**OASIS  
Online Alaska School Information System**

FALL 2024 OASIS

DATA HANDBOOK FOR

SCHOOLS AND DISTRICTS

**Due Date: November 8, 2024**

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SRM Test: Oct 14, 2024  
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# Fall 2024 OASIS Handbook Updates

## New Data Elements:

Element 32, State Approved Early Education Program: A student in a district-wide early education program provided by a school district and approved by the department under AS14.07.020(a)(8) is counted as one-half of a full-time equivalent student.

Changes to Existing Data Elements:  
  
 Teacher of Record ATI - Now requires districts to report Social Security Number (SSN) for teachers and substitutes in absence of an ATI, unless the student is receiving SPED services only. If a student is receiving SPED services only, Teacher of Record ATI should be left blank.

Amendments to Validations Rules:

31002 - Students in grades KG to three must have an ATI *or SSN.*

31219 - ATI *or SSN* reported for a student not in grades KG to three.

31103 – ATI *or SSN* not valid.

## **New Validation Rules:**

31003 – Error. Participation in a state approved early education program must be reported for PK students.

31004 – Error. Participation in a state approved early education program must not be reported for students in grades KG to 12.

31005 – Error. ATI must be blank for students receiving SPED services only.

31230 – Error. Participation in a state approved early education program can only be **N** or **Y**.

31700 – Error. When there is no state approved early education program (District is NOT Anchorage, Valdez or Skagway) the response entered for the student must be **N**.

31702 – Error. Special education environments 44 through 48 do not qualify for state approved early education program.

31714 – Error. FTE for a state approved early education program student within a single district is greater than 0.5. Within a district, the max FTE of a state approved early education program student is 0.5.

31726 – Error. The Alaska Department of Education & Early Development has no record of this teacher based on the ATI/SSN provided. Please contact the Teacher Certification office at (907) 465-2831 or [tcwebmail@alaska.gov](mailto:tcwebmail@alaska.gov) for assistance.

31727 – Warning. If there exists a valid ATI for a teacher, it is preferred that ATI be reported over SSN. If SRM detects that a valid ATI exists when an SSN is provided, this warning will be triggered. The warning message will be the following: The ATI for this teacher is <ATI>. Please replace the SSN with <ATI> and update your SIS with this ATI.

## **Validation Rules Removed:**

None

## New or Updated Appendices:

New - Appendix H: Early Education Program Updated – Appendix K:A Guide to Frequently Asked Questions

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

Students that are 3 or 4 years of age are not eligible to be counted for funding unless they are on active Individual Education Program [IEP] and receiving special education [SPED] services **or in an approved district-wide early education program set forth in 4 AAC 60.210 (Appendix H)**. The PK SPED student would be counted based on the days those services are received and the number of hours served. A student enrolled in an approved district-wide approved early education program will receive 0.5 FTE.

# Instructions

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

**Submission of this file must be completed using the** [State Report Manager (SRM)](file:///C:\Users\rlschweissing\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\FLZJ3TJ3\State%20Report%20Manager%20(SRM)) **(srm.eed.state.ak.us/srm).** For further instructions on submitting through SRM, please refer to the [State Report Manager (SRM) User Guide](https://education.alaska.gov/Stats/Guides/SRM_Guide.pdf) (education.alaska.gov/Stats/Guides/SRM\_Guide.pdf) located on the DEED website in the Data Center. The location of the [SRM test environment](https://srmtest.education.alaska.gov/srm/) is (srmtest.education.alaska.gov/srm/).  
The SRM test environment allows users to error check their data files prior to the opening of the SRM live site. Data files entered into the SRM test environment will not be transferred to the SRM live site.

If not already assigned an SRM user name and password, or to reset a password, contact Brendan Verbrugge at [brendan.verbrugge@alaska.gov](mailto:brendan.verbrugge@alaska.gov) or (907) 269-6724 or Jared De Lara at [jared.delara@alaska.gov](mailto:jared.delara@alaska.gov) or (907) 269-6607.

