent support groups, etc.).	<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a Service Type; must add one Service Type for each valid Fiscal Year before exit if Prenatal Services Exit Reason is NOT 99-Erroneous. (<i>See Fiscal Year data element below.</i>)</li> <li>• Online: The number must be greater than 0 and less than or equal to 99.</li> <li>• Batch: *One of the following services must have a total</li> </ul>

## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						number greater than 0 for each valid Fiscal Year before exit if Prenatal Services Exit Reason is NOT 99-Erroneous: Home Visits, Parent Groups/Sessions or Doula Services. (See Fiscal Year data element below.) <ul style="list-style-type: none"> <li>• Batch: The number can be greater than or equal to 0 and less than or equal to 99.</li> <li>• Accepts only numbers.</li> </ul>
<b>Total Number of Doula Services Received During the Year</b>	*Mandatory (see Notes)	Numeric			The number of Doula Services received during the year. A Doula is a person who is trained to assist a woman during childbirth and who may provide support to the family after the baby is born.	<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a Service Type; must add one Service Type for each valid Fiscal Year before exit if Prenatal Services Exit Reason is NOT 99-Erroneous. (See Fiscal Year data element below.)</li> <li>• Online: The number must be greater than 0 and less than or equal to 99.</li> <li>• Batch: *One of the following services must have a total number greater than 0 for each valid Fiscal Year before exit if Prenatal Services Exit Reason is NOT 99-Erroneous: Home Visits, Parent Groups/Sessions or Doula Services. (See Fiscal Year data element below.)</li> <li>• Batch: The number can be greater than or equal to 0 and less than or equal to 99.</li> <li>• Accepts only numbers.</li> </ul>
<b>Fiscal Year</b>	*Mandatory (see Notes)	Numeric	yyyy		ISBE's annual financial or accounting reporting period, which starts on July 1st and ends on June 30th.  FY 2022 is between July 1, 2021 and June 30, 2022	<ul style="list-style-type: none"> <li>• Online: *Mandatory when adding a Service Type; must add one Service Type before</li> </ul>



## Prenatal Services

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				FY 2021 is between July 1, 2020 and June 30, 2021 FY 2020 is between July 1, 2019 and June 30, 2020 FY 2019 is between July 1, 2018 and June 30, 2019		exit if Prenatal Services Exit Reason is NOT 99-Erroneous.
				Examples:	<ul style="list-style-type: none"> <li>If the Prenatal Services Start Date is 5/1/2021 and the Prenatal Services Exit Date is 2/1/2022, valid Fiscal Years are 2021 and 2022.</li> <li>If the Prenatal Services Start Date is 9/5/2021 and the Prenatal Services Exit Date is blank, the only valid Fiscal Year is 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Batch: *Mandatory when a total number is provided for any of the following services: Home Visits, Parent Groups/Sessions or Doula Services.</li> <li>The Fiscal Year value must be within the Prenatal Services Start Date and Prenatal Services Exit Date date range.</li> <li>There must be a Fiscal Year and at least one of the following services for each valid Fiscal Year per the Prenatal Services Start Date and Prenatal Services Exit Date date range: Home Visits, Parent Groups/Sessions or Doula Services. (See the Examples in the description.)</li> </ul>

## Prenatal to Student Match

### Prenatal to Student match

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• If Enrollment Entry/Grade Level is '00,' a Birth To Three record is created.</li> <li>• The Home RCDTS of the student's active enrollment must match <u>the RCDTS of the IWAS user entering the data.</u></li> </ul> <p>Prenatal To Student Match</p> <ul style="list-style-type: none"> <li>• To match a Student to a Prenatal record, the conditions below must be true:               <ul style="list-style-type: none"> <li>◦ Student's date of birth is equal to the Delivery Date on the Prenatal record.</li> <li>◦ The Prenatal record must be exited with a Prenatal Services Exit Reason of "Live Birth".</li> </ul> </li> <li>• A Student cannot be linked to more than one prenatal record.</li> <li>• A Prenatal record can be linked to the number of birthed children.</li> <li>• The Home RCDTS of the Birth To Three record must match the RCDTS of the IWAS user entering the data.</li> </ul>						
<b>Prenatal ID</b>	Mandatory	Char(9)			ID of the Mother to which the prenatal information pertains.	
<b>Mother's Maiden Name</b>	Mandatory	Char(30)			Mother's maiden name. Provide the mother's legal last name if maiden name doesn't apply.	
<b>Mother's Birthdate</b>	Mandatory	Char(10)	mm/dd/yyyy		The birthdate of a woman who has conceived and given birth.	
<b>SIS Student ID</b>	Mandatory	Char(9)			Student Identifier assigned in ISBE SIS.	

## Early Childhood Transition

### Early Childhood Transition

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object rules if applicable.						
<b>Was the selected student evaluated by &lt;specified district&gt;?</b>	Mandatory				Indicate whether your district evaluated the student.	
			01	Yes	If Yes, complete Matched Student requested information.	
			02	No	If No, provide Reason for Not Evaluating.	
<b>Reason for Not Evaluating</b>	Mandatory					
					The child exited Early Intervention before the transition process.	
					The child moved away before or during the transition process.	
					The child is deceased.	
					Early Intervention determined a referral was not needed.	
					The domain meeting team recommended an evaluation, but the parents did not provide consent.	
					The domain meeting team recommended no evaluation.	
					The address is not in district boundary.	
					Other	
<b>Additional Comment</b>	Optional; Mandatory IF Reason for Not Evaluating is 'Other'	Char(150)				

## Early Childhood Transition

<b>Matched Student Details</b>	Read Only			
	Student ID			
	Name Last, First			
	Date of Birth			
	EI Number			
	Clinic ID			
	Contact Information			
<b>Eligibility Determination Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Date that eligibility was determined (up to 2 years in the past).
<b>IDEA Eligible</b>	Mandatory			
		01		Yes
		02		No
<b>Did parent/guardian provide consent for initiation of special education services?</b>	Optional; Mandatory IF IDEA Eligible =Yes			
	Yes			
	No			
<b>Services Start Date</b>	Optional; Mandatory IF IDEA Eligible =Yes and Did Parent/ guardian consent to services =Yes	Char(10)	mm/dd/yyyy	Date that services begin (up to 2 years in the past, or 1 year in the future).

## Early Childhood Transition

Reason for Delay in Transition	Mandatory
	No Delay
	Parent failure to produce child for evaluation or participate in eligibility determination
	The child enrolled in the district after parental consent was received in another district, but before eligibility could be determined.
	Early Intervention (CFC) sends the referral after the child is 2.9, but they received the child before age 2.9
	Early Intervention (CFC) receives child after 2 years 9 months and makes the referral.
	Evaluation was completed before the third birthday, but services could not begin until after the third birthday due to a school break or parent choice
	Evaluation was completed on or before the third birthday, but the child was found ineligible for services. Additional evaluation was completed at a later time.

### Change History

01/10/2019	Updated Reason for Not Evaluating, "Address not in district."
12/24/2018	Released

## Early Childhood Outcomes

### Early Childhood Outcomes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home RCDTS</b> of the student's active enrollment must match the users IWAS RCDTS.</li> <li>An Early Childhood Outcomes record is created when a student is enrolled in Early Childhood and <b>IDEA Services</b> is = 'yes'</li> <li>An Early Childhood Outcomes "<b>Entry Rating</b>" Is mandatory before the student's enrollment is exited</li> <li>When exiting a student's enrollment, if the last rating is more than 6 months old, an Early Childhood Outcomes Progress Rating will be required</li> <li>Early Childhood data can be updated for active enrollments where the Home or Serving School matches the user's IWAS RCDTS</li> </ul> <p><b>Ratings</b></p> <ul style="list-style-type: none"> <li>The Early Childhood Outcomes ratings may be submitted to SIS at any time while the student actively enrolled.</li> <li>If Entry Home RCDTS is included, all Entry Rating fields must be populated.</li> <li>If Exit Home RCDTS is included, all Exit Rating fields must be populated.</li> <li>For Ratings, if the rating value is equal to or greater than the <u>original Entry rating</u>, must select 01 – "yes" for <b>Made Progress on Positive Social Relationships, Acquire Use and Knowledge Skills, and Take Appropriate Action to Meet Own Needs.</b></li> </ul>						
<b>Entry Rating - Home RCDTS</b>	Optional, Mandatory if Entry Rating is entered	Char(15)	rrccdddtssss	Home RCDTS for the home school conducting the entry rating		
<b>Entry Rating Date</b>	Optional, Mandatory if Entry Rating is entered	Char(10)	mm/dd/yyyy	Date of the entry rating		
<b>Entry Rating - Positive Social Relationships</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Entry rating for "Positive Social Relationships", as documented on the Early Childhood Outcomes Rating Form. For more information on the ratings process, please visit <a href="http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm">http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm</a>		
			01	Not Yet		
			02	Between Emerging and Not Yet		
			03	Emerging skills		
			04	Between Somewhat and Emerging		
			05	Somewhat		

## Early Childhood Outcomes

			06	Between Somewhat and Completely	
			07	Completely	
			98	Private School Student	• Only Private School Student = 'yes' can you select code 98 – Private School Student, for all Entry and Progress Rating fields.
			99	Erroneous	
<b>Entry Rating - Acquire Use and Knowledge Skills</b>	Optional, Mandatory if Entry Rating is entered	Char(2)			
			01	Not Yet	
			02	Between Emerging and Not Yet	
			03	Emerging skills	
			04	Between Somewhat and Emerging	
			05	Somewhat	
			06	Between Somewhat and Completely	
			07	Completely	
			98	Private School Student	• Only Private School Student = 'yes' can you select code 98 – Private School Student, for all Entry and Progress Rating fields.
			99	Erroneous	
<b>Entry Rating - Take Appropriate Action to Meet Own Needs</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Entry rating for "Take Appropriate Action to Meet Own Needs", as documented on the Early Childhood Outcomes Rating Form. For more information on the ratings process, please visit <a href="http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm">http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm</a>	
			01	Not Yet	
			02	Between Emerging and Not Yet	
			03	Emerging skills	
			04	Between Somewhat and Emerging	
			05	Somewhat	

## Early Childhood Outcomes

			06	Between Somewhat and Completely	
			07	Completely	
			98	Private School Student	
			99	Erroneous	
<b>Entry Rating - How was Parent Involved in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		How information was obtained from the family to include in determining the summary ratings on the Early Childhood Outcomes Summary Form.	
			01	Information Received in Team Meeting from Parent	
			02	Information from Parent Incorporated into assessment(s)	
			03	Did Not Use Information from Parent in Ratings Process	
			98	Private School Student	• Only Private School Student = 'yes' can you select code 98 – Private School Student, for all Entry and Progress Rating fields.
			99	Erroneous	
<b>Entry Rating - Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?	
			01	Yes	
			02	No	
<b>Entry Rating - Did an Early Childhood Teacher Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did an Early Childhood Teacher Participate in the Ratings?	
			01	Yes	
			02	No	



## Early Childhood Outcomes

<b>Entry Rating - Did a Psychologist or Social Worker Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did a Psychologist or Social Worker Participate in the Ratings?
			01	Yes
			02	No
<b>Entry Rating - Did a Speech/ Language Pathologist Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did a Speech/Language Pathologist Participate in the Ratings?
			01	Yes
			02	No
<b>Entry Rating - Did another Related Service Provider (e.g. OT/PT) Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did another Related Service Provider (e.g. OT/PT) participate in the Ratings?
<b>Progress Rating - Home RCDTS</b>	Optional, Mandatory if Exit Home RCDTS is entered.	Char(15)	rrccdddtssss	Home RCDTS for the home school conducting the progress rating.
<b>Progress Rating Date</b>	Optional, Mandatory if Progress Rating is entered	Char(10)	mm/dd/yyyy	Date of the rating of the 3 exiting outcomes.
<b>Progress Rating - Positive Social Relationships</b>	Optional, Mandatory if Progress Rating is entered	Char(2)		Progress rating for "Positive Social Relationships", as documented on the Early Childhood Outcomes Rating Form. For more information on the ratings process, please visit <a href="http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm">http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm</a>
			01	Not Yet
			02	Between Emerging and Not Yet
			03	Emerging skills

## Early Childhood Outcomes

			04	Between Somewhat and Emerging
			05	Somewhat
			06	Between Somewhat and Completely
			07	Completely
			98	Private School Student
<b>Progress Rating - Made Progress Positive Social Relationships</b>	Optional, Mandatory if Progress Rating is entered	Char(2)		Did the child make progress in "Positive Social Relationships" as documented on the Early Childhood Outcomes Rating Form?
			01	Yes
			02	No
<b>Progress Rating - Acquire Use and Knowledge Skills</b>	Optional, Mandatory if Progress Rating is entered	Char(2)		
			01	Not Yet
			02	Between Emerging and Not Yet
			03	Emerging skills
			04	Between Somewhat and Emerging
			05	Somewhat
			06	Between Somewhat and Completely
			07	Completely
			98	Private School Student
<b>Progress Rating - Made Progress Acquire use and Knowledge Skills</b>	Optional, Mandatory if Progress Rating is entered	Char(2)		Did the child make progress in "Acquisition and use of Knowledge and Skills" as documented on the Early Childhood Outcomes Rating Form?
			01	Yes
			02	No
<b>Progress Rating - Take Appropriate Action to Meet Own Needs</b>	Optional, Mandatory if Progress	Char(2)		Progress rating for "Take Appropriate Action to Meet Own Needs", as documented on the Early Childhood Outcomes Rating Form. For more information on the ratings process, please visit <a href="http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm">http://www.isbe.net/earlychi/html/ec_speced_outcomes.htm</a>

