

Maryland Student
Records System
Manual
Final

2016



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State Record Cards

Foreword

Introduction

Student records provide an accurate presentation of the academic performance of a student. Therefore, the concise and comprehensive maintenance of these records is necessary to ensure accurate information is available to plan for a student's education.

The Code of Maryland Regulations (COMAR) requires schools to have systems of information on enrollment, attendance, and promotion. Each Local Education Agency (LEA) may collect additional information. The purpose of this manual is to provide instructions and sample forms to assist in the maintenance of this information. The forms were designed to incorporate all requirements necessary to earn a Maryland diploma.

Adoption

The Maryland Student Records System Manual will become effective for School Year 2015-2016.

Delegation of Responsibility

The responsibilities of the LEA shall include but not be limited to the following:

- Each LEA should develop and implement procedures to ensure that these data are collected and records maintained accurately in accordance with the guidelines set forth in this manual.
- Each LEA is responsible for maintaining the confidentiality of these student records.*
- Records retention and disposition procedures outlined on page 76 of this manual and in the *Records Retention and Disposition: A Reference Manual for Public Education in Maryland 2005* shall be followed.

The responsibilities of the school principal shall include but not be limited to the following:

- Each principal is responsible for collecting, maintaining, and using the student record in accordance with the guidelines set forth in this manual and those developed by his/her central office.
- Each principal is responsible for adhering to the records retention and disposition procedures outlined on page 76 of this manual and those procedures developed by his/her central office.
- Principals should acquaint themselves with the student records system, provide leadership to their staff on its implementation, and periodically check the system's operation.
- Each principal is responsible for maintaining the confidentiality of these student records.*
Each principal is responsible for certifying annually in writing to the local superintendent the accuracy of student data maintained in the student records at the educational institution in compliance with COMAR 13A.08.02.07(D). Confidentiality of Individual Student Records

Reference to State Laws and Regulations

All records are to be maintained in accordance with the Annotated Code of Maryland Education Article, 2-205(o), 7-404.

- Annotated Code 7-305 (b) Suspension and Expulsion of Students
- Annotated Code 7-401.1..... Blood Lead
- Annotated Code 7-301..... Compulsory Age of Attendance

Code of Maryland Regulations

10.01.16.04-07	Maintenance of Medical Records
10.06.01.06	General Control Measures
10.06.04	School Health Services and Required Immunizations before Entry into School
10.11.04.05	Documentation Requirements on Entry into a Prekindergarten Program, Kindergarten Program, or First Grade
13A.01.04.07	School Improvement, Corrective Action and Restructuring
13A.02.06	General Financial Aid to Local Education Agency
13A.03.02.07	State Assessments
13A.03.02.09	Diplomas and Certificates
13A.05.05	Programs of Pupil Services
13A.05.05.07	School Health Services Standards for All Students
13A.05.05.07C(a-d)	Hearing and Vision Screening Tests
13A.05.09	Programs for Homeless Students
13A.06.02	Prekindergarten Program
13A.08.01.01	Attendance
13A.08.01.02	Age for School Attendance
13A.08.01.03	Lawful Absence
13A.08.01.04	Unlawful Absence
13A.08.01.05	Student Attendance Policy
13A.08.01.07	Student Withdrawal Status
13A.08.01.11	Disciplinary Action
13A.08.01.12-1	Bringing or Possessing a Firearm on School Property
13A.08.01.18	Persistently Dangerous Schools
13A.08.01.20	Unsafe School Transfer Option
13A.08.02	Student Records
13A.08.03	Discipline of Students with Disabilities
13A.10.01	Home Instruction

* All student records are to be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and its implementing regulations, (34 CFR Part 98); the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) and its implementing regulations (34 CFR. §§300.610 – 300.627); No Child Left Behind Act of 2001 (NCLB), and the Code of Maryland Regulations (COMAR) 13A.08.02, Student Records.

Student Record Cards

The Student Record (SR) Cards listed below comprise a system for keeping written student records. All of the data elements contained on the cards are required, but the actual formatted cards are not mandatory, except for SR 7.

SR Card	Type of Data
1	Student's Personal Data
2.1	Annual Early Childhood School Performance
2.2	Annual Middle School Performance
3	Annual Secondary School Performance
3A.1	Annual Secondary School Performance - Grades 7-12
3A.2	Annual Secondary School Performance - Grades 7-12
3B	High School Assessment Performance - HSA
4	State Mandated and Local Education Agency Testing
5	Health Screening
7	Maryland Student Exit Record

These instructions are written to help school personnel record pertinent information in a uniform manner throughout the State. For each item on the card, definitions appear so that like data are recorded for all students; where appropriate, codes are listed.

While the state minimum standard does not prescribe a definite format for all types of data (as the cards listed above), it is a requirement that the records of any student who transfers out of a LEA must be transmitted to the receiving LEA in such a manner that all data elements, required on specific cards, will be on those respective cards. Repetitive information in the headings of the SR cards may be preprinted in order that this information will be readily available to those who maintain the records.

An LEA is free to expand its Student Record Cards to include more than the required student information items. For various reasons, the LEAs may wish to collect and use data that are much more detailed. The State minimum standards are not intended to restrict the kinds or the amount of data that may be included on the Student Record Cards. However, items included in the State minimum standards are to be collected, maintained, and used according to the instructions in this manual.

The Student Record System must be used to initiate student records for each student entering Maryland public schools. Each LEA and/or school is responsible for obtaining the required information in a manner that is most suitable to its own situation. The information that is recorded will be kept as a permanent record of the student and, therefore, must be accurate, readable, and current. Care should be taken to avoid the possibility of invading the privacy of both students and parents or guardian. Personal information needed from a parent should be obtained at the time of the registration interview. If it is not obtained at this time, personal information should be obtained in a later conference with the parent(s) or guardian(s).

The responsibility of the principal for collecting, maintaining, using the student record information cannot be overstated. Principals should acquaint themselves with the system, provide leadership to their staff in its implementation, and carefully check the system's operation periodically.

Elements of the Student Record Card

A complete listing of all the data elements found on every Student Record Card (SR Card) is provided here. Each data element is listed with instructions on entering information onto the SR Card. For each Student Record Card listed in the following sections, a list of required elements is provided. Refer to this listing for information on how to report data elements on specific student record cards.

Data Element	Description
Additional Care and Supplemental Service	Information provided by parents during registration. Has the child had any other type of early care and education experiences since the previous September in addition to the ones before? Parents as Teachers Even Start Home Instruction for Parents of Preschool Youngsters (HIPPY) Preschool Special Education Local Infant and Toddler Program Judy Centers
Address of Parent/Guardian	The complete mailing address, city, state and zip code of the Parent/Guardian if different from Student's Address.
Adult(s) Responsible for Student at Student's Address	Full legal name for the adult responsible for the student at the student's address. Listed as Last Name, First Name, and Middle Initial.
Allergies	Describe any life threatening allergies.
Blood Lead Screening Certificate	The DHMH Lead Certificate or DHR/CCA 1215-A Place a check mark in the box if the student received a Maryland Certificate of Program Completion.
Certifying Signature	Signature of the school principal or his/her designee. Title and Date should be provided with any signature.
Class Rank	Student's class rank in his/her graduating class. (Optional)
Comments	Record any additional relevant comments related to information on the specified card. Only authorized school personnel should make these comments.
Contact Person	School person designated to provide additional information about the student.
Credits Earned	The number of credits earned in each subject.
Date	Month, day and year in MM/DD/YYYY numeric format of the date in which information was entered on the SR Card.
Date of Completion	The date that appears on the Diploma or Certificate of Program Completion that the student received (<i>See Date of Completion, page 51</i>).
Date of Exit	The month, day and year in MM/DD/YYYY numeric format of withdrawal as defined on page 47 of this manual. If a student attends different schools during the year, the withdrawal date at each school should be noted.
Days Absent	Each line should reflect the aggregate number of days the student was absent from each school during the August-to-June reporting period, to the nearest half-day. If a student attends different schools during the year, the attendance at each school should be noted.
Days Attending	Each line should reflect the aggregate number of days the student was in attendance at each school during the August—June reporting period, to the nearest half-day. If a student attends different schools during the year, the attendance at each school should be noted.

Data Element	Description
Diploma	Place a check mark in the box if the student received a regular Maryland State High School Diploma.
Early Care and Education Experience Predominant Care	Information provided by families during registration.
Early Learning Outcomes (Kindergarten)	<p>Ratings: These ratings reflect performance as determined by teacher observation and documented by student responses from the Kindergarten Readiness Assessment (KRA) standards for the first grading period in kindergarten (November). The performance levels are indicated by D, A, E.</p> <p>D- Demonstrates Readiness-Student demonstrates foundational skills and behaviors that prepare (him/her) for curriculum based on kindergarten standards.</p> <p>A- Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare (him/her) for curriculum based on kindergarten standards.</p> <p>E- Emerging Readiness: Student demonstrates minimal foundational skills and behaviors that prepare (him/her) for curriculum based on kindergarten standards.</p>
English Language Learner (ELL) Indicator	<p>A student who has a primary or home language other than English and who has been assessed as having limited or no ability to understand, speak, or read English. Students should be classified based on the requirements of the specified data collection.</p> <p>Y — Currently receiving ELL services includes refused ESOL services ELLs, and ELLs who moved out of the county while still receiving ELL services.</p> <p>N — Not receiving ELL services.</p> <p>E — Exited the program within the past two school years, not currently receiving ELL services includes refused ESOL services ELLs who meet exit criteria.</p>
Entry Code	The letter corresponding to the entry status and the code number as defined on page 46 of this manual which best describes the type of entry. If a student attends different schools during the year, the entry code at each school should be noted.
Entry Date	The month, day and year in MM/DD/YYYY numeric format on which the student first enrolled. If a student attends different schools during the year, the entry date at each school should be noted.
Evidence of Birth	<p>Document presented as evidence of birth. The type of document presented as evidence of birth must be noted on the student’s SR1 or its equivalent. A physical copy of the document should be kept on file in the student’s record. When reporting student level data, the LEA should consistently report the student name elements as they appear on the evidence of birth document. Documents are listed in order of preference. Official documents issued by governmental entities located in the United States of America should be used in place of documents issued by entities outside of the United States of America.</p> <p>1 — Birth Certificate</p> <p>2 — Passport/Visa</p> <p>3 — Physician's Certificate</p> <p>4 — Baptismal or Church Certification</p> <p>5 — Hospital Certificate</p> <p>6 — Parent’s Affidavit</p> <p>7 — Birth Registration</p> <p>8 — Other, Specify type of evidence of birth used</p>

Data Element	Description
Exit Code	The Exit Code that best defines the student's exit from the school as defined on page 53.
Exit Document	For students with disabilities the exit document must be retained with the education records.
Exit Status	The Exit Status that best defines the student's exit from the school as defined on page 48.
F1-J1 Visa Status	Only if applicable, F1 or J1 visa status of secondary students. F1 status for high school students who pay tuition; J1 status for high school students who are sponsored by an approved exchange organization. (For LEA purposes-not required for MSDE reporting).
Free and Reduced Price Meal Services (FARMS)	A "Y" or "N" indicator of a student's eligibility to receive Free or Reduced Price Meals under the National School Lunch Program. This includes students who are eligible through annual household applications or students who are "directly certified" through the following programs: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR), Medicaid, children experiencing homelessness and on the local Homeless Liaison's list, Head Start children, Migrant youth, Runaways, Non-applicants approved by local education officials, Foster children certified through means other than a household application, Students who are certified for free meals based on a letter provided by SNAP to the household.
Final Grade	The cumulative mark the student earned while enrolled in each subject. For two semester subjects, the average of the first and second semester marks must be given. For one semester subjects, the final mark would be the same as a semester mark. (LEA published grading policy, if different from above.)
Gifted and Talented	Gifted and talented students are defined in Section 8-201 of the Education Article. They have the potential for performing at remarkably high levels when compared with their peers. Each Local Education Agency coordinates and funds a variety of programs and services to meet the unique needs of gifted and talented students.
GPA	<i>Optional:</i> Record the final Grade Point Average (GPA) of the student.
Grade Level	The two-digit number of the grade in which the student is placed. 96 — Prekindergarten, under age 1 95 — Prekindergarten, age 1 94 — Prekindergarten, age 2 93 — Prekindergarten, age 3 92 — Prekindergarten, age 4 (Must be used if grouping ages 0 through 4) 91 — Kindergarten 01 through 12 — Grades 01 through 12
Grades	If the student's report card is not attached, provide the grade for each subject. If scale is other than A for high, E/F for failing, provide your school's scale.
Graduation	Check the requirements the student has completed. Indicate latest scores on High School Assessment exams. Indicate if Bridge Plan is being implemented. Record the number of Service Learning Hours completed.

Data Element	Description
Graduation Credit Requirements	A credit means the successful demonstration of a specified unit of study. Credits should be entered annually. At the time a student completes his/her program, the credit earned in each subject field should be recorded in the column headed Total. Include other credits with the credits earned during the regular session (COMAR 13A.03.02.05 Other Provisions for Earning Credit.) Record credits earned in middle school.
Hearing Screening Results	Specific information regarding the hearing screening test (Right or Left Ear)
Hearing Screenings	A means for documenting hearing screening results and identifying students with deficits of auditory sensitivity. Right or Left ear. See MD Annotated Code, Educ. §7-404 and Code of Maryland Regulations (COMAR 13A.05.05.07C(a-d).
High School Assessment (HSA) Results	Indicate with a check (√) when the High School Assessments graduation requirement is met. Other HSA labels are to be placed on the SR 3B. Record highest score. Indicate if Bridge Plan, Alt-MSA or Mod-HSA as applicable was utilized. Attach a final LEA label if available.
High School Credit Courses	If system awards credit in middle school, designate the courses and the associated high school assessment in this box.
Identified Health Concerns	Describe the chronic health concern.
Immunizations	A copy of Department of Health and Mental Hygiene (DHMH) 896 or a printed or a computer-generated form from a health clinic must be attached. (www.mdschoolhealthservices.org)
Individualized Education Program (IEP)	Check the box if the student has a written IEP.
Individualized Family Service Plan (IFSP)	Check the box if the student has a written IFSP.
Language and Literacy	Language and literacy includes skills in understanding and conveying meaning by listening, speaking, reading, and writing and by applying them in learning and everyday communication.
Language Spoken in Home	List all languages spoken in the home.
Local Education Agency (LEA)	The two-digit number of the LEA in which the student is enrolled 01 — Allegany County 02 — Anne Arundel County 03 — Baltimore County 04 — Calvert County 05 — Caroline County 06 — Carroll County 07 — Cecil County 08 — Charles County 09 — Dorchester County 10 — Frederick County

Data Element	Description
	11 — Garrett County 12 — Harford County 13 — Howard County 14 — Kent County 15 — Montgomery County 16 — Prince George’s County 17 — Queen Anne’s County 18 — St. Mary’s County 19 — Somerset County 20 — Talbot County 21 — Washington County 22 — Wicomico County 23 — Worcester County 30 — Baltimore City 32 — The SEED School
Local Identification Number (LOCID)	The number will be defined and assigned by the LEA as a unique identifier for each student enrolled in the LEA. The number can be any combination of numbers but should be no more than 10 digits in length. (If a student transfers to another school within the LEA, the student identification number must remain the same.)
Maryland Required Testing Results (MSA, Alt-MSA, etc.)	All Maryland School Assessments (MSA) and Alt-MSA and other required MD State testing taken, but not required for graduation are to be recorded in this space (SR4), including Alt-MSA, Mod-HSA and English Language Proficiency Testing (testing taken for graduation is to be recorded on the SR3, Side 1).
Mathematics	Mathematics includes procedures and understanding in counting and cardinality, operations and algebraic thinking, geometry, and measurement and data.
Middle School Credit	List only those middle school courses completed for which credit was earned. If the LEA does not award middle school credit, this does have to be included.
Name and Title	The name and title of the authorized school personnel making the comments.
Parent Affidavit (For Evidence of Birth)	Shall include the name, date and birth of the child; place (country/city) of birth; the name and address of the child’s parent or guardian. Language included should state “I, the undersigned, am over eighteen (18) years of age and competent to testify to the facts and matters set forth herein”; and “I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.” The county superintendent may verify the facts contained in the affidavit and conduct an audit on a case by case basis after the child has been enrolled. If fraud or misrepresentation is found, the child will be removed.
Parent/Guardian	Full legal name of the adult legally responsible for the student if different from the person listed as responsible adult at student's address. Listed as Last Name, First Name, and Middle Initial.
Parent/ Guardian Phone Number	A working phone number for the parent/guardian/responsible adult (home, cell, or work).
Parent Notified	Date when Parents were notified only if student failed the screening process.
Pass/Fail	Mark an X in the appropriate box to indicate the pass or fail status of the vision and hearing screening tests, and place a P or F in the appropriate box for muscle balance and color.

Data Element	Description
Physical Exam	The DHMH/MSDE Record of Physical Examination
Physical for Sports Participation	A physical examination required by the school system, State, or institution for students participating in sports activities in the physical education program and/or interscholastic sports.
Physical Well-Being and Motor Development	Physical development and health are integral parts of children's well-being and educational growth.
Prior Care	In what kind of care did the child spend most of their time in since September of the previous year (e.g., for 2013-2014 SY the time frame refers to September 2012). <ul style="list-style-type: none"> • Home/Informal Care (Children cared for exclusively at home or by a relative) • Head Start • Prekindergarten • Child Care Center • Family Child Care • Nonpublic Nursery Schools • Kindergarten (repeated) • Maryland Infants and Toddlers Program (MITP)
Promotion Code	Advanced from one grade to a higher level, may be accelerated. Mark "Y" each year student is advanced to a higher level. Mark "N" each year the student is not advanced to a higher level.
Proof of Residency	Proof of residency is required to officially register/enroll a child. Proof of residency is established by the local jurisdiction procedure and may include deed, lease, utility bill, affidavit, etc. Proof of residency must be updated each time residency changes. Proof of residency may be requested at any time. It is the responsibility of the local school to maintain accurate and current residency information.
Psychological/Psychiatric Relationship	Testing and/or observation of a student performed by a psychologist or psychiatrist. Relationship of the Adult Responsible for the Student at Student's Address/Parent/Guardian to the student. Natural father or mother, stepfather or stepmother to student, guardian, foster father or mother, court-appointed advocate or attorney, etc.
Routine Dental	A routine dental examination or screening.
Routine Physical	A physical examination for general health purposes.
School Address	The complete mailing address of the school in which the student is enrolled.
School Name	The official name of the school in which the student is enrolled.
School Number	The four digit number assigned by the LEA and used when reporting any data to MSDE by school. This school identifier may be different from the number that is used for reporting information to the LEA by each school.
School Phone Number	The 10-digit phone number of the school in which the student is enrolled.
School Year	The regular August – June school year. Referred to by the ending year. For example, the 2013-2014 school year is referred to as the 2014 school year.
Science	Science includes skills, knowledge, and processes regarding scientific inquiry in the life sciences.