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

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

# Data Elements

| **Status** | **Field #** | **Element Name** |
| --- | --- | --- |
| Required | 1 | **Alaska Student Identification Number**  Student’s unique Alaska Student Identification Number.  Example: 999999  **NOTE:** No student data will be accepted without a valid ID number. Leading zeros are not required. |
| Optional | 2 | **District Student Identification Number**  Unique student identifier the school district uses internally to identify individual students.  **NOTE:** This number is not to be confused with the Alaska Student Identification Number. |
| Required | 3 | **Student Name – Last**  Student’s last name. |
| Required | 4 | **Student Name – First**  Student’s first name. |
| Optional | 5 | **Student Name – Middle**  Student’s middle name or initial.  **NOTE:** For fields 3, 4, and 5,do not include a suffix such as Jr., Sr., II, III, etc. or commas. Otherwise, the SRM will generate an error for the student. |
| Optional | 6 | **Student Name – Suffix**  An appendage, if any, used to denote student’s generation in his family (e.g., Jr., Sr., II, III). |
| Required | 7 | **City/Town/Village**  Name of the city, town, or village where the student lives. |
| Required | 8 | **Zip Code**  Zip or postal code where the student lives, excluding delimiters or blank  Spaces. |
| Required | 9 | **Birth Date**  Student’s date of birth.  Format: MM/DD/YY or MM/DD/YYYY |
| Required | 10 | **Gender**  Code indicating the sex or gender of the student.  Student’s gender  **F** = Female  **M** = Male |
| Required | 11 | **Race or Ethnicity**  Student’s racial or ethnic background.  1 White  2 African American  3 Hispanic (all students of Hispanic/Latino ethnicity)  4 Asian  5 American Indian  6 Alaska Native  7 Two or More Races (not Hispanic/Latino)  8 Native Hawaiian or Pacific Islander  See [Appendix C](#_Appendix_C:_Race/Ethnicity) for race/ethnicity descriptions and coding guidance. |
| Required | 12 | **School Identification Number**  School code assigned by DEED. The first two digits represent the district number, while the last four digits represent the school number.  [School Identification Numbers](https://education.alaska.gov/Alaskan_Schools/public/24-25%20District%20and%20School%20IDs.pdf)  (education.alaska.gov/alaskan\_schools/public)  **NOTE:** No student can be reported in a grade that is not included in the official grade span for the school at which they are being reported. If you do report a student in a grade not served by the school at which they are reported, the SRM will trigger an error message, and this error must be corrected before the file will be accepted.  There is one exception to this rule. If the student is only receiving special education (SPED) services through the public school system, they can be reported in a grade that is outside the grade span for the school as long as they are designated as a SPED only student by entering a Y in Field #21. See directions for this field for more information.  If a student is attending a school that does not actually serve their grade, the student should be coded to the school they would normally attend if the special circumstance placing them in the school did not exist. An example of this would be a middle school student who attends the elementary school due to the need of services that are only offered at the elementary school, or due to an IEP team decision that the child will do better socially in the elementary school. If the student is in 7th grade and is receiving a 7th grade education, code them to the middle school that they would attend if the student did not require the special services offered in the elementary school. |
| Required | 13 | **Student Grade Level**  Grade level of the student.  A leading zero is not required but is acceptable for Grade 1-9.  Grade Description  PK Pre-Kindergarten  KG Kindergarten  1 First Grade  2 Second Grade  3 Third Grade  4 Fourth Grade  5 Fifth Grade  6 Sixth Grade  7 Seventh Grade  8 Eighth Grade  9 Ninth Grade  10 Tenth Grade  11 Eleventh Grade  12 Twelfth Grade  Please see Field #12 for clarification on reporting a student’s grade level with the correct school number. |
| Required | 14 | **FTE Enrollment Level (FTE Percent)**  Full-time or part-time enrollment status of the student expressed in full-time equivalent (FTE) percentage. The FTE reported is for the most recent 20-day Foundation Formula count period as specified by AS 14.17.600. The decimal must be included.  Please see FAQ #1 for more information.  FTE Description  1.00 (full-time)  0.75 (3/4 time)  0.50 (1/2 time)  0.25 (1/4 time) |
| Required | 15 | **Days in Membership During Student Count Period**  Total number of days in membership the student was enrolled in a district’s school during the 20-day Foundation Formula count period as specified by AS 14.17.600 (in whole numbers).  **The count period starts on Monday, September 30, 2024, and ends on Friday, October 25, 20240.** |
| Required | 16 | **Intensive Level of Funding (Special Education)**  Indicates whether the student meets the criteria listed under **4 AAC 52.700** to be claimed for special education funding at the intensive level on **October 25, 2024**.  Code Description  Y Student meets criteria for Intensive Funding  N Student does not meet criteria for Intensive Funding |
| Required | 17 | **October 1 Count**  Was this student enrolled on October 1, 2024? (Or by the next official student day, *which is October 1, 2024*)  Code Description  Y Student was enrolled on October 1, 2024  N Student was not enrolled on October 1, 2024 |
| Required | 18 | **Disability**  Used to identify all children with disabilities who are being served under the IDEA, Part B program. If you choose code 0, please do not include a code in Field 19. See [Appendix D](#_Appendix_D:_Disability) for more information.  Code Description  0 Not Receiving Special Education Services  2 Cognitive Impairment  3 Hearing Impaired – Includes Deaf  4 Speech or Language Impairments  5 Visual Impairments  6 Emotional Disturbance  7 Orthopedic Impairments  8 Other Health Impairments  9 Specific Learning Disabilities  10 Deaf-Blindness  11 Multiple Disabilities  12 Autism  13 Traumatic Brain Injury  14 Developmentally Delayed |
| Conditional | 19 | **Special Education Environment**  Code representing the environment where the student receives their special education services. Include this code for every child with disabilities that is being served under the IDEA, Part B program.  **Codes 40-48 are for children ages 3-5 not in kindergarten only. See** [**Appendix F**](#_Appendix_F:_Environment) **for detailed information.**  **NOTE**: Children who are between the ages of 3 years old up to **5 years old and not in kindergarten** on October 1 should use this code set.  Code Description  40 Attends a general education early childhood program at  least 10 hrs. per week and receives the majority of hours of  special education and related services in the general  education early childhood program.  41 Attends a general education early childhood program at  least 10 hrs. per week and receives the majority of hours of  special education and related services in some other  location.  42 Attends a general education early childhood program less  than 10 hrs. per week and receives the majority of hours of  special education and related services in the general  education early childhood program.  43 Attends a general education early childhood program less  than 10 hrs. per week and receives the majority of hours of  special education and related services in some other location.  44 Attends a special education program in a separate special  education class (not in any general education early  childhood program).  45 Attends a special education program in a separate school  (not in any general education early childhood program).  46 Attends a special education program in a residential  facility (not in any general education early childhood  program).  47 Attends neither a general education early childhood  program nor a special education program and receives the  majority of hours of special education and related services  at home.  48 Attends neither a general education early childhood  program nor a special education program and receives the  majority of hours of special education and related services  at the service provider location or some other location not  in any other category.  **Codes 28-35 are for children ages 5 in kindergarten -21 only. See** [**Appendix F**](#_Appendix_F:_Environment) **for detailed information.**  **NOTE**: Kindergarteners who are 5 on October 1 should use this code set.  Code Description  28 Inside general education Class 80% or more of the day  29 Inside general education class 40%-79% of the day  30 Inside general education class less than 40% of the day  31 Separate School Facility  32 Residential Facility  33 Homebound/Hospital  34 Served in a Correctional Facility  35 Parentally placed in Private School |