## Early Childhood Outcomes

	Rating is entered		
		01	Not Yet
		02	Between Emerging and Not Yet
		03	Emerging skills
		04	Between Somewhat and Emerging
		05	Somewhat
		06	Between Somewhat and Completely
		07	Completely
		98	Private School Student
<b>Progress Rating - Made Progress Take Appropriate Action to Meet Own Needs</b>	Optional, Mandatory if Progress Rating is entered	Char(2)	Did the child make progress in "Take Appropriate Action to Meet Own Needs" as documented on the Early Childhood Outcomes Rating Form?
		01	Yes
		02	No
<b>Progress Rating - Primary Assessment</b>	Optional, Mandatory if Progress Rating is entered	Char(2)	The primary assessment used to determine the summary rating.
		01	Assessment and Evaluation Programming System (AEPS)
		02	<del>Carolina Curriculum for Infants and Toddlers/Preschoolers with Special Needs</del> (Retired as of SY 2022)
		03	High Scope Child Observation Record
		05	<del>Hawaii Early Learning Profile (HELP)</del> (Retired as of SY 2022)
		08	Work Sampling System
		10	Teaching Strategies GOLD

## Early Childhood Outcomes

			11	Early Learning Scales (ELS)
			12	Ages and Stages Questionnaire (ASQ)
			13	Desired Results Developmental Profile (DRDP)
			98	Private School Student
<b>Progress Rating - How was Parent Involved in the Ratings?</b>	Optional, Mandatory if Progress Rating is entered	Char(2)		How information was obtained from the family to include in determining the summary ratings on the Early Childhood Outcomes Summary Form.
			01	Information Received in Team Meeting from Parent
			02	Information from Parent Incorporated into assessment(s)
			03	Did Not Use Information from Parent in Ratings Process
			98	Private School Student
<b>Progress Rating - Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?
			01	Yes
			02	No
<b>Progress Rating - Did the Child's Teacher Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)		Did an Early Childhood Teacher Participate in the Ratings?
			01	Yes
			02	No
<b>Progress Rating - Did a Psychologist or Social Worker Participate in the Ratings?</b>	Optional, Mandatory if Entry	Char(2)		Did a Psychologist or Social Worker Participate in the Ratings?

## Early Childhood Outcomes

	Rating is entered		
		01	Yes
		02	No
<b>Progress Rating - Did a Speech/ Language Pathologist Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)	Did a Speech/Language Pathologist Participate in the Ratings?
		01	Yes
		02	No
<b>Progress Rating - Did another Related Service Provider (e.g. OT/PT) Participate in the Ratings?</b>	Optional, Mandatory if Entry Rating is entered	Char(2)	Did another Related Service Provider (e.g. OT/PT) participate in the Ratings?
		01	Yes
		02	No

## Exit Enrollment

### Exit Enrollment

#### Exit Enrollment

To Exit a student, the Home RCDTS of the student's active enrollment must match the users IWAS RCDTS. The Home School District is the only entity allowed to update an enrollment record with the mandatory Exit Enrollment data.

#### What is required before exiting students?

- Prenatal
- Birth to 3 data
- Caregiver Demographic data (Birth to 3)
- Early Childhood Outcomes Entry and Progress Rating for Pre-K students with IEPs
- EL Information
- EL Screener
- Homeless data
- Immigrant data
- Preschool Programs and Providers
- Regional Safe School Program (RSSP) data
- Student Address data (Students with IDEA Services only)
- Secondary Courses Missing Final Letter Grade

## Exit Enrollment

### Incorrect Enrollment

If an enrollment was incorrect (or needs to have a change in Home or Serving), then Exit the student’s Enrollment record as ‘Erroneous.’

- If an Enrollment record is erroneous, the Exit Enrollment Date should ideally be the exact same date as the Enrollment Entry Date
- The **Enrollment Exit/Withdrawal Type** for an erroneous Enrollment record should be Code 99 (“Erroneous Enrollment”)

Before an enrollment can be identified as erroneous, other data collections may need to be identified as erroneous.

- EL
- EL Screener
- Early Childhood Outcomes
- Homeless
- Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						<ul style="list-style-type: none"> <li>• The student must have an active enrollment.</li> <li>• <b>Exit Enrollment Date</b> must be greater than or equal to the latest Student Course Assignment Record Course End Date on the enrollment being exited.</li> <li>• All the mandatory Exit Enrollment data is present.</li> <li>• Students with an SID created after August 1, 2015 must complete the <i>Eligible for Immigrant Program</i> record in SIS before you can exit these students.</li> <li>• Before exiting an IDEA Services student, you must provide an active <i>Student Address</i>.</li> <li>• For an Early Childhood student enrolled as <b>IDEA Services</b> = ‘Yes’ and <b>Private School Student</b> = ‘No’, an <i>Early Childhood Outcomes Entry Rating</i> is <u>Mandatory</u> before exiting the student.</li> <li>• If the exiting student’s <b>Entry/Grade Level</b> is Early Childhood ‘14’, then all necessary <i>Preschool Student Course Assignments</i> are required.</li> <li>• If the student is <b>Entry/Grade Level</b> ‘00,’ the student’s <i>Birth to 3</i> record <u>must contain</u> all the mandatory data.</li> <li>• If the student is Birth to 3, a <i>Caregiver Demographic</i> record <u>must be submitted</u> before the student can be exited.</li> <li>• If the exiting student is <b>EL Indicator</b> = ‘Yes’, then the student’s <i>EL record</i> <u>must contain</u> all the mandatory data.</li> <li>• If the student is <b>Homeless Indicator</b> is ‘Yes’, the student’s <i>Homeless</i> record <u>must contain</u> all the mandatory data.</li> <li>• If an Enrollment record is exited as erroneous, the following data must be set to erroneous as well:               <ul style="list-style-type: none"> <li>- Student Discipline</li> <li>- Homeless</li> </ul> </li> </ul>

## Exit Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p><b>Note: (Only for SY 2022)</b></p> <ul style="list-style-type: none"> <li>• IDEA Students who turned 22 Years in School Year 2021 and were not able to receive services are eligible to resume/receive services in School Year 2022</li> <li>• For above mentioned IDEA students, Date of Birth can be above 22 and less than 24 as on enrollment date and should be less than 24 as on exit date</li> <li>• IDEA students who turned 22 years and were exited as <b>Graduated</b> or <b>Aged Out</b> in SY 2021 are allowed to enroll in SY 2022</li> <li>• IDEA students who turned 22 years and were exited as <b>Death</b> or <b>Expulsion</b> or <b>Moved Out of the United States</b> in SY 2021 should not be allowed to enroll in SY 2022</li> </ul>						
<b>Enrollment Exit Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Date	<p>The last day of enrollment is the last day the student attended school. If the student transfers to another district and delays for a period of time before enrolling the missed school days are not recorded at either school unless the school has knowledge of the situation and knows the student is absent from their school. In any event if the student enrolls at a new school the prior school's enrollment should be exited on the day prior to enrolling in the new school. If a student attends in part of the day the school can enroll them on that day and a new school cannot begin the enrollment until the next day.</p> <ul style="list-style-type: none"> <li>• Enrollment Exit Date cannot be a future date</li> </ul>	
<b>Enrollment Exit/Withdrawal Type</b>	Mandatory	Char(2)		The circumstances under which the student exited from membership in an educational institution.		<ul style="list-style-type: none"> <li>• If a Birth to 3 student's enrollment is exited, use only the following Exit Enrollment Type codes:               <ul style="list-style-type: none"> <li>- 01 Transfer to another public school district</li> <li>- 02 Transfer to another public school within the district</li> <li>- 03 Transfer to Home Schooled</li> <li>- 04 Transfer to Private School</li> <li>- 05 Promotion</li> <li>- 07 Death</li> <li>- 09 Dropped Out</li> <li>- 11 Moved, not known to be continuing</li> <li>- 12 Retained in same grade</li> <li>- 17 Change in Serving School or Percent of Day Attended (PDA)</li> </ul> </li> </ul>



## Exit Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						- 18 Moved Out of the United States - 99 Erroneous enrollment
			02	Transfer to another public school within the district	A student who transfers out of a public school to another public school within the same district. (Home School changes within district, Serving School may or may not change) (Reason for the transfer is NOT because the student is the victim of a violent crime. See also exit type code 16.)	
			03	Transfer to Home Schooled	A student who transfers out of a public school to be home schooled by parents, seeking a regular high school diploma.  A school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma.	
			04	Transfer to Private School	A student who transfers out of a public school to a private facility, seeking a regular high school diploma.  A school or LEA must have "official written documentation" that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma.	
			05	Promotion	The practice of promoting a student from one grade to another grade. Pre-K student will be 5 on or before September 1 of the next school year and will be age eligible for kindergarten.	• Grade 12 students cannot use Exit Enrollment Type code of '05' Promoted.

## Exit Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			06	Graduated with regular, advanced, International Baccalaureate, or other type of diploma	A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment or a high school diploma from a program other than the regular school program.	<ul style="list-style-type: none"> <li>Only Grades 11 or 12 can use Exit Enrollment Type code '06' Graduation.</li> </ul>
			07	Death	<p>A student whose membership is terminated because he or she died during or between regular school sessions.</p> <p>A school or LEA must have written confirmation that a student is deceased. A letter from a parent or an obituary is sufficient documentation. "Official written documentation" of a student's death, such as a death certificate, is not necessary.</p>	
			08	Expulsion	A student who left school involuntarily due to an expulsion approved by appropriate school authorities.	
			09	Dropped Out	A student who stops attending school for reasons and a specified length of time considered by the state or district to constitute "dropping out."	
			10	Transfer to GED program	A student who has transferred to a GED program prior to the completion of his or her secondary education. (Counts as a dropout)	
			11	Moved, not known to be continuing	A student who has moved outside his or her attendance area and is not known to be continuing his or her elementary or secondary education. (Counts as a dropout)	

## Exit Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			12	Retained in same grade or demoted to a lower grade	<p>The practice of not promoting a student to the next grade level at the end of the regular school session or of demoting a student to a lower grade.</p> <p>This code can be used for students with IEPs who are remaining in school to receive needed secondary transition services.</p> <p>Pre-K student will be 5 after September 1 of the next school year and is not age eligible for kindergarten.</p> <p>Pre-K student will be 5 on or before September 1 of the next school year but has an Individual Education Plan (IEP) that requires him/her to receive services in a preschool program the next school year.</p>	
			14	Aged Out	A student with an IEP who reaches the maximum age for special education services (i.e., through the day before his/her 22nd birthday without receiving a diploma or certificate of completion.)	<ul style="list-style-type: none"> <li>Exit Type Codes '14' Aged Out or '15' Certificate of Completion can only be used when a student is <b>IDEA Services</b> = 'Yes' and in Grade 11 or 12</li> <li>Exit Type Codes '14' Aged Out can only be used when student has turned 21 and up until the day before they turn 22.</li> </ul>
			15	Certificate of Completion	A student with a disability who fulfills the educational program prescribed in his/her IEP and exits high school with a certificate of completion.	<ul style="list-style-type: none"> <li>Exit Type Codes '14' Aged Out or '15' Certificate of Completion can only be used when a student is <b>IDEA Services</b> = 'Yes' and in Grade 11 or 12.</li> </ul>
			16	Victim of a Violent Crime	A student who transfers out of a public school to another public school within the same district. (Reason for the transfer is because the student is the victim of a violent crime as defined in Section 3 of the Rights and Crime Victims and Witnesses Act (725 ILCS 120/3), and the crime occurred on school grounds during regular school hours or during a school-sponsored event. See also exit type code 02.)	

## Exit Enrollment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			17	Change in Serving School or Percent of Day Attended (PDA)	A student's serving school has changed or the Percent of Day Attended (PDA) has changed. (Home School remains the same, serving school may or may not change)	
			18	Moved Out of the United States	A student who has moved out of the United States, to another country. (School enrollment status may or may not be known.)  A school or LEA must have written confirmation that a student has emigrated to another country, but need not obtain "official written documentation".	
			19	Transfer to another public school district out of Illinois		
			20	Transfer to another public school district in Illinois	A student who has transferred to another public school district that is located in the state of Illinois, student is seeking a regular high school diploma.  A school or LEA must have "official written documentation" that a student has transferred to another public school district or to an educational program within the state Illinois that culminates in the award of a regular high school diploma.	
			99	Erroneous enrollment	Closing an erroneously created enrollment record.	