Data Element	Description
Section 504 (Vocational Rehabilitation Act)	Check the box if the student has a written Section 504 accommodation plan. (American with Disabilities Amendment Act (ADA); Vocational Rehabilitation Act of 1973 – 504 Plan)
Sending School Fax	Fax number including the area code of the sending school office and/or guidance office.
Sending School Info.	Complete name and address by which the sending school can be reached by mail.
Sending School Phone Number	Phone number of the sending school office and/or guidance office.
Service Learning Hours	Record all hours earned. Hours should be recorded annually as earned. All hours earned prior to grade 7 should be included in the grade 7 column.
Signature of Principal	The signature of the principal, or designee, of the school from which the student received a diploma or Certificate of Program Completion.
Social Foundations	Social Foundations includes skills and behaviors in the areas of social emotional abilities, approaches to learning, and executive functioning skills.
Social Security Number	Social security numbers are helpful in data matching. While not mandatory that it be provided, if it is it should be recorded here. No student can be denied access to public education because of a failure to provide a social security number (5 U.S.C. §552a). No student can be denied access to public education because of his/her status as an alien (Plyler v. Doe, 457 U.S. 202 (1982)). If no social security number is provided, the field should be populated with nine zeros.
Special Education (SE) Services	Indicator of special education status. Should be classified based on the requirements of the specified data collection. N — No, student does NOT have an IEP or IFSP and is not receiving Special Education services. Y — Yes, student has an IEP or IFSP and is receiving Special Education services E — Exited the program within the past two school years; student is not currently receiving Special Education services. 2 — Section 504 Code 3 — Exited Special Education and placed in Section 504 Code
Special Services	Check the services and provide the school year in which any of the following services were provided. Include all years in attendance. If a student did not receive any of these services, leave blank. <ul style="list-style-type: none"> • Title I • Special Education • Section 504 • Gifted and Talented • English Language Learners (ELL)
State Assigned Student Identifier (SASID)	This number will be defined and assigned by MSDE as a unique identifier for each student enrolled in and receiving Maryland public school services. This number remains with the student as long as he/she is a student in a public school in Maryland or re-enters a public school in Maryland. This number must be added to both new entrants and current students' records.

Data Element	Description
Student Status	Indicate disciplinary status, if applicable, for students NOT attending school for disciplinary reasons (e.g., suspension, extended suspension, expulsion, etc.).
Student's Address	The complete mailing address, city, state and zip code where the student resides.
Student's Date of Birth	Month, day and year in MM/DD/YYYY numeric format Example: January 27, 2012 should be written as 01/27/2012
Student's Gender	1 — Male 2 — Female
Student's Legal Name	Full legal name as appears on the evidence of birth document in the following order: Last Name, First Name, Middle Name, Generational Suffix
Student's Ethnicity	Hispanic/Latino ethnicity indicated by (Y) or (N)
Student's Race (Any or all codes that apply should be selected)	1 — American Indian or Alaska Native 2 — Asian 3 — Black or African American 4 — Native Hawaiian or Other Pacific Islander 5 — White
Subject	List all courses in which the student was enrolled, whether passed or failed. Secondary: Enter course title of all the courses the student is taking.
Supplemental Services	Check the appropriate field for any supplemental services received by the student, including Special Education.
Title I	Title I, Part A allocates funds to the nation's school districts to offset the effects of poverty on the educational opportunities of low-performing children in high-poverty schools.
Verification of Evidence of Birth	Name, position, and date of the person who verifies the Evidence of Birth. This person should identify which documentation was provided.
Vision Screen Results	A means for documenting vision screening results and identifying students with certain vision difficulties. Includes: Right or Left eye with or without glasses Muscle Balance Color Check the appropriate box for students with certain vision difficulties. See MD Annotated Code, Educ. §7-404; Code of Maryland Regulations (COMAR 13A.05.05.07C(a-d)).

Student Record Card 1, Side 1 – Student’s Personal Data

This card must be retained permanently.

Student Record Card 1, Side 1 (SR1, Side 1) is used for personal data for **ALL** students entering the public schools of Maryland regardless of age. The student's identifying information may be handwritten, or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given.

Use block 1 for the student's address at the time Card 1 is originated. Subsequent addresses should be entered in corresponding blocks.

Listed below are the minimum data elements to be included on the SR1, Side 1. Additional elements may be included. Descriptions for each data element can be found in *Elements of the Student Record Card* starting of page 4.

Data Elements: SR1, Side 1 – Student’s Personal Data
Student’s Legal Name
Local Identification Number (LOCID)
State Assigned Student Identifier (SASID)
Student’s Date of Birth
Student’s Ethnicity
Student’s Race
Date
Student’s Address
Student’s Phone Number
Adult Responsible for Student at Student’s Address
Relationship (Adult Responsible for Student at Student’s Address)
Parent/Guardian Name
Relationship (Parent/Guardian)
Parent/Guardian Address
Proof of Residency
Student’s Gender
Evidence of Birth Verified (Name/Title/Date)
Evidence of Birth Verification
F1 or J1 Visa Status (For LEA purposes-not required for MSDE reporting).
Student’s Social Security Number (OPTIONAL)
Language(s) Spoken in Home

Student Record Card 1, Side 2 – Student’s School Attendance Data

Student Record Card 1, Side 2 (SR1, Side 2) is used for recording attendance for all students enrolled in the public schools of Maryland beginning with prekindergarten. The student's identifying information may be handwritten or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given.

The attendance data entries may be either handwritten or printed on computerized labels. The print on computerized labels should line up with the column headings.

A full line of entries must be completed, each time the student changes schools; e.g., even though the student transfers within the LEA. Attendance data must be recorded by the sending school.

Codes printed in the lower portion of the card are for the user's convenience.

Listed below are the minimum data elements to be included on the SR1, Side 2. Additional elements may be included. Descriptions for each data element can be found in *Elements of the Student Record Card* starting of page 4.

Data Elements: SR1, Side 2 – Student’s School Attendance Data
Student’s Legal Name
Local Identification Number (LOCID)
State Assigned Student Identifier (SASID)
Student’s Date of Birth
School Year
Student’s Grade Level
Local Education Agency (LEA)
School Number
School Name
Days Absent
Days Attending
Entry Code
Entered From
Entry Date
Exit Code
Exited To
Exit Date

Student Record Card 2 – Annual Early Childhood School Performance

Data Summary Prekindergarten, Early Care, Kindergarten, and through Middle School

This card must be retained until the student is 21 years of age.

Student Record Card 2 (SR2) must be used for recording performance data for Early Learning Outcomes, care prior to kindergarten (i.e., prekindergarten, Head Start, Child Care Center, Nonpublic Nursery School) and through middle school performance grades through 8. Maintenance of this record must begin when a child who is receiving any services becomes age 3. For students with disabilities attending nonpublic special education programs at public cost, this record must be maintained and updated annually. The LEA may elect to begin recording information for children younger than age 3.

The student's identifying information may be handwritten or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given.

The recording of summer school records is the responsibility of the school in which the student is enrolled for the regular session immediately following the summer session.

Listed below are the minimum data elements to be included on the SR2. Additional elements may be included. Descriptions for each data element can be found in *Elements of the Student Record Card* starting on page 4.

Data Elements: SR2 – Annual Early Childhood School Performance

Student's Legal Name

Local Identification Number (LOCID)

State Assigned Student Identifier (SASID)

Student's Date of Birth

School Year

School Name

Student's Grade Level

Subjects

Promotion

Early Learning Outcomes (Kindergarten)

Prior Care

Additional Care and Supplemental Service

Final Grade

Credits Earned

Service Learning Hours (Grades 6-8)

High School Credit Courses Completed in Middle School

Special Services (Grades Pre-K through 12)

Student Record Card 3, Side 1 – Annual Secondary School Performance

Data Summary Grades 9 through 12

This card must be retained permanently.

Student Record Card 3, Side 1 (SR3, Side 1) must be used for grades 9-12. Computerized subject/grade/credit labels may be used in lieu of typed or handwritten subject data. The student's identifying information may be handwritten or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given.

The recording of summer school records is the responsibility of the school in which the student is enrolled for the regular session immediately following the summer sessions. Credits earned in the summer sessions should be recorded in the space provided for regular sessions. If the student is attending evening high school at a school other than where he is enrolled in day school, the day school should maintain the evening high school records.

The SR3 is a permanent student record card. Although LEAs may choose to use this card as a formal transcript, that is not the primary purpose. If used as a transcript, information not deemed relevant may be changed or deleted from this card for that purpose only. For purposes of a Student Record Card, all required elements must be recorded.

Listed below are the minimum data elements to be included on the SR3, Side 1. Additional elements may be included. Descriptions for each data element can be found in *Elements of the Student Record Card* starting of page 4.

Data Elements: SR3, Side 1 – Annual Secondary School Performance

Student's Legal Name

Local Identification Number (LOCID)

State Assigned Student Identifier (SASID)

Student's Date of Birth

Graduation Credit Requirements (Grades 7-12)

Service Learning Hours

Student's Grade Point Average (GPA)

Student's Class Rank (optional)

School Year

School Name

Grade Level (09 though 12)

Subject

Final Grade

Credit Earned

Student Record Card 3, Side 2 – Annual Secondary School Performance

Data Summary Grades 9 through 12

Student Record Card 3, Side 2 (SR3, Side 2) is designed to record secondary school performance data. Computerized subject/grade/credit reports may be used in lieu of typed or handwritten data. The student's identifying information may be typed or handwritten, or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given. The recording of summer school records is the responsibility of the school in which the student is enrolled for the regular sessions immediately following the summer session. If the student is attending evening high school at a school other than where he is enrolled in day school, the day school should maintain the evening high school records.

Listed below are the minimum data elements to be included on the SR3, Side 2. Additional elements may be included. Descriptions for each data element can be found in *Elements of the Student Record Card* starting of page 4.

Data Elements: SR3, Side 2 – Annual Secondary School Performance
Student's Legal Name
Local Identification Number (LOCID)
State Assigned Student Identifier (SASID)
Student's Date of Birth
Middle School Credit
School Name
School Address
School Phone Number
High School Assessment Results
Combined Score
Date Requirement Met
English Requirement Met
Biology Requirement Met
Government Requirement Met
Algebra I Requirement Met
Bridge Plan
Final HSA Label
Alt HSA/ National Center and State Collaborative (NCSC)
Signature of Principals
Date of Signature
Exit Document (Diploma/Certificate of Program Completion)
Date of Completion

Student Record Card 3B, Sides 1 & 2 –Supplemental

Annual Secondary School Performance Summary 9-12 Supplemental Card

This card must be retained until the student is age 21.

Student Record Card 3B, Side 1 and Side 2 (SR3B) is designed to record annual secondary school performance. Actual labels must be affixed to the card. This card will be retained until age 21 and will reflect all High School Assessments taken.

Each LEA shall use the SR3B card to record and maintain annual secondary school performance summary.

Student Record Card 4, Side 1 – State Mandated Testing

This card must be retained until the student is 21 years of age.

Student Record Card 4, Side 1 (SR4, Side 1) is designed for maintaining a record of a student's State mandated test performance. The student's identifying information may be typed or handwritten, or computerized labels may be affixed over the printed area. If typed or handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given.

Computerized labels may also be used to record the test performance. All data elements on this side of SR4 are required and should be completed.

Listed below are the minimum data elements to be included on the SR4, Side 1. Additional elements may be included. Descriptions for each data element can be found in Elements of the Student Record Card starting on page 4.

Data Elements: SR4, Side 1 – State Mandated Testing

Student's Legal Name

Local Identification Number (LOCID)

State Assigned Student Identifier (SASID)

Student's Date of Birth

Maryland Required Testing Performance (MSA, Alt-MSA, etc.)

Student Record Card 4, Side 2 – Local Education Agency Testing

Student Record Card 4, Side 2 (SR4, Side 2) should be used for recording test information related to results of testing approved by the LEA. The student's identifying information may be typed or handwritten, or computerized labels may be affixed over the printed area. If typed or handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given. All students with disabilities must participate in all statewide and local testing/assessments.

Computerized labels may also be used to record the test results. All data elements on this SR4 are required and should be completed.

NOTE: Additional data elements for each locally mandated test should include the following:

1. Name of the test
2. Date(s) of testing
3. Grade of enrollment at time of testing
4. Scores for specific content area and overall scores must be recorded as appropriate

Listed below are the minimum data elements to be included on the SR4, Side 2. Additional elements may be included. Descriptions for each data element can be found in Elements of the Student Record Card starting on page 4.

Data Elements: SR4, Side 2 – Local Education Agency Testing

Student's Legal Name

Local Identification Number (LOCID)

State Assigned Student Identifier (SASID)

Student's Date of Birth

Student Record Card 5, Side 1 – Health Screening

This card must be retained until the student is age 21.

Student Record Card 5, Side 1 (SR5, Side 1) is designed for recording health information concerning the student. The student's identifying information may be handwritten or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given. Data elements are required and should be completed using the following definitions/explanations. Pay special attention to the "comments."

Listed below are the minimum data elements to be included on the SR5, Side 1. Additional elements may be included. Descriptions for each data element can be found in Elements of the Student Record Card starting on page 4.

Data Elements: SR5, Side 1 – Health Screening

Student's Legal Name

Local Identification Number (LOCID)

State Assigned Student Identifier (SASID)

Student's Date of Birth

Identified Health Concerns

Allergies

Individualized Education Program (IEP)

Section 504

Maryland Immunization - Form DHMH 896

Blood Level Certificate

Health Inventory (Physical Exam)

Type of Screening

Student's Grade Level

Pass/Fail

Parent Notified

Vision Screening Results

Hearing Screening Results

Comments – Screening

Routine Physical

Routine Dental

Other Health Tests/Evaluations

Physical – Sports Participation (Optional)

Student Record Card 5, Side 2 – Health Screenings, Examinations, and Evaluations

Student Record Card 5, Side 2 is used for recording additional comments relative to the student's health. The student's identifying information may be handwritten or computerized labels may be affixed over the printed area. If handwritten, only the printed data elements need to be entered; if labels are used, additional data elements may be given.

Listed below are the minimum data elements to be included on the SR5, Side 2. Additional elements may be included. Descriptions for each data element can be found in Elements of the Student Record Card starting on page 4.

Data Elements: SR5, Side 2 – Health Screening, Exams, and Evaluations
Student's Legal Name
Student's Local Identification Number (LOCID)
State Assigned Student Identifier (SASID)
Student's Date of Birth
Student's Grade Level
Comments
Name
Title

Additional Health Forms

Copies of the three forms described below and additional information about them can be found at www.mdschoolhealthservices.org.

These forms must be retained for five years from date of withdrawal or until student is age 21, whichever is later. (COMAR 10.01.16.04).

Immunization Data: Maryland Department of Health and Mental Hygiene (DHMH) Immunization Certificate (Form DHMH 896)

Education Article Section 7403 and COMAR 10.06.04 establish immunization requirements for enrollment in schools. Form DHMH 896 complies with this law and regulation. The school authority may also accept, in lieu of a form provided by the Secretary of Health, a printed or computer-generated form that lists the following:

- Name of the student;
- Student's Date of birth;
- Name and address of parent or guardian;
- Complete history of vaccines received with month, day, and year for each vaccine dose; and
- Signature and title of the physician, health official, school official, or day care provider providing the form, and date signed (COMAR 10.06.04.03B).

Side 1 of DHMH 896 is used for immunization history data for ALL students entering the public schools of Maryland regardless of age. Each student record file MUST contain an original or photocopy of DHMH 896 or a printed or a computer-generated immunization record form.

Computer-generated labels may be affixed to the card in lieu of typed or handwritten data. If labels are used, they should be placed as close as possible to the corresponding printed area.

When vaccines are administered subsequent to completion of a DHMH 896, the date of the additional dose should be indicated in the box coordinating with the vaccine given. The original DHMH 896 should then be re-certified by having the DHMH 896 form signed, initialed, titled, and dated by the school or health official in the certification area of the form or a new form may be generated. The same procedure shall be used in instances where a printed or computer generated immunization form is used.

A student who is not in compliance with this requirement shall be temporarily admitted to or retained in a school if the "student, parent, or guardian presents evidence of an appointment with a health care provider or health department to: (1) Receive a required immunization; (2) Reconstruct a lost record; or (3) Acquire evidence of age-appropriate immunity (COMAR 10.06.04.06A.). The date of the appointment may not be later than 20 calendar days following the date the student was temporarily admitted or retained" (COMAR 10.06.04.06.B. Evidence of the appointment should be submitted and attached to the immunization form. (Should a student require several vaccinations over an extended period in order to comply with the school-entry requirements, written documentation shall be noted on or attached to the immunization form indicating the date(s) vaccine(s) are to be received. Should a student not receive the vaccinations, the student shall be excluded from school "until such proof can be provided.")"

Military Compact

Maryland, along with more than forty-two other states, has joined the ***Interstate Compact on Educational Opportunity for Military Children*** to ease the transition for students and to ensure that there are no barriers to educational success imposed on children of military families because of frequent moves and deployment of their parent(s). The Interstate Compact of Maryland allows specific immunization provisions for children of military families. Military students will have **30 days** from the date of enrollment to obtain any immunizations required or at least start the series of required vaccinations. *The Interstate Compact Article, IV.C overrides COMAR or local regulations regarding the number of days allowed to obtain immunizations.*

Homeless Students and Immunization

A student who is homeless shall not be excluded from school for non-compliance with the immunization requirement for school entry. The designated school health professional should continue to work with the student, family, and local health department to obtain required proof of immunity. For auditing purposes, immunization records are required for students enrolled through 21 years of age.

Using the form provided by the Department of Health and Mental Hygiene, a student whose parent or guardian objects to immunization on the ground that the immunization conflicts with the parent's or guardian's bona fide religious beliefs and practices is exempt from the requirement to present a physician's certificate of immunization in order that the student be admitted to school (COMAR 10.06.04.05). These requirements do not apply to a student who presents a licensed physician's or health officer's written statement that the student's immunization against a disease is medically contraindicated (COMAR 10.06.04.04).

Blood Lead Certificate: DHMH 4620

The Maryland General Assembly 2003 passed legislation which was to begin September 2003, that requires in areas designated as "at-risk" for lead poisoning (as determined under Section 18-106 of the Health-General Article), when a child enters a public prekindergarten, kindergarten, or first grade, the parent or legal guardian of the child is required to provide documentation from a health care provider certifying that the child has undergone blood testing for lead poisoning (COMAR 10.11.04.05).

The Department of Health and Mental Hygiene has developed a Blood Lead Certificate, DHMH Form 4620, which is to be submitted to schools upon enrollment of the child. As with all health records, the Blood Lead Certificate is to be retained until the student reaches 21 years of age.

Health Inventory

Physical examinations are required for each child entering the Maryland public school system for the first time. The examination shall be completed within the period of 9 months before entrance or 6 months after entrance. The physical examination form designated by the Department of Education and the Department of Health and Mental Hygiene shall be used to meet this requirement (COMAR 13A.05.05.07A). If a student moves into Maryland from another state at anytime during grades prekindergarten to 12, a physical examination is required. There is no exclusion from school if the physical examination is not completed. However, for each school year the local board of education or local health department shall report the number of children who have not had a physical examination and the reason or reasons for not obtaining the physical examination to the Department of Health and Mental Hygiene.

A copy of this document can be found through contacting the Office of School Health at the Department of Health and Mental Hygiene or by contacting the Health Services Specialists at MSDE. As with all health records, the Record of Physical Examination is to be retained until the student reaches 21 years of age.

Student Record Card 7 – Maryland Student Exit Record

Student Record Card 7 (SR7) is to be completed for the current school year by the sending school. A copy should be provided to the parent/guardian to assist in school registration. It must be completed and sent for all students transferring between LEAs in Maryland, within the same LEA in Maryland, to a nonpublic school or to an out-of-state school. Do not send any official student records until an official request is submitted by the receiving school. Upon receipt of the official request, the student records must be sent expeditiously. The request for records from the receiving school should be maintained with the student record as evidence of the transfer (34 CFR §98.32).

Completion of SR 7 is not sufficient for exiting a student from the school, but a copy should be provided to the parent/guardian to assist in school registration. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student. Additional information on appropriate forms of documentation can be found in Required Documentation and Evidence Supporting Exits on page 55.

Listed below are the minimum data elements to be included on the SR7. Additional elements may be included. Descriptions for each data element can be found in Elements of the Student Record Card starting on page 4.