| *Required* | *20* | ***October 1 Children with Disabilities Child Count***  Did this student have an active IEP in this school under IDEA, Part B on October 1, 2024? If the student is dual enrolled in more than one district, only the school in the enrolling district per 4 AAC 33.432 should report a Y in this field (the school responsible for the coordination of and payment for special education and related services for this student). See [Appendix A](#_Appendix_A:_4)for more information on 4 AAC 33.432.  Code Description  Y Yes, the student had an active IEP in this school on October 1,  2024 and if the student is dually enrolled this school is in the  enrolling district and is responsible for the coordination of  and payment for special education and related services for this student.  N No, this student did not have and active IEP in this school on  October 1, 2024 or they had an active IEP, but they are dully  enrolled and a school in the enrolling district will report Y  since they are responsible for the coordination of and payment  for special education and related services for this student.  *If this child is being served in two or more schools in your district, indicate “Yes” in only the one school where they actually received services.*  *Please note that this is a different count than the October 1, count in Field 17 and is only used to calculate your Federal Child Count (unduplicated count of children being served under IDEA, Part B by October 1, 2024).*  ***NOTE****: A “No” in this field does not affect your district’s funding.* |
| Required | 21 | **SPED Student Only**  Used to identify students who only receive special education services from the public school district.  Code Description Y Student only receives special education services from the  public school system. These are almost always private school students.  N This student is enrolled in the public school system for more  than just special education services. This will be all or most of  your students.  Students who only receive SPED services through the public school system should be coded to the school where they receive those services, and they should have a Y entered in this field. Examples of this would be a PK student who attends Head Start and comes to a public school only to receive SPED services. Another case would be an older student who attends a private school for all their classes but comes to a public school only to receive SPED services. |
| Required | 22 | **English Learner Status**  Indicates whether or not the student has been identified as an English Learner (EL).  Student with codes of L1 or LP will be considered “EL = Yes” students for the current school year. Students with codes of M1, M2, M3 or M4 are *former* EL students in monitoring status. Students where EL = M1, M2, M3, M4 or X must have an EL Language = 99  Code Description  L1 First year of identification as an EL student. Student meets definition of EL and has scored below the proficient level on a state-approved English language proficiency screener.  LP Student has been identified as EL in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency.  M1 First year of monitoring for former EL student. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission.  M2 Second year of monitoring for a former EL student. The student  should have had a code of M1 in the previous school year.  M3 Third year of monitoring for a former EL student. The student  should have had a code of M2 in the previous school year. M4 Fourth year of monitoring for a former EL student. The student  should have had a code of M3 in the previous school year.  X Not identified as an English Learner. This includes former English Learners who have completed their monitoring status.  **NOTE:** Code LT is not valid in Fall OASIS because EL students have  yet to take the ELP assessment during the 2024-2025 school year. |
| Required | 23 | **EL Language Type**  Designate the native language of an EL student. Native language may also be called the primary, first, or home language of a student whose native language is not English or whose language of influence is not English.  **Note(s):** If the student speaks an unlisted language, use code 30 and enter the language type in the notes field. If a student’s native language is English, please enter the language of influence instead. Note that languages are different than ethnicities; for instance, “Hispanic” is not a valid language selection. If the student is not an EL use code 99.  Code Description  31 Albanian  2 Aleut (Sugcestun, and Unangan)  4 Arabic  5 Athabascan (includes all dialects: Ahtna, Deg Xinag, Dena’ina,  Gwich’in, Han, Holikachuk, Koyukon, Upper Kuskokwim,  Tanacross, and Tanana)  7 Cambodian (includes Central Khmer)  8 Chinese (includes Cantonese)  41 French  11 Filipino (includes Tagalog)  32 German  33 Haida  34 Hawaiian  13 Hmong  15 Inupiaq  16 Japanese  17 Korean  19 Laotian  35 Mein (includes Sino-Tibetan)  20 Native American (includes Navajo and other languages)  45 Nilo-Saharan (includes Nuer)  42 Palauan  43 Polish  44 Portuguese  22 Russian  24 Samoan  47 Somali  25 Spanish  36 Thai  27 Tlingit  37 Tongan  28 Tsimshian  38 Ukrainian  46 Urdu  29 Vietnamese  6 Yup’ik (includes all dialects: Alutiiq (Sigpiaq), Central Yup’ik, Cup’ik, and Siberian Yup’ik)  30 Other (place the Language Type in the Notes field)  99 Not an EL |
| Conditional | 24 | **Target Cohort Graduation Year (All High School Students)**  This identifies the student’s Target Cohort Graduation Year. The target year is determined by identifying when a student enters grade 9 for the first time, and then calculating the expected graduation date based on a normal four-year progression. For example, if a student enters grade 9 for the first time during the 2024-2025 school year, the Target Cohort Graduation Year is 2028.  Code Description 2028 First time grade 9 student in 2024-2025.  2027 First time grade 9 student in 2023-2024  2026 First time grade 9 student in 2022-2023 2025 First time grade 9 student in 2021-2022  2024 First time grade 9 student in 2020-2021  2023 First time grade 9 student in 2019-2020  2022 First time grade 9 student in 2018-2019  2021 First time grade 9 student in 2017-2018 |
| Required | 25 | **Economically Disadvantaged (Low-Income)**  This identifies students that are eligible during any portion of the reporting period for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals program, adopted by reference in 4 AAC 06.899(5).  Guidance for schools that do not collect free-lunch applications, or do not collect free-lunch application annually, can be found in FAQ #13.  Code Description  Y Yes, this student is economically  disadvantaged (low-income).  N No, this student is not economically  disadvantaged (low-income). |
| Required | 26 | **Active Duty Parent or Guardian**  This identifies whether the student had a parent/guardian **on active duty** in  any branch of the Armed Forces of the United States, the Alaska  National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on October 1, 2024.  Code Description  Y Yes, this student has a parent or guardian who was on active duty on October 1, 2024.  N No, this student did not have a parent or guardian on active duty at on October 1, 2024. |
| Required | 27 | **U.S. Armed Forces Parent or Guardian**  This identifies whether the student had a parent/guardian in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on October 1, 2024.  Code Description  Y Yes, this student has a parent or guardian who was in the Armed Forces on October 1, 2024.  N No, this student did not have a parent or guardian in the Armed Forces at on October 1, 2024. |
| Required | 28 | **Digital Device** What device does the student most often use to complete schoolwork at home?  Code 1 Chromebook 2 Desktop computer 3 Laptop computer 4 Tablet 5 Smartphone 6 None 7 Other 8 No Response  **Note**: If reporting “Other”, please list the device in the “Notes" field. |
| Required | 29 | **Device Access** Is the primary learning device a personal device or school-provided? Is the primary learning device shared with anyone else in the household?  Code 1 Personal – Dedicated 2 Personal – Shared 3 School Provided – Dedicated 4 School Provided – Shared 5 None 6 No Response |
| Required | 30 | **Internet Access in Residence** Can the student access the internet on their primary learning device at home? Code Y Yes  N No  X No Response |
| Conditional | 31 | **Teacher of Record ATI**  Alaska Teacher Identification number of the teacher assigned to students in grades **KG to three** in general education and self-contained special program classrooms.  For students that do not have a certified teacher of record, please report the teacher’s social security number (SSN) INCLUDING LEADING ZEROS. If the student is receiving SPED services only, leave this field blank.  Long-term substitute that is certified – Substitute’s SSN  Long-term substitute that is not certified – Substitute’s SSN  Unknown – Teacher or Substitute’s SSN  Student is receiving SPED services only – leave field blank  See FAQ 17.   |  |  | | --- | --- | | Example | Description | | 999999 | (For ATI) Leading zeros are not required but are acceptable. | | 99999999 | (For SSN) Leading zeros are REQUIRED. | |  |  | |
| Conditional | 32 | **State Approved Early Education Program**  Is the PK student that is four or five years old and attending a state approved early education program?  Code Description  Y PK student is attending a state approved early education program  N PK student is not attending a state approved early education program |
| Conditional | 33 | **Notes**  Districts may use this field to make notes about data entered in the record.  Please use this field to explain unusual situations and for Other Language Types as directed in element 23.  This field may not be used as a substitute for entering required data in prior fields. |