## Language Codes Alphabetical

### Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object rules if applicable.						
<b>Language Codes</b>	Optional	Char(3)				
			301	Aboh (Ukwuani-Aboh-Ndoni)		
			291	Achi		
			262	Afar		
			076	Afrikaans (Taal)		
			103	Akan (Fante, Asante, Twi)		
			042	Albanian, Gheg (Kosovo/Macedon)		
			153	Albanian, Tosk (Albania)		
			006	Algonquin		
			175	Amazigh		
			165	American Sign Language		
			105	Amharic		
			056	Apache		
			010	Arabic		
			026	Armenian		
			110	Assamese		
			025	Assyrian (Syriac, Aramaic)		
			197	Awakateko (Aguacatec, Qa'yol)		
			198	Azerbaijani (North Azerbaijan)		
			112	Bagheli		
			107	Balinese		
			251	Balochi (Southern)		
			252	Balochi (Western)		
			253	Balochi (Eastern)		
			275	Baluchi		
			173	Bambara		
			225	Bangala		
			231	Bangolan		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			210	Bassa		
			203	Belize Kriol English		
			054	Bemba		
			230	Bembe		
			067	Bengali		
			116	Bisaya (Malaysia)		
			152	Bosnian		
			055	Bulgarian		
			015	Burmese		
			073	Cambodian (Khmer)		
			021	Cantonese (Chinese)		
			284	Catalan		
			036	Cebuano (Visayan)		
			158	Chaldean		
			108	Chamorro		
			147	Chaochow/Teochiu (Chinese)		
			117	Chechen		
			097	Cherokee		
			292	Cheyenne		
			065	Chichewa (Nyanja)		
			166	Chin (Haka)		
			229	Chin (Falam)		
			283	Chin (Müün)		
			219	Chin (Ngawn)		
			287	Chin (Zyphe)		
			305	Chin-Matu		
			206	Chin -Tedim		
			050	Chippewa/ Ojibawa/ Ottawa		
			087	Choctaw		
			169	Chuj		
			187	Chuukese or Trukese		
			043	Comanche		
			048	Creek		
			151	Croatian		
			098	Crow		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			020	Czech		
			294	Dagaare		
			199	Dagbani (Dagbanli)		
			041	Danish		
			205	Dari		
			260	Daro-Matu		
			211	Dinka		
			157	Dinler (Turkish)		
			028	Dutch/Flemish		
			204	Edo		
			144	Efik		
			237	Emai-Luleja-Ora		
			000	English		
			235	Esan		
			111	Eskimo		
			064	Estonian		
			239	Etsako		
			052	Ewe		
			031	Farsi (Persian)		
			257	Fijian		
			044	Finnish		
			200	Fon		
			012	French		
			148	Fukien/Hokkien (Chinese)		
			193	Fulah (Fula/Fulani)		
			228	Fur		
			071	Ga		
			102	Gaelic (Irish)		
			057	Gaelic (Scottish)		
			245	Garifuna		
			051	Gbaya		
			177	Georgian (Kartvelian, Gruzinski)		
			005	German		
			194	Gesser-Gorom		
			254	Ghadamès (Berbère)		
			236	Gokana		
			271	Grebo		
			002	Greek		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			037	Gujarati		
			115	Guyanese		
			273	Gwere (Lugwere)		
			149	Hainanese (Chinese)		
			049	Haitian-Creole		
			113	Hakka (Chinese)		
			255	Harari		
			080	Hausa		
			161	Hawaiian		
			029	Hebrew		
			081	Hemba		
			014	Hindi		
			274	Hindko		
			068	Hmong		
			095	Hopi		
			019	Hungarian		
			085	Ibo/Igbo		
			070	Icelandic		
			290	Ife		
			248	Igala		
			130	Ilocano		
			143	Ilonggo (Hiligaynon)		
			062	Indonesian		
			083	Isoko		
			003	Italian		
			293	Ixil		
			156	Jamaican English Creole		
			011	Japanese		
			227	Jingpho (Kachin)		
			186	K'iche' or Quiche		
			202	Kabiyè (Kabye)		
			285	Kabyle		
			139	Kache (Kaje, Jju)		
			278	Kachhi		



## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			063	Kannada (Kanarese)		
			069	Kanuri		
			167	Karen (S'gaw)		
			066	Kashmiri		
			207	Kayah, Eastern		
			208	Kayah, Western		
			232	Kazakh		
			249	Khana (Ogoni)		
			264	Khoekhoe (Damara)		
			089	Kikamba (Kamba)		
			170	Kinyarwanda		
			269	Kiribati		
			168	Kirundi (Rundi)		
			270	Kisi		
			268	Kodava		
			298	Kom (Itangikom)		
			119	Konkani		
			008	Korean		
			142	Kpelle		
			163	Krahn (Liberia, Cote 'de Ivoire)		
			120	Krio		
			302	Kru (Niger – Congo)		
			188	Kunama		
			121	Kurdish		
			300	Kutchi (Kutchie/Kutchin)		
			238	Kyrgyz		
			171	Ladino		
			074	Lao		
			190	Latin		
			038	Latvian		
			258	Limba		
			122	Lingala		
			017	Lithuanian		
			289	Luba (Lulua / Tsiluba)		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			123	Luganda		
			125	Lunda		
			092	Luo		
			246	Luxembourgish		
			124	Luyia (Luhya)		
			162	Maay or Mai Mai		
			058	Macedonian		
			261	Maithili		
			059	Malay		
			060	Malayalam		
			091	Maltese		
			191	Mam		
			030	Mandarin (Chinese)		
			100	Mandingo (Mandinka)		
			138	Maori		
			078	Marathi		
			192	Marshallese		
			179	Massalit (Kana Masaraka, Mesalit)		
			218	Meitei (Manipuri)		
			259	Melanau		
			101	Mende		
			072	Menominee		
			146	Mien (Yao)		
			297	Min Dong (Eastern Min)		
			140	Mina		
			241	Mizo		
			214	Mokilese		
			279	Mon		
			141	Mongolian		
			220	Montenegrin		
			178	Moro (Dhimorong)		
			247	Mundani		
			061	Navajo		
			272	Ndebele		
			077	Nepali (Nepalese)		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			288	Ngam (Ngama)		
			295	Nigerian Pidgin		
			040	Norwegian		
			256	Nukuoro		
			267	Nupe-Nupe-Tako		
			174	Nzema (Nzima)		
			276	Oadki		
			299	Odia		
			127	Okinawan		
			250	Okphela/Ivbie North-Okpela-Arh		
			079	Oneida		
			128	Oriya (Odia)		
			282	orma		
			281	Oromo (Borana-Arsi-Guji)		
			209	Oromo (Eastern)		
			280	Oromo (West Central)		
			129	Orri (Oring)		
			243	Oshiwambo		
			099	Other		
			106	Oulof (Wolof)		
			160	Palauan		
			118	Pampangan		
			053	Panjabi (Punjabi)		
			296	Papiamento		
			131	Pashto (Pushto)		
			009	Pilipino (Tagalog)		
			082	Pima		
			265	Pohnpeian		
			004	Polish		
			266	Pogomchi		
			023	Portuguese		
			084	Pueblo		
			212	Purepecha		
			159	Q'anjob'al (Kanjobal)		
			217	Q'eqchi'		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			189	Quechua		
			216	Rawang		
			180	Rohingya (Ruwainggya)		
			027	Romanian		
			093	Romany (Gypsy)		
			304	Runyakitara		
			184	Runyankore (Chiga, Kiga, Oluchiga, Runyankore-Rukiga)		
			035	Russian		
			234	Samba Leko		
			013	Samoan		
			201	Sango (Sangho)		
			182	Senthang (Hsemtang, Sentang)		
			007	Serbian		
			150	Shanghai (Chinese)		
			075	Shona		
			303	Shughini		
			132	Sikkimese		
			133	Sindhi		
			134	Sinhalese		
			039	Sioux (Dakota)		
			045	Slovak		
			096	Slovenian		
			164	Somali		
			196	Soninke (Sooninkanxanne)		
			135	Sotho		
			145	Sourashtra (Saurashtra)		
			001	Spanish		
			046	Swahili		
			024	Swedish		
			221	Taishanese (Yue Chinese)		
			047	Taiwanese/Formosan/Min Nan		
			195	Tajik		
			242	Tamazight		
			094	Tamil		
			181	Tedim (Hai-Dim, Tiddim)		

## Language Codes Alphabetical

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			086	Telugu (Telegu)		
			022	Thai		
			137	Tibetan		
			226	Tigré		
			109	Tigrinya (Tigrigna)		
			176	Tiv (Munshi)		
			154	Tongan		
			183	Tooro (Rutooro)		
			104	Tulu		
			032	Turkish		
			172	Turkmen		
			277	Tzotzil		
			018	Ukrainian		
			033	Urdu		
			136	Uyghur		
			155	Uzbek		
			263	Vai		
			233	Vaiphei (Zomi)		
			034	Vietnamese		
			185	Waray-Waray		
			114	Welsh		
			088	Winnebago		
			222	Wolaytta		
			223	Wolof		
			213	Xsosa		
			016	Yiddish		
			126	Yombe		
			090	Yoruba		
			286	Zapotec (Zapoteco)		
			244	Zarma		
			240	Zigula (Kizigua)		
			215	Zokam (Zo)		
			224	Zulu		



## Gifted and Accelerated

### Gifted and Accelerated

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>To add or to update a Gifted and Accelerated record the student has a valid district enrollment record in SIS by the following:</p> <ul style="list-style-type: none"> <li>• Enrollment record Home RCDT matches Gifted and Accelerated record's Home RCDT</li> <li>• Enrollment record School Year matches Gifted and Accelerated record's School Year</li> </ul> <p>-Only Home RCDT can add/edit a Gifted and Accelerated record for a student enrolled in their district.                      -Only students in grades K – 12 can have a Gifted and Accelerated record.                      -Only for enrollments in SY 2020 or Later.                      -Can only add/edit records for current or previous school, when valid enrollment exists.</p>						
<b>Accelerated Placement</b>	Mandatory	Char(2)			Means the practice of assigning a student to a specific content area at a higher instructional level than is typical given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.	
			00		Student not identified for acceleration and not enrolled in accelerated Coursework/program.	
			01		Student is accelerated for ELA Only.	
			02		Student is accelerated for Math Only.	
			03		Student is accelerated for single subject other than ELA, math or science.	
			04		Student is accelerated for Multiple Subjects, but not Whole Grade.	
			05		Whole Grade Acceleration.	
			06		Student is Accelerated for Science Only.	
			07		Parent Opt Out - Student is identified for Acceleration in one or more subjects and is	

**Gifted and Accelerated**

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				not enrolled in accelerated Coursework/ Program.		
<b>Gifted Test</b>	Mandatory	Char(2)		Gifted Children: “Children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities”.		
			01	Student tested as gifted		
			02	Student tested as not-gifted		
			03	Student was not tested (District does have an assessment for gifted).		
			04	Student was not tested (District does not have an assessment for gifted).		
			05	Student identified as gifted via reciprocity (Student tested as gifted at previous district).		



## Homeless

### Homeless

Related PDF: [Homeless Data Form](#)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home RCDTS</b> of the student's active enrollment matches the users IWAS User's RCDTS that is entering the data.</li> <li>If the student's Homeless Indicator is marked "Yes," then a Homeless record is created.</li> </ul>						
<b>Unaccompanied Youth Status</b>	Mandatory	Char(2)			Identifies a student who both 1) is not in the physical custody of a parent or guardian; and 2) fits the McKinney-Vento definition of "homeless" (student who lacks a fixed, regular and/or adequate nighttime residence).	
					Example: A child not in physical custody of a parent or guardian, sharing the housing of other persons, and is living in a situation that is not fixed, regular, and adequate night time residence, would be identified as a homeless unaccompanied youth.	
			01	Yes		
			02	No		
<b>Primary Nighttime Residence</b>	Mandatory	Char(2)			Identifies a student who lacks a fixed, regular, and/or adequate nighttime residence.	
			01	Sheltered	Identifies a student who is living in a shelter or abandoned in a hospital.	
			02	Doubled Up	Identifies a student who is sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.	
			03	Unsheltered	Identifies a student living in a public or private place not designed for -- or normally used as -- a regular accommodation for human beings. This includes, but is not limited to, living in substandard housing, cars, parks, abandoned buildings, public spaces, train stations, campgrounds, substandard trailers, etc.	
			04	Hotel/Motels	Identifies a student who is living in a hotel or motel due to a lack of alternative adequate accommodations.	

## Homeless

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			05	Natural Disaster	Identifies a student who is displaced due to a natural disaster, including those living in temporary trailers provided by the Federal Emergency Management Agency.	
			99	Erroneous	Homeless record created in error.	
<b>Tutoring and Other Instructional Support</b>	Mandatory	Char(2)			Student is receiving tutoring, supplemental instruction, and other educational services that help homeless children and youth understand the same challenging state content and meet state student performance standards to which all children are held.	
			01	Yes		
			02	No		
<b>Expedited Evaluations</b>	Mandatory	Char(2)			Eligible student is evaluated to measure their strengths and needs. These evaluations should be done promptly in order to avoid a gap in the provision of necessary services to those children and youth. Evaluations may also determine a homeless child or youth's eligibility for other programs and services, including educational programs for gifted and talented students, special education and related services for children with disabilities, English language acquisition, vocational education, school lunch, before-and-after school programs, and appropriate programs or services under ESEA.	
			01	Yes		
			02	No		
<b>Staff Professionals Development and Awareness</b>	Mandatory	Char(2)			Staff is participating in programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth as a result of their homelessness.	
			01	Yes		
			02	No		
<b>Referrals for Medical, Dental, and other Health Services</b>	Mandatory	Char(2)			Student was found eligible and was given a referral to medical, dental, mental, and/or other health services.	
			01	Yes		
			02	No		
<b>Early Childhood Programs</b>	Mandatory	Char(2)			Districts can use their McKinney-Vento subgrants or Title 1 set asides to provide developmentally appropriate early childhood education programs for homeless children of preschool age if such programs are not provided through other Federal, State, or local funds.	