This card must be retained for three years from the date of the Certifying Signature.

Data Elements: SR7 – Maryland Student Exit Record	
Student’s Legal Name	Blood Lead Screening
Local Identification Number (LOCID)	Physical Exam
State Assigned Student Identifier (SASID)	Special Health Considerations
Student’s Date of Birth	Supplemental Services
School Name (Sending School)	Subjects
School Address (Sending School)	Current Grades
School Phone Number (Sending School)	Comments
School Fax Number (Sending School)	Student’s Disciplinary Status
Parent/Guardian Name	Days Attended (Current School Year)
Relationship (Parent/Guardian)	Days Absent (Current School Year)
Exit Code	Graduation Requirements Met
Exit Status	Contact Person’s Phone Number
Date of Exit	Certifying Signature
Grade Level	Phone Number of Person Certifying
Immunizations	

Procedures for Student Record Cards for Transferring Students

Upon exiting a student, schools have 10 consecutive school days to ensure that the student is receiving educational services. The sending school is held accountable for the student until the receiving school provides acceptable documentation. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to other schools to which a student is transferring or to school officials with legitimate educational interest (34 CFR § 98.31). See *Required Documentation and Evidence Supporting Exits* on page 55 for appropriate documentation supporting Exits.

Documentation Received within the 10-day window

- The sending school should code the student with the appropriate exit status and code
- The date of Exit should be the first school day after the last day of attendance

Upon Expiration of the 10-day window

- The student should be exited with an Exit Status of 'W' and Exit Code '50' (W50)
- The date of Exit should be the first school day after the last day of attendance
- If documentation showing the continuance of educational services is received after the 10-day window:
 - The sending school should update the W50 to the appropriate exit status and code
 - The date of Exit should be the first school day after the last day of attendance

Students with 10 school days of consecutive unlawful absences should be exited following the procedures outlined under *Consecutive Absences* on page 42.

Transfer to a Public School in Maryland

Do not send any student records until an official request for records is received by the sending school. The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

When a student transfers to another public school in Maryland, within or outside of the LEA, *send the original student records in their entirety* including special education and discipline records. SR7 must be completed for the student. If a parent or guardian comes into the school to exit their child, the parent should be given, at a minimum, the SR7, a current report card, credit information if applicable (SR2 and/or SR3), any current test results and immunization records. Completion of SR7 is not sufficient for exiting a student from the school. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student. Additional information on appropriate forms of documentation can be found in *Required Documentation and Evidence Supporting Exits* on page 55.

The Sending school should maintain **copies** of the following:

- All SR Cards
- Health information
- Current Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
- Most recent assessment reports
- Documentation of the disability for students with disabilities

Copies of student records for students who exited the public school and transferred to another public school must be kept for four (4) years after which they may be shredded per the *Records Retention and Disposition: A Reference Manual for Public Education in Maryland 2005*. (Student records for students with disabilities must be kept for 6 years.).

The Sending school should submit the following to the receiving school:

- **All original student records in their entirety**
 - Include Special Education or Early Intervention Records
 - Include Section 504 Records
 - Include Discipline Records
 - Include Report Cards

Transfer Outside Maryland Public Schools or to a Nonpublic School

Do not send any student records until an official request for records is submitted by the receiving school. The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

When a student transfers to an out-of-state school or a nonpublic school, copies of all student records must be sent, including copies of the IEP and discipline records. The sending school should keep the original record cards. SR7 must be completed for the student. Completion of SR 7 is not sufficient for exiting a student from the school. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student. Additional information on appropriate forms of documentation can be found in *Required Documentation and Evidence Supporting Exits* on page 55.

The Sending school should maintain the following:

- Original student records in their entirety

The Sending school should submit **copies** of the following to the Receiving school:

- SR 1
- SR 2
- SR 3
- SR 3A
- SR 3B
- SR 4
- SR 5
- SR 7
- Report Cards
- Immunization Record
- Current Individualized Education Program (IEP) or current Individualized Family Service Plan (IFSP)
- Section 504
- Discipline records
- All other supporting documentation and/or student records

The sending school must maintain the original records according to the *State Minimum Standards for Retention of Student Records* on page 76.

Transfer to a State Institution

Do not send any student records until an official request for records is received. The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

When a student transfers to a State agency, foster care or Correctional Education facility, original student records must be sent in their entirety, **within 3 school days of the receipt of request (COMAR 13A.08.07.03) unless a specific request that is more convenient and mutually agreed upon is made by the receiving school.** SR7 must be completed for the student. Completion of SR7 is not sufficient for exiting a student from the school. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student. Additional information on appropriate forms of documentation can be found in *Required Documents and Evidence Supporting Exits* on page 55.

The Sending school should maintain **copies** of the following:

- All SR cards
- Health Information
- Current Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)
- Section 504
- Most recent assessment reports

Copies of student records for students who exited the public school and transferred to another public school must be kept for four (4) years after which they may be shredded per the *Records Retention and Disposition: A Reference Manual for Public Education in Maryland 2005*. (Student records for students with disabilities must be kept for 6 years.).

The Sending school should submit the following to the Receiving school:

- **All original student records in their entirety**
 - Include Special Education or Early Intervention Records
 - Include Section 504 Records
 - Include Discipline Records
 - Include documentation of the disability for students with disabilities

Withdrawals from Maryland Public Schools

For students who wish to terminate formal education the *Statewide Educational Exit Interview Form* must be completed and maintained with the student record. The Statewide Educational Exit Interview form provides sufficient documentation to withdraw a student from the school.

The school should maintain original records per *State Minimum Standards for Retention of Student Records* on page 76.

What not to Transfer as Part of the Student Record

Child Abuse and Neglect Records, Reportable Offense Records, Maryland Student Assistance Program (MSAP) records, Bullying, Harassment and Intimidation forms, and Reports of Gang Related Activity are not part of a student's record and shall not be transferred with the student's records to any school.

Statewide Educational Exit Interview Form Elements

Each LEA will develop and implement a procedure to conduct an educational interview with all students who leave school prior to graduation, and/or with their parent or guardian. At a minimum, the interview should encourage the student to remain in the student's current school program or enroll in an alternative school program, verify the reason or reasons for the student dropping out of school, and ensure that the parent or guardian is informed. This form can be found in the appendix. Below are the minimum fields that should be captured on the exit interview form. Additional information may be added by the LEA as needed.

Data Elements: State Educational Exit Interview

Student's Legal Name

Local Identification Number (Local ID)

State Assigned Student Identifier (SASID)

Student's Date of Birth

Student's Hispanic/Latino Ethnicity

Student's Race

Date

Student's Address

Phone

Parent/Guardian

Relationship

Address of Parent/Guardian

Student's Gender

Parent/Guardian Present

Local Education Agency (LEA)

School Number

School Name

School Address

School Phone Number

Interviewer's Name and Position

Interviewer's Phone

Reason for Termination

Exit determined by (Reason)

Unable to Contact Student

Date Contact Attempted

Comments

Interviewer Signature

Digitizing Student Record Card

Minimum requirements for digital record cards

- Must contain all the elements contained on the SR Cards including certifying signatures
- Images of all documents provided in the Student Record must be included in the digital record.
- Signatures must be traced to the person making the change

ESIGN Law

“Sec.106(5)) Electronic Signature.—the term “electronic signature” means an electronic sound, symbol, or process, attached to or logically associated with a contract or other record and executed”

<http://thomas.loc.gov/cgi-bin/bdquery/z?d106:SN00761:@@L&summ2=m&>

National Institute of Standards and Technology Special Publication 800-63, 64 pages (April 2006)

http://csrc.nist.gov/publications/nistpubs/800-63/SP800-63V1_0_2.pdf

Electronic Student Record

Standard Demographic String

Provided below is the Standard Demographic String used for all MSDE Division of Curriculum, Assessment, and Accountability (DCAA). The standard demographic string comprises the first part of all file formats for DCAA collections. Fields specific for each data collection are included in the associated section of the Maryland Student Records System Manual, and in the Specification Manuals for each collection.

Local Education Agencies (LEA) should follow these guidelines when defining digital elements of the student record card.

Data Item	Valid Codes	Type	Length
LEA Number	01-23, 30, 32	C	2
School Number	Valid MSDE school number	C	4
State Assigned Student ID	State Assigned Student ID	C	10
Local Student ID Number	Locally defined	C	10
Last Name	No punctuation	C	25
First Name	No punctuation	C	15
Middle Name	No punctuation	C	15
Generational Suffix	Jr, Sr, I, II, III, etc... ASCII, No punctuation	C	3
Date of Birth	YYYYMMDD	N	8
Grade	01-12, 91-96	C	2
Gender	1 or 2	C	1
Ethnicity	Y or N	C	1
Race	0, 1-5	C	5
Social Security Number	9-digit SSN or Zero-filled	C	9
Filler		C	1
Title I Indicator	Y or N	C	1

Free/Reduced Price Meals	Y or N	C	1
Migrant	Y or N	C	1
Foreign Exchange Student	Y or N	C	1
Special Education	Y, N, E, 2, or 3	C	1
Special Education End Date	YYYYMMDD	N	8
Certificate of Program Completion	Y or N	C	1
ELL Indicator	Y, N or E	C	1
ELL Begin Date	YYYYMMDD	N	8
ELL End Date	YYYYMMDD	N	8
Filler	Blank		1
Submission Date	YYYYMMDD	N	8

Definitions of Data Elements in Standard Demographic String

Data Element	Definition and Instructions
LEA Number	The two-digit state designation of the Local Education Agency: 01 Allegany County 02 Anne Arundel County 03 Baltimore County 04 Calvert County 05 Caroline County 06 Carroll County 07 Cecil County 08 Charles County 09 Dorchester County 10 Frederick County 11 Garrett County 12 Harford County 13 Howard County 14 Kent County 15 Montgomery County 16 Prince George’s County 17 Queen Anne’s County 18 St. Mary’s County 19 Somerset County 20 Talbot County 21 Washington County 22 Wicomico County 23 Worcester County 30 Baltimore City 32 The SEED School
School Number	The four-digit code assigned to the school building. This number is assigned by the LEA and used when reporting any data to MSDE by school. Must be unique within the LEA.
State Assigned Student ID (SASID)	The valid State Assigned Student ID Number assigned through the USIS system. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same on all data files.
Local Student Identification Number (LOCID)	The number assigned by the Local Education Agency – any combination of numbers (not more than ten characters) right aligned. If fewer than ten characters are used, zero fill remaining positions to the left. This number must be the same on all data files.
Student’s Last Name	Indicate up to twenty five (25) characters of the student’s surname. Do not use punctuation.
Student’s First Name	Indicate up to fifteen (15) characters of the student’s given name. Do not use nicknames, initials, or punctuation.
Student’s Middle Name	Indicate up to fifteen (15) characters of the student’s middle name. Do not use nicknames, initials, or punctuation.

Data Element	Definition and Instructions								
Student's Generational Suffix	This three byte data element is used to identify records that include a generational suffix as part of the identified name. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters right justified with null values prefilled to the left without punctuation. Please use Roman numbering for standardization – 2nd should be II (ii), 3rd should be III (iii), 4th should be IV (iv), 5th should be V. Jr and II are unique occurrences and both are valid values. Consistently report as indicated per evidence of birth.								
Student's Date of Birth	Eight-digit date (YYYYMMDD) of the student's birth.								
Student's Grade Level	The two-digit number of the grade in which the student is placed: 96 Prekindergarten, under age 1 95 Prekindergarten, age 1 94 Prekindergarten, age 2 93 Prekindergarten, age 3 92 Prekindergarten, age 4 91 Kindergarten 01-12 Grades 1 through 12								
Student's Gender	The one-digit code for gender of the student: 1 Male 2 Female								
Student's Ethnicity	Are you Hispanic/Latino? Y Yes, of Hispanic/Latino N No, not of Hispanic/Latino origin								
Student's Race	Five character string. Must identify at least one - may identify multiple. Position 1: 0 or 1 American Indian/Alaska Native Position 2: 0 or 2 Asian Position 3: 0 or 3 Black or African American Position 4: 0 or 4 Native Hawaiian or Other Pacific Islander Position 5: 0 or 5 White <hr/> Examples for Reporting Ethnicity and Race: <table border="1"> <thead> <tr> <th><i>Respondent's Ethnicity and Race:</i></th> <th><i>Reported as:</i></th> </tr> </thead> <tbody> <tr> <td>A. Student identified as non-Hispanic and Asian</td> <td>N02000</td> </tr> <tr> <td>B. Hispanic student identified as Black</td> <td>Y00300</td> </tr> <tr> <td>C. Non-Hispanic student with multiple races of Asian, Pacific Islander, and White</td> <td>N02045</td> </tr> </tbody> </table>	<i>Respondent's Ethnicity and Race:</i>	<i>Reported as:</i>	A. Student identified as non-Hispanic and Asian	N02000	B. Hispanic student identified as Black	Y00300	C. Non-Hispanic student with multiple races of Asian, Pacific Islander, and White	N02045
<i>Respondent's Ethnicity and Race:</i>	<i>Reported as:</i>								
A. Student identified as non-Hispanic and Asian	N02000								
B. Hispanic student identified as Black	Y00300								
C. Non-Hispanic student with multiple races of Asian, Pacific Islander, and White	N02045								
Student's Social Security Number	For all students when available. For students with no social security number, the field should be populated with nine zeros.								
Title I Indicator	A "Y" or "N" indicator of status of a student as of end of school year. Students receiving services in whole or in part by Title I of the Elementary and Secondary Education Act (ESEA), No Child Left Behind Act of 2001, are coded "Y." All other students are coded "N." Students should be classified based on the requirements of the specified data collection.								
Free and Reduced Price Meal Services (FARMS)	A "Y" or "N" indicator of a student's eligibility to receive Free or Reduced Price Meals under the National School Lunch Program. This includes students who are eligible through annual household applications or students who are "directly certified" through the following programs: Supplemental Nutrition Assistance Program (SNAP),								

Data Element	Definition and Instructions
	Temporary Assistance to Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR), Medicaid, Children experiencing homelessness and on the local liaison’s list, Head Start children, Migrant youth, Runaways, Non-applicants approved by local education officials, Foster children certified through means other than a household application, Students who are certified for free meals based on a letter provided by SNAP to the household.
Migrant	A “Y” or “N” indicator for migratory child. A migrant student is defined under 34 CFR 200.40 and required by the No Child Left Behind Act, Section 1309(2).
Foreign Exchange Student	A "Y" or "N" indicator for Foreign Exchange students. Include students who will be returning to their home country for graduation.
Special Education (SE) Services	<p>Indicator of special education status. Should be classified based on the requirements of the specified data collection.</p> <p>N No, student does NOT have an IEP or IFSP and is not receiving Special Education Services.</p> <p>Y Yes, student has an IEP or IFSP and is receiving Special Education services.</p> <p>E Exited the program within the past two school years, student is not currently receiving Special Education Services.</p> <p>2 Section 504 Code</p> <p>3 Exited Special Education and placed in Section 504 Code.</p> <p>MSDE uses the date of June 1st as the start of the two year reporting period.</p>
Special Education End Date	Eight-digit date (YYYYMMDD) when special education services ended. Required if SPED Indicator = E.
Certificate of Program Completion	For Students with a Special Education indicator of "Y", if the student's IEP indicates that the student is on track to receive a Certificate of Program Completion.
English Language Learner (ELL) Indicator	<p>A student who has a primary or home language other than English and who has been assessed as having limited or no ability to understand, speak, or read English. Students should be classified based on the requirements of the specified data collection.</p> <p>Y Currently receiving ELL services. Includes refused ESOL services ELLs, and ELLs who moved out of the county while still receiving ELL services</p> <p>N Not receiving ELL services.</p> <p>E Exited the program within the past two school years, not currently receiving ELL services includes refused ESOL services ELLs who meet exit criteria</p> <p>MSDE uses the date of June 1st as the start of the two year reporting period.</p>
ELL Begin Date	Eight-digit date (YYYYMMDD) when ELL services began. Required if ELL Indicator = E.
ELL End Date	Eight-digit date (YYYYMMDD) when ELL services ended. Required if ELL Indicator = E.
Submission Date	Eight-digit date (YYYYMMDD) when the file was submitted to MSDE.

Reporting Dates

MSDE uses an eight digit date format of a four-digit year, two-digit month, and two-digit day (YYYYMMDD) for all dates. For example: September 7, 2012 will be reported as 20120907.

Social Security Numbers

Social security numbers are helpful in data matching. While not mandatory that it be provided, if it is, the numbers should be recorded here. No student can be denied access to public education because of a failure to provide a social security number (5 U.S.C. §552a). No student can be denied access to public education because of his/her status as an alien (*Plyler v. Doe*, 457 U.S. 202 (1982)). If no social security number is provided, the field should be populated with nine zeros.

Supporting Documentation for Student Identifying Information

Use the Evidence of Birth document to complete all identifying information for the student. When reporting student level data, each LEA should consistently report the student name elements as they appear on the evidence of birth document.

The type of document presented as evidence of birth must be noted on the student's SR1. A physical copy of the document should be kept on file in the student's record. Documents are listed in order of preference. Official documents issued by governmental entities located in the United States of America should be used in place of documents issued by entities outside of the United States of America.

- 1 Birth Certificate
- 2 Passport/Visa
- 3 Physician's Certificate
- 4 Baptismal or Church Certification
- 5 Hospital Certificate
- 6 Parent's Affidavit
- 7 Birth Registration
- 8 Other, Specify type of evidence of birth used

Overview of the State Assigned Student Identifier (SASID)

The State Assigned Student Identifier (SASID) is a unique number that is assigned to and remains with a student throughout his or her career in Maryland public schools. The SASID will follow the student throughout their tenure in Maryland Public Schools.

Assignment of a unique statewide student identifier provides a way to track students as they move from grade to grade and across campuses and/or districts within the State. The SASID enables MSDE to longitudinally track student performance.

The SASID is defined and assigned by the Maryland State Department of Education through the Unique Student Identifier System (USIS). LEAs are responsible for requesting and maintaining SASIDs for all students enrolled in

their LEA using the USIS system. LEAs are required to notify MSDE via USIS of any changes to student information when there is supporting documentation to justify an update or change. Updates include changes in student grade, boundary school, and name changes. All SASIDs reported to MSDE are validated via USIS. If the reported SASID data elements do not align with data previously reported to USIS, the reported data will be considered an error and the reporting LEA will be held responsible for correcting the error.

Data collection manuals and additional information can be found at:

<https://usis.msde.state.md.us/usis/logon.jsp>

Assignment and Maintenance of the SASID

Each LEA is responsible for requesting and maintaining SASIDs for all students enrolled in their LEA using the USIS system.

Use the Evidence of Birth document to complete all identifying information for the student. When reporting student level data, the LEA should consistently report the student name elements as they appear on the evidence of birth document.

The type of document presented as evidence of birth must be noted on the student's SR1. A physical copy of the document should be kept on file in the student's record. Documents are listed in order of preference. Official documents issued by governmental entities located in the United States of America should be used in place of documents issued by entities outside of the United States of America.

- 1 Birth Certificate
- 2 Passport/Visa
- 3 Physician's Certificate
- 4 Baptismal or Church Certification
- 5 Hospital Certificate
- 6 Parent's Affidavit
- 7 Birth Registration
- 8 Other, Specify type of evidence of birth used

Student Attendance, Entry and Exits

Since 1993, individual student attendance data has been reported to the Maryland State Department of Education by each LEA. Attendance records are collected annually by MSDE. The information collected as part of the Attendance Data Collections, is used to calculate a variety of measures including percent attendance, average daily attendance, graduation rate, and dropout rate. Refer to the Attendance Manual for the specific year for more detailed information.