# Record Layout

| **Field Name** | **Field #** | **Field Description** | **Type** | **Length** | **Status** |
| --- | --- | --- | --- | --- | --- |
| AKSID | 1 | Alaska Student Identification Number | Number | 10 | Required |
| LocalID | 2 | District Student Identification Number | Number | 15 | Optional |
| LastName | 3 | Student Name – Last | Text | 35 | Required |
| FirstName | 4 | Student Name – First | Text | 35 | Required |
| MiddleName | 5 | Student Name – Middle (or Middle Initial) | Text | 35 | Required  (if present) |
| Suffix | 6 | Student Name – Suffix | Text | 8 | Optional |
| City | 7 | City/Town/Village | Text | 30 | Required |
| Zip | 8 | Zip Code | Number | 5 | Required |
| BirthDate | 9 | Birth date | Date | 8/10 | Required |
| Gender | 10 | Gender | Text | 1 | Required |
| Race | 11 | Race or Ethnicity | Number | 1 | Required |
| SchoolID | 12 | School Identification Number | Number | 6 | Required |
| Grade | 13 | Student Grade Level | Text | 2 | Required |
| FTE | 14 | Full-Time Equivalency percentage (FTE), full-time or part-time enrollment status of the student expressed in FTE percentage, decimal must be included. | Number | 4 | Required |
| Membership | 15 | Total # of Days in Membership that the student was enrolled in the district (most recent 20-day Foundation Formula count period) in whole numbers. | Number | 2 | Required |
| Intensive | 16 | Intensive level of funding (if student meets the criteria listed under 4 AAC 52.700) | Y/N | 1 | Required |
| Oct1Enrolled | 17 | October 1 count (was student enrolled on October 1?) | Y/N | 1 | Required |
| Disability | 18 | Identify all children with disabilities being served under IDEA, Part B program. | Number | 2 | Required |
| SPEDEnvironment | 19 | Special Education Environment:  Code where child receives SPED services. Codes 40-48 are for children ages 3-5 only. | Number | 2 | Conditional |
| SPEDOct1 | 20 | Was child served in your district under IDEA, Part B by October 1? | Y/N | 2 | Required |
| SPEDstudentONLY | 21 | Special Education Student Only – Student only receives sped services. | Y/N | 1 | Required |
| ELStatus | 22 | EL Status | Text | 2 | Required |
| ELLanguage | 23 | EL Language Type | Number | 2 | Required |
| TargetGrad | 24 | Target Cohort Graduation Year | Number | 4 | Conditional |
| EconDisadv | 25 | Economically Disadvantaged (Low Income) | Y/N | 1 | Required |
| ActiveDuty | 26 | Active Duty Parent or Guardian | Y/N | 1 | Required |
| ArmedForces | 27 | U.S. Armed Forces Parent/Guardian | Y/N | 1 | Required |
| DigitalDevice | 28 | Digital Device | Text | 1 | Required |
| DeviceAccess | 29 | Device Access | Text | 1 | Required |
| NetResidence | 30 | Internet Access in Residence | Y/N | 1 | Required |
| TeacherATI | 31 | Teacher of record ATI/SSN | Text | 9 | Conditional |
| EarlyEducationProgram | 32 | PK student that is four or five years old and attending a state approved early education program. (AS 14.17.500) | Y/N | 1 | Conditional |
| Notes | 33 | Notes | Text | 500 | Optional |

# Appendix A: 4 AAC 33.432. Enrollment of special education students

(a) A district may enroll, on a 100 percent or less of a full-time equivalent count, an out-of-district student who is entitled to special education and related services under 4 AAC 52 in the district's statewide correspondence study program. The enrolling district under 4 AAC 52.090 is responsible for administration of a program to provide those special education and related services. If a student is enrolled in the statewide correspondence study program at less than 100 percent of the full-time equivalent count, the enrolling district must enter into an individualized cooperative agreement with the student's district of residence. An individualized cooperative agreement with the child's district of residence is not required if the student is enrolled with the enrolling district at 100 percent of the full-time equivalent count. The cooperative agreement required by this subsection must provide that the district that receives the larger share of the student's full-time equivalent count for state funding purposes under 4 AAC 09.040(c) and 4 AAC 33.430(h) is responsible for the coordination of and payment for special education and related services, without respect to the cost of those services, as required by the student's individualized education program (IEP), and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 - 4 AAC 06.790. If the student's full-time equivalent count for each district in which the student is enrolled is equal, the cooperative agreement must provide that the student's district of residence is responsible for the coordination of and payment for special education and related services, without respect to the cost of those services, as required by the student's IEP, and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 - 4 AAC 06.790.

# Appendix B: 4 AAC 07.060 Student Records

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

(1) subjects student has taken

(2) grades earned and an explanation of the grading system used

(3) units of credit earned

(4) attendance records

(5) scores student has recorded on standard tests taken

(6) records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws and

(7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712, 4 AAC 06.737, and 4 AAC 06.755.

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

# Appendix C: Race/Ethnicity Definitions and Guidance

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

4 AAC 06.830. Subgroups

4 AAC 06.899. Definitions

## Race / Ethnicity Definitions

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

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

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

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

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

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

# Appendix D: Disability Definitions

| **Disability Code** | **Description** | **Definition -** Refer to 4 AAC 52.130 ([www.legis.state.ak.us/basis/aac.asp#4.52.130](http://www.legis.state.ak.us/basis/aac.asp#4.52.130) ) for specific details. |
| --- | --- | --- |
| 0 | Not receiving special education services | Not receiving special education services |
| 2 | Cognitive Impairment | 1. Score 2 or more SDs below national norm on individual intelligence test,  2. Exhibits deficits in adaptive behavior,  3. Require special facilities, equipment, or methods,  4. Diagnosed as CI by psychiatrist or psychologist, to include a school psychologist and  5. Certified by IEP Team as qualifying for and needing special education services. |
| 3 | Hearing Impaired – Includes Deaf | 1. Exhibits a hearing impairment that hinders ability to process linguistic information with or without amplification (deaf) or exhibits a hearing impairment (permanent or fluctuating) that adversely affects educational performance (hearing impaired),  2. Require special facilities, equipment, or methods,  3. Diagnosed as deaf or hard of hearing by physician or audiologist, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 4 | Speech or Language Impairment | 1. Exhibits a communication disorder that adversely affects educational performance,  2. Require special facilities, equipment, or methods,  3. Diagnosed speech impaired by physician or SLP, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 5 | Visual Impairment | 1. Exhibits a visual impairment 20/70 or poorer in the better eye with correction or a visual field restriction of 20 degrees determined by an optometrist/ophthalmologist which adversely affects educational performance, or a physical eye condition that affects visual functioning to the extent specially designed instruction is needed,  2. Require special facilities, equipment, or methods, and  3. Certified by IEP Team as qualifying for and needing special education services, including a certified teacher of VI. |
| 6 | Emotional Disturbance | 1. Exhibits one more ED characteristic that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed as ED by psychiatrist or psychologist, to include a school psychologist and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 7 | Orthopedic Impairment | 1. Exhibits severe orthopedic impairment that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed orthopedically impaired by physician, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 8 | Other Health Impairment | 1. Exhibits limited strength, vitality or alertness due to chronic or acute health problem that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed by a physician, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 9 | Specific Learning Disability | 1. Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written,  2. Limited academic achievement for his/her age and ability levels in one or more areas,  3. LD observation and written report done after referral,  4. Require special facilities, equipment, or methods, and  5. Certified by IEP Team as qualifying for and needing special education services. |
| 10 | Deaf-Blindness | 1. Exhibits concomitant hearing and visual impairment,  2. Require special facilities, equipment, or methods,  3. Diagnosed as deaf and blind by an optometrist or ophthalmologist and by a physician or audiologist as deaf/blind, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 11 | Multiple Disabilities | 1. Exhibits two or more impairments causing severe educational problems,  2. Require special facilities, equipment, or methods,  3. Diagnosed for each disability (from the categories listed here – does not include Deaf-Blind), and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 12 | Autism | 1. Exhibits a developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance,  2. Require special facilities, equipment or methods,  3. Diagnosed by a psychiatrist or other physician, an authorized advanced nurse practitioner or a psychologist, to include a school psychologist, and  4. Certified by IEP Team as qualifying for and needing special education services. |
| 13 | Traumatic Brain Injury | 1. Exhibits an injury to the brain by external physical force what results in total or partial functional disability or psychosocial impairment or both that adversely affects educational performance,  2. Impairment in one or more areas: cognition, language, memory, attention, more,  3. Not have brain injuries that are congenital, degenerative, or induced by birth trauma,  4. Require special facilities, equipment, or methods,  5. Diagnosed by a physician, and  6. Certified by IEP Team as qualifying for and needing special education services. |
| 14 | Developmentally Delayed | 1. 3 through 8 years old,  2. Two SDs below mean or 25% delayed in age equivalency in cognitive development, fine and gross motor, speech and language development, social/emotional development, or self-help skills OR 1.7 SDs below the mean or 20% delayed in age equivalency in 2 or more of the areas, and  3. Certified by IEP Team as a child with early childhood developmental delays. |