## Homeless

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Yes		
			02	No		
<b>Assistance with Participation in School Programs</b>	Mandatory	Char(2)			Student is being provided services and assistance to attract, engage or retain homeless children and unaccompanied youth in public school programs and services that are available to other students in their district.	
			01	Yes		
			02	No		
<b>Before-School, After-School, Mentoring, Summer Programs</b>	Mandatory	Char(2)			Student is participating in before-and after-school programs, mentoring, and summer programs for homeless children and youth. Qualified personnel may provide homework assistance, tutoring, and supervision of their educational instruction in carrying out these activities.	
			01	Yes		
			02	No		
<b>Obtaining or Transferring Records Necessary for Enrollment</b>	Mandatory	Char(2)			School of origin (Home School) is paying student's fees and costs associated with tracking, obtaining, and transferring records necessary for the continued enrollment of a student in school. The records may include birth certificates, guardianship records, immunization records, academic records, and evaluations of students needed to determine eligibility for other programs and services.	
			01	Yes		
			02	No		
<b>Parent Education Related to Rights and Resources for Children</b>	Mandatory	Char(2)			Student's Parents or Guardian are being offered or provided education and training programs regarding the rights their children have as homeless individuals and educational and other resources available to their children.	
			01	Yes		
			02	No		
<b>Coordination between Schools and Agencies</b>	Mandatory	Char(2)			Student is participating in programs coordinated with local service agencies and other service providers including programs under the "Runaway and Homeless Youth Act".	
			01	Yes		
			02	No		
<b>Counseling</b>	Mandatory	Char(2)			Student is participating in pupil services programs providing violence prevention counseling and referrals to such counseling.	
			01	Yes		
			02	No		

## Homeless

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Addressing Needs Related to Domestic Violence</b>	Mandatory	Char(2)			Student is participating in programs addressing the particular needs of eligible students that may arise from domestic violence.	
			01	Yes		
			02	No		
<b>Clothing to Meet a School Requirement</b>	Mandatory	Char(2)			Student is being provided basic needs, such as school clothing, school uniforms, and health-related needs.	
			01	Yes		
			02	No		
<b>School Supplies</b>	Mandatory	Char(2)			Student is being provided school supplies, including those needed at shelters, temporary housing facilities, and at other locations as appropriate.	
			01	Yes		
			02	No		
<b>Referral to Other Programs and Services</b>	Mandatory	Char(2)			Outside of school, liaisons are required to provide referrals for health, mental health, dental, and other appropriate services in the community. Other "appropriate" services may include housing, shelter, job training, public assistance, food and nutrition, and legal assistance. Student is receiving one or more of these "Other" Programs or services.	
			01	Yes		
			02	No		
<b>Emergency Assistance Related to School Attendance</b>	Mandatory	Char(2)			Eligible students are being provided extraordinary or emergency services as necessary to enroll and retain such children and youth in school.	
			01	Yes		
			02	No		
<b>Other (Services and Activities Provided by the McKinney-Vento Subgrant Program)</b>	Mandatory	Char(2)			A Local Education Agency is providing sub grant services for the student through programs on school grounds or at other facilities. This includes, but is not limited to, credit recovery, Career and Technical Education programming, dual credits, and postsecondary prep.	
			01	Yes		
			02	No		
<b>Eligibility for Homeless Services</b>	Mandatory	Char(2)			Enrichment programs and other supplemental services are school activities. Furthermore, liaisons are required to ensure that children and youth in homeless situations have a full and fair opportunity to succeed in school. Enrichment programs clearly support that requirement. The extent that individual students experiencing homelessness can benefit from such programs, the student must be provided access to these programs.	

## Homeless

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Yes		
			02	No		
<b>School Selection</b>	Mandatory	Char(2)			The school district shall, to the extent feasible, keep a homeless child or youth in the school of origin*, except when doing so is contrary to the wishes of the youth's parent or guardian. * "School of origin" is defined as the school the student attended when the student was permanently housed or the school in which the student was last enrolled for at least 45 days (105 ILCS 5/14-1.11a).	
			01	Yes		
			02	No		
<b>Transportation</b>	Mandatory	Char(2)			Homeless students are entitled to the same rights to transportation as other students in the district. A school must provide transportation for a homeless youth for whom transportation is requested even if the district does not provide transportation for any other students in its schools. If the school of origin is different than the school of residence, the districts must agree on how to divide responsibility and cost of providing transportation and share equally.	
			01	Yes		
			02	No		
<b>School Records</b>	Mandatory	Char(2)			Enroll Homeless student immediately (even without records). Ask Name / City of last school attended; Contact that school to have records sent. Arrange for student to take placement test if records are not available.	
			01	Yes		
			02	No		
<b>Immunizations or Other Medical Records</b>	Mandatory	Char(2)			If a student cannot produce immunization or medical records contact the previous school in order to obtain health records.	
			01	Yes		
			02	No		
<b>Other (Barriers to the Education of Homeless Children and Youths)</b>	Mandatory	Char(2)			Fees associated with extra-curricular activities such as club dues and/or sports uniforms for the student were eliminated. Student discipline and expulsion rules apply to students in homeless situations in the same way they apply to housed students. Schools must be careful not to discipline or penalize students for behavior related to homelessness. Any child identified as homeless by a liaison or shelter director is automatically eligible for free school meals.	
			01	Yes		
			02	No		



## Immigrant

### Immigrant

Eligible Immigrant student represents a student, ages 3-21, who was NOT born in any of the 50 states, the District of Columbia or Puerto Rico and who has been attending schools in the U.S. for less than three full academic years.

- If Student ID was created within the last 3 years, the **Country of Birth** must be submitted before the student can be exited.
- If the **Country of Birth** is other than the “United States,” the **Date First Enrolled in a U.S. School** must also be provided.

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"><li>• The Home RCDTS of the student’s active enrollment matches the users IWAS User’s RCDTS that is entering the data.</li><li>• School districts must submit an Immigrant record for all students that have had a <u>SID created within the last three years</u>, if they have not already had an Immigrant record reported.</li></ul>						
<b>Country of Birth</b>	Mandatory	Char(4)			Birthplace or Country of Birth. See <a href="#">Country Codes</a> .	
<b>Date First enrolled in a US School</b>	Optional, Mandatory if Country of Birth is not U.S. or Puerto Rico	Char(10)	mm/dd/yyyy		The first time the student enrolls and attends a school in the U.S. as a full-time student (ages 3-21).	

#### Change History

12/24/2018	Released
11/28/2018	Updated Change History for testing
10/24/2018	Initial Draft





## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Object rules if applicable.						
<b>Country Code</b>	Mandatory	Char(4)				
			1000	United States of America	US	
			1010	Greenland	GL	
			1220	Canada	CA	
			1610	Saint Pierre and Miquelon	PM	
			2010	Mexico	MX	
			2050	Guatemala	GT	
			2080	Belize	BZ	
			2110	El Salvador	SV	
			2150	Honduras	HN	
			2190	Nicaragua	NI	
			2230	Costa Rica	CR	
			2250	Panama	PA	
			2320	Bermuda	BM	
			2360	Bahamas	BS	
			2390	Cuba	CU	
			2410	Jamaica	JM	
			2430	Turks and Caicos Islands	TC	
			2440	Cayman Islands	KY	
			2450	Haiti	HT	
			2470	Dominican Republic	DO	
			2481	Anguilla	AI	
			2482	British Virgin Islands	VG	
			2483	Saint Kitts and Nevis	KN	
			2484	Antigua and Barbuda	AG	
			2485	Montserrat	MS	
			2486	Dominica	DM	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			2487	Saint Lucia	LC	
			2488	Saint Vincent and the Grenadines	VC	
			2489	Grenada	GD	
			2720	Barbados	BB	
			2740	Trinidad and Tobago	TT	
			2774	Sint Maarten	SX	
			2777	Curacao	CW	
			2779	Aruba	AW	
			2831	Guadeloupe	GP	
			2839	Martinique	MQ	
			3010	Colombia	CO	
			3070	Venezuela	VE	
			3120	Guyana	GY	
			3150	Suriname	SR	
			3170	French Guiana	GF	
			3310	Ecuador	EC	
			3330	Peru	PE	
			3350	Bolivia	BO	
			3370	Chile	CL	
			3510	Brazil	BR	
			3530	Paraguay	PY	
			3550	Uruguay	UY	
			3570	Argentina	AR	
			3720	Falkland Islands (Islas Malvinas)	FK	
			4000	Iceland	IS	
			4010	Sweden	SE	
			4031	Svalbard and Jan Mayen	SJ	
			4039	Norway	NO	
			4050	Finland	FI	
			4091	Faroe Islands	FO	
			4099	Denmark, except Greenland	DK	
			4120	United Kingdom	GB	
			4190	Ireland	IE	
			4210	Netherlands	NL	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			4231	Belgium	BE	
			4239	Luxembourg	LU	
			4271	Andorra	AD	
			4272	Monaco	MC	
			4279	France	FR	
			4280	Germany (Federal Republic of Germany)	DE	
			4330	Austria	AT	
			4351	Czech Republic	CZ	
			4359	Slovakia	SK	
			4370	Hungary	HU	
			4411	Liechtenstein	LI	
			4419	Switzerland	CH	
			4470	Estonia	EE	
			4490	Latvia	LV	
			4510	Lithuania	LT	
			4550	Poland	PL	
			4621	Russia	RU	
			4622	Belarus	BY	
			4623	Ukraine	UA	
			4631	Armenia	AM	
			4632	Azerbaijan	AZ	
			4633	Georgia	GE	
			4634	Kazakhstan	KZ	
			4635	Kyrgyzstan	KG	
			4641	Moldova (Republic of Moldova)	MD	
			4642	Tajikistan	TJ	
			4643	Turkmenistan	TM	
			4644	Uzbekistan	UZ	
			4700	Spain	ES	
			4710	Portugal	PT	
			4720	Gibraltar	GI	
			4730	Malta	MT	
			4751	San Marino	SM	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			4752	Holy See (Vatican City)	VA	
			4759	Italy	IT	
			4791	Croatia	HR	
			4792	Slovenia	SI	
			4793	Bosnia and Herzegovina	BA	
			4794	Macedonia	MK	
			4801	Serbia	RS	
			4803	Kosovo	KV	
			4804	Montenegro	ME	
			4810	Albania	AL	
			4840	Greece	GR	
			4850	Romania	RO	
			4870	Bulgaria	BG	
			4890	Turkey	TR	
			4910	Cyprus	CY	
			5020	Syria (Syrian Arab Republic)	SY	
			5040	Lebanon	LB	
			5050	Iraq	IQ	
			5070	Iran	IR	
			5081	Israel	IL	
			5082	Gaza Strip administered by Israel	GZ	
			5083	West Bank administered by Israel	WE	
			5110	Jordan	JO	
			5130	Kuwait	KW	
			5170	Saudi Arabia	SA	
			5180	Qatar	QA	
			5200	United Arab Emirates	AE	
			5210	Yemen (Republic of Yemen)	YE	
			5230	Oman	OM	
			5250	Bahrain	BH	
			5310	Afghanistan	AF	
			5330	India	IN	
			5350	Pakistan	PK	
			5360	Nepal	NP	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			5380	Bangladesh	BD	
			5420	Sri Lanka	LK	
			5460	Burma (Myanmar)	BU	
			5490	Thailand	TH	
			5520	Vietnam	VN	
			5530	Laos (Lao People's Democratic Republic)	LA	
			5550	Cambodia	KH	
			5570	Malaysia	MY	
			5590	Singapore	SG	
			5600	Indonesia	ID	
			5601	Timor-Leste	TL	
			5610	Brunei	BN	
			5650	Philippines	PH	
			5660	Macao	MO	
			5682	Bhutan	BT	
			5683	Maldives	MV	
			5700	China	CN	
			5740	Mongolia	MN	
			5790	North Korea (Democratic People's Republic of Korea)	KP	
			5800	South Korea (Republic of Korea)	KR	
			5820	Hong Kong	HK	
			5830	Taiwan	TW	
			5880	Japan	JP	
			6021	Australia	AU	
			6022	Norfolk Island	NF	
			6023	Cocos (Keeling) Islands	CC	
			6024	Christmas Island (in the Indian Ocean)	CX	
			6029	Heard Island and McDonald Islands	HM	
			6040	Papua New Guinea	PG	
			6141	New Zealand	NZ	
			6142	Cook Islands	CK	
			6143	Tokelau	TK	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			6144	Niue	NU	
			6150	Samoa (Western Samoa)	WS	
			6223	Solomon Islands	SB	
			6224	Vanuatu	VU	
			6225	Pitcairn Islands	PN	
			6226	Kiribati	KI	
			6227	Tuvalu	TV	
			6412	New Caledonia	NC	
			6413	Wallis and Futuna	WF	
			6414	French Polynesia	PF	
			6810	Marshall Islands	MH	
			6820	Micronesia, Federated States of	FM	
			6830	Palau	PW	
			6862	Nauru	NR	
			6863	Fiji	FJ	
			6864	Tonga	TO	
			7140	Morocco	MA	
			7210	Algeria	DZ	
			7230	Tunisia	TN	
			7250	Libya	LY	
			7290	Egypt	EG	
			7321	Sudan	SD	
			7323	South Sudan	SS	
			7370	Western Sahara	EH	
			7380	Equatorial Guinea	GQ	
			7410	Mauritania	MR	
			7420	Cameroon	CM	
			7440	Senegal	SN	
			7450	Mali	ML	
			7460	Guinea	GN	
			7470	Sierra Leone	SL	
			7480	Cote d'Ivoire	CI	
			7490	Ghana	GH	
			7500	Gambia	GM	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			7510	Niger	NE	
			7520	Togo	TG	
			7530	Nigeria	NG	
			7540	Central African Republic	CF	
			7550	Gabon	GA	
			7560	Chad	TD	
			7580	Saint Helena	SH	
			7600	Burkina Faso	BF	
			7610	Benin	BJ	
			7620	Angola	AO	
			7630	Congo, Republic of the Congo	CG	
			7642	Guinea-Bissau	GW	
			7643	Cabo Verde	CV	
			7644	Sao Tome and Principe	ST	
			7650	Liberia	LR	
			7660	Congo, Democratic Republic of the Congo (formerly Za	rCD	
			7670	Burundi	BI	
			7690	Rwanda	RW	
			7700	Somalia	SO	
			7741	Eritrea	ER	
			7749	Ethiopia	ET	
			7770	Djibouti	DJ	
			7780	Uganda	UG	
			7790	Kenya	KE	
			7800	Seychelles	SC	
			7810	British Indian Ocean Territory	IO	
			7830	Tanzania (United Republic of Tanzania)	TZ	
			7850	Mauritius	MU	
			7870	Mozambique	MZ	
			7880	Madagascar	MG	
			7881	Mayotte	YT	
			7890	Comoros	KM	
			7904	Reunion	RE	

## Country Codes

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			7905	French Southern and Antarctic Lands	TF	
			7910	South Africa	ZA	
			7920	Namibia	NA	
			7930	Botswana	BW	
			7940	Zambia	ZM	
			7950	Swaziland	SZ	
			7960	Zimbabwe	ZW	
			7970	Malawi	MW	
			7990	Lesotho	LS	
			9030	Puerto Rico	PR	
			9110	Virgin Islands of the United States	VI	
			9350	Guam	GU	
			9510	American Samoa	AS	
			9610	Northern Mariana Islands	MP	
			9800	United States Minor Outlying Islands	UM	



## Multiple SID Merge

### Multiple SID

If two or more students (with State IDs) are, in fact, the same student, a district can merge the SIDs. To do so, a district must enroll the SID that they want to keep. The other SID(s) must not be actively enrolled. Lastly, the student's first and last name and date of birth must match exactly.