This section includes data elements specific to the Attendance Data Collections, Entry and Exit Status and Codes, and descriptions for all the specified data elements. The beginning of every file submitted to MSDE for the Attendance Data Collections includes the *Standard Demographic String* found on page 31.

The data elements listed here are collected for each student for each school year. All data elements should be part of the student record. Appropriate documentation should be maintained to support use of specific codes. Refer to *Required Documentation and Evidence Supporting Exits* starting on page 55 for minimum expectations of appropriate documentation.

Maintaining a Continuous Record

Entry and Exit codes for each student should be continuous within the school year, and across years. There should be no unaccounted breaks in the student record. Entry and Exit codes should provide a complete record of a student's movement from the time he/she enters any Maryland public school, through the time the student exits.

Students who are scheduled for enrollment but do not report on the first day of school are marked absent during the first month of the school year until they report for class. Continuous absence should be investigated. If it is determined that the student will not enter at the beginning of the school, he/she should be exited and the date of exit recorded in accordance with *Date of Exit* on page 47. By September 30th, all students on the roll who have not reported since the first day of school should be exited.

Summer transactions are used to reconcile student entry and exit activity during the summer. These records encompass the day following the last day of school in June, until the first day of school in August. For instance, for a school system whose last day of school for SY 2009 was June 5, 2009, and first day of school for SY 2010 is August 25, 2009, LEAs report all transactions between June 6, 2009 and August 24, 2009, as summer transactions. MSDE requires LEAs use a standard exit date of July 1 for all summer transactions.

Data Elements and Descriptions

Data Element	Description
Entry Status	The Entry Status that best defines the student's entry into the school as defined in this manual. If a student has multiple entries, a record is required for each entry.
Entry Code	The Entry Code that best defines the student's entry into the school as defined in this manual. If a student has multiple entries, a record is required for each entry.
Entry Date	The date of entry of the student as defined in this manual.
Exit Status	The Exit Status that best defines the student's exit from the school as defined in this manual. If a student has multiple exits, a record is required for each exit.
Exit Code	The Exit Code that best defines the student's exit from the school as defined as defined in this manual. If a student has multiple exits, a record is required for each exit.
Exit Date	The date the student exited as defined in this manual.
Promotion Code	The promotion code for the student. If a student completes grade 12, but fails to complete one or more graduation requirements, that student is a non-promote (02). A student who does not complete grade 12 is given an exit code. If a student record contains a transfer or termination code, the promotion code is inappropriate and 00 should be used. 01 – Promoted 02 – Not Promoted/Retained in Grade 00 – Transfer or Termination
Days Attending	The aggregate number of days the student was in attendance during the current school year, to the nearest half-day (implied decimal). If the student has multiple records (has attended more than one school during one year) there must be an attendance item for each period a student was enrolled in school.
Days Absent	The aggregate number of days the student was absent during the current school year, to the nearest half-day (implied decimal). If the student has multiple records, there must be an absence item for each record. Days absent for summer withdrawals must be zero.
Days Not Belonging	The aggregate number of days not belonging prior to entry and/or following withdrawal during the current school year, to the nearest half day (implied decimal). If the student has multiple records, there must be a Days Not Belonging item for each record. Days not belonging for summer withdrawals must be zero.

Recording Attendance

Calculating Attendance for Students Scheduled For a Full Day

A student is counted present for a full day if the student is in attendance four hours or more of the school day. A student is counted present for a half day if the student is in attendance for two hours or more, but less than four hours of the school day.

Calculating Attendance for Students Scheduled For a Partial Day

A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled to attend. A student is counted present if at school or at a school activity sponsored by the school and personally supervised by school personnel. This may include authorized independent study, work study programs, field trips, athletic events, contests, music festivals, student conventions, instruction for home bound students, and similar activities when officially authorized under policies of the local school board. It does not include “making up” school work at home, or activities supervised or sponsored by private groups or individuals. (Lawful and unlawful absences are both counted as an absence.)

Example: A student scheduled for a two hour block of time will be counted present for a full day if the student is in attendance for that entire block of time. If the student is absent for that entire block of time, the student will be counted absent for a full day. A student scheduled for a two hour block of time will be counted present for a half day if the student is in attendance for one hour.

Recording Absences

Maryland’s compulsory attendance law is found in Section 7-301 of the Education Article, Annotated Code of Maryland. Lawful absences are set forth in COMAR 13A.08.01.03. A local superintendent, school principal, or an individual authorized by the local superintendent or principal may excuse a student for a lawful absence. Unlawful absences are set forth in COMAR 13A.08.01.04. For recording absence of Home and Hospital Students, see page 57.

Lawful Cause of Absence (COMAR 13A.08.01.03)

Absence from school, including absence for any portion of the day, of students who are presently enrolled in public schools shall be considered lawful only under the following conditions.

Absence Code	Description
01	Death in the immediate family. The LEA shall determine what relationships constitute the immediate family.
02	Illness of the student. The principal shall require a physician's certificate from the parent or guardian of a student reported continuously absent for illness.
04	Court summons
07	Hazardous weather conditions. This shall be interpreted to mean weather conditions which would endanger the health or safety of the student when in transit to and from school.
08	Work approved or sponsored by the school, the LEA, or the State Department of Education, accepted by the local superintendent of schools or the school principal, or their designees as reason for excusing students.
09	Observance of a religious holiday
10	State emergency
13	Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.
17	Health Exclusion
18	Suspension
19	Lack of authorized transportation (does not include students denied authorized transportation for disciplinary reasons).

Unlawful Cause of Absence (COMAR 13A.08.01.04)

An absence, including absence for any portion of the day, for any reason other than those cited as lawful is presumed unlawful and may constitute truancy. Local Education Agency's may add specified criteria for unlawful absences to local board approved attendance policies.

Absence Code	Description
20	Truancy; A truant is a student (age 5 through 20) who is absent without lawful cause as defined in COMAR 13A.08.01.03 from attendance for a school day or portion thereof
21	Other unlawful absence

Consecutive Absences

After 10 school days of consecutive unlawful absences, in which the student's whereabouts are unknown, the student should be exited from the school with an Exit Status 'W' and Exit Code '50'. Schools should then follow the *Exit Procedures* on page 47.

Habitual Truant

A student is a habitual truant if the student has been in membership in a school for 91 or more days in a school year and is unlawfully absent from school for a number of days or portion of days in excess of 20% of the school days within any marking period, semester, or year. A LEA has the prerogative of defining habitual truancy in a more but not less stringent manner.

Entry Information

Entry Information is used to provide a continuous record of a student's status in Maryland public schools. Entry status provides the student's position in the LEA or school (e.g., First Entry, Transfer, Reentry). Entry Code indicates the reason why the student is entering into the system. Entry status and Entry code must be used in conjunction. Both Entry Status and Entry Code used together provide a detailed account of the student's status at any given time. For example, "Entering by transfer from another school in the LEA during the current reporting period" is an Entry Status "Entry by Transfer" with an entry code "from another school in the LEA". Provide the Entry Status and Entry Code that best describes the student's last school affiliation prior to his/her entry into the current school. Please note that specific Entry Codes may only be used with specific Entry Statuses.

Entry Status

Entry Status	Description
R – First Entry	Student is entering school for the first time in the current school year.
E – Entry by Transfer	Student is entering by transfer in the current school year.
N – Reentry	Student is returning to school following a withdrawal in the current school year.

First Entry (R)

The use of Entry Status 'R' is to identify a student who is entering a Maryland public school for the first time within the current school year. One Entry Status 'R' is used to initiate the student's enrollment in a Maryland public school, followed by Entry Status 'E' for subsequent transactions in the current school year. This status is used for Prekindergarten and Kindergarten students entering school for the first time (R01). This status is also used for students who were promoted from the previous grade and are continuing in the same school for the subsequent grade and year (R02). Students may have only one R record across LEAs within the current school year.

THESE CODES SHOULD ONLY BE USED WITH ENTRY STATUS 'R'.

Entry Code	Description
01	<i>Valid only with Entry Status 'R'.</i> First entry into any school - usually prekindergarten, kindergarten or first grade, or first entry into any school from home schooling.
02	Continuing in the same school. <i>Valid only with Entry Status 'R.'</i>
08	Reentry after involuntary withdrawal, by the school or local administration, from school during any reporting period prior to the current August—June reporting period. <i>Valid only with Entry Status 'R.'</i>
09	Reentry after voluntary withdrawal, by the student, from school during any reporting period prior to the current August—June reporting period. <i>Valid only with Entry Status 'R.'</i>

Entry by Transfer (E) or (R)

The use of the Entry Status 'E' is to identify a student entering by transfer from another Maryland Public School within the current school year, or students who have previously been enrolled in a Maryland Public School within the current school year. Students reported with an Entry Status 'E' should have a prior R transaction in a Maryland public school in the current school year. Use the same Entry Codes for E as for R with the exception of Entry Codes 01, 02, 08 and 09.

THESE CODES MAY BE USED WITH ENTRY STATUS 'E' OR 'R'.

Entry Code	Description
10	By transfer from another public school in the same LEA.
13	By transfer from a public school in Maryland.
14	By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school.
15	By transfer from a nonpublic school in the same LEA.
16	By transfer from a nonpublic school in Maryland.
17	By transfer from a United States nonpublic school or institution in another state or territory of the United States.
18	By transfer from a school (public or nonpublic) of a foreign country.
21	By transfer from an evening high school program.
22	By transfer from a state institution in Maryland with an educational program (See page 57 for a list of state institutions).
24	Entry from home schooling pursuant to COMAR 13A.10.01 after withdrawing (for transfer within the same LEA only).
25	Parental choice transfer from a Title I public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR 13A.01.04.07.
26	Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20.

Reentry (N)

The use of the Entry Status 'N' is to identify a student returning to school following a withdrawal from a Maryland Public School. Entry Status 'N' must follow an Exit Status 'W' after the first day of school within the current school year. Entry Status N may be used across LEAs. Entry Status "R" should be used for students who withdrew in the previous school year, or over the summer.

THESE CODES SHOULD ONLY BE USED WITH ENTRY STATUS 'N'.

Entry Code	Description
06	Reentry after involuntary withdrawal termination (Exit Status W), by the school or local administration, from school during the current August—June reporting period.
07	Reentry after voluntary withdrawal termination (Exit Status W), by the student, from school during the current August—June reporting period.

Complete Listing of Entry Codes

Entry Code	Description
01 (R)	First entry into any school - usually prekindergarten, kindergarten or first grade, or first entry into any school from home schooling.
02 (R)	Continuing in the same school.
06 (N)	Reentry after involuntary withdrawal termination (Exit Status 'W'), by the school or local administration, from school during the current August—June reporting period.
07 (N)	Reentry after voluntary withdrawal termination (Exit Status 'W'), by the student, from school during the current August—June reporting period.
08 (R)	Reentry after involuntary withdrawal, by the school or local administration, from school during any reporting period prior to the current August—June reporting period.
09 (R)	Reentry after voluntary withdrawal, by the student, from school during any reporting period prior to the current August—June reporting period.
THESE CODES MAY BE USED WITH ENTRY STATUS 'E' OR 'R'.	
10	By transfer from another public school in the same LEA.
13	By transfer from a public school in Maryland.
14	By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school.
15	By transfer from a nonpublic school in the same LEA.
16	By transfer from a nonpublic school in Maryland.
17	By transfer from a United States nonpublic school or institution in another state or territory of the United States.
18	By transfer from a school (public or nonpublic) of a foreign country.
21	By transfer from an evening high school program.
22	By transfer from a state institution in Maryland with an educational program (See page 57 for a list of state institutions).
24	Re-entry from home schooling pursuant to COMAR 13A.10.01 after withdrawing (for transfer within the LEA only).
25	Parental choice transfer from a Title I public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR 13A.01.04.07.
26	Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20.

Date of Entry

Record the date of entry based on the following criteria:

For students who enter on or before September 30th, the date of entry is the first day of school if they meet any of the following criteria:

- Student is continuing in the same school attended last school year (R02)
- Student is transferring from another school in the LEA because of promotion, administrative decision, or change of residence (E10)
- Student registered for enrollment prior to the opening of school
- Student registered and attended on the first day of school

For all other students, the date of entry is the first day the student attends class in the school. Included are:

- Students with Enrollment Status 'R' who were not enrolled in the LEA at the end of the last school year
- Students who were not registered prior to the first day of school
- Students who were enrolled on or after the second day of school
- All students with Entry Status 'E' or 'N'

Exit Information

Exit Information is used to determine a student's status upon leaving a Maryland public school. Exit status provides the student's position in the LEA or School (e.g., transfer, withdrawal, completer). Exit Code indicates the reason why the student is exiting the system. Exit Status and Exit Code must be used in conjunction. Both Exit Status and Exit Code used together provide a detailed account of the student's status when he/she exited the system. For example, "dropout because of lack of interest" is an Exit Status "Withdrawal" with an Exit Code "Lack of Interest".

Provide the Exit Status and Exit Code that best describes the student's reason for exiting the school. Please note that specific Exit Codes may only be used with specific Exit Statuses. This information should be documented on the *Statewide Educational Exit Interview Form* see page 91.

Exit Procedures

Upon exiting a student, schools have 10 consecutive school days to ensure that the student is receiving educational services. The sending school is held accountable for the student until the receiving school provides acceptable documentation. See Required Documentation and Evidence Supporting Exits on page 55 for appropriate documentation supporting exits.

Documentation Received within the 10-day window

- The sending school should code the student with the appropriate exit status and code
- The date of Exit should be the first school day after the last day of attendance

Upon Expiration of the 10-day window

- The student should be exited with an Exit Status of 'W' and Exit Code '50'
- The date of Exit should be the first school day after the last day of attendance
- If documentation showing the continuance of educational services is received after the 10-day window:
 - The sending school should update the W50 to the appropriate exit status and code
 - The date of Exit should be the first school day after the last day of attendance

Students with 10 school days of consecutive unlawful absences should be exited following the procedures outlined under Consecutive Absences, on page 42.

Reconciling Student Records

Students who are scheduled for enrollment but do not report on the first day of school are marked absent during the first month of the school year until they report for class. Continuous absence should be investigated. If it is determined that the student will not enter at the beginning of the school, he/she should be exited and the date of exit recorded in accordance with

Date of Exit on page 50. By September 30th, all students on the roll who have not reported since the first day of school should be exited.

Exit Status

Exit Status	Description
T – Transfer	Student transferred to another school or educational program.
W – Withdrawal	Student terminated formal education and is NO LONGER receiving educational services.
C – Completer	Student completed the requirements for a high school program.

Transfers

The use of Transfer status/codes is based upon the expectation that transferred students are receiving educational services at another school or in an educational program. The sending school is held accountable until appropriate documentation can be presented.

THESE CODES SHOULD ONLY BE USED WITH EXIT STATUS 'T'.

Exit Code	Description (Exit Status 'T')
10	Transfer to another public school in the same LEA.
13	Transfer to a public school in Maryland.
14	Transfer to a public school in another state or territory of the United States, or to a United States overseas dependent school.
15	Transfer to a nonpublic school in the same LEA.
16	Transfer to a nonpublic school in Maryland.
17	Transfer to a United States nonpublic school or institution in another state or territory of the United States.
18	Transfer to a school (public or nonpublic) of a foreign country.
21	Transfer to an evening high school program.
22	Transfer to a state institution in Maryland with an educational program (See page 57 for a list of state institutions).
24	Home schooling pursuant to COMAR 13A.10.01 (for use within the same LEA only).
25	Transfer to a public school that has made adequate yearly progress (AYP) from a Title I public school designated for improvement pursuant to COMAR 13A.01.04.07.
26	Transfer to a public school pursuant to the Unsafe School Transfer Policy, COMAR 13A.08.01.20.

Withdrawals (W)

The use of Withdrawal status codes is based upon the expectation that withdrawn students are no longer receiving educational services. A dropout is defined as a student who, for any reason other than death, leaves school before graduation or the completion of a Maryland-approved education program (including a special education program) and is not known to enroll in another school or State-approved program during a current school year (COMAR 13A.08.01.07). Consequently, any student identified with an Exit Status 'W' (excluding Exit Code '43' –Deceased) is considered a dropout.

THESE CODES SHOULD ONLY BE USED WITH EXIT STATUS 'W'.

Exit Code	Description (Exit Status 'W')
30	Illness. An illness of such severity that it would preclude the implementation of any education program (e.g., home/hospital instruction). A medical certification shall be required specifying the nature of the illness and the approximate length of time the student will be withdrawn.
31	Academic. Student who drops out due to lack of academic success including low grades and/or grade retention and meets the Compulsory Age of Attendance under Education Article, 7-301.
32	Discipline. Student who voluntarily drops out due to continual disciplinary problems as documented by multiple office referrals and/or suspensions but who has not been formally expelled from school and meets the Compulsory Age of Attendance under Education Article, 7-301.
33	Lack of Interest. Student who drops out of school due to a lack of personal motivation or interest to continue his/her education and meets the Compulsory Age of Attendance under Education Article, 7-301.
34	Employment. Certified by documentation and the student is unwilling to remain in a regular or alternative educational program and student meets the Compulsory Age of Attendance under Education Article, 7-301.
35	Marriage. Certified by documentation and student meets the Compulsory Age of Attendance under Education Article, 7-301.
36	Military Service. Certified by documentation and student meets the Compulsory Age of Attendance under Education Article, 7-301.
38	Court Action. A student who is committed by court order to an institution without an educational program and meets the Compulsory Age of Attendance under Education Article, 7-301.
39	Economic Reasons. A student who leaves school due to a lack of financial resources and/or lack of family support or has caretaker responsibility for the extended family, excluding his/her own children as documented by a social agency and meets the Compulsory Age of Attendance under Education Article, 7-301.
40	Expulsion Under Compulsory Age of Attendance. Required withdrawal from school for disciplinary reasons of a student who is under the Compulsory Age of Attendance under Education Article, 7-301, by the direction of the superintendent or designee (not a valid code for students with disabilities under the Individuals with Disabilities Education Act). As intended by COMAR 13A.08.01.11(B)(2), expulsion is the exclusion of a student for more than 45 school days.
41	Immaturity. Immaturity under age five. Used in prekindergarten, kindergarten, and first grade, with appropriate documentation.
42	Special Cases. Other reasons with superintendent's approval and student meets the Compulsory Age of Attendance under Education Article, 7-301. This code may be used for students who withdraw in grade 8 for religious reasons.
43	Death

Exit Code	Description (Exit Status 'W')
44	Parenting. Any married or unmarried student who leaves a regular or alternative educational program due to his/her responsibilities for child care and rearing of his/her children and meets the Compulsory Age of Attendance under Education Article, 7-301.
46	Expulsion Over the Compulsory Age of Attendance. Required withdrawal from school for disciplinary reasons of a student over the Compulsory Age of Attendance under Education Article, 7-301, by the direction of the superintendent or designee (not a valid code for students with disabilities under the Individuals with Disabilities Education Act). As intended by COMAR 13A.08.01.11(B)(2), expulsion is the exclusion of a student for more than 45 school days.
50	Whereabouts Unknown. Any student not receiving educational services at another school or in an educational program; Any student whose whereabouts is unknown as documented by an appropriate school official; A student who is a runaway as documented by an appropriate governmental agency (e.g., Juvenile Services); A student who is known or suspected to be abducted, as documented by an appropriate governmental agency (e.g., law enforcement officials or social security).
71	Pregnancy. Student who leaves school because of a pregnancy and meets the Compulsory Age of Attendance under Education Article, 7-301.
85	Age Out. <i>Students with Disabilities</i> – The student has exceeded the age which the State guarantees a free, appropriate public education, and has subsequently exited. Student is over the age of 21 when exited, and ineligible for services the subsequent school year. <i>All other students</i> – The student is 21 prior to the first day of school and ineligible for foundation funding in subsequent school years.