# Appendix E: English Learner (EL)

An "English Learner (EL)" is one who meets the definition of EL in 4 AAC 34.090(2) and who has been determined to be EL based on the assessment of English language proficiency required under   
4 AAC 34.055(c) to determine if the student is EL and has not yet met the criteria to exit EL status as described in 4 AAC 34.055(d).

Definition of an English Learner (4 AAC 34.090(2))

(2) "English learner" means an individual

(A) who is between 3 and 21 years old

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

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

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

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

(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant

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

(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, mathematics, and science under 4 AAC 06.737;

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

(iii) opportunity to participate fully in society

4 AAC 34.055(d) is amended to read:

(d) If, under (b) and (c) of this section, a district identifies a student as an English learner eligible for services under this chapter, the student remains identified as an English learner until the student obtains an overall composite score of 4.5 or higher on tier B or tier C of Assessing Comprehension and Communication in English State-to-State for English Language Learners, if that is the approved assessment under (c) of this section. If an identified English learner has a disability that precludes assessment in one or more domains of ACCESS for ELLs, the identified English learner is eligible for English learner is eligible for alternate scoring under the department's Alternate Scoring Process Guide, 2021 edition, adopted by reference**.**

4 AAC 34.055(e) is amended to read:

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

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

## Educational Environments of Children with Disabilities Ages 3-5 Not in Kindergarten

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

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

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

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

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

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

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

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

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

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

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

If the child attends a special education program, as defined below, report in codes 44-46. Report the child in one of these codes (44-46), even if the child also receives special education services in the home or in the service provider location or some other location.
Special Education Program - a program that includes less than 50 percent nondisabled children (i.e., children not on IEP’s). Special education programs include but are not limited to:

44 - Special education classrooms in:

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

45 - Separate schools

46 - Residential facilities

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

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

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

• private clinicians’ offices
• clinicians’ offices located in school buildings
• hospital facilities on an outpatient basis


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

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

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

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

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

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

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

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

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

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

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

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

**44** - Special education classrooms in:

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

**45** - Separate schools

**46** - Residential facilities

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

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

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

* private clinicians’ offices
* clinicians’ offices located in school buildings
* hospital facilities on an outpatient basis

## Educational Environments of Children with Disabilities Ages 5 in Kindergarten-21

These codes are based on **age and grade for children who are five** and solely on age for those children who are 6-21. If a child is age **5 and in Kindergarten**-21 years old on October 1st, one of these codes must be used. If they are aged 3-5 and **not** in kindergarten on October 1st, please refer to the other set of environment codes listed above.

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

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

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

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

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

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

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

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

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

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

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

Code 32 Residential facility. Student received education programs and lived in **public** **or private** residential facilities during the school week. This includes children with disabilities receiving special education and related services**, at public expense,** for greater than 50 percent of the school day in **public or private** residential facilities. This may include children placed in:

* **public** **and private** residential schools for students with disabilities; or
* **public** **and private** residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general education school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

Code 33 Homebound/Hospital. Student received education programs in homebound/hospital environment. Includes children with disabilities placed in and receiving special education and related services in:

* hospital programs, or
* homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

Code 34Correctional facilities. Student received special education in:

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

Code 35 Parentally Placed in Private Schools. Student has been enrolled by their parents or guardians in general education parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them (but not through an Alaskan public correspondence school), but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA. Children being homeschooled through an Alaska public correspondence school should not be included in this code. They should be included in codes 28-30.

# Appendix G: Active Duty vs Armed Forces

In October 2020, a new data element was added to Fall OASIS which tracks military-connected students. This element was added because the National Defense Authorization Act that was passed for fiscal year 2020 altered the definitions of student groups that are required for reporting. The following guidance was produced to illustrate the differences between the current Active Duty element and the newly added “U.S. Armed Forces” element.

**Active Duty**

The Active Duty data element has not been changed. The Active Duty element remains the same as the Active Duty element that was reported in prior years. This element reads:

This identifies whether the student had a parent/guardian **on active duty** in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on October 1.

**U.S. Armed Forces**

The only difference between the Active Duty data element and the U.S. Armed Forces element is that the U.S. Armed Forces element does not require the parent/guardian be on active duty. This data element reads:

This identifies whether the student had a parent/guardian in any branch of the Armed Forces of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force on October 1.

The U.S. Armed Forces subgroup must include students with parents on “active service.”  Under 10 U.S.C. 101(d)(3), this would include individuals on active duty or full-time National Guard duty, but not those on inactive status or in the Retired Reserves.

**Example 1: Student with a parent that is an active duty member of the Armed Forces of the United States.**

For this student, Active Duty should be “Y”. Additionally, the new U.S. Armed Forces category does not require the parent to be on active duty. This means that this student should also be marked as “Y” for U.S. Armed Forces.

**Example 2: Student with a parent that is not on active duty, but whose parent is a member of the Armed Forces of the United States.**

For this student, Active Duty should be “N”, because the parent is not on active duty. However, the new U.S. Armed Forces category does not require the parent to be on active duty. This means that this student **should** be marked as “Y” for U.S. Armed Forces.

**Example 3: Student with a parent that is not on active duty and whose parent is not a member of the Armed Forces of the United States.**

For this student, Active Duty should be “N”, because the parent is not on active duty. Additionally, this student should be marked as “N” for U.S. Armed Forces because the parent is not a member of the Armed Forces of the United States.

# Appendix H: Early Education Program

## 4 AAC 60.195 District Accountability

(a) Annually, a district providing a district-wide early education program shall submit an average daily membership (ADM) assurances report in a format prescribed by the department. The ADM assurances report must be submitted to the department not later than two weeks after the end of the student count period under 4 AAC 09.015. In the report, the district shall certify that its district wide early education program complies with the high quality early education program standards under 4 AAC 60.190.

(b) An individual may submit a complaint to the department concerning a district’s compliance with the high quality early education program standards under 4 AAC 60.190. The complaint must include

(1) a statement describing the alleged violation;

(2) a statement of facts;

(3) the name and address of the complainant; and

(4) documentation that the complainant presented the complaint to the school district.