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Note: To merge SIDs, the related student's <b>First and Last Names</b> and <b>Date of Birth</b> <u>must exactly match in SIS</u> .						
<b>Student ID (Keep)</b>	Mandatory	Char(9)			Student Identifier assigned in ISBE SIS. Required to track students in the state of Illinois. This is the randomly generated student ID which should not have a leading zero nor should there be any repeatable sequence of three digits.	The SID to keep is actively enrolled in the IWAS user's Home District.
<b>SAP ID (Keep)</b>	Optional	VarChar(50)			Student ID number used by the school packages to identify a student in their local system.	
<b>Last Name (Keep)</b>	Mandatory	Char(30)			Student's Legal Last Name to keep. Accepts spaces (St John) and hyphens, "-" (Santiago-Hernandez). <b>Note:</b> No spaces should be entered in McCormick, MacCormick, nor an apostrophe in Obrien.	
<b>First Name (Keep)</b>	Mandatory	Char(30)			Student's First Name to keep. Accepts spaces (Mary Ann) and hyphens, "-" (John-Paul).	
<b>Birth Date (Keep)</b>	Mandatory	Char(10)		mm/dd/yyyy	Student's Date of Birth to keep. mm/dd/yyyy; Birth date must be greater than 0 years and less than 25 years.	
<b>RCDTS for Home School</b>	Mandatory	Char(15)		rrccdddtssss	Region-County-District-Type-School code that uniquely identifies the elementary, middle/junior, or high school a student attends or would attend if not placed/transferred to another school/program to receive needed services. <ul style="list-style-type: none"> <li>• Home school RCDTS cannot end in "92xx" for K-12 students</li> <li>• Home school RCDTS cannot end in "93xx" or "90xx" for all students</li> </ul>	
<b>RCDTS for Serving School</b>	Mandatory	Char(15)		rrccdddtssss	Region-County-District-Type-School code that uniquely identifies the school/program where a student is being educated.	
<b>Student ID (Delete)</b>	Mandatory	Char(9)			Student Identifier (SID) to delete.	The SID to be deleted must be exited from all enrollments.

## Multiple SID Merge

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Last Name (Delete)	Mandatory	Char(30)			Student's Legal Last Name to delete. Accepts spaces (St John) and hyphens, "-" (Santiago-Hernandez). <b>Note:</b> No spaces should be entered in McCormick, MacCormick, nor an apostrophe in Obrien.	
First Name (Delete)	Mandatory	Char(30)			Student's First Name to delete. Accepts spaces (Mary Ann) and hyphens, "-" (John-Paul).	
Birth Date (Delete)	Mandatory	Char(10)	mm/dd/yyyy		Student's Date of Birth to delete. Birth date must be greater than 0 years and less than 25 years.	

### Change History

12/24/2018	Released
12/21/2018	Added validations.
11/28/2018	Updated Change History for testing
10/24/2018	Initial Draft

## Restraint and Time Out

### Restraint and Time Out

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p><b>Attention:</b> A District is required to submit complete, accurate information for any instance of restraint, time out, and/or isolated time out. One or more Restraint and Time Out (RTO) records are to be entered into the Student Information System (SIS) within 48 hours of the Event occurrence.</p> <p>An RTO record can be added to any student record in the Student Information System.</p> <p><b>To add</b> an RTO record, a Home or Serving IWAS district administrator completes the form.</p> <p>Considerations regarding RTO records:</p> <ul style="list-style-type: none"> <li>• RTO event Home or Serving RCDTS entry must match the IWAS user's RCDT (district level).</li> <li>• Associated <b>Home and Serving</b> districts <u>are the only entities able to view or edit this record</u>.</li> <li>• RTO data is accepted for Event Dates within the <i>current school year (August 1 through July 31)</i>.</li> <li>• A green <b>Enrollment Match</b> indicates an RTO record <b>Event Date</b> coincides with a non-erroneous student enrolment where BOTH <b>Home and Serving RCDTS</b> match.</li> <li>• A soft <b>Delete</b> allows removal of erroneous records. The <b>Show Deleted Records</b> checkbox reveals deleted records in view-only.</li> <li>• <b>Event Start and End Time</b> (and <b>Evaluation Time</b>) are recorded down to the second along with "AM" or "PM."</li> <li>• A least one original Event Participant is required. Additional may be added.</li> <li>• Based on the <b>Event Type</b> and <i>Event duration</i>, one or more <i>Evaluation Participants</i> are required. Refer to ISBE form 11-01 for guidance.</li> <li>• Based on the <b>Event Type</b>, additional data becomes required.</li> </ul>						
<b>Event Date</b>	Mandatory	Char(10)		mm/dd/yyyy	The month, day, and year on which the Event occurred.	•Event Date cannot be a future date.
<b>Event Type</b>	Mandatory	Char(2)			The type of physical restraint, isolated time out, or time out identified.	
		01		Physical Restraint	"Physical restraint" means holding a student or otherwise restricting a student's movements.	

## Restraint and Time Out

		02	Time Out	“Time out” means a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with an adult trained or part of the school day, only for a brief time, in a non-locked setting. .	
		03	Isolated Time Out	“Isolated time out” means the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure.	
		04	Prone Physical Restraint	“Prone Physical Restraint” means a physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student’s body to keep the student in the prone position.	
		05	Supine Physical Restraint	“Supine Physical Restraint” means a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student’s body to keep the student in the supine position.	
<b>Event Start Time</b>	Mandatory	Char(8)	HH:MM:SS AM/PM	The start time of the physical restraint/time out/isolated time out	<p>Six numeric characters represent the time ranging from midnight (00:00:00) to one minute before midnight (11:59:59).</p> <ul style="list-style-type: none"> <li>•Event Start and End Time cannot be the same.</li> </ul> <p>May not overlap with any other <b>Event Start/End Time</b> combination. May be equal to another <b>Event End Time</b>.</p>
<b>Event End Time</b>	Mandatory	Char(8)	HH:MM:SS AM/PM	The end time of the physical restraint/time out/isolated time out	<ul style="list-style-type: none"> <li>• Six numeric characters represent the time ranging from midnight (00:00:00) to one minute before midnight 11:59:59).</li> </ul> <p>Event Start and End Time cannot be the same.</p> <ul style="list-style-type: none"> <li>• Event Start and End Time cannot overlap another RTO Event Start/End Time range.</li> <li>• Event End can be equal to</li> </ul>

## Restraint and Time Out

				another RTO Event's Start Time.
<b>Imminent Danger to Self</b>	Mandatory	Char(2)	The RTO was initiated because the student was determined to be a danger to him/her/them self.	
			01	Yes
			02	No
<b>Imminent Danger to Staff</b>	Mandatory	Char(2)	The RTO was initiated because the student was determined to be a danger to staff.	
			01	Yes
			02	No
<b>Imminent Danger to Others</b>	Mandatory	Char(2)	The RTO was initiated because the student was determined to be a danger to others.	
			01	Yes
			02	No
<b>Other</b>	Mandatory	Char(2)	Used to indicate an alternate explanation exists for why the restraint or time out was performed without imminent danger to self, staff, or others.	
			01	Yes
			02	No
<b>Other Text</b>	Conditional	Char(500)	Text box is mandatory to provide details if all the Imminent flags are selected as 'No'. This field may be completed as optional, if one of the Imminent flags is a Yes.	If all the Imminent flags are selected as 'No' then 'Other' text field is Mandatory A maximum of 500 characters are allowed.
<b>Did the student sustain an injury during the RTO Event</b>	Mandatory	Char(2)	Any damage to a student's physical condition including pain, illness, or emotional distress	
			01	Yes
			02	No
<b>Prone Restraint BIP Allowed</b>	Conditional	Char(2)	The student's IEP Behavior Intervention Plan allows for prone restraints.	Mark 'Yes' if Prone Restraint allowed per BIP. Mandatory when Event Type selected is Prone Restraint

## Restraint and Time Out

			01	Yes	
			02	No	
<b>Prone Restraint BIP Approved</b>	Conditional	Char(2)			An approved Behavior Intervention Plan is a BIP that was fully completed as part of a finalized IEP. Partially completed BIPs and continued IEP meetings with a BIP part of it are not considered approved.
					Mark 'Yes' if Prone Restraint allowed and approved per BIP. Mandatory when Event Type selected is Prone Restraint.
			01	Yes	
			02	No	
<b>Prone Restraint De-escalation</b>	Conditional	Char(2)			De-escalation techniques were attempted before initiating the prone restraint.
					Mark 'Yes' if Prone Restraint de-escalation was used. Mandatory when Event Type selected is Prone Restraint
			01	Yes	
			02	No	
<b>Time Out/Isolated Time Out Access - Food/Drink</b>	Conditional	Char(2)			At customary times and if reasonable to provide, the student was allowed food and drink access.
					Mark 'Yes' if reasonable access allowed. Mandatory when Event Type selected is Time Out or Isolated Time Out.
			01	Yes	
			02	No	
<b>Time Out/Isolated Time Out Access – Restroom</b>	Conditional	Char(2)			If requested, or at customary times, the student was allowed to use the restroom
					Mark 'Yes' if reasonable access allowed. Mandatory when Event Type selected is Time Out or Isolated Time Out.
			01	Yes	
			02	No	
<b>Time Out/Isolated Time Out Access – Medication</b>	Conditional	Char(2)			The student's medication was provided at the prescribed times.
					Mark 'Yes' if reasonable access allowed. Mandatory when Event Type selected is Time Out or Isolated Time Out.

## Restraint and Time Out

			01	Yes	
			02	No	
<b>Time Out/Isolated Time Out – Clothing Removed</b>	Conditional	Char(2)			Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have his/her/their clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.
					Mark 'Yes' if clothing removed. Mandatory when Event Type selected is Time Out or Isolated Time Out
			01	Yes	
			02	No	
<b>Time Out/Isolated Time Out - Met Code Requirements</b>	View-only	Char(2)			Room meets all health/life safety requirements of 23 Ill. Adm. Code 180.
					f all of <b>Visual Monitor, Room Construction, Door Composition/Lock/Block, or Space Large Enough values</b> are 'Yes', then this must be 'Yes' (Automatically filled). If any of <b>Visual Monitor, Room Construction, Door Composition/Lock/Block, or Space Large Enough values</b> are 'No', then this must be 'No' (Automatically filled).
			01	Yes	
			02	No	
<b>Time Out/ Isolated Timeout - Visual Monitor</b>	Conditional	Char(2)			Be designed to permit continuous visual monitoring of and communication with the student.
					Mark 'Yes' if an isolated Time Out visual and verbal monitoring was used. Mandatory when Event Type selected is Time Out or Isolated Time Out. If the value is 'No', <b>Met Code Requirements</b> will be 'No'.
			01	Yes	
			02	No	
<b>Time Out /Isolated Timeout - Room Construction</b>	Conditional	Char(2)			Constructed of materials that cannot be used by students to harm themselves or others. NO electrical outlets or exposed wiring. NO
					Mark 'Yes' if the Isolated Time Out space door is steel

## Restraint and Time Out

			object within the enclosure that can be used by students to harm themselves or others. Designed so the student cannot climb the walls.	or solid wood and has a window. Mandatory when Event Type selected is Time Out or Isolated Time Out. If the value is 'No', <b>Met Code Requirements</b> will be 'No'.
		01	Yes	
		02	No	
<b>Time Out/ Isolated Timeout - Door Composition/Lock/Block</b>	Conditional	Char(2)	Steel door or solid-core construction wood door. If the door has a viewing panel, the panel is unbreakable. NOT fitted with a locking mechanism. NOT blocked by furniture or other inanimate objects.	Mark 'Yes' if the Isolated Time Out space has a lock or is blocked. Mandatory when Event Type selected is Time Out or Isolated Time Out. If the value is 'No', <b>Met Code Requirements</b> will be 'No'.
		01	Yes	
		02	No	
<b>Time Out/Isolated Time Out - Space Large Enough</b>	Conditional	Char(2)	Be the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in isolated time out or time out but also, if applicable, any other individual who is required to accompany that student.	Mark 'Yes' if an isolated Time Out space met requirements. Mandatory when Event Type selected is Time Out or Isolated Time Out. If the value is 'No', <b>Met Code Requirements</b> will be 'No'.
		01	Yes	
		02	No	
<b>Participant Type</b>	Mandatory	Char(2)	An identifier to determine the Event Participant type.	Associated with each Event identified above.
		01	Event Participant	A least one original Event Participant is required for submission.
		02	Evaluation Participant	One or more Evaluation Participants are required based on the Event Type and Event duration.