Date of Exit

Record the Date of Exit based on the following criteria:

- For exits during the school year, the date of exit is the date of the first school day after the last day of attendance.
- For exits occurring during the summer, the date of exit is July 1st.

Student who exited prior to the first day of school are considered summer exits, and should use July 1st as the date of exit. Refer to *Reconciling Student Records*, on page 47 for additional information on summer exits.

Examples:

1. If a student on the roll in June of a regular term notifies the school that he/she will not return the following fall, the date of exit is July 1st ;
2. If a student's withdrawal did not become known until after the regular fall term had begun, the recorded date of exit is July 1st;
3. If a student notifies a school during the summer that he/she will not return for the fall term, the date of exit is July 1st.
4. If a student does not report to school the first day of school or thereafter, the date of exit is July 1st.

Completers (C)

A completer is defined as a student who completes the student’s program of study at the high school level and satisfies the graduation requirements for a Maryland High School Diploma or the requirements for a Maryland Certificate of Program Completion (COMAR 13A.08.01.07). Students who have completed all requirements for graduation should be exited using these codes. These codes should only be used with Exit Status ‘C’. Students can only have one Completion code in the course of their high school career.

Exit Code	Description (Exit Status ‘C’)
60	Completed requirements for a Maryland High School Diploma.
62	Student with a disability who completed requirements for a Maryland High School Certificate of Program Completion.
70	Early College Admission Program.

Date of Completion

Record the date on when it is officially recognized that the student has completed the high school program and is no longer required to attend school. If a student completes graduation requirements prior to the end of the school year, (e.g., January) use a date when it is officially recognized that all requirements were completed. Students who satisfy the requirements included in this section prior to the end of the school year shall not be precluded from participation in local graduation ceremonies.

Maryland High School Certificate of Program Completion

The decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student’s last year in high school unless the student is participating in the alternative Maryland School Assessment Program (Alt-MSA) (13A.03.02.09E(3)). If a student with a disability exits a public school with a completion credential, and subsequently returns to school until the age the State guarantees a free, appropriate public education, the student should be coded with a W85 upon subsequent exit.

Early College Admission (COMAR 13A.03.02.10.)

A student may receive a Maryland High School Diploma through acceptance in the early college admission program, if:

1. The student is accepted for early admission to an accredited college before high school graduation;
2. All Maryland High School Assessments and student service requirements have been met;
3. A written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;
4. The student's program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and
5. At the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

Criteria 1 through 4 above must be satisfied before the student attends the postsecondary institution, usually at the end of their 11th grade year. The student should be exited as a T15, T16, T17, as appropriate, to the postsecondary institution they are attending the summer following their 11th grade year.

At the conclusion of their full year of study, the student would be re-entered as a R15, R16, or R17 and exited as a C70 the day they receive their diploma. The C70 would be awarded *in place* of the C60 when the student completes the criteria for a C70. The student cannot be awarded the C70 prior to meeting criteria 5 above.

Example:

School Year	Code	Date	Grade
2012	R02	08/29/2011	11
2012	000	00/00/0000	11
2012	T15	07/01/2012	11
2013	R15	06/07/2013	12
2013	C70	06/08/2013	12

Complete Listing of Exit Codes

Exit Code	Description
10 (T)	Transfer to another public school in the same LEA.
13 (T)	Transfer to a Maryland public school outside the LEA.
14 (T)	Transfer to a public school in another state or territory of the United States, or from a United States overseas dependent school.
15 (T)	Transfer to a nonpublic school in the same LEA.
16 (T)	Transfer to a Maryland nonpublic school outside the LEA.
17 (T)	Transfer to a United States nonpublic school or institution in another state or territory of the United States.
18 (T)	Transfer to a school (public or nonpublic) of a foreign country.
21 (T)	Transfer to an evening high school program.
22 (T)	Transfer to a state institution in Maryland with an educational program (See page 57 for a list of state institutions).
24 (T)	Home schooling pursuant to COMAR 13A.10.01.
25 (T)	Transfer to a public school that has made adequate yearly progress (AYP) from a Title I public school designated for improvement pursuant to COMAR 13A.01.04.07.
26 (T)	Transfer to a public school pursuant to the Unsafe School Transfer Policy, COMAR 13A.08.01.20.
30 (W)	Illness. An illness of such severity that it would preclude the implementation of any education program (e.g., home/hospital instruction). A medical certification shall be required specifying the nature of the illness and the approximate length of time the student will be withdrawn.
31 (W)	Academic. Student, who drops out due to lack of academic success including low grades and/or grade retention and meets the Compulsory Age of Attendance under Education Article, 7-301.
32 (W)	Discipline. Student, who voluntarily drops out due to continual disciplinary problems as documented by multiple office referrals and/or suspensions but who has not been formally expelled from school and meets the Compulsory Age of Attendance under Education Article, 7-301.
33 (W)	Lack of Interest. Student, who drops out of school due to a lack of personal motivation or interest to continue his/her education and meets the Compulsory Age of Attendance under Education Article, 7-301.
34 (W)	Employment. Certified by documentation and the student is unwilling to remain in a regular or alternative educational program.
35 (W)	Marriage. Certified by documentation.
36 (W)	Military Service. Certified by documentation.
38 (W)	Court Action. A student who is committed by court order to an institution without an educational program.
39 (W)	Economic Reasons. A student who leaves school due to a lack of financial resources and/or lack of family support or has caretaker responsibility for the extended family, excluding his/her own children as documented by local department of social services.
40 (W)	Expulsion-A student, under the Compulsory Age of Attendance under Education Article, 7-301 who is withdrawn from school for disciplinary reasons by the direction of the superintendent or designee (not a valid code for students with disabilities under the Individuals with Disabilities Education Act). As intended by COMAR 13A.08.01.11(B)(2), expulsion is the exclusion of a student for more than 45 school days.

Exit Code	Description
41 (W)	Immaturity. Immaturity under age five. Used in prekindergarten, kindergarten, and first grade, with appropriate documentation.
42 (W)	Special Cases. Other reasons with superintendent's approval. For students who meets the Compulsory Age of Attendance under Education Article, 7-301. This code may be used for students who withdraw in grade 8 for religious reasons.
43 (W)	Death.
44 (W)	Parenting. Any married or unmarried student and meets the Compulsory Age of Attendance under Education Article, 7-301, who leaves a regular or alternative educational program due to his/her responsibilities for child care and rearing of his/her children.
46 (W)	Expulsion - A student, who meets the Compulsory Age of Attendance under Education Article, 7-301, who is withdrawn from school for disciplinary reasons, by the direction of the school authorities (not a valid code for students with disabilities under the Individuals with Disabilities Education Act).
50 (W)	Whereabouts Unknown. Any student not receiving educational services at another school or in an educational program that culminates in the award of a regular high school diploma; Any student whose whereabouts is unknown as documented by an appropriate school official; A student who is a runaway as documented by an appropriate governmental agency (e.g., Juvenile Services); A student who is known or suspected to be abducted, as documented by an appropriate governmental agency (e.g., law enforcement officials or social security).
71 (W)	Pregnancy
60 (C)	Completed requirements for a Maryland High School Diploma.
62 (C)	Student with a disability who completed requirements for a Maryland High School Certificate of Program Completion.
70 (C)	Early College Admission Program.
85 (W)	Age Out. <i>Students with Disabilities</i> – The student has exceeded the age which the State guarantees a free, appropriate public education, and has subsequently exited. Student is over the age of 21 when exited, and ineligible for services the subsequent school year. <i>All other students</i> – The student is 21 prior to the first day of school and ineligible for foundation funding in subsequent school years.

Required Documentation and Evidence Supporting Exits

The use of Transfer status/codes is based upon the expectation that transferred students are receiving educational services at another school or in an educational program. The sending school is held accountable until appropriate documentation can be presented. The use of Withdrawal status/codes is based upon the expectation that withdrawn students are NO LONGER receiving educational services.

Provided below are *minimum* expectations of appropriate documentation for each type of exit; this list is not exhaustive. School personnel should think critically concerning documentation provided to exit a student and should make an effort to document withdrawals. It is recommended that any documentation (or a copy of such documentation) provided to school personnel to exit a student should be retained in the student's record for three (3) years.

Code	Type of Exit	Documentation
10	Transfer to a public school in the LEA	<ul style="list-style-type: none"> Record in the LEA's student information system
13	Transfer to a public school in Maryland	<ul style="list-style-type: none"> Record in the State's data system Cross-LEA Reconciliation Request for records from the receiving school
14	Transfer to a public school in the US	<ul style="list-style-type: none"> Request for records from the receiving school
15	Transfer to a nonpublic school in the LEA	<ul style="list-style-type: none"> Written record from an official in the receiving school
16	Transfer to a nonpublic school in Maryland	<ul style="list-style-type: none"> acknowledging the student's enrollment
17	Transfer to a nonpublic school in the US	
18	Transfer to a school in a foreign country	<ul style="list-style-type: none"> Written confirmation from parent or receiving school Documented conversation between school administrator and parent/guardian
21	Transfer to an evening high school	<ul style="list-style-type: none"> Record in the LEA's student information system
22	Transfer to a MD state institution with an educational program	<ul style="list-style-type: none"> Request for records from the receiving school Written record from an official in the receiving school acknowledging the student's enrollment
24	Transfer to Home Schooling	<ul style="list-style-type: none"> Letter of withdrawal from parent/guardian Home Schooling Notification Form
25	Transfer to a public school under School Choice	<ul style="list-style-type: none"> Record in the LEA's student information system
26	Transfer to a public school under Unsafe School Transfer policy	<ul style="list-style-type: none"> Record in the LEA's student information system
30	Withdrawal, Illness	<ul style="list-style-type: none"> Medical certification specifying the nature of the illness and the approximate length of time the student will be withdrawn
31	Withdrawal, Academic	<ul style="list-style-type: none"> Documented conversation between school administrator and parent or student
32	Withdrawal, Discipline	<ul style="list-style-type: none"> Documented multiple office referrals and/or suspensions Statewide Educational Exit Interview Form
33	Withdrawal, Lack of Interest	<ul style="list-style-type: none"> Documented conversation between school administrator and parent or student Statewide Educational Exit Interview Form

Code	Type of Exit	Documentation
34	Withdrawal, Employment	<ul style="list-style-type: none"> • Documentation of employment • Statewide Educational Exit Interview Form
35	Withdrawal, Marriage	<ul style="list-style-type: none"> • Documentation of marriage • Statewide Educational Exit Interview Form
36	Withdrawal, Military Service	<ul style="list-style-type: none"> • Documentation of military service • Statewide Educational Exit Interview Form
38	Withdrawal, Court Action	<ul style="list-style-type: none"> • Court Order • Documentation of court action
39	Withdrawal, Economic Reasons	<ul style="list-style-type: none"> • Documentation from a social agency • Statewide Educational Exit Interview Form
40	Withdrawal, Expulsion - Meets Compulsory Age of Attendance	<ul style="list-style-type: none"> • Expulsion documents from LEA
42	Withdrawal, Special Cases	<ul style="list-style-type: none"> • Documentation from Superintendent • Letter from parent • Documented conversation between school administrator and parent or student • Statewide Educational Exit Interview Form
43	Withdrawal, Death	<ul style="list-style-type: none"> • Letter from the parent/guardian • Obituary
44	Withdrawal, Parenting	<ul style="list-style-type: none"> • Documented conversation between school administrator and parent or student • Statewide Educational Exit Interview Form
46	Withdrawal, Expulsion - Meets Compulsory Age of Attendance	<ul style="list-style-type: none"> • Expulsion documents from LEA
50	Withdrawal, Whereabouts Unknown	<ul style="list-style-type: none"> • Memo to the student record from a school administrator • Statewide Educational Exit Interview Form
71	Withdrawal, Pregnancy	<ul style="list-style-type: none"> • Documented conversation between school administrator and parent or student • Statewide Educational Exit Interview Form
85	Age out	<ul style="list-style-type: none"> • Evidence of Birth

Attendance Reporting for Specific Populations

Home and Hospital Students

Attendance for students receiving home or hospital services, not home instruction pursuant to COMAR 13A.10.01, should be maintained using one of the following methods:

1. Maintain the student on the regular school roll and count the students present, except when a student is not available for home and hospital teaching, then he or she is counted absent.
2. Establish a school for recordkeeping purposes called "Home and Hospital School" with a local school number assigned. Any child identified for home and hospital teaching, whether in special education or regular education, shall be withdrawn from the roll of the home school and transferred to the roll of the Home and Hospital School using the Withdrawal Status "T" and Withdrawal Code "10." Count attendance the same as above.

Transfers to/from State Institutions

The following is a list of State institutions that should be used with Entry/Exit Code '22'. These are the only institutions that should be used with the Entry/Exit Code '22'. Maryland School for the Deaf and Maryland School for the Blind should be identified as nonpublic schools for the purposes of recording entry and exit information.

- Alfred Noyes Children's Center
- Backbone Mountain Youth Center
- Baltimore City Juvenile Justice Center
- Charles H. Hickey, Jr. School
- Cheltenham Youth Facility
- Greenridge Youth Center
- J. DeWeese Carter Center
- Lower Eastern Shore Children's Center
- Maryland Safe at Home Program
- Meadow Mountain Youth Center
- Savage Mountain Youth Center
- Thomas Waxter Children's Center
- Victor Cullen Center
- Western Maryland Children's Center
- William Donald Schaefer House
- Witness Protection

Home School Reporting

Entry and exit code “24” is used for students who transfer to and from home schooling within the same LEA. Students who transfer into an LEA or from outside the State and subsequently enter into home schooling should first be entered into the LEA with the appropriate code and then exited to home schooling using a T 24.

Example 1: Student transfers to home schooling in a different LEA

LEA	Code	Comments
01	R 24	Student enters public school from home schooling
01	T 13	Student transfers out of LEA
02	E 13	Student enters school in receiving LEA
02	T 24	Student transfers to home schooling in receiving LEA

Example 2: Student transfers to home schooling in another state

LEA	Code	Comments
01	T 14	Student transfers Out-of-State

Homeless Students

Homeless students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence, and includes:

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above.

A student’s primary night time residence is determined at the time of the initial identification of homelessness. The permitted values for primary night time resident are:

- **S** – Shelters, transitional housing, awaiting foster care
- **D** – Doubled-up means sharing the housing of other persons due to economic hardship, loss of housing or other reasons (such as domestic violence).
- **U** – Unsheltered includes cars, parks, campgrounds, temporary trailers including FEMA trailers, or abandoned buildings
- **HM** – Hotels/motels

Adequacy of Documentation Substantiating Attendance

Documentation substantiating student attendance must be retained for three years. The type of documentation retained will differ among and between LEAs depending upon the method used to record attendance. However, in all cases, the records retained should be the source documents substantiating attendance. Source documents are defined as those documents on which the classroom teacher, homeroom teacher or other attendance recorder initially records the student's attendance. Some specific examples include attendance registers, attendance cards, automated attendance reports, etc.

Manual Systems

In those schools where teachers manually record daily attendance, the manual records utilized must be retained.

Automated Systems

The source document prepared by the teacher must be retained. This includes a bubble sheet, scan sheet or lists of absent students on a slip of paper. The source documents must be standardized in format and must indicate the name of the school, the date, the teacher's name, section or classroom number and names of absent students. In these cases there is no source document verifying attendance. Therefore, the absentee list must be sent to the teacher for verification that the recorded attendance information is correct. The teacher must sign and date the absentee list indicating agreement and the list must be retained. These schools must also retain the logs maintained to record the arrival of tardy students. When possible, tardy students or their parents/guardians should sign the log indicating late arrivals.

Logs maintained to record the arrival of tardy students must be retained. When possible, tardy students or their parents/guardians should sign the tardy log indicating late arrival. To the extent possible, the individual in the school office maintaining the tardy log should not be the same as the individual maintaining the attendance records.

Additionally, adequate internal controls must exist to protect the integrity of the data entered into the automated system. (See Recommended Guidelines for Computer Controls).

On-Line Systems

In some schools, or perhaps in certain classrooms within schools, attendance is recorded directly on-line by the classroom teacher. In these cases there is no source document verifying attendance. Therefore, an absentee list must be completed with a digital signature by the last person modifying the attendance list.

Logs maintained to record the arrival of tardy students must be retained. When possible, tardy students or their parents/guardians should sign the tardy log indicating late arrival. Additionally, to the extent possible, the individual in the school office maintaining the tardy log should not be the same as the individual maintaining the attendance records. Additionally, adequate internal controls must exist to protect the integrity of the data entered into the automated system. (See Recommended Guidelines for Computer Controls.)

September Attendance/September 30th Enrollment

The Maryland State Department of Education is required to obtain records of all students enrolled in Maryland public schools. This information is used to determine state-aid-eligible students and the distribution of state-aid to Local Educational Agencies. The needs of the enrollment collections will be reviewed annually and data elements may be added or removed as necessary. Refer to the Enrollment Manual for the specific year for more detailed information.

This section includes data elements specific to the September Attendance/September 30th Enrollment collection. The beginning of every file submitted to MSDE for the September Attendance/September 30th Enrollment Collection includes the *Standard Demographic String* found on page 31.

The September Attendance reporting period includes the day following the last day of school in June of the previous school year, until September 30th of the current school year. For example, for a school system whose last day of school for SY 2012 is June 5, 2012, LEA users will report all transactions from June 6, 2012 through September 28, 2012 on the September Attendance data file collected in October of 2012.

Records for all students enrolled in the school system on September 30th of the current school year must be included on the September Attendance/September 30th Enrollment data file. A State Aid Eligibility Code must be reported for each record on the data file. For details on general financial aid to each LEA, COMAR 13A.02.06.

Attendance

Students scheduled for enrollment, who do not report for school during September, should be investigated and appropriate action taken. By September 30th all students who have not attended school in September must be withdrawn from membership, unless documentation of sustained effort to return the student to school is available. Documentation requirements are included as part of the Maryland Student Records System Manual.

For students who remain on their home school membership rosters while attending either evening high or home and hospital instruction, any days on which the students are not available to receive their scheduled instruction must be recorded as an absence. As with all student records documentation of days attending and days absent must be available.

A student with prolonged absence during September, who is not in attendance on September 30th must be withdrawn unless school officials have determined a reason to keep the student on the roll. In the absence of supporting evidence, these students must be withdrawn; e.g., if court proceedings have been initiated for non-attendance, the student must remain on the roll. If it is determined that certain students must remain in membership but are not to be included for State Aid Calculations, the record must be coded with the appropriate State Aid Eligibility code on page 65.

A student who is so severely ill or physically injured that he is unable to attend school or receive home and hospital teaching and who has not received instruction from the first day of school through September 30th cannot be counted on the September Attendance/September 30th Enrollment file. If the student cannot be educated by the system, the student cannot be counted for State Aid.

Grade/Age

Local boards of education may adopt regulations permitting a 4-year-old child, upon request by the parent or guardian, to be admitted to kindergarten if the Local Education Agency determines that the child demonstrates the capabilities warranting early admission. In addition, the regulations maintain the option for a parent to request a “Level of Maturity Waiver” for the local board to exempt from mandatory attendance for one year a kindergarten eligible child (COMAR 13A.08.01.02).

Grade takes precedence over age. A child who is 5 years old, as of September 1, is considered to be in kindergarten unless documentation supporting a different grade placement is included in the student’s record. Include in grade level code 91 all students in both regular and special education placements who are at least 5 years of age and not yet 6 years of age on or before September 1.

All students age 6 and above must be assigned a grade code of 01 through 12 if they do not meet the criteria for prekindergarten or kindergarten age/grade.