(c) Upon receipt of a complaint, the department will conduct a scheduled review of the district-wide early education program. The department will provide a minimum of 30 days’ notice to the district of the date and purpose of the review.

(d) Not later than 30 days after the conclusion of a scheduled program review, the department will submit written results of the program review to the district. The written results must include a statement of substantiated or unsubstantiated non-compliance.

(e) If a scheduled review indicates substantiated non-compliance, the district has 90 days to submit evidence of correction of the substantiated non-compliance on a form and in a manner prescribed by the department. The department will review the evidence of correction and provide the district with a written determination not later than 30 days after the receipt of the district’s evidence of corrective action under (d) of this section .

(f) If a district fails to provide the department with evidence of corrective action, or the department’s review under (e) of this section indicates that a district is substantially noncompliant with the high quality early education program standards under 4 AAC 60.190, the district is ineligible to claim its early education program students in the ADM.

(g) The department will provide a notice of ADM ineligibility under (f) of this section not later than 30 days after receipt of the district’s documentation of corrective action completion.

(h) A district may appeal a determination by the department under (g) or (k) of this section under 4 AAC 40.

(i) The department’s revocation of a district’s eligibility for 0.5 ADM for purposes of AS 14.17.500(d) takes effect the following year.

(j) The department will review approved district-wide early education programs to ensure that compliance with the Alaska Early Education Program Standards, adopted by reference in 4 AAC 60.190(b), is maintained.

(k) The department may revoke approval of a district-wide early education program if the department determines that the district has not maintained compliance with the Alaska Early Education Program Standards, adopted by reference in 4 AAC 60.190(b).

## 4 AAC 60.210. Criteria for Inclusion of District-Wide Early Education Program Students Within a District’s ADM

(a) A school district that meets the requirements of (b) of this section may apply to the department for inclusion of district-wide early education program students in the district’s student count under AS 14.17.600 as one-half of a full-time equivalent student for purposes of AS 14.17.500(d).

(b) For early education program students to be included in a district’s student count, the district-wide education program

(1) must be approved by the department;

(2) must meet the Alaska Early Education Program Standards, adopted by reference in 4 AAC 60.190(b), or successfully complete a three-year grant program under 4 AAC 60.200 - 4 AAC 60.205; and

(3) may not receive state or federal funding for the early education program.

(c) An application for inclusion of district-wide early education program students in a district's student count must be submitted to the department not later than May 15 of the year before the school year the students would be counted in.

(d) A district must receive written approval from the department before the district-wide early education program students may be counted as one-half of a full-time equivalent student in the district's average daily membership count.

(e) If a district does not receive written approval from the department by September 1 of the year the students would be counted in, the district may not include the students in their average daily membership count. The district may apply again for the following year.

(f) To receive the 0.5 ADM for an enrolled student, a district-wide early education program must

(1) have a certificated teacher in charge of the program who meets the criteria of AS 14.07.165(a)(5)(B); and

(2) meet the criteria of 4 AAC 60.190(a).

(g) If a school district partners with a local or tribal Head Start program and the program is operated by the local or tribal Head Start, the district may not apply to the department for inclusion in the district's student count.

(h) If a school district partners with a local or tribal Head Start program and the program is operated by the district, then the district may apply to the department for inclusion in the district's student count.

(i) The department's approval to include district-wide early education program students as one-half of a full-time equivalent student is valid for a three-year period. After expiration of the three-year period, a district must re-apply in accordance with this section.