## Restraint and Time Out

Participant Title	Mandatory	Char(2)	The title of a person involved in the RTO Event or Evaluation.	Two-digit number indicating the title of the person participating in the restraint of the student. with a varying number of records possible.
			01 Special Education Teacher	
			02 General Education Teacher	
			03 Paraprofessional	
			04 Administrator (Dean, Principal, Asst. principal, superintendent, DoSE, etc.)	Can be an Evaluation Participant.
			05 Social Worker	Can be an Evaluation Participant
			06 School Psychologist	
			07 Behavior Specialist	Can be an Evaluation Participant
			08 Related Service Staff (OT,PT, etc..)	
			09 School Nurse	Can be an Evaluation Participant
			10 Police Officer (SRO)	
			11 Licensed Educator	Can be an Evaluation Participant
			12 Licensed Clinical Practitioner	Can be an Evaluation Participant
			90 Other	
Event Participant - Trained	Mandatory	Char(2)	An identifier if the Event Participant described in the title, has been trained to handle a restraint or time out event.	Associated with each Event Participant identified above.
			01 Yes	
			02 No	
Performed Event Evaluation	Mandatory	Char(2)	A determination if an Event Evaluation was performed.	Associated with each Event Evaluation record identified above.
			01 Yes - Licensed Educator - a teacher who holds a PEL license in any general or special education area; this also includes administrators with a Type 75, Director of Special Education endorsement, or	<b>Note:</b> Limited Participant Roles are allowed for Evaluation as denoted.

## Restraint and Time Out

				Superintendents endorsement AND is knowledgeable about the use of isolated time out or time out or trained in the use of physical restraint. or Licensed Clinical Practitioner (Practitioner – School Nurse, School Psychologist, Social Worker, Occupational Therapist, Physical Therapist, Board Certified Behavioral Analyst, or other licensed clinical staff) who are knowledgeable about the use of isolated time out or time out or trained in the use of physical restraint.	
			02	No	
<b>Evaluation Time</b>	Conditional	Char(8)	HH:MM:SS AM/PM	The time of the physical restraint/time out/isolated time out Evaluation.	Required when Performed Evaluation is 'Yes.' •Six numeric characters represent the time ranging from midnight (00:00:00) to one minute before midnight (11:59:59). •Must be within the <b>Event Start/End Time</b> combination.

## Regional Safe School Program (RSSP)

### Regional Safe Schools Program (RSSP)

It is essential that the student is enrolled with the correct Serving RCDTS identified as the RSSP. (Example 28000000009301)

Both Home and Serving RCDTS can update the RSSP Record.

The Regional Safe School Program report provides completion status for all identified students. In SIS, go to **Reports > Student > Regional Safe School** detail.

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>Both Home and Serving Schools can update the RSSP data.</li> <li><b>Serving RCDTS</b> must be identified as Regional Safe School.</li> </ul>						
<b>Reason for Referral</b>	Mandatory	Char(2)				
			01	Alcohol (liquor law violations, possession, use, sale)		
			02	Disorderly conduct (disruptive behavior)		
			03	Drugs, excluding alcohol and tobacco (illegal drug possession, sale, use/under the influence)		
			04	Fighting (mutual altercation), battery, and/or physical altercation		
			05	Harassment, nonsexual (physical, verbal, or psychological)		
			06	Insubordination (disobedience to school staff or school personnel)		
			07	Robbery (taking of things by force) or theft		
			08	Threats (including school threats)		

## Regional Safe School Program (RSSP)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			09	Vandalism (damage to school or personal property)		
			10	Violation of school rules (disobeying school policy)		
			11	Weapons possession (firearms and other weapons)		
			12	Other Reason		
<b>Eligibility Status</b>	Mandatory	Char(2)				
			01	Expulsion-Eligible	Expulsion-Eligible – A student who was expulsion-eligible and administratively transferred to RSSP in lieu of expulsion.	
			02	Suspension-Eligible	Suspension-Eligible – A student who was suspension-eligible and administratively transferred to RSSP in lieu of suspension.	
			03	PA 97-0495-Expelled & Administratively Transferred	PA 97-0495-Expelled & Administratively Transferred – A student who was expelled and administratively transferred to RSSP, in accordance with PA 97-0495 and Sections 10-22.6 and 34-19 of the School Code.	
			04	PA 97-0495-Suspended & Administratively Transferred	PA 97-0495-Suspended & Administratively Transferred – A student who was suspended in excess of twenty(20) days and administratively transferred to RSSP, in accordance with PA 97-0495 and Sections 10-22.6 and 34-19 of the School Code.	
<b>GED Instruction</b>	Mandatory	Char(2)			Enrolled in an instructional program leading to a GED certificate.	
			01	Yes		
			02	No		
<b>Tutoring</b>	Mandatory	Char(2)			Additional instructional services, usually provided on a one-to-one basis, to supplement regular instruction.	

## Regional Safe School Program (RSSP)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			01	Yes		
			02	No		
<b>GED Test Successfully Completed</b>	Mandatory	Char(2)			Student Successfully completed a GED test.	
			01	Yes		
			02	No		
<b>Curriculum Related Employment</b>	Mandatory	Char(2)			Student is employed or working in a position that is related to the curriculum.	
			01	Yes		
			02	No		
<b>Date of Alternate Education Plan (AEP)</b>	Mandatory	Char(10)	mm/dd/yyyy		Date of Alternative Education Plan, Each student must have an AEP prepared at the earliest time following the transfer to RSSP. Requirements of the plan may be found in Illinois School Code 105 ILCS 5/13A-4.	
<b>Behavior Modification Training</b>	Mandatory	Char(2)			Any behavior management/conflict resolution training systems that help students improve their behavior, manage stress, control anger, and make better choices.	
			01	Yes		
			02	No		
<b>Community Service Participation</b>	Mandatory	Char(2)			This includes RSSP-sponsored or court-mandated participation in individual or group community service projects. These projects may be service learning projects or other volunteerism projects in which student learning is enhanced, the needs of the community are addressed, and the student provides service to the community.	
			01	Yes		
			02	No		
<b>Individual/Group Counseling</b>	Mandatory	Char(2)			RSSP programs may provide individual and/or group counseling that may relate to social, emotional, or health problems. Please note that clicking on this rubric indicates that the student received individual counseling, or group counseling, or both.	
			01	Yes		
			02	No		
<b>Life Skills Training</b>	Mandatory	Char(2)			This training may include decision-making (critical thinking, problem solving, and communication), social skills, cultural awareness, financial management, etc.	
			01	Yes		

## Regional Safe School Program (RSSP)

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			02	No		
<b>Mentoring</b>	Mandatory	Char(2)			Coaching and/or guiding students with their career/educational goals. A mentor can be a peer, an older student, staff members, or a community member who may be employed in the career field in which the student is interested.	
			01	Yes		
			02	No		
<b>Parenting Classes for Parents (of RSSP students)</b>	Mandatory	Char(2)			The RSSP may provide parenting classes for parents of RSSP students as part of parental involvement in the RSSP program or as needed in individual circumstances on a case-by-case basis. Such classes may be provided directly by the RSSP or by referral to another agency.	
			01	Yes		
			02	No		
<b>Referral to Social Services</b>	Mandatory	Char(2)			The RSSP program may refer the student for services provided by government agencies, public or private social service agencies, or community-based organizations.	
			01	Yes		
			02	No		
<b>School to Work</b>	Mandatory	Char(2)			Career development training, skills training, and/or activities offered by the school to prepare students for jobs or employment.	
			01	Yes		
			02	No		
<b>School Year</b>	Mandatory	Char(4)	xxxx		School year applicable.	

## Service Provider

### Service Provider

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Object Rules (if applicable).</b>						
<b>Service Provider</b>	Mandatory	Char(15)	rrccdddtssss	Region-County-District-Type-School	Region-County-District-Type-School code that uniquely identifies the school/program providing the staff or services to the student.	

### Change History

12/24/2018	Released
11/28/2018	Updated Change History for testing
10/24/2018	Initial Draft

## Student Address

### Student Address

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>The <b>Home RCDTS</b> of the student's active enrollment matches the users IWAS User's RCDTS entering the data.</li> <li>All students enrolled in SIS are encouraged to provide Student Address. But it is only required for any student enrolled as IDEA Services "Yes" with the Address Status of "Active" before exiting.</li> </ul>						
<b>Address Status</b>	Mandatory	Char(1)		Address Status		
			A	Active	Address is current.	
			I	Inactive	Address is not current.	
<b>Address Type</b>	Mandatory	Char(2)				
			01	Primary	Primary address	
			02	Secondary	Secondary address	
<b>Student Address 1</b>	Mandatory	Char(50)		Address Line 1		
<b>Student Address 2</b>	Optional	Char(50)		Address Line 2		
<b>Suite/Apt</b>	Optional	Char(50)		Address Suite/ Apartment #		
<b>City</b>	Mandatory	Char(30)		City name		
<b>State</b>	Mandatory	Char(2)		Abbreviated State		
<b>Zip</b>	Mandatory	Char(9)		Zip code: 5-digit or 9-digit		

#### Change History

12/24/2018	Released
11/28/2018	Updated Change History for testing
10/24/2018	Initial Draft



## Student Attendance V4

### Student Attendance V4

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<ul style="list-style-type: none"> <li>Attendance data can be added/updated throughout a Pre-K thru 12 grade student's enrollment and after exiting with the following considerations:               <ul style="list-style-type: none"> <li>- The Enrollment record Home RCDTS is responsible for providing attendance data</li> <li>- The Enrollment record Serving RCDTS may optionally provide attendance data</li> <li>- Optionally, the student enrollment Service Provider RCDTS may provide attendance data (when IDEA=Yes)</li> <li>- Attendance data (days) cannot exceed the number of days the student was enrolled with the district</li> <li>- Attendance days cannot exceed days enrolled in that month (or partial month)</li> <li>- The Attendance Months display based on the months the student is enrolled/exited.</li> <li>- Click the + (Add) button and select an Attendance Type (that Attendance Type becomes available for all months)</li> <li>- Values represent Days (see PDA note below)</li> <li>- Entering a new value (and submitting) overwrites the existing value</li> <li>- To delete an existing value, enter 0 (0.000). Press Submit to delete the value</li> </ul> </li> </ul> <p>Use the following method to report the Attendance Day calculation for each day.</p> <ul style="list-style-type: none"> <li>- Full day, report 1.000</li> <li>- Half-day, report 0.500</li> <li>- Quarter day, report 0.250</li> <li>- Etc.</li> </ul> <ul style="list-style-type: none"> <li>Using the student enrollment <b>PDA</b>, ISBE will do the calculation for final reporting purposes.</li> <li>Report Student Attendance for <b>Regular School Year enrollments ONLY!</b> Summer school and ESY attendance should not be reported.</li> <li>Attendance data is not accepted for Birth to 3 or Evaluation enrollments.</li> <li>Attendance data is not accepted for an enrollment that was exited erroneously.</li> <li>Attendance data is optional for Private School Students.</li> <li>Attendance data (batch) <u>can include multiple past months</u> for the student.</li> <li>To add or update Student Attendance data via batch, provided data must match with an enrollment record in SIS:               <ul style="list-style-type: none"> <li>- SID</li> <li>- First Name and Last Name of student</li> <li>- Birth Date of student</li> <li>- Home RCDTS and Serving RCDTS of the Student Attendance File must match a SIS Enrollment Home RCDTS, Serving RCDTS, and Service Provider RCDTS.</li> <li>- Enrollment Date</li> <li>- School Year</li> </ul> </li> </ul>	

## Student Attendance V4

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
Month of Attendance	Mandatory	Char(2)		The month of student attendance reporting.	Students must be enrolled at least one day during the month of attendance reported. Cannot provide more days of attendance than the enrollment days for a given month.	
			01	January		
			02	February		
			03	March		
			04	April		
			05	May		
			06	June		
			07	July		
			08	August		
			09	September		
			10	October		
			11	November		
			12	December		
Year of Attendance	Mandatory	Char(4)	nnnn	The calendar school year for attendance reporting. <b>Note:</b> May differ from School Year.		
				Ex. Reporting attendance for October 10, 2018. Use 2018 for the year of submitted attendance, NOT the School year, 2019.		
Attendance Type	Mandatory	Char(2)		Identify the type of attendance in which the student participated		
			01	In Person Instruction	The student is receiving educational services in-classroom.	
			02	Absent - Excused	The student was absent with cause. "Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, student mental health day, civic event per PA 102-981, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.	