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

Immunizations

To be eligible for state aid, a student must have age-appropriate immunizations:

1. A parent or guardian shall provide evidence of age-appropriate immunizations and information shall be recorded on Form DHMH 896.
2. The school authorities shall certify the form with signature, title of signer, and date.
3. The school authorities may accept, in lieu of Form DHMH 896, a printed or computer generated form that lists the following information:
 - Name of the student;
 - Student’s Date of birth;
 - Name of parent or guardian;
 - Complete history of vaccines received with month, day, and year for each vaccine dose; and
 - Signature, title, and date of the physician, health official, school official, or day care provider providing the form.

Evening High School

Students attending evening high programs funded by federal or special funds are not eligible for State Aid through Foundation funding.

Students Age 21

For Foundation Funds, students who received a diploma or who reached age 21 prior to the first day of school are not eligible for State Aid.

COMAR 13A.02.06.02(4) "Age 21" means that the student has not received a high school diploma and is not 21 years old on the first day of the school year.

Students with Disabilities

Students with disabilities who are enrolled in private schools by their parents and receiving services in public schools can be included on the enrollment file, but must be coded ineligible for State Aid. Students with disabilities attending approved nonpublic special education programs (COMAR 13A.09.10) at public cost should be included on the enrollment file and updated annually (See Nonpublic Placement Students below).

Nonpublic Placement Students

Students in nonpublic placement schools at public cost must be reported by the LEA of residence in the September Attendance file with State-Aid Eligibility Code '09'. There must be valid entry and exit information for students attending LEA 24 schools every year. Even though students may continuously receive services across years, they must reapply for nonpublic services. Each student identified with a State Aid Eligibility Code of '09' must be coded in the following way:

- Entry Status, Entry Code, and Entry Date must be valid (not zero-filled)
- Exit Status must equal 'T'
- Exit Code must be in ('15', '16', '17')
 - 15 : Transfer to a nonpublic school in the same LEA
 - 16: Transfer to a Maryland nonpublic school outside the LEA
 - 17: Transfer to a United States nonpublic school or institution in another state or territory of the United States
- Exit Date must be valid (not zero-filled)

Out-of-County

Students who are children of school staff who live in another Maryland school system are eligible for State Aid. Students who are also reported on the Out-of-County Living Arrangements or Schools Near County Lines form are counted by the receiving school system.

Out-of-State

Out-of-state students who are the children of school staff and who attend Maryland public schools are ineligible for state aid due to non-residency, but should be included on the September attendance file. For students who are residents of bordering states (excluding the Delmar school district in Wicomico County) whose residence is

located on the state border, residency is determined by where the parent or legal guardian or student pays personal income tax and/or registers to vote.

Concurrent Enrollment

If the student is enrolled full-time at his/her regular day school and also attends evening high or Saturday school, only the record for the day school is to be reported to MSDE on the enrollment file. If the student is enrolled part-time at his/her regular day school and also attends evening high or Saturday school, the student is reported as both Part-time and Evening High, with the appropriate number of courses identified. For State Aid purposes, a student cannot be counted in excess of one FTE.

If a student remains on his/her home school membership roster while attending evening high school, any day on which the student is not available to receive scheduled instruction must be recorded as an absence. As with regular day school, documentation of attendance and absence must be maintained in the student's record.

Students Who Do Not Report to School in August/September

Students scheduled for enrollment, but who do not report for school during September, should be investigated, and appropriate action should be taken. By September 30th, all students who have not attended school in September must be exited from membership, unless documentation of sustained effort to return the student to school is available. Documentation requirements are included as part of the Maryland Student Records System Manual.

Students who are enrolled but do not report on the first day of school are marked absent during the first month of the school year until they report for class. This includes all of the following examples:

Examples:

1. Students who move to the next grade level within the same school by promotion.
2. Students who move to another school within the same LEA by promotion or transfer.
3. Students who transfer to an LEA for the first time and enroll during the summer.

Once the student has been enrolled and the student's records have been requested, that student becomes a member of the receiving school. If that student does not attend on the first day of school and thereafter, he/she should be marked absent. Continuous absences should be investigated. If it is determined that the student will not enter, he/she should be exited and the date of exit recorded in accordance with Date of Exit, page 50. By September 30th, all students on the roll who have not reported since the first day of school should be exited with date of exit of July 1st.

Data Elements and Descriptions

Data Element	Description
Grade	Use only those grade codes as defined in this manual. Any student age 0 through 4 as of September 1 st of the current school year must be classified as prekindergarten. Any student who is age 5 as of September 1 st must be classified as kindergarten. Any student whose parents have requested an exemption to this age requirement shall be classified in the category to which the student is currently assigned.
Entry Status	The Entry Status that best defines the student's entry into the school as defined in this manual.
Entry Code	The Entry Code that best defines the student's entry into the school as defined in this manual.
Entry Date	The date of entry of the student as defined in this manual.
Exit Status	The Exit Status that best defines the student's exit from the school as defined in this manual.
Exit Code	The Exit Code that best defines the student's exit from the school as defined in this manual.
Exit Date	The date the student exited as defined in this manual.
Days Attending	The aggregate number of days the student was in attendance from the first day of school through September 30 th , to the nearest half-day (implied decimal).
Days in Membership	The aggregate number of Days Attending and Days Absent in which the student was enrolled in school from the first day of school through September 30 th , to the nearest half-day (implied decimal).
Evening High Student	Enter "Y" for any student who is attending an evening high school program funded by federal or special funds (not eligible for State Aid). "Y" applicable for grades 9 to 12 only. All other grades must have "N".
Evening High (EH) Number of Courses	The record for each evening high student must include the number of courses the student is enrolled in as of September 30. The number must not be greater than 4.
Opt-Out	In compliance with FERPA, this field indicates whether the legal guardian has chosen to opt-out of the release of directory information. Y – Yes, the guardian has chosen to opt-out N – No, the guardian has not chosen to opt-out
Part-time Day Student	Enter "Y" for each part-time student (excluding evening high students) who meets the eligibility requirements of COMAR 13A.02.06). "Y" applicable for grades 9 to 12 only. All other grades must have "N".
Part-time (PT) Number of Courses	The record for each part-time student in a public day high school must include the number of courses in which a student is enrolled on September 30 th . The number must not be greater than 4.
Prekindergarten Full Time Status	For prekindergarten grades only, indicate a "Y" for students who attend school all day and an "N" if they attend less than a full day. This field must be blank for all other grade levels. Any student with a disability (age 0 through 4) must be classified as prekindergarten. Any student with a disability (age 5) must be classified as kindergarten. Any student whose parents have requested an exemption to this age requirement shall be classified in the category to which the student is currently assigned.

Data Element	Description
State Aid Eligibility	<p>Indicate the code that best indicates the student’s eligibility for State Financial Assistance under the Foundation Program. Students must meet the requirements of COMAR 13A.02.06.</p> <ul style="list-style-type: none"> 00 - Withdrawn 01 - Eligible for state aid 02 - Ineligible-age 21 and over 03 - Ineligible-age less than kindergarten 04 - Ineligible-no attendance in August/September 05 - Ineligible-Maryland non-resident student 06 - Ineligible-COMAR 13A.02.06.01 07 - Ineligible-documentation of immunization unavailable 08 - Ineligible-documentation of sustained effort or residency unavailable 09 - Ineligible-Nonpublic Placement

Discipline

This manual provides guidance for the annual statewide reporting of information concerning student disciplinary events that occur in each LEA in Maryland. All incidents that result in a suspension or expulsion will be included in this reporting system.

On July 22, 2014, the Maryland State Board of Education adopted new regulations requiring each local board of education to review and revise, by the beginning of the 2014-15 school year, its student discipline policies and regulations with the goal of maintaining an environment of order, safety, and discipline necessary for effective learning. The policies and regulations at minimum shall: (1) Reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior; (2) Be designed to keep students connected to school so that they may graduate college and career ready; (3) Describe the conduct that may lead to in-school and out-of-school suspension or expulsion; (4) Allow for discretion in imposing discipline; (5) Address the ways the educational and counseling needs of suspended students will be met; and (6) Explain why and how long-term suspensions or expulsions are last-resort options. In addition, the State Board adopted The Maryland Guidelines for a State Code of Discipline to be used by local school systems to establish local codes of conduct and to develop new discipline-related policies. The offense codes and definitions in The Maryland Student Records System Manual are aligned with the Guidelines.

The statewide disciplinary data system uses the terms, categories, and definitions contained on the following pages, to define both offenses and dispositions. Local Education Agencies may use additional or different categories of offenses and/or dispositions, but must provide for consistent conversion of local data when reporting it into the State system.

Discipline Records consist of information which verifies and/or supports the suspension (in-school or out-of-school - short-term, long-term, extended) or expulsion of a student. At a minimum, this information must include the disciplinary action taken, a description of the student's behavior that resulted in the disciplinary action, school liaison information, educational services student is receiving, and copies of all correspondence sent to the parent(s) informing parent(s) of the disciplinary action.

Discipline Records are part of the student record and must be maintained by the LEA until the student graduates or completes his/her education program or the student becomes 21 years of age. (Note: "reportable offenses" are specifically excluded from being made a part of the student record and should be recorded elsewhere). Discipline records must be sent to other schools or school systems when a student transfers.

Other Disciplinary Information means information concerning actions other than suspension or expulsion taken to correct the student's behavior. Such information includes the disciplinary action taken (i.e., office referral, detention, etc.) and a description of the student's behavior that resulted in the disciplinary action.

The format and storage of "Other Disciplinary Information" is at the discretion of the LEA. It can be stored in "raw" form or transferred onto a "log" and be maintained with the general student record or in a separate folder. Regardless of how the information is stored, the information is a part of the student record and must be sent to other schools or school systems when a student transfers, unless there has been a review and change to the record. We encourage LEAs to consider a judicious review of the appropriateness of maintaining "Other Disciplinary Information" when a student moves from elementary to middle school or from middle to high school.

Below are listed the data elements and definitions for information collected for each school year relating to discipline. All data elements should be a part of the student record. For a complete listing of data elements and definitions required for each discipline data submission, refer to the current year of the *Student Discipline and Health Related Exclusions Data Collection Manual*.

Disability Code

Major category of disability under which the student needs special education services as defined by United States Department of Education (USDE) and COMAR.

<i>Disability Code</i>	<i>Description</i>
00	Not a Student with Disabilities
01	Intellectual Disability
02	Hard of Hearing
03	Deaf
04	Speech/Language Impairments
05	Visual Impairments
06	Emotional Disability
07	Orthopedic Impairments
08	Other Health Impairments
09	Specific Learning Disabilities
10	Multiple Disabilities
12	Deaf/Blind
13	Traumatic Brain Injury
14	Autism
15	Developmental Delay

Offense Codes in Numerical Order

001..... Immunization	501 Arson/Fire
002..... Personal Health	502 False Alarm/Bomb Threat
101..... Class Cutting	503 Explosives
102..... Tardiness	601 Sexual Attack
103..... Truancy	602 Sexual Harassment
201..... Alcohol	603 Sexual Activity
202..... Inhalants	701..... Disrespect
203..... Drugs/Controlled Substances	704 Disruption
204..... Tobacco	706 Dress Code
301..... Firearms	801 Academic Dishonesty
302..... Other Guns	802 Inappropriate Use of Personal Electronics
303..... Other Weapons	803 Theft
401..... Attack on Adult	804 Trespassing
402..... Attack on Student	806 Destruction of Property
403..... Threat to Adult	891 Sells or Solicits Sale of Controlled Substance
404..... Threat to Student	892 Possesses or Uses Illegal Drugs
405..... Fighting	893 Bringing or Possessing a Firearm onto
406..... Extortion	School Property or to a School Sponsored
407..... Bullying/Harassment	Activity
408..... Serious Bodily Injury	

Offense Codes and Definitions by Category

The offense code that best describes the incident of which a student was disciplined:

Offense Code	Description	Definition
<i>Health Codes</i>		
001	Immunizations	Failure of the parent or guardian to abide by the health regulations regarding immunization schedules, or failure to provide evidence of appropriate immunizations (COMAR 10.06.04.03).
002	Personal Health	Conditions that present a clear and direct health risk to others. Examples include pertussis, active, untreated tuberculosis, or measles. Determination for exclusion is made by health officer and carried out by the school principal or other appropriate school official (COMAR 10.06.01.06).
<i>Attendance Codes (§7-305 prohibits a student from being out-of-school suspended or expelled from school solely for attendance-related offenses)</i>		
101	Class Cutting	Failing to attend a class, after arrival at school, without an excused reason; Persistently failing to attend a scheduled class, after arrival at school, without excused reason.
102	Tardiness	Arriving late more than once to class or school, without an excused reason; Persistently arriving late to class or school.

Offense Code	Description	Definition
103	Truancy	Being absent from school without an excused reason; Being truant.
<i>Attacks/Threats/Fighting</i>		
401	Attack on Adult	Intentionally shoving, pushing, or otherwise being physically aggressive toward an adult in the context of a fight. (e.g., body check; intentionally bumping; but not horseplay); Intentionally engaging in a fight with an adult (which may be small, spontaneous, and short and/or result only in minor cuts, scrapes, and/or bruises); Intentionally engaging in a fight with an adult, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on listed factors in the State Guidelines.
402	Attack on Student	Intentionally shoving, pushing, or otherwise being physically aggressive toward a student in the context of a fight. (e.g., body check; intentionally bumping; but not horseplay); Intentionally engaging in a fight with a student (which may be small, spontaneous, and short and/or result only in minor cuts, scrapes, and/or bruises); Intentionally engaging in a fight with a student, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on listed factors in the State Guidelines.
403	Threat to Adult	Expressing - orally, in writing, or by gesture – intent to do physical harm to an adult; Engaging in persistent threats to an adult.
404	Threat to Student	Expressing - orally, in writing, or by gesture – intent to do physical harm to a student; Engaging in persistent threats to a student.
405	Fighting	Intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but not horseplay); Intentionally engaging in a fight (which may be small, spontaneous, and short and/or only in minor cuts, scrapes, and/or bruises); Intentionally engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on listed factors in the State Guidelines.
406	Extortion	Engaging in extortion: Using a threat (without a weapon) to get a person to turn over property; Engaging in persistent or extortion.
407	Bullying/Harassment	Engaging in harassment; Engaging in persistent bullying including cyberbullying.
408	Serious Bodily Injury	Intentionally misbehaving in a way that unintentionally causes serious bodily injury; Intentionally causing serious bodily injury.
<i>Disrespect/Disruption</i>		
701	Disrespect	Making intentional and harmful gestures, verbal or written comments, or symbols to others (e.g., verbal put-downs, cursing, talking back); Being insubordinate: Repeatedly or persistently disrespectful, in defiance of authority.

Offense Code	Description	Definition
704	Disruption	Intentionally engaging in minor behavior distracting from the learning environment; Intentionally and persistently engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay); Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others. (e.g., throwing harmful items, sending incendiary texts/social media messages, disrupting a fire drill)
706	Dress Code	Violating dress code after student has been warned; Persistently violating dress code after student has been warned.
<i>Dangerous Substances</i>		
201	Alcohol	Being under the influence of alcohol; Using/possessing alcohol; Distributing/selling alcohol.
202	Inhalants	Being under the influence of inhalants; Using/possessing inhalants; Distributing/selling inhalants.
203	Drugs/Controlled Substances	Unauthorized use/possession of non-illegal drugs; Being under the influence of illegal drugs; Using/possessing illegal drugs; Distributing/selling non-illegal or illegal drugs.
204	Tobacco	Using/possessing tobacco/e-cigarettes.
<i>Sex Offenses</i>		
601	Sexual Attack	Intentionally engaging in behavior towards another that is physically, sexually aggressive.
602	Sexual Harassment	Engaging in sexual harassment. (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature).
603	Sexual Activity	Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).
<i>Weapons</i>		
301	Firearms	Possessing of a firearm as defined in 18 U.S.C. §921. (e.g., handgun).
302	Other Guns	Possessing, using, or threatening to use a look-alike gun; (e.g., water guns); Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun; (e.g., pellet guns, BB guns); Possessing, using, or threatening to use a loaded/operable non-firearm gun.
303	Other Weapons	Possessing an implement that could potentially cause injury, without intent to use it as a weapon; Possessing an implement that could potentially cause injury with intent to use it as a weapon; Using or threatening to use as weapon an implement that is likely to cause serious bodily harm.
<i>Arson/Fire/ Explosives</i>		
501	Arson/Fire	Intentionally setting or attempting to set a fire or helping others to set a fire without intent to or possibility of endangering others; Intentionally setting a fire or helping others to set a fire with the intent to endanger others or with the result of destroying valuable property.

Offense Code	Description	Definition
502	False Alarm/Bomb Threat	Initiating a warning of a fire or other catastrophe without cause; (e.g., pulling a fire alarm or misusing 911); Making a bomb threat or threatening a school shooting.
503	Explosives	Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property. (e.g., firecrackers, smoke bombs, flares; but NOT “snap pops,” which should be treated as a disruption); Detonating or threatening to detonate an incendiary or explosive device or material, including those described above.
<i>Other</i>		
801	Academic Dishonesty	Plagiarizing, such as by taking someone else’s work or ideas (for student’s grades 6-12); Forgery, such as faking a signature of a teacher or parent; or cheating.
802	Inappropriate Use of Personal Electronics	Having out a personal electronic device after student has been warned; Persistently having out a personal electronic device, in defiance of school rules.
803	Theft	Intentionally taking property without owner’s permission, where the taker is an elementary school student; Intentionally taking property without owner’s permission; Intentionally taking property without owner’s permission, where the theft is especially serious based on listed factors in the State Guidelines.
804	Trespassing	Being on school property without permission, including while on suspension or expulsion.
806	Destruction of Property	Causing accidental damage; Intentionally causing damage to school/other’s property; Intentionally causing damage to school/other’s property, where the act is especially serious based on listed factors in the State Guidelines.
The Next Three Codes Relate to Students with Disabilities Only		
891	Sells or Solicits Sale of Controlled Substance	Students with Disabilities ONLY; Controlled substance means a drug or other substance identified under the schedules of controlled substances in 21 U.S.C. §812; 21 C.F.R. pt. 1308.
892	Possesses or Uses Illegal Drugs	Students with Disabilities ONLY; Illegal drugs are defined as a controlled substance but do not include a substance that is legally possessed, used under the supervision of a licensed health-care professional, or used under any other authority under the Controlled Substance Act or under any other provision of federal law.
893	Bringing or possessing a firearm onto school property or to a school-sponsored activity	Students with Disabilities ONLY; Firearm means a weapon, device, instrument, material, or substance (animate or inanimate), that is used for, or is readily capable of, causing death or serious bodily injury. Firearm does not include a pocket knife with a blade less than 2 ½ inches in length. (See 18 U.S.C. §921; §930 and COMAR 13A.08.01.12-1)

Health-Related Exclusions

The school's authority for these exclusions lies in Maryland's health regulations. Non-compliance with required immunizations is cited in COMAR 10.06.04.03A, while conditions presenting a risk to others (communicable diseases) are covered in COMAR 10.06.01.06. Examples of communicable diseases may include active, untreated tuberculosis or measles. In cases of communicable diseases, the local health department's health officer makes the determination to prevent the spread of communicable disease or to control a reportable disease, and the school principal has the role of enforcing the exclusion that the health department has initiated.

Attendance

On July 1, 2009 §7-305 of the Annotated Code of Maryland was amended to prohibit a student from being out-of-school suspended or expelled from school solely for attendance-related offenses. As a result, offense codes 101-103 are only valid when reported for an In-School Suspension, disposition code 960.

Weapons

Confer with your LEA's Director of Student Services when reporting firearm offenses. The number of firearm offenses reported on the discipline file must match the number reported by your LEA's Director of Student Services via the Gun Free Schools Act.