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

| **Rule ID** | **Severity** | **Rule** | **Detail Message** |
| --- | --- | --- | --- |
| 31000 | Error | One or more required fields is missing | The record is missing the required field |
| 31001 | Error | Field exceeds its Maximum Length | The field exceeds its maximum allowable length |
| 31100 | Error | Reported Alaska Student ID Number is Invalid | The reported Alaska student ID number could not be found in the ASIS ID system. No student has that ID |
| 31101 | Error | Birth Date and/or Gender Doesn’t Match ASIS | The birth date and/or the gender of the student does not match the student ID system |
| 31102 | Warning | Name doesn’t match ASIS | The first or last name of the student does not match the student ID system |
| 31200 | Warning | General education student age is outside 3-22 | General education students must have an age greater than or equal to 3 and less than or equal to 22 as of Sept 1 |
| 31201 | Warning | Age is outside expected range for Grade | The age of the student falls outside the expected bounds |
| 31202 | Error | Age is outside allowable range for Grade | Age is outside the allowable range for this grade level |
| 31203 | Warning | City/Town Village is invalid | The reported City or Town must be listed in the set of “Alaska Places” |
| 31204 | Error | Environment must be empty or 0 for non-disabled | The Special Education Environment must be empty or zero if the Disability Category field is “00” |
| 31205 | Error | Special Ed Student older than 22 | Students with Disabilities (Disability Category codes 02-14) must have an age less than or equal to 22 as of July 1 |
| 31206 | Warning | Intensive level Student not in Child Count | Student flagged as Intensive must be included in the Child Count |
| 31207 | Error | Student Weighted ADM greater than 1.0 | Summing the number of days in membership divided by 20, multiplied by the FTE for each school attended exceeds 1.0 (Treatment facilities and lock-up are excluded from this calculation) |
| 31208 | Error | Race/Ethnicity code is invalid | The Race/Ethnicity code must come from the “Race or Ethnicity” option set |
| 31209 | Error | Grade level code is invalid | The grade level code is not in the “Grade Level” option set |
| 31210 | Error | Intensive level is not valid | “Is Intensive Level Student” must be “Y” or “N” |
| 31211 | Error | October 1 enrolled is not valid | “Is October 1 Enrolled” must be “Y” or “N” |
| 31212 | Error | Disability Category is invalid | The Disability Category code must be one of the options in the option set “Disability Category” |
| 31213 | Error | Child Count must be “Y” or “N” | “Is in Child Count” (Special Education October 1 Count) must be “Y” or “N” |
| 31214 | Error | Special Education Environment is invalid | The Special Education Environment must be in the option set “Special Education Environment” |
| 31215 | Error | EL Status is invalid | The EL Status code must be in the option set “EL Status” see Element 22 for details |
| 31216 | Error | Gender is invalid | Gender must be “M” or “F” |
| 31217 | Error | FTE is invalid | The FTE must be one of “0.00”,”0.25”,”0.50”,”0.75”,”1.00” |
| 31218 | Error | School ID is invalid | The School ID cannot be found in the list of currently open and operating schools |
| 31220 | Warning | Zip code is invalid | The Zip code must be a valid Alaska Zip code |
| 31221 | Error | Special Ed Environment cannot be empty if Disabled | Special Ed Environment cannot be empty or zero for students with disability codes “02” – “14” |
| 31222 | Error | Student in Child Count Must be Disabled | A student flagged as being in the Child Count must have a disability, i.e. the disability must be one of the codes 02 – 14, inclusive |
| 31223 | Error | Student October 1 FTE exceeds 1.0 | FTE for a student within a single district is greater than 1.0. Within a district, the max FTE of a student is 1.0. Excludes treatment facilities and lockup |
| 31224 | Error | DD Student age 9 or older | Developmentally Disabled student is age 9 or older as of October 1 |
| 31225 | Error | Early Childhood Students including 5 years of age and NOT in grade K or above must have an Early Childhood SPED Environment Code | Special Ed students age 2-4 as of October 1 must have an Early Childhood Environment. Students who are  Special Ed students who are 5 on Oct1 and NOT in grade K or higher, must also use an Early Childhood Special Ed Environment. Early Childhood Special ED Environment codes are 40-48. |
| 31226 | Error | School Age SE student, including student who is age 5 and in grade K or higher, with Early Childhood SPED Environment Code | Children aged 5 and in grade K or higher on Oct 1 must use the school age/**non-Early Childhood Environment**. Children aged 6-22 must use non-early childhood environment. Special Ed Environment codes for school age/non-early childhood are 28 to 35. |
| 31227 | Warning | Special Ed Student age less than 3 | A preschool Special Ed student (disability code 2 – 14) must be 3 by the end of the count period that ends October 26 |
| 31228 | Error | Economically Disadvantaged is invalid | Economically Disadvantaged must be “Y” or “N” |
| 31229 | Error | SPED Student Only is invalid | SPED Student Only must be “Y” or “N” |
| 31231 | Error | Active Duty Parent/Guardian value invalid | The value for Active Duty Parent/Guardian Status must be either Y or N |
| 31232 | Error | EL Language is Invalid | EL Language must be one of the values in the option set |
| 31233 | Error | U.S. Armed Forces Parent or Guardian value invalid | The value for U.S. Armed Forces Parent or Guardian Status must be either Y or N |
| 31234 | Error | Digital Device is invalid | Digital Device code must be one of the options in the option set |
| 31235 | Error | Device Access is invalid | Device Access code must be one of the options in the option set |
| 31236 | Error | Internet Access in Residence is invalid | Internet Access in Residence must be one of the options in the option set |
| 31237 | Error | Digital Device | If digital Device = 6 (None) then Device Access should be None or No Response and Internet Access in Residence should be None or No Response. |
| 31240 | Error | Invalid Device should not be None | If Digital Device is not None, then Device Access should not be None |
| 31244 | Error | Internet Access in Residence requires a device | If Internet Access in Residence is Y, then Digital Device and Device Access cannot be None |
| 31300 | Warning | City-Zip Combination is invalid | The zip code is not valid for the place |
| 31301 | Error | Grade not served by school | The grade level of the student must be within the grades served by the school if the student is not special ed |
| 31303 | Error | User cannot submit data for this district | The logged in user can only submit data for their own district |
| 31304 | Warning | Early Enrolled Students | Student age 4 on Sept 1 who are not disabled are Early Entry and must meet the Early Entry requirements |
| 31400 | Warning | Invalid Name | The first, middle or last name can contain only alphabetic characters, period, apostrophe, space, or hyphen |
| 31402 | Error | Birth Date Format Invalid | Birth date format must be MM/DD/YYYY or MM/DD/YY |
| 31403 | Error | Days in Membership not integer between 0 and 20 | Days in Membership can only contain numeric characters and be a whole number between 0 and 20, inclusive |
| 31404 | Error | Zip+4 contains invalid characters | If 9-digit zip provided, the last four digits can only contain the numeric digits 0-9 |
| 31405 | Warning | Local Student ID invalid | Local Student ID can only contain the digits 0-9 |
| 31501 | Warning | Open schools must have students enrolled | Open School does not have any students |
| 31502 | Warning | Served grade without students | Grade served by students does not have any students |
| 31503 | Error | No student reported for district | No students were reported for the district |
| 31504 | Warning | Student reported with different local student ID# | Student reported with the same ASIS ID but with different local student ID# |
| 31701 | Error | Intensive Student must be disabled | The student was flagged as “is Intensive” but does not have a disability code indicating they are a student with a disability (codes 2 – 14) |
| 31703 | Error | EL Language Mismatch | Student is flagged as EL (L1 or LP) but the Bilingual/ EL Language type says, “Not an EL Student” (code 99) |
| 31704 | Error | Missing [Target Cohort Graduation Year] | If [Grade Level] >= 9 then [Target Cohort Graduation Year] is required |
| 31705 | Warning | General education PK student with FTE >0 | General education (disability 0) PK students should have FTE = 0 |
| 31706 | Warning | EL Student status mismatch with Summer OASIS | Students EL Status does not align with that reported in the prior Summer OASIS |
| 31707 | Warning | Target Grad year outside Expected range | Target Cohort Graduation Year is outside the Expected range |
| 31708 | Error | Target Grad year outside Allowed range | Target Cohort Graduation Year is outside the Allowed range |
| 31709 | Warning | Special Ed Student not in the Child Count | A student with a disability 2-14 is not flagged as in Child Count. This occurs if the student is not enrolled on the count date. This warning provides a double check on these students |
| 31710 | Error | Multiple records for same student with SPEDOct1=Y | A student may have SPEDOct1=Y in only one record. |
| 31711 | Error | Students where EL = M1, M2, M3, M4 or X must have an EL Language Type = 99 | Students where EL = M1, M2, M3, M4 or X must have an EL Language = 99 |
| 31712 | Error | Other Language Type Missing | The Bilingual/ EL Language Type was selected as “Other.” Enter the Language Type in the Notes field. |
| 31713 | Warning | EL Language Summer OASIS mismatch | EL Language does not match prior Summer OASIS entry. |
| 31723 | Error | Invalid Notes when EL Language = 30 | When EL Language = 30, then Notes cannot contain the following words: English, Ethiopia, Hispanic**,** Other |
| 31996 | Warning | No full-time students in School | No students were enrolled full-time for the full enrollment window |
| 31724 | Error | Multiple records for the same student at the same school with Oct1Enrolled=Y | A student may have Oct1Enrolled=Y in only one record at the same school |
| 31725 | Error | Student ExitType Reported in Prior Year Summer OASIS Makes Current Year Fall OASIS Entry Invalid | A student reported in a prior year’s Summer OASIS with ExitType 7, 8, 11, 15, 16, 22, 98 or 99 cannot be reported in the current year’s Fall OASIS |
| 31505 | Error | District has no students identified as economically disadvantaged | District has no students identified as economically disadvantaged |
| 31506 | Error | District has all students identified as economically disadvantaged | District has all students identified as economically disadvantaged |
| 31002 | Error | Students in grades KG to three must have an ATI | Students in grades KG to three must have a unique Alaska Teacher Identification (ATI) number assigned to them. |
| 31003 | Error | PK student’s state approved early education program attendance not reported | Participation in a state approved early education program must be reported for PK students. |
| 31004 | Error | Non-PK student’s state approved early education program attendance reported | Participation in a state approved early education program must not be reported for students in grades KG to 12 |
| 31005 | Error | ATI reported for SPED only student | ATI must be blank for students receiving SPED services only. |
| 31103 | Error | ATI not valid | The reported ATI is not valid or in the option list. |
| 31219 | Error | ATI reported for a student not in grades KG to three | Students in grades PK and four to 12 must not have a unique Alaska Teacher Identification (ATI) number assigned to them. |
| 31230 | Error | State approved early education program not in the option set | Participation in a state approved early education program can only be N or Y |
| 31700 | Error | No state approved early education program | When there is no state approved early education program (District is NOT Anchorage, Valdez or Skagway) the response entered for the student must be **N**. |
| 31702 | Error | Not a valid special education environment for state approved early education program | Special education environments 44 through 48 do not qualify for state approved early education program. |
| 31714 | Error | Eary Education Program Student October 1 FTE exceeds 0.5 | FTE for a state approved early education program student within a single district is greater than 0.5. Within a district, the max FTE of a state approved early education program student is 0.5. |
| 31726 | Error | Invalid ATI/SSN | The Alaska Department of Education & Early Development has no record of this teacher based on the ATI/SSN provided. Please contact the Teacher Certification office at (907) 465-2831 or [tcwebmail@alaska.gov](mailto:tcwebmail@alaska.gov) for assistance. |
| 31727 | Warning | Please replace SSN with ATI | The ATI for this teacher is <>. Please replace the SSN with <> and update your SIS with this ATI. |