## Student Attendance V4

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	Absent - Unexcused	The student was absent without a cause.	
			04	Medically Homebound	<p>A student who is <b>receiving</b> home/hospital instructional services, provided by the district, in accordance with 105 ILCS 5/14-13.01. These students are considered present for purposes of attendance as it pertains to funding. Please see <a href="https://www.isbe.net/Documents/Home-Hospital_QA.pdf">https://www.isbe.net/Documents/Home-Hospital_QA.pdf</a> for additional information on the provision of homebound services, and when medically homebound status can apply.</p> <p>A student who is homebound but not receiving home/hospital instructional services is considered as absent, either excused or unexcused according to district policy.</p> <p>No amount of time can be coded as both present, and medically homebound. A day can be broken into portions, such as half day present, half day medically homebound, but if the time is marked medically homebound, it should <b>NOT</b> also be included in either the excused or unexcused absence totals</p>	
			05	Hospitalized	<p>An absence where a student was hospitalized because of medical emergencies or procedures (e.g., because of a motor vehicle or other type of accident, surgery, severe illness, psychiatric emergency) or was participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, <b>but was not receiving home/hospital instructional services</b>, in accordance with 105 ILCS 5/14-13.01.</p> <p>No amount of time can be coded as both present, and hospitalized. A day can be broken into portions, such as half day present, half day hospitalized, but if the time is marked hospitalized, it should <b>NOT</b> also be included in either the excused or unexcused absence totals.</p>	

## Student Attendance V4

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			06	E-Learning	<p>The number of full or partial days represented as a decimal that a student was present remotely and was using the district's Approved E-Learning Plan (105 ILCS 5/10-20.56). Includes, but not limited to, Governor declared disaster days.</p> <p>Districts may not exceed number of emergency days in the approved school calendar and must be verified by the regional office of education or intermediate service center for the school district on or before September 1st annually to ensure access for all students.</p> <p>During a Governor declared disaster outlined in Section 7 of the Illinois Emergency Management Agency Act, a district may use E-Learning Days without limit (105 ILCS 5/10-30).</p>	
			07	Remote Learning	<p>The number of full or partial days represented as a decimal that a student was present remotely. Under current law, Remote Learning Days may only be used in the following two situations:</p> <ol style="list-style-type: none"> <li>1. Any school district may establish a Remote Educational Program policy by resolution of its board. Districts that adopt such a policy can allow a student to participate in a Remote Educational Program when there is a determination by the school district and the parent/guardian that the program will best serve the student's individual learning needs and the student meets the criteria for participation defined in the policy. In this case, an individual student who is participating in a Remote Educational Program may meet the requirement of a remote learning day in several ways, provided that 5 hours of instruction and schoolwork are administered. ISBE strongly recommends that 2.5 hours of the 5 hours be synchronous instruction (105 ILCS 5/10-29).</li> </ol> <p><u>Special Note:</u> A school district that places a student with an IEP into a Remote Educational</p>	

## Student Attendance V4

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					<p>Program authorized under Section 10-29 of the School Code shall ensure that the educational programming and related services as specified in the child's IEP are provided to the student. The placement of the student in a remote educational program does not relieve the school district of the responsibility for ensuring that the student will receive all programming and related services required by the IEP, whether from one source or from multiple sources. Each local school district shall be responsible for monitoring the performance of the remote educational program to ensure that the implementation of each IEP conforms to the applicable requirements of 23 Ill. Admin. Code Part 226.</p> <p>2. During a Governor declared disaster outlined in Section 7 of the Illinois Emergency Management Agency Act, a district may use Remote Learning days if they do not have an Approved E-Learning Plan. In this case, a district may meet the requirement of a remote learning day in several ways, provided that 5 hours of instruction and schoolwork are administered. ISBE strongly recommends that 2.5 hours of the 5 hours be synchronous instruction (105 ILCS 5/10-30).</p>	
			08	Mental Health	<p>The student was absent with cause (excused absence)</p> <p>"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, student mental health day, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.</p>	

## Student Attendance V4

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			09	Detention Center	Student is enrolled at a detention center therefore specific district attendance data is not available.	
<b>Attendance Days</b>	Mandatory	Numeric (5)	nn.nnn		The sum for the Attendance Type of a full days or partial days represented as decimals that the student accumulated for the month. The precision will be 3 decimal points	Sum of days (for all Attendance Types) must be equal to or less than the number of days in that month (includes weekends).  Existing Attendance Day values can be deleted (enter a 0) or overwritten (enter a new value) and click submit.

## Student Discipline

### Student Discipline

A disciplinary action must have occurred during the student’s time of enrollment in your district, but the student does not need to be currently actively enrolled in your district.

Only the Home School can view or submit Student Discipline Groups data:

- Student Discipline Groups data is only required if disciplinary action has occurred
- A school may or may not have discipline data to submit

On July 31 of each school year, all identifiable student data will be removed from the Student Discipline Groups record and only aggregate data will be maintained in SIS.

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• To add or to update a Student Discipline record the student has a valid district enrollment record in SIS by the following:               <ul style="list-style-type: none"> <li>- Enrollment record <b>Home RCDTS</b> matches Student Discipline record’s <b>Home RCDTS</b></li> <li>- Enrollment record <b>Serving RCDTS</b> matches Student Discipline record’s <b>Serving RCDTS</b></li> <li>- Enrollment record <b>School Year</b> matches Student Discipline record’s <b>School Year</b></li> <li>- Enrollment <b>Exit/Withdrawal Type</b> code does not equal '99' Erroneous Enrollment</li> </ul> </li> </ul> <p>Student Discipline data is collected for K-12 grade levels. Discipline incidents include those that occur on school grounds or during school-related activities.</p>						
<b>Incident Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Date	The month, day, and year on which the incident occurred.	<ul style="list-style-type: none"> <li>• To add or to update the Incident Date in a record, the date is in one of the following specified ranges:               <ul style="list-style-type: none"> <li>- Incident Date is equal to or greater than the Enrollment Date and the Exit Enrollment Date is Null</li> <li>- Incident Date is equal to or greater than the Enrollment Date and the Exit Enrollment Date is equal to or greater than Incident Date</li> </ul> </li> </ul>

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Incident Case ID</b>	Optional	Char(16)		Numeric	Number created by the school districts, unique to the serving school, that ties multiple students to one discipline incident.	
<b>Incident Number</b>	Mandatory	Char(2)			A sequential number that identifies multiple incidents received by an individual in a single day. This number will be "01" unless a student has multiple incidents in one day or if the student has multiple Disciplinary Action codes for the same incident.	<ul style="list-style-type: none"> <li>To add a record the Incident Number does not match the Incident Number in an existing record with matching Incident Date and matching Student's enrollment.</li> </ul>
<b>Disability Type</b>	Mandatory	Char(2)			A child evaluated in accordance with §§ 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.	
			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 Impairments	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 in this section.	
			03	Speech or Language Impairments	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.	
			04	Visual Impairments	An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.	



## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			05	Emotional Disability	<p>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:</p> <p>(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.</p> <p>(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</p> <p>(C) Inappropriate types of behavior or feelings under normal circumstances.</p> <p>(D) A general pervasive mood of unhappiness or depression.</p> <p>(E) A tendency to develop physical symptoms or fears associated with personal or school problems.</p> <p>Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under this definition.</p>	
			06	Orthopedic Impairments	<p>A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures, or burns that cause contractures).</p>	
			07	Other Health Impairments	<p>Means having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and</p>	

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					adversely affects a child's educational performance.	
			08	Specific Learning Disabilities	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 the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.	
			09	Deaf-Blindness	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	
			10	Multiple Disabilities	Concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.	

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			11	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. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in this definition are satisfied.	
			12	Traumatic Brain Injury	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury 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. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.	

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			13	Developmental Delay	Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in § 300.111(b), include a child— (1) Who is experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) Who, by reason thereof, needs special education and related services.	
			14	Deafness	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.	
			99	None	None: A student is classified as having no disability and is receiving regular educational services at the time of the disciplinary incident. <b>NOTE: Code 99 may be selected when IEP = Yes to account for students who have an IEP at some point in the school year, but DID NOT have a disability at the time of the disciplinary incident.</b>	
<b>Incident Type Code</b>	Mandatory	Char(2)			An occurrence involving the student’s violation of any of the established codes of the school or school district board of education (or civic authorities).	<ul style="list-style-type: none"> <li>• For a Birth to 3 or Pre-K student, the Incident Type Codes must be one of the following:</li> <li>- '50', 'Extreme prolonged tantrums'</li> <li>- '51', 'Physical and verbal aggression'</li> <li>- '52', 'Purposeful destruction of property'</li> <li>- '53', 'Self-injury'</li> <li>- '54', 'Withdrawal'</li> <li>- '55', 'Purposeful injury to others, both children and adults'</li> <li>- '56', 'Serious safety threat'</li> </ul>

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			08	Alcohol	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events, and on school-sponsored transportation, or substances represented as alcohol.	
			09	Violence with physical injury	While on school grounds or under the supervision of school authorities, any conduct that involves the use, attempted use, or threatened use of force against the person or property of another, or any other offense that is a felony and that by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense, with or without a weapon, that results in injury requiring professional medical attention, e.g., stab or bullet wound, concussion, fractured or broken bone, or cut requiring stitches. Violent incidents include, but are not limited to: aggravated battery/battery, fighting, aggravated assault/assault, homicide, kidnapping, robbery, burglary, school threat, predatory criminal sexual assault of a child, aggravated criminal sexual assault, criminal sexual assault, criminal sexual abuse, aggravated sexual battery, reckless endangerment, bullying/harassment, and threats/intimidation/menacing.	
			10	Violence without physical injury	While on school grounds or under the supervision of school authorities, any conduct that involves the use, attempted use, or threatened use of force against the person or property of another, or any other offense that is a felony and that is by its nature, involves a substantial risk that physical force against the person or property of another maybe used in the course of committing the offense, with or without a weapon, that does not result in injury requiring professional medical attention. Violent incidents include, but are not	

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
					limited to: aggravated battery/battery, fighting, aggravated assault/assault, homicide, kidnapping, robbery, burglary, school threat, predatory criminal sexual assault of a child, aggravated criminal sexual assault, criminal sexual assault, criminal sexual abuse, aggravated sexual battery, reckless endangerment, bullying/harassment, and threats/intimidation/menacing.	
			11	Drug Offenses	The use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. §812 (c); this does not include use, possession, sale, or solicitation of alcohol or tobacco.	
			12	Dangerous weapon Firearm – Handgun	A "hand gun" is a firearm which has a short stock and is designed to be held and fired by the use of a single hand; and (B) any combination of parts from which a firearm described in subparagraph (A) can be assembled.	
			13	Dangerous weapon Firearm – shotgun	"Shotgun" - designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. or "short-barreled shotgun" means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification or otherwise) if such a weapon as modified has an overall length of less than twenty-six inches.	

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			14	Dangerous weapon Firearm - rifle	"Rifle" - designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. or "short-barreled rifle" means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches.	
			15	Dangerous weapon Firearm - multiple	Use of more than one of the above (handguns, rifles/shotgun, or other).	
			16	Dangerous weapon Firearm - other	A weapon, device, instrument, material, or substance, animate, or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. Section 930(g)(2)).	
			17	Dangerous weapon – other	A weapon, device, instrument, material, or substance that is readily capable of causing death or serious bodily injury, except a firearm. Exclude a pocket knife with a blade of less than 2 1/2 inches in length.	
			18	Other Reason	A student commits an offense resulting in disciplinary action for a reason other than alcohol, serious bodily injury, drug offenses, dangerous weapon, or tobacco.	
			19	Tobacco	The possession, use, or distribution, or sale of tobacco products on school grounds, at school-sponsored events, on transportation to and from school, or on other school transportation.	
			99	Erroneous Record	Erroneous Entry	
<b>Disciplinary Action</b>	Mandatory	Char(2)		The method of punitive or corrective action taken by the school or court authority to reprimand or rehabilitate a student after an offense is committed.		<ul style="list-style-type: none"> <li>For a Birth to 3 or Pre-K student, the Discipline Action Codes must be one of the following:                             <ul style="list-style-type: none"> <li>- '50', 'Planned Transition'</li> </ul> </li> </ul>

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
						- '51', 'Temporary Removal' - '52', 'Mental Health Consultancy' - '53', 'Transfer to another preschool program due to child's behavior'.
			01	Expulsion - Received Educational Services	<p>An action taken by the local education agency removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy and 105 ILCS 5/10-22.6. This does not include a student to enroll in an alternative program in lieu of another disciplinary action (e.g., suspension or expulsion). This action could include, but is not limited to, the administrative transfer of a suspension or expulsion eligible student to a Regional Safe School Program established under Article 13A of the School Code [105 ILCS 5/13A]. The student received educational services during the expulsion. Reporting in this category should include, but is not limited to, removals resulting from violations of the Gun Free Schools Act (20 U.S.C.A. § 7151) that are modified to less than 365 days.</p> <p><b>Note - A student may receive educational services regardless of their IEP status. The student has been expelled and then is being transferred to the alternative education program.</b></p>	
			02	Expulsion - Did not Receive Educational Services	<p>An action taken by the local education agency removing a student from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy and 105 ILCS 5/10-22.6. The student did not receive educational services during the expulsion. Reporting in this category should include, but is not limited to, removals resulting from violations of the Gun Free Schools Act (20 U.S.C.A. § 7151) that are modified to less than 365 days.</p>	



## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			03	In-School Suspension	Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.	
			04	Out-of School Suspension	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP.	
			05	Transfer to Alternative Program in lieu of another disciplinary action (e.g. suspension or expulsion)	An action taken by school officials, as part of the disciplinary process, that forces a student to enroll in an alternative program in lieu of another disciplinary action (e.g., suspension or expulsion). This action could include, but is not limited to, the administrative transfer of a suspension or expulsion eligible student to a Regional Safe School Program established under Article 13A of the School Code [105 ILCS 5/13A. <b>Note - the student is not expelled or suspended, but is being transferred to an alternative education program.</b>	
			06	Unilateral Removal to an Interim Alternative Educational Setting by School Personnel	Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting who violates a code of student conduct (e.g. drugs, weapons, serious bodily injury) for not more than 45 days as outlined in Part B of IDEA federal regulations 300.530(g). The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change student's placement. (Applicable only if the student has an IEP.)	