Date of Offense

The eight-digit number indicating the date on which the offense which required disciplinary action occurred.

Length of Removal

The number of days the student was removed from his/her current placement (school in which the student was enrolled at the time of the incident). **NOTE:** This includes the total number of days that the student is receiving educational services in an alternative setting where the student is placed as a result of the suspension or expulsion.

Disposition Codes in Numerical Order

910..... Out-of-School Short-Term and Long-Term Suspensions-Educational Services Provided	920.....Out-of-School Suspension-Students with Disabilities (45 School Days Unilateral Removal)
911.....Out-of-School Extended Suspension-Educational Services Provided	930 Out-of-School Suspension-Students with Disabilities - Hearing Officer Removal
912..... Out-of-School Suspension-Students with Disabilities-misconduct determined to be manifestation of disability	940 Expulsion – Educational Services Provided
913.....Out-of-School Suspension–Educational Services Rejected	941 Expulsion – Educational Services Rejected
	950 Health Related Exclusion
	960 In-School Suspension

Disposition Codes and Definitions by Category

THE CODE THAT BEST DESCRIBES THE ACTION TAKEN IN RESPONSE TO THE OFFENSE.
Codes in **BOLD** on page 74 are only valid for students with disabilities.

<i>Disposition Code</i>	<i>Description</i>	<i>Definition</i>
910	Out-of-School Short-Term and Long-Term Suspensions-Educational Services Provided	Short-Term suspension for up to but not more than 3 school days or long-term suspension between 4 and 10 school days with educational services provided [principal's decision aligned with COMAR 13A.08.01.11B(5) and (7)].
911	Out-of-School Extended Suspension–Educational Services Provided	Extended suspension between 11 and 45 school days - superintendent's/designee's decision with educational services or alternative placement offered (excluding 45 school days unilateral removal of students with disabilities and hearing officer removal) [COMAR 13A.08.01.11B(3)].
913	Out-of-School Suspension-Educational Services Rejected	Educational services offered and rejected by parent/student.
940	Expulsion – Educational Services Provided	As intended by COMAR 13A.08.01.11(B)(2), expulsion is the exclusion of a student for more than 45 school days. Alternative educational services provided excluding 45-day unilateral removal of students with disabilities and hearing officer removal.
941	Expulsion – Educational Services Rejected	As intended by COMAR 13A.08.01.11(B)(2), expulsion is the exclusion of a student for more than 45 school days. Parents/students did not avail themselves of offered educational services.
960	In-School Suspension	The removal within the school building of a student from the student's current educational program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal.

Student with Disabilities Only

912	Out-of-School Suspension-Students with Disabilities-misconduct determined to be manifestation of disability. <i>Valid for students with disabilities only</i>	For a student with a disability for which it was subsequently determined that the misconduct was caused by or had a direct and substantial relationship to the student's disability; or was the direct result of the LEA's failure to implement the student's IEP. The student is immediately returned to school. The actual number of school days the student was removed from the current placement prior to the manifestation determination meeting shall be reported as days suspended.
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920	Out-of-School Suspension-Students with Disabilities-45 School Days Unilateral Removal <i>Valid for students with disabilities only</i>	School administrators, not the IEP team, order the removal of a student with disabilities from his/her current educational placement to an appropriate interim alternative educational setting for the same amount of time that children without disabilities would be subject to discipline, but for not more than 45 school days. If the student carries or possesses a weapon, knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, or inflicts serious bodily injury on another person while at school, on school premises, or a school function. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student’s placement.
930	Out-of-School Suspension-Students with Disabilities-Hearing Officer Removal <i>Valid for students with disabilities only</i>	Hearing Officer Removal – Those instances in which an impartial hearing officer (administrative law judge or court order) orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer’s determination that the public agency has demonstrated by substantial evidence that maintaining the child’s current placement is substantially likely to result in injury to the child and youth or to others.

Other Exclusions

950	Health Related Exclusion	Student excluded from school due to lack of “immunizations” or for “personal health” problems.
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Offenses Occurring With and Without Physical Injury

In addition to the disposition code, indicate if the offense resulted in a physical injury.

Indicate (Y) or (N)	Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches (U.S. Department of Education C136-Students Disciplined File Specifications).
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Educational Services

Educational program focuses on core subjects. Grades and credits awarded.

THE CODE THAT BEST DESCRIBES THE TYPE OF EDUCATIONAL SERVICES THE SUSPENDED/EXPELLED/EXCLUDED STUDENT IS RECEIVING.

0	None	No educational services
1	Alternative Education	Programs and/or supports that allow the student to continue the student's education outside or within the regular school setting under the control of the public school system. (Evening high school, twilight program/school, separate alternative school, alternative classroom within regular school, alternative learning supports.)
2	Streaming/On-line Learning	Instruction through the electronic transfer of information/skills (web-based; computer-based; virtual classroom; digital collaboration).
3	Class Work Sent Home	Assignments taken from lessons taught in student's classes; sent home for completion; returned to school for grading.
4	At-Home Instruction	Direct instruction in student's home or other location; focus on core subjects.
9	Other	Other educational services developed and implemented by the LEA.

Note: Each suspension and expulsion must include the following:

- Offense Code
- Offense Date
- Length of Removal
- Indication of Physical Injury with a (Y) or (N)
- Disposition Code
- Type of Educational Services provided

State Minimum Standards for Retention of Student Records

Because of the need to retrieve records for individuals who at some time have been enrolled in the public schools of Maryland, minimum standards for record retention have been established.

- A. Guidelines and standards for the retention and disposition of student records maintained according to this Manual shall be those adopted in the Records Retention and Disposition Manual for Public School Systems of Maryland, current edition, and subsequent revisions, except as indicated herein.
- B. Individual student records not required or specifically regulated by other State or local regulations shall be destroyed when they no longer serve legitimate education purposes, subject to the following exceptions:
 - 1. The LEA or educational institution may not destroy any student record if there is an outstanding request to inspect and review them under FERPA/ COMAR 13A.08.02.13;
 - 2. Explanations placed in the education record under COMAR 13A.08.02.15 shall be maintained as provided in FERPA/COMAR 13A.08.02.15D; and
 - 3. The record of disclosure required under FERPA/COMAR 13A.08.02.20 shall be maintained for as long as the education record to which it pertains is maintained.
- C. The records retention time frames pertain to the original paper record, not the scanned records. If the LEA wants to scan records and then dispose of the paper version, it must provide for that in its records retention and disposition schedule. The schedule can state that the records are retained permanently or until scanned electronically according to the Maryland State Archives standards. The Archives standards include ensuring that the electronic copy is readable and that it is kept in a format that will be accessible over time and that does not require a specialized computer program to for access. Any changes to the LEA's records retention and disposition schedule must be approved by the Maryland State Archives. Contact the Maryland State Archives for further information and see its website at www.msa.md.gov – click on government agencies and then records management guidance.

Records Retention Schedule for Records Prescribed by the Maryland State Department of Education

Current Student Record Cards

Form Number	Record Title or Description	Retention Period
SR 1	Personal Data	Permanent*
SR 2	Annual School Performance Data Summary, Grade Levels Prek-8	Student -Age 21
SR 3	Annual Secondary School Performance Data Summary, Grade Levels 9-12	Permanent*
SR 3A	Supplemental	Student-Age 21

SR 3B	High School Assessment Performance Summary	Student-Age 21
SR 4	Test Information	Student -Age 21
SR 5	Health Screening, Examinations and Evaluations	Student -Age 21
DHMH 896	Immunization Records	Five Years or Age21 (whichever is later)
DHMH 4260	Blood Lead Certificate	Five Years or Age21 (whichever is later)
SR 7	Maryland Student Transfer Record	3 Years
Discipline Records		Graduation or Completion of High School Program Or Age 21
Information Required for English Language Learners		Graduation or Completion of High School Program Or Age 21
Statewide Educational Interview Form		1 Year

Copies of Student Record Cards

Copies of student records for students who have exited a school must be kept for four (4) years.

Obsolete Student Record Cards

Form Number	Record Title or Description	Retention Period
CR 1	Achievement and Attendance Record	Permanent
CR 5	Permanent Record, Elementary School	Permanent
	Other Pupil Records Prior to 1957 Similar to CR-1 and CR-5	Permanent
PDS 1	Personal and Family Information	Permanent
PDS 2	Subject Performance Information	Permanent

Information Required for Students with Disabilities

Record Title or Description	Retention Period
Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) (Including progress reports)	6 Years
Special Service Information Systems (SSIS) Form	6 Years
Assessment Reports	6 Years
IEP/IFSP Team Meeting Summary Sheets and Notes	6 Years
Medical Assistance Records	6 Years

Any records under dispute will be retained until the dispute is resolved. *Transfer periodically to the State Archives.

Glossary

Absence	Nonattendance of a student on a day or half-day when school is in session. This is counted to the nearest half-day or half-session.
Active Membership Status	The membership status of students who have attended classes during a given school term and have not withdrawn or been assigned to inactive status due to being absent for a given number of consecutive days.
Address of Guardian	Student record card item. The address of the guardian if different from student's residence address.
Aggregate Days Attendance	The sum of the days present (actually attended) of all students when school is in session during a given reporting period. Only days on which the students are under the guidance and direction of members of the school staff are considered as days in attendance.
Aggregate Days Membership	The sum of the days present and absent of all students when school is in session during a given reporting period. Only days on which students are under the guidance and direction of members of the school staff should be considered as days in session.
Alt-MSA	Students with disabilities in grades 3-8 and 10 must participate in either MSA or Alt-MSA. The decision for which assessment is appropriate for an individual student is made by each student's IEP team.
American Indian/Alaska Native	A racial/ethnic classification designated by the Office for Civil Rights. A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
Asian	A racial/ethnic classification designated by the Office for Civil Rights. 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, the Philippine Islands, Malaysia, Pakistan, Thailand, and Vietnam.
Attendance	The presence of a student on days when school is in session. A student may be counted present only when he is actually at school or is present at a school activity that is sponsored by the school, is a part of the program of the school, and is personally supervised by a member of the school staff. This may include independent study, work-study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities when officially authorized under policies of the local school board. It does not include "making up" schoolwork at home,

	or activities supervised or sponsored by private groups or individuals.
Attendance Register	A record containing information such as (a) the names of students who have entered or are expected to enter a class or school; (b) identification information about each student such as gender, date of birth, and address; and (c) information concerning his entry or re-entry, membership, attendance, absence, tardiness, and withdrawal.
Average Daily Attendance (ADA)	The aggregate days attendance of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the students are under the guidance and direction of teachers are considered as days in session. The reporting period is generally a given regular school term. The average daily attendance for groups of schools having varying lengths of terms is the sum of the average daily attendances obtained for the individual schools. For purposes of obtaining statistical comparability <u>only</u> , student-staff ratios involving kindergarten and prekindergarten students attending a half-day session are computed as though these students are in attendance for a half day. The average daily attendance of children and youth residing in institutions for neglected or delinquent children or in adult correctional institutions should be reported according to provisions of the applicable legislation.
Average Daily Membership (ADM)	The aggregate days membership of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the students are under the guidance and direction of members of school staff should be considered as days in session. The reporting period is generally a given regular school term. The average daily membership for groups of schools having varying lengths of terms is the sum of the average daily memberships obtained for the individual schools. For purposes of obtaining statistical comparability <u>only</u> , student-staff ratios involving kindergarten and prekindergarten students attending a half-day session are computed as though these students are in membership for a half day.
Average Length of Term in Days	For the State as a whole, the aggregate days attendance for the State divided by the average daily attendance for the State.
"AYP"	Adequate yearly progress as specified in the No Child Left Behind Act of 2001, 20 U.S.C. §6301 et seq. and as implemented by MSDE.

Birth Date	Student record card item. Must be numeric in eight digits and in month, day, and year order.
Black or African American	A person having origins in any of the black racial groups in Africa.
Bridge Plan for Academic Validation	Provides another way for students to meet the HSA graduation requirement and earn a high school diploma, while meeting the same standards of those students passing the HSAs.
Career and Technology Education (or High Quality CTE)	A sequence of academically rigorous and technology and skill based courses (usually a four-credit sequence) needed to prepare for further education and careers in current or emerging professions. CTE programs provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses to programs in higher education.
Child Care Center	Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland State Department of Education, Office of Child Care.
Cost Per Student (Pupil) (CPP)	Current expenditures for a given period of time and/or for given programs, divided by an appropriate student unit of measure such as average daily attendance, or students in average daily membership.
Date of Entry	For students continuing in the same school or transferring to a school within the same LEA because of an administrative decision, promotion, or change of residence, and for those registering for enrollment prior to the opening of school in the fall, the date of entry is recorded as the first day of school in the regular August/September-to-June school term. If such students do not enter on the first day as expected, they are marked absent during August/September until they do report to school. On the other hand, students not expected for enrollment in the fall who enter on or after the first day, and for those who have been enrolled elsewhere during the current regular term prior to enrollment in this school, that date of entry is the date they attend class for the first time in the school.
Date of Exit from Membership	The first instructional day after the last day of attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known officially that the student left. (For the purposes of data collected on the number of students in membership as of September 30, in the case of students with prolonged absence during September and who are not in attendance on September 30, every effort should be made by school officials to determine reasons for the continued inclusion of such students in the September 30 membership count; in the absence of supporting evidence these students must be withdrawn using a date prior to October 1 (e.g., if court proceedings have been initiated for non-attendance, the student must remain on the membership roll).
Days Absent/Present	Student record card item. The days absent or present for the year-to-date of a student as recorded in the Student Attendance Register or comparable source.

Designated School Health Professional	A physician, certified nurse practitioner, and/or registered nurse with experience and/or special training in working with children and families in community or school health programs and practices in coordination with the current medical and nursing standards of care.
Dropout	A student who terminates the student's formal education. A student who, for any reason other than death, leaves school before graduation or completion of a Maryland-approved education program (including special education program) and is not known to enroll in another school or State-approved program during the current school year. Explanations of causes for dropping out can be found in the Pupil Attendance Register.
Dual Enrollment School	The school where students receive instruction during a portion of the school day but not the school building where they report at the beginning of the school day and/or from which they are dismissed at the conclusion of the school day (not the school of record for daily attendance purposes). Students in dual enrollment are marked present for the full day.
Early Care and Education Experience	Early care experience 12 months prior to student entering kindergarten.
Early Learning Outcomes for Prekindergarten and Kindergarten	Student performance information on 30 indicators of learning for the first grading period in kindergarten.
Educational Services	Educational program which focuses on core subjects.
Enrollment	The total number of original entries in a given school unit. In a given state, this is the total number of original entries in public schools plus the total number of original entries in nonpublic schools.
Entrance	Student record card item. The entry status, entry type, and date of entry of the student in the local school attendance system or comparable source. Codes are printed in the lower portion of SR Card 1, Side 2.
Evening High School Student	A student who attends the majority of his classes during the evening hours.
Even Start	Parenting and family literacy programs operated by Local Education Agency as well as non-governmental agencies.
Evidence of Birth	Student record card item. Document submitted as evidence of date of birth. Includes, but is not limited to: birth certificate or registration, hospital certificate, physician's certificate, baptismal or church certification, parent's affidavit, family bible, or passport/visa.
Exit	Exit information is used to determine a student's status upon leaving a Maryland Public School.
Exit Code	Indicates the reason why the student is exiting the system.
Exit Status	Provides the student's position in the LEA or school (e.g. transfer, withdrawal, completer).
Expulsion	As intended by COMAR 13A.08.01.11(B)(2), expulsion is the exclusion of a student for more than 45 school days.
Final Grade	Student record card item. The cumulative mark the student earned while enrolled in each subject. For two-semester subjects, the average of the first and second semester marks must be given. For one-

	semester subjects, the final mark would be the same as the semester mark. (LEA published grading policy, if different from above.)
Family Child Care	Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family Child Care is regulated by the Maryland State Department of Education/Division of Early Childhood Development.
Full-day Session	A school session that contains the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than prekindergarten.
Full-time equivalency (FTE)	The amount of time for less than full-time activity divided by the amount of time normally required in a corresponding full-time activity. Full-time equivalency usually is expressed as a decimal fraction to the nearest tenth.
GED (General Educational Development)	The GED tests offer an alternative and acceptable way for an individual 16 years or older to earn a high school diploma by examination. The GED tests include writing skills, social studies, science, mathematics, and interpreting literature and the arts. Successful completion of the GED tests results in the awarding of a Maryland high school diploma by examination.
Gender of Student	Student record card item. Male or female.
Grade/Grade Level	That portion of a school program that represents the work of one regular school term, identified by a designation such as kindergarten, grade 1 or grade 12.
Graduate	A student who completes his/her program of study at the secondary level and satisfies the graduation requirements for a Maryland High School Diploma or a Maryland High School Certificate of Program Completion. This includes any student receiving a diploma as a result of the completion of a State-approved regular or alternative secondary school, and any student with a disability who cannot meet the requirements for a diploma and is awarded a Maryland High School Certificate of Program Completion. This does not include any student leaving school and completing a GED or other State-approved high school equivalency program.
Graduation	Formal recognition given to a student for the successful completion of a prescribed program of studies.
Graduation Requirements Credits	Student record card item. The credit earned at each grade level for each subject area. All credits should be entered annually. At the time a student completes his/her program, the number of credits earned in each subject area should be recorded in the column headed "Total." All credits earned in any subject field not listed should be recorded as a subject on the lines below "Other." Include all other credits earned with the credits earned during the regular session. Evening high school credits should be included with the grade level in which earned.
Habitual Truant	A student is a habitual truant if he/she has been in membership in a school for 91 or more days in a school year and he/she is unlawfully

	absent from school for a number of days or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. A LEA has the prerogative of defining habitual truancy in a more, but not less, stringent manner (e.g., unlawful absences in excess of 15 percent of the school days).
Head Start Program	A federal pre-school program for 2 to 5 year olds from low income families; funded by the U.S. Department of Health and Human Services and licensed by the Maryland Department of Human Resources/Child Care Administration and/or local boards of education.
High School Assessment (HSA)	Exams required for graduation, administered in four core subjects measuring a foundation of skills acquired in the classroom that students can build upon during and after high school.
High School Completion	(1) Satisfactory completion of a recognized secondary school curriculum (usually four years) leading to a diploma; (2) Any satisfactory combination of day and evening high school courses that fulfills the time/activity requirements set by the State for a four-year high school diploma; (3) Satisfactory completion of a recognized special education program leading to a Maryland High School Certificate of Program Completion.
HIPPY	Home Instruction for Parents of Preschool Youngsters. A school readiness/home visiting program for families with children ages 3, 4, and 5 years of age.
Hispanic/Latin	A racial/ethnic classification designated by the Office of Civil Rights. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
Home/Informal Care	Care by parent(s) or a relative.
Home Schooling	The provision of regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age by a parent/ guardian in the home setting. See COMAR 13A.10.01.
Home and Hospital Instruction	The provision of short-term itinerant instructional services by a LEA to disabled or non-disabled students in a setting other than school premises. The service is provided for both disabled and non-disabled students in accordance with current regulations.
In-School Suspension	The removal within the school building of a student from the student's current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal (see COMAR 13A.08.01.11).
Legal Name	Student record card item. Full legal name in the following order: last, first, middle, and suffix. Name as recorded on birth certificate or court order.
Length of Term in Days	The number of days that school was actually in session during the year. Only days on which the school is open and the students are under the guidance and direction of school staff in the teaching process should be considered as days in session. On some days the school building itself may be closed and the student body as a whole engaged in school activities outside the school building under the guidance and direction of school staff. Such days should be considered as days in