# Appendix K: A Guide to Frequently Asked Questions

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

***Elementary (Grades KG-6)***

FTE Description Definition

1.00 (full-time) 4 contact hours or more in a day

0.75 (3/4 time) 3 hours or more, but less than 4 hours in a day

0.50 (1/2 time) 2 hours or more, but less than 3 hours in a day

0.25 (1/4 time) Less than 2 hours per day

***Secondary (Grades 7-12)***

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

1. ***When are 3 and 4 year olds eligible to be counted for funding?***

Students that are 3 or 4 years of age are not eligible to be counted for funding unless they are on active Individual Education Program [IEP] and receiving special education [SPED] services or in an approved district-wide early education program set forth in 4 AAC 60.210 (Appendix H). The PK SPED student would be counted based on the days those services are received and the number of hours served. A student enrolled in an approved district-wide approved early education program will receive 0.5 FTE.

--or--

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

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

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

1. ***What is or causes a duplicate student?***

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

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

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

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

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

1. ***When should an unexcused student be dropped from enrollment?*** *(10-day rule)*

The Student Data Reporting Manual states: students with unexcused absences of more than 10 consecutive days shall be exited on the day after the tenth day of the unexcused absence. For correspondence students, the exit date is the earlier of:

* 1. the date when notice is received from the parent or guardian that the student will no longer participate;
  2. the date when the student enters and attends a general education school full-time; or,
  3. 30 calendar days after which no contact is made or correspondence is received from the student, parent or guardian.

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

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

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

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

No. Once the Fall OASIS deadline has passed and the SRM has closed, there can be no further additions made to the data. The reasoning behind this is it would have a ripple effect on the data already being processed and the reports that had been previously created would now have to be thrown out in order to accommodate a new student in the database. This is also in compliance with regulation 4 AAC 09.015 (d).

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

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

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

When the October 1 count falls on a weekend the district would use next school day to take a snapshot of the enrollment.

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

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

--or--

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

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

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

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

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

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

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

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

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

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

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

Resources available to districts that support the above information are:

Alaska State Statutes

Available on the [Alaska State Legislature website](http://www.legis.state.ak.us/basis/folio.asp) (www.legis.state.ak.us/basis/folio.asp)

Foundation statutes are located under AS 14.17

Alaska Administrative Code [Regulations]

Available on the [Alaska State Legislature website](http://www.legis.state.ak.us/basis/folio.asp) (www.legis.state.ak.us/basis/folio.asp)

State Aid regulations are under Title 4 AAC 09

Student Data Reporting Manual

Available on the [Foundation Funding Formula webpage](https://education.alaska.gov/schoolfinance/foundationfunding) (https://education.alaska.gov/schoolfinance/foundationfunding )

This manual is a supplement to existing laws and regulation.

1. ***Why are students’ EL Language Types now being collected in Fall OASIS when we already report this information in the Summer OASIS file?***

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

1. What do I report as the ATI for public correspondence school students?

The teacher of record for a correspondence school will assist parents with curricular and intervention choices, instructional strategies, and assist creating Individual Reading/Learning Plans.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| --- | --- | --- | --- | --- | --- | --- |
| Sept 29 | ***Sept 30***  ***1st day of the count period***  ***Used for Oct 1 reporting*** | ***Oct 1*** | ***2*** | ***3*** | ***4*** | 5 |
| 6 | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | 12 |
| 13 | ***14*** *SRM test opens* | ***15*** | ***16*** | ***17*** | ***18*** | 19 |
| 20 | ***21*** | ***22*** | ***23*** | ***24*** | ***25 Last day of Count!***  \* Intensives Count Day.  \* Impact Aid survey date. \*SRM Portal is accessible | 26 |
| 27 | *28* | *29* | *30* | *31* | *Nov 1* | Nov 2 |
| Nov 3 | *Nov 4* | *Nov 5*  *FY26 Projection due* | *Nov 6* | *Nov 7* | ***Nov 8***  *Last day to submit data, SRM Portal Closes!* |  |

# Appendix L: Student Count Calendars 2024

Please make sure to proof your reports because regulation 4 AAC 09.015(d) states, “*no adjustments will be made to increase a districts student count based on data that the district failed to include in the report submitted*.”

Make sure to include ALL your intensives *regardless* of if the department is reviewing them. The district makes the first determination of intensive status and that should be reported in Fall OASIS. A missed intensive count can be costly. (field # 17)

ADM Chart


*The above chart calculates a full-time student’s ADM value each day they are enrolled.*

**Reports in SRM:**

Violations Summary: are the errors or warnings that occurred from submitting the data.   
District Foundation Summary: is of the average daily membership (ADM), by school, K-6 and 7-12 grade levels, and the intensives. *The Superintendent signs/certifies.*Special Education Child Count Summary: unduplicated, district-level students with disabilities on October 1 by disability type. *The Superintendent signs/certifies.*Duplicates Report: lists duplicates with another district. A student cannot exceed one ADM. (Available after all files received.)   
District High Quality Early Education Program Assurances Report: is of the ADM, by school, PK approved early education programs. Includes required annual assurance statement district wide early education program complies with the high-quality early education program standards. *The Superintendent signs/certifies.*

**PROJECTED “Paper” ADM REPORT:**

The ‘paper’ summary for the FY26 *Projected* ADMs will be available on **October 11, 2024.** To access this form, go to the [Department of Education and Early Development forms webpage](http://www.education.alaska.gov/forms) (education.alaska.gov/forms) website, then open the *Program* dropdown box and click the “Foundation” section and click on the *Search* button. Download form number 05-25-016.

Please scroll down and print off the appropriate page number, complete the form, and email as a PDF to [jared.delara@alaska.gov](mailto:jared.delara@alaska.gov) on or before **November 5, 2024** based on AS 14.17.500.