## Student Discipline

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			07	Removal to an Interim Alternative Educational Setting by a Due Process Hearing Officer	Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the due process hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative education setting. (Applicable only if the student has an IEP.)	
			99	Erroneous Record	Erroneous Entry.	
<b>Disciplinary Duration</b>	Mandatory	Numeric	Nnn.nnn	Number of days of disciplinary action. Field supports 3 places left of the decimal and 3 places after the decimal.  Example 100.250,125, 1.1, 1, or 0.001		Maximum allowed value is 720. Minimum allowed value is 0.001. A Disciplinary Duration greater than 180 is considered one year or longer.

## Teacher Course Assignment

### Teacher Course Assignment

SIS links a Teacher Course Assignment and Student Course Assignments by matching exactly:

- Student Serving RCDTS must match the Teaching Location RCDTS
- School Year
- State Course Code
- Term
- Section Number

All teachers submitted must have an IEIN number.

**Note:** On the SIS user interface, ensure you select whether you are the **Teaching Location District** or the **Employer District**.

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>• Teacher must have an IEIN Number</li> <li>• Only the <b>Teaching Location RCDTS</b> can submit the SIS teacher’s information</li> <li>• If any (but not all) exit field data is also entered, system will prompt with: Error - “Please enter all the Exit fields: &lt;missing exit field(s)&gt;”</li> <li>• Cannot add a new enrollment for the same teaching location as a current enrollment... Error - “This Teacher already has an assignment for the selected Location. Please select from the list above.”</li> </ul>						
<b>IEIN</b>	Mandatory	Numeric		Numeric	Illinois Educator Identifying Number is the teacher’s certificate number. Required to track teachers in the state of Illinois. All Illinois Certified teachers have an IEIN number.	
<b>Local Teacher ID</b>	Optional	VarChar(50)			Teacher ID number used by the school packages to identify a teacher in their local system.	
<b>Teacher Last Name</b>	Mandatory	Char(30)			Teacher’s Legal Last Name.	
<b>Teacher First Name</b>	Mandatory	Char(30)			Teacher’s Legal First Name.	
<b>Teacher Birth Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Date	Teacher’s Date of Birth.	
<b>School Year</b>	Mandatory	Char(4)	yyyy	Year	School year for which this enrollment is applicable.	

## Teacher Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Teacher Serving Location RCDTS</b>	Mandatory	Char(15)	rrcccdttssss		Region-County-District-Type-School code that uniquely identifies the school/program where a teacher is educating students.	
<b>Employer RCDTS</b>	Mandatory	Char(15)	rrcccdttssss		Region-County-District-Type-School code that uniquely identifies the employer of the teacher.	
<b>Term (Semester)</b>	Mandatory	Char(2)			Identifies which term the class was taken in. Terms could include quarters, semesters, tri-semesters, or yearlong classes.	
			Y1	Year Long		
			Y2	Year Long Summer		
			S1	Semester 1		
			S2	Semester 2		
			S3	Semester Summer		
			T1	Trimester 1		
			T2	Trimester 2		
			T3	Trimester 3		
			T4	Trimester Summer		
			Q1	Quarter 1		
			Q2	Quarter 2		
			Q3	Quarter 3		
			Q4	Quarter 4		
			Q5	Quarter Summer		
<b>State Course Code</b>	Mandatory	Char(9)			Consists of three parts, Subject Area, Course Identifier within that Subject Area, and a State generated alphanumeric identifier. For example, the course State General Math I is coded as 02002A000 — Subject Area Mathematics (02), Course Identifier (002) and State Identifier (A000).	
					Note: All Secondary and Prior to Secondary Courses have been combined under 23 Subject Areas to align with Federal SCED 7.0 guidelines. Existing state course identifiers have been retained when possible.	
			Subject Area		These are 23 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in the Table of Contents of the Illinois State Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> . Subject Area identifies a single course when it is combined with the Course Identifier.	

## Teacher Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				Course Identifier	Courses within a Subject Area are distinguished by a three-digit code immediately following the Subject Area two-digit code. "999" is reserved for courses coded as "other." Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the Illinois State Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> .	
				State Identifier	Unique number assigned by ISBE to identify a State course.	
<b>Local Course ID</b>	Optional	VarChar(50)		Identifier for a Local Course		
<b>Local Course Title</b>	Optional	VarChar(100)		Title of Local course.		
<b>Section Number</b>	Mandatory	VarChar(16)		Identifier for course section. No more than 16 characters in Length; Letters, numbers, and hyphens are accepted.		
<b>Teacher Course Start Date</b>	Mandatory	Numeric	mm/dd/yyyy	First day of attendance for the teacher.		Course Start Date cannot be a future date and must be during the current school year.
<b>EIS Position Code</b>	Mandatory	Char(3)		The specific EIS Position role of the teacher.		
			200	Teacher		
			201	Reading Teacher		
			202	Bilingual Education Teacher		
			203	English as a Second Language Teacher		
			204	Visiting International Teacher		
			207	Speech Language Pathology Teacher		
			208	Career and Technical Educator (CTE)		
			250	Special Education Teacher		
			251	Bilingual Special Education Teacher		
<b>Teacher Course Commitment</b>	Mandatory	Numeric	n.nn	Numeric value of the teacher's course commitment during the duration of the course, expressed in decimal form, where 1.00 represents a full-time commitment to the course.		Teacher Commitment should be a decimal value between 0.01 and 1.00

## Teacher Course Assignment

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
				NOTE:	1) 1.0 Represent a 100 percent full time commitment to the course 2) .5 Represents a 50 percent commitment to the course	<b>Note:</b> The Teacher Commitment FTE for multiple courses combined can actually be far over 1.00.

## Teacher Course Exit

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<ul style="list-style-type: none"> <li>Teacher must have an IEIN Number</li> <li>Only the <b>Teaching Location RCDTS</b> or <b>Teacher Employer RCDTS</b> can submit the SIS teacher's information</li> <li><b>Course End Date</b> should be between <b>Course Start Date</b> and current date.</li> <li>If any (but not all) exit field data is entered, system will prompt with: Error - "Please enter all the Exit fields: &lt;missing exit field(s)&gt;"</li> </ul>						
<b>IEIN</b>	Mandatory	Numeric		Numeric	Illinois Educator Identifying Number is the teacher's certificate number. Required to track teachers in the state of Illinois. All Illinois Certified teachers have an IEIN number.	
<b>Local Teacher ID</b>	Optional	VarChar(50)			Teacher ID number used by the school packages to identify a teacher in their local system.	
<b>Teacher Last Name</b>	Mandatory	Char(30)			Teacher's Legal Last Name.	
<b>Teacher First Name</b>	Mandatory	Char(30)			Teacher's Legal First Name.	
<b>Teacher Birth Date</b>	Mandatory	Char(10)	mm/dd/yyyy	Date	Teacher's Date of Birth.	
<b>School Year</b>	Mandatory	Char(4)	yyyy	Year	School year for which this enrollment is applicable.	
<b>Teacher Serving Location RCDTS</b>	Mandatory	Char(15)	rrccdddtssss		Region-County-District-Type-School code that uniquely identifies the school/program where a teacher is educating students.	
<b>Employer RCDTS</b>	Mandatory	Char(15)	rrccdddtssss		Region-County-District-Type-School code that uniquely identifies the employer of the teacher.	
<b>Term (Semester)</b>	Mandatory	Char(2)			Identifies which term the class was taken in. Terms could include quarters, semesters, tri-semesters, or year long classes	
			Y1	Year Long		
			Y2	Year Long		
				Summer		
			S1	Semester 1		
			S2	Semester 2		
			S3	Semester		
				Summer		

## Teacher Course Exit

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
			T1	Trimester 1		
			T2	Trimester 2		
			T3	Trimester 3		
			T4	Trimester Summer		
			Q1	Quarter 1		
			Q2	Quarter 2		
			Q3	Quarter 3		
			Q4	Quarter 4		
			Q5	Quarter Summer		
<b>State Course Code</b>	Mandatory	Char(9)			Consists of three parts, Subject Area, Course Identifier within that Subject Area, and a State generated alphanumeric identifier. For example, the course State General Math I is coded as 02002A000 — Subject Area Mathematics (02), Course Identifier (002) and State Identifier (A000).	
			Subject Area		These are 23 general content categories, each represented by a two-digit code. The categories are mutually exclusive and, to date, can include any course offered in secondary schools. The Subject Areas are listed in the Table of Contents of the Illinois State Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> . Subject Area identifies a single course when it is combined with the Course Identifier.	
			Course Identifier		Courses within a Subject Area are distinguished by a three-digit code immediately following the Subject Area two-digit code. “999” is reserved for courses coded as “other.” Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are added to the Illinois State Course Catalog at: <a href="https://www.isbe.net/Pages/Illinois-State-Course-System.aspx">https://www.isbe.net/Pages/Illinois-State-Course-System.aspx</a> .	
			State Identifier		Unique number assigned by ISBE to identify a State course.	



## Teacher Course Exit

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<b>Section Number</b>	Mandatory	VarChar(16)			Identifier for course section. No more than 16 characters in Length; Letters, numbers, and hyphens are accepted.	
<b>Actual Attendance (Classes)</b>	Optional	Numeric	n.nn		Actual number of class periods of attendance teacher attended per course during the term.	
<b>Total Attendance (Classes)</b>	Optional	Numeric	n.nn		Total number of class periods of attendance available for the teacher for this course during the term.	
<b>Reason for Exit</b>	Mandatory	Char(2)			The reason why the teacher exited the course. (Course Ended, Teacher Resigned, Death, etc.)	
			01		Course Ended	
			02		Teacher Resigned	
			03		Leave of Absence	
			04		Death	
			05		Teacher Expulsion	
			06		District Reassigned	
			99		Erroneous	

## State Reports

### State Reports

#### 9th Grade on Track

- First-time 9th Grade Students enrolled at any Illinois public school between 9/30/2020 and 5/1/2021 and was not previously enrolled in Grade 9
- Sum of 5 Credits or more (Any subject/class) - Passing
- Cannot fail more than 0.5 credit from core subject (Reading, Math, Science, and Social Science)
- Metric does not include summer school
- The source for this metric is from the SIS student enrollment and student course assignment data.
- Final Letter Grades

- **Passing**

- |           |                         |
|-----------|-------------------------|
| - 01 - A+ | - 08 - C                |
| - 02 - A  | - 09 - C-               |
| - 03 - A- | - 10 - D+               |
| - 04 - B+ | - 11 - D                |
| - 05 - B  | - 12 - D-               |
| - 06 - B- | - 14 - S (Satisfactory) |
| - 07 - C+ |                         |

- **Failing**

- |          |                           |
|----------|---------------------------|
| - 13 - F | - 15 - U (Unsatisfactory) |
|----------|---------------------------|

#### Percent 8<sup>th</sup> Graders Passing Algebra I

- This metric is the percentage of 8th graders who have passed Algebra I or an equivalent math class. (This data will reflect the 2021 School Report Card)
- A student enrolled at any Illinois public school on or before 9/30/2020 and on or after 5/1/2021 is assigned to the last district enrolled for the school year.
- The source for this metric is from the student enrollment and student course assignment data found in the Student Information System.

## State Reports

- Math courses Subject Area (02) are Secondary Courses and receive High School Credit
- Math courses Subject Area (52) are Prior to Secondary
- Please note that math courses taken during the summer session following 8th grade are NOT included in this calculation.
- If student is assigned to one of the following State Courses they are classified as passing Algebra I, regardless of the Final Letter Grade. (This is because these classes require Algebra I as a prerequisite.)

### State Course ID State Course Title

-	02056A000	Algebra II
-	02072A000	Geometry
-	02103A000	Trigonometry
-	02105A000	Trigonometry/Math Analysis
-	02106A000	Trigonometry/Algebra
-	02107A000	Trigonometry/Analytic Geometry
-	02108A000	Math Analysis/Analytic Geometry
-	02109A000	Elementary Functions
-	02110A000	Pre-Calculus
-	52072A000	Geometry

- If an 8th grade student enrolls and passes these Algebra I - equivalent classes, they are considered passing Algebra I

### State Course ID State Course Title

-	02052A000	Algebra I (Secondary Course with high school credit)
-	02054A000	Algebra I/Part 2
-	02055A000	Transition Algebra
-	02061A000	Integrated Math—multi-year equivalent
-	52038A000	Mathematics (grade 8) with Course Level as “Enriched” or “Honors”
-	52052A000	Algebra I (Prior to Secondary)
-	52061A000	Integrated Math/Multiyear Equivalent
-	52069A000	Algebra/Other

- Passing final letter grade includes:

## State Reports

### Final Letter Grade:

- A+
- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+

- D
- D-
- S
- Above Average
- Average
- P
- Exceptional (Exceeds Expectations)
- Meets Standard (Developing Appropriately)