	session. Days on which school is closed for such reasons as holidays, teachers' institutes, and inclement weather should not be considered as days in session. (This should be the length of term used for computing ADA and ADM.)
Local ID Number (LOCID)	Student record card item. A number, not to exceed ten digits, assigned by the local district as a unique identifier for each student enrolled.
Local Educational Agency (LEA)	An education agency at the local level that exists primarily to operate schools or to contract for educational services. In Maryland this term means any of the 24 local public school systems within the State.
Maryland Infants and Toddlers Program	Continuous developmental early intervention and education services designed to meet the needs of an infant or toddler with a disability and the needs of the family to appropriately assist in the child's development.
Membership	The number of students on the current roll of a class or school as of a given date. A student is a member of a class or school from the date he/she arrives at school and is placed on the current roll until he/she permanently leaves the class or school for one of the causes recognized as sufficient by the State. Membership is obtained by adding the total original entries and the total re-entries and subtracting the total withdrawals; it may also be obtained by adding the total number present and the total number absent. This term is also known as the number belonging.
Mod- HSA	End of course modified assessments based on grade-level content standards and modified academic achievement standards designed for students receiving special education services and who meet specific participation requirements.
Not-Promoted/Non-promotion	The retaining of a student in his/her current grade at the end of the regular school term based on lack of achievement.
Non-Public Nursery School	Pre-school programs with an "education" focus for 3 and 4 year olds; approved or exempted by the MSDE; usually part-day, nine months a year.
Nonpublic School	A school that holds a Certificate of Approval from the State Board of Education or a school that is registered with the Department is exempt from education regulation because it is governed and operated by a bona fide church organization. It includes schools approved under COMAR 13A.09.10 to provide special education and related services.
Non-Traditional Graduate	A student who leaves school (terminates/withdraws) but completes a high school equivalency through an alternative route (e.g., GED). This includes all individuals in a given year receiving a high school equivalency, regardless of age. This does not include any student who is a Maryland high school graduate.
Original Entry	A student who for the first time in the United States or its outlying areas enters any public or nonpublic elementary or secondary school.
Out-of-School Suspension	A short-term, long-term, or extended suspension outside of the school building. A short-term suspension means the removal of a student

	from school for up to but not more than 3 school days for disciplinary reasons by the principal. A long-term suspension means the removal of a student from school for a time period between 4 and 10 school days for disciplinary reasons by the principal. An extended suspension means the exclusion of a student from a student's regular program for a time period between 11 and 45 school days for disciplinary reasons by the local superintendent or the local superintendent's designated representative.
Parent or Guardian	This term includes a natural parent, education guardian, parent surrogate, foster parent, court appointed attorney, or court-appointed special advocate acting on behalf of the child in State-supervised care, or individual acting as a parent in the absence of a parent or guardian. A LEA may presume that either parent of the student has authority to inspect and review the education records of the student unless the LEA has been provided with a copy of a court order or legally binding instrument, such as a separation agreement (or the relevant parts of the document), that provides that the non-custodial parent may not have access to the student's education records.
Percentage of Change in Membership from Previous Year	The change of membership from a given date in one year to a corresponding date the following year, divided by the membership as of the first date, expressed as a percentage.
Persistently Dangerous School	A school in which each year for 3 consecutive school years, the total number of student suspensions for more than 10 days or expulsions for one or more of nine identified (COMAR 13A.08.01.18) offenses equals 2 ½ percent or more of the total number of students enrolled in the school.
Physical Injury	Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches (U.S. Department of Education C136-Students Disciplined File Specifications).
Prekindergarten	Public school prekindergarten education for four-year-old children. Administration by local boards of education and regulated by the Maryland State Department of Education (MSDE) according to COMAR 13A.06.02 Prekindergarten Programs.
Prekindergarten Student	For the purpose of the September 30 membership report, all students age 0 through 4, as of September 1 including both regular and special education placement students are considered prekindergarten students.
Proof of Residence	Established by the local jurisdiction procedure and may include deed, lease, utility bill, affidavit, etc.
Public Record	A record that by law, regulation, or custom is generally available to the public at large.
Racial/Ethnic Group	Student record card item. The designation used by the Office for Civil Rights. A parent or guardian is to identify the appropriate code(s) at time of enrollment. Designations include: American Indian or Alaska

	Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Hispanic/Latin or not is collected as a separate element.
Re-entry	A student who previously entered any class in the same elementary or secondary school or in any other school in the United States or its outlying areas; or a student who re-enters a school following a withdrawal for whatever reason prior to the current August/September-June reporting period.
Relationship to Student	Student record card item. The relationship of the responsible adult at the student's address. Natural father or mother; stepfather or stepmother; guardian; foster father or foster mother, etc.
Responsible Adult at Student's Address	Student record card item. The name of the adult responsible for the student at the household in which the student resides.
School Name	Student record card item. The official name of the school in which the student is enrolled.
School Number	Student record card item. The four-digit number assigned to the school building. Numbers are assigned by each LEA and reported to the Maryland State Department of Education. The number is defined as the school in which the student is enrolled.
School Year	Student record card item. The regular August/September-June school year. For students with disabilities, the school year is defined as within the time frame of July 1 – June 30 and is to be consistent with the Individualized Education Program (IEP).
School in Improvement	School designated for improvement that has not made AYP in reading, mathematics, or as applicable in the attendance rate or in the graduation rate for 2 consecutive years.
Section 504	A student must be determined to have a physical or mental impairment that substantially limits one or more major life activities including learning and behavior; have a record of having such an impairment; or be regarded as having such impairment.
Special Education	Specifically designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, in accordance with the Individuals with Disabilities Education Act.
Standardized Test	A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms.
State Aid for Education	Any grant made by a state government for the support of education.
State Assigned Student ID (SASID)	A ten-digit number issued by the Maryland State Department of Education. LEAs are responsible for updating the corresponding data elements when the student's demographics are amended while active in their district.
Student Record	Records directly related to a student and maintained by a LEA, institution, or by a party acting for the agency or institution. See COMAR 13A.08.02.03C.

Student Record Cards (SR Cards)	The record system prescribed by the state to assure that accurate and comparable data are maintained for each student prekindergarten to grade 12 in Maryland.
Student's Address	Student record card item. The number of the residence, name of the street, town, or city, state, zip code, and apartment number, if applicable, where the student resides. If the area is rural or a small town, a description of the location may augment a mailing address, particularly when a post office box is used as part of the address.
Subject	Student record card item. The list of titles of the subjects the student is taking in the same sequence in which they appear in the left column of the card.
Summer School	The name usually applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term.
Tardiness	Absence of a student at the time a given class and/or half day of attendance begins, provided that the student is in attendance before the close of that class or half day.
Transcript	A locally- developed form on which student grades and credits are recorded; often sent to colleges and employers as a summary of a student's achievement in high school.
Transfer	Student transfer to another school that culminates in the award of a regular high school diploma.
Truant	A student who is absent without lawful cause as defined in COMAR 13A.08.01.03 &.04 from attendance for a school day or portion thereof.
Under Compulsory Age	A term describing a child who has not yet reached the compulsory school attendance age. This information is maintained where required by law or regulation for school census or other purposes.
Unlawful Absence	An absence, including absence for any portion of the day, for any reason other than those cited as lawful is presumed to be unlawful and may constitute truancy. Local Education Agency's may add specified criteria for unlawful absences to local board-approved attendance policies.
White (not of Hispanic origin)	A racial/ethnic classification designated by the Office of Civil Rights. A student having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Withdrawal	A student who has terminated formal education and is NO LONGER receiving educational services.
Work-Based Learning (Cooperative Career and Technology Education)	Activities at the high school and college levels that involve actual work experience and connect classroom learning to work. This is an all-encompassing term that includes: apprenticeships, cooperative education, and internships. These experiences involve a training plan cooperatively developed by the school and employer to add value to and extend a student's career preparation to enhance employability.

Primary Sources

Code of Maryland Regulations, Title 13A.State Board of Education, State of Maryland

Combined Glossary - Terms and Definitions from the Handbooks of the State Educational Records and Reports Series, National Center for Education Statistics, U.S. Department of Education

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Maryland State Department of Education Statewide Educational Interview Form

Each LEA will develop and implement a procedure to conduct an educational interview with all students who leave school prior to graduation, or with their parent or guardian or all the above. At a minimum, the interview should encourage the student to remain in the student's current school program or enroll in an alternative school program, verify the reason or reasons for the student dropping out of school, and ensure that the parent or guardian is informed. This form, which is to be completed by LEA personnel, is provided as a tool for accomplishing this. The information regarding the "cause of termination" must be aggregated at the system level and reported to the Maryland State Department of Education annually. Additional information may be added by the LEA as needed.

School Name & Address

School System

Interviewer's Name and Position

Phone Number:

Phone Number: _____

Student's Name & Address

Sex: () Male () Female

Race: Check the appropriate box

() American Indian/Alaska Native

() Asian

() Black or African American

() Native Hawaiian or Other Pacific Islander

() White

Phone Number

Hispanic YES () NO ()

Grade: _____

Attendance for Current Year _____

Student Resides with:

Days Absent: _____ Days Present: _____

() Both parents () Relative

() Mother () Foster Home

Attendance for Previous Year _____

() Father () Don't Know

Days Absent: _____ Days Present: _____

() Grandparent(s) () Other

() Parent/Legal Guardian

Mother's Name & Address

Father's Name & Address

Phone Number: _____

Phone Number: _____

Mother Present for Interview () Yes () No

Father Present for Interview () Yes () No

Maryland State Department of Education
Statewide Educational Interview Form

Reason for Termination: Check the most appropriate code:

- | | |
|--|--|
| <input type="checkbox"/> 30 - Illness | <input type="checkbox"/> 40 – Expulsion - Under the Compulsory Age of Attendance |
| <input type="checkbox"/> 31 - Academic | <input type="checkbox"/> 41 - Immaturity |
| <input type="checkbox"/> 32 - Discipline | <input type="checkbox"/> 42 - Special Case |
| <input type="checkbox"/> 33 - Lack of Interest | <input type="checkbox"/> 44 - Parenting |
| <input type="checkbox"/> 34 - Employment | <input type="checkbox"/> 46 - Expulsion – Over the Compulsory Age of Attendance |
| <input type="checkbox"/> 35 - Marriage | <input type="checkbox"/> 50 - Whereabouts Unknown |
| <input type="checkbox"/> 36 - Military Service | <input type="checkbox"/> 71 - Pregnancy |
| <input type="checkbox"/> 38 - Court Action | |
| <input type="checkbox"/> 39 - Economic Reasons | |

Reason for Termination Determined by:

- Interview Date: _____
- Records Review Date: _____
- Parent Consultation Date: _____
- Teacher Consultation Date: _____
- Principal Consultation Date: _____
- Other Date: _____

Unable to make contact with student for the following reason:

Date Contact Attempted: _____

Comments:

Name of Interviewer _____
Position _____ Date _____

STUDENT'S PERSONAL DATA

STUDENT RECORD
CARD 1 SIDE 1
Maryland State
Department of Education
Rev. SY 2015-16

Legal Name _____ **LOCID** _____ **SASID** _____ **Birth Date: Month** _____ **Day** _____ **Year** _____

Social Security # _____ **Evidence of Birth Verified by:**
OPTIONAL: IF PROVIDED BY PARENT/GUARDIAN
 Race (check all that apply)
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White

F1 or J1 Visa Status for applicable secondary students _____ **Name** _____
 (For LEA purposes-not required for MSDE reporting).

Proof of Residency _____ **Evidence of Birth Verification (Circle all that apply)**
 (Include a copy of documents)

List languages spoken in the home: _____

Sex of Student
 Male _____ Female _____

1. Birth Certificate
 2. Passport/Visa
 3. Physician's Certificate
 4. Baptism Church Cert.
 5. Hospital Certificate
 6. Parent's Affidavit
 7. Birth Registration
 8. Other

Hispanic/Latino
 Yes _____
 No _____

1	Date: Month	Day	Year	3	Date: Month	Day	Year
Student Address				Student Address			
Responsible Adult for Student at Address				Responsible Adult for Student at Address			
Relationship to Student				Relationship to Student			
Parent/Guardian (if other than responsible adult above)				Parent/Guardian (if other than responsible adult above)			
Name:				Name:			
Address:				Address:			
Phone:				Phone:			
2				4			
Date: Month				Date: Month			
Day				Day			
Year				Year			
Student Address				Student Address			
Responsible Adult for Student at Address				Responsible Adult for Student at Address			
Relationship to Student				Relationship to Student			
Parent/Guardian (if other than responsible adult above)				Parent/Guardian (if other than responsible adult above)			
Name:				Name:			
Address:				Address:			
Phone:				Phone:			

**ANNUAL EARLY CHILDHOOD SCHOOL PERFORMANCE
DATA SUMMARY**

Early Care, Kindergarten and Grades 1-5

STUDENT RECORD
CARD 2 SIDE 1
Maryland State
Department of Education
Rev. SY 2015-16

Legal Name _____ LOCID _____ SASID _____ Birth Date: Month _____ Day _____ Year _____

School Year								
School Name								
Grade Level								
Prom./Not Prom.								
ELL Proficiency Level								

KINDERGARTEN EARLY LEARNING OUTCOMES	Social Foundations	Early Care and Education Experience Prior to Kindergarten					
	Language and Literacy	_____	Home/Informal Care	_____	Family Child Care	_____	
	Mathematics	_____	Head Start	_____	Nonpublic Nursery School	_____	
	Physical Well-Being and Motor Development	_____	Prekindergarten	_____	Kindergarten (Repeated)	_____	
	Overall Readiness	_____	Child Care Center	_____			

Comments:

STATE ASSESSMENT GRADUATION REQUIREMENTS
 ANNUAL SECONDARY SCHOOL PERFORMANCE

Legal Name _____ LOCID _____ SASID _____ Birth Date: Month _____ Day _____ Year _____

MARYLAND HIGH SCHOOL ASSESSMENTS

The Maryland High School Assessment requirement may be met through: passing each assessment, obtaining a specified combined score, The Bridge Plan Validation Program, or the waiver process for new entrants.

EXAM	Highest Scaled Score Earned	Has or Has not Met Requirements	MD. H.S. Assessment
Algebra I	_____	_____	_____
English	_____	_____	_____
Biology	_____	_____	_____
Government	_____	_____	_____

Combined Score Required:

Requirement met: Date (when met) _____

Service Learning Hours

K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
TOTAL	

Diploma _____	Certificate _____	Date of Completion ____/____/____
School Name _____		
School Address _____	Phone No. _____	
Signature of Principal or Designee _____	Date _____	

**ANNUAL SECONDARY SCHOOL PERFORMANCE
DATA SUMMARY - GRADES 7 - 12
SUPPLEMENTAL (OPTIONAL) CARD**

STUDENT RECORD
CARD 3A SIDE 1
Maryland State
Department of Education
Rev. SY 2015-16

Legal Name _____ **LOCID** _____ **SASID** _____ **Birth Date: Month** _____ **Day** _____ **Year** _____

Additional Test Results

**INCLUDING PLACEMENT FOR PARCC SCORES
SCHOOL YEARS 2014-2015 AND 2015-2016**

--

**ANNUAL SECONDARY SCHOOL PERFORMANCE
DATA SUMMARY - GRADES 7 - 12**

STUDENT RECORD
CARD 3A SIDE 2
Maryland State
Department of Education
Rev. SY 2015-16

Legal Name

LOCID

SASID

Birth Date: Month

Day

Year

**TEST RESULTS OUTSIDE OF LOCAL SYSTEM
(AP, SAT, PSAT)
SUPPLEMENTAL CARD**

--

MARYLAND STATE HIGH SCHOOL ASSESSMENT PERFORMANCE

Legal Name _____

LOCID _____

SASID _____

Birth Date: Month _____

Day _____

Year _____

Maryland
High School Assessment
Adhere sticker or complete
information
LEA _____ Test Date _____
School _____
Verified by _____

Content	Student Scale Score	Passing Scale Score
Algebra I		
English		
Biology		
Government		
Combined		

Maryland
High School Assessment
Adhere sticker or complete
information
LEA _____ Test Date _____
School _____
Verified by _____

Content	Student Scale Score	Passing Scale Score
Algebra I		
English		
Biology		
Government		
Combined		

Maryland
High School Assessment
Adhere sticker or complete
information
LEA _____ Test Date _____
School _____
Verified by _____

Content	Student Scale Score	Passing Scale Score
Algebra I		
English		
Biology		
Government		
Combined		

Maryland
High School Assessment
Adhere sticker or complete
information
LEA _____ Test Date _____
School _____
Verified by _____

Content	Student Scale Score	Passing Scale Score
Algebra I		
English		
Biology		
Government		
Combined		

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LOCAL EDUCATION AGENCY TESTING

STUDENT RECORD
CARD 4 SIDE 2
Maryland State
Department of Education
Rev. SY 2015-16

Legal Name _____ LOCID _____ SASID _____ Birth Date: Month _____ Day _____ Year _____

Local School System Testing

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HEALTH SCREENING

STUDENT RECORD
CARD 5 SIDE 1
Maryland State
Department of Education
Rev. SY 2015-16

Legal Name _____ LOCID _____ SASID _____ Birth Date: Month _____ Day _____ Year _____

IDENTIFIED HEALTH CONCERNS: _____ 504 **IMPORTANT: The following forms are to be filed in student's record:**

- Maryland Immunization Certificate Form DHMH 896
- Health Inventory (Physical Exam)
- Blood Lead Testing Certificate (if required)

ALLERGIC TO: _____ IEP

VISION SCREENING

Date	Gr.	P	F	Date Parent Notified	Optional				Color	Comments (include date, signature, and title)		
					No Glasses		With Glasses				Muscle Balance	
					R	L	R	L			Far	Near

HEARING SCREENINGS

Date	Gr.	P	F	Date Parent Notified	Hearing		Comments
					R	L	

ROUTINE PHYSICAL EXAM

Date	Gr.	Follow-up Needed	
		Yes	No

ROUTINE DENTAL EXAM

Date	Gr.	Follow-up Needed	
		Yes	No

Other Health Tests/Evaluations or Hospitalization

Date	Gr.	Follow-up Needed	
		Yes	No

MARYLAND STUDENT EXIT RECORD
(To be completed when a student is moving from one school to another)

Name and Address – Sending School		This record is to be completed, for the current school year, by the sending school and a copy should be provided to the parent/guardian to hand-carry to the receiving school. All official records for transferring student should be faxed, mailed, or sent electronically upon receipt of an official request. This information is intended to facilitate initial instructional placement prior to receipt of official school records. This form is not intended to replace the registration process nor substitute for standard enrollment forms of the local school system. Official records will be sent upon request of the receiving school.	
Sending School Office Phone Numbers		Student's Legal Name LOCID	Parent/Guardian Name:
Fax Number:		SASID:	First MI Last
Is student in compliance with Maryland immunization requirements? Yes ___ No ___ DHMH 896, or a copy of computer-generated record, must be attached.		Is student receiving any of the following services? Special Education Yes ___ No ___ (if yes, attach copy of current IEP) Related Services Yes ___ No ___ (if yes, attach copy of current IEP) Section 504 Yes ___ No ___ (if yes, attach copy of current 504) ELL Yes ___ No ___ Gifted and talented/honors Program Yes ___ No ___ Other supplemental program Yes ___ No ___ (if yes, attach description)	
Blood Lead Screening Yes ___ No ___ Physical Exam Yes ___ No ___ Does the student require any special health consideration? (i.e., medication, allergies, etc.) If yes, please list:			
CURRENT INSTRUCTIONAL PROGRAM			
Subject	Elementary: Enter Text Title and Level Secondary: Enter Course Title	Grades for Current Marking Period*	Comments (include special programs/services, integrated programs, text series, instructional level, etc.)
Reading			
English/Language Arts			
Social Studies			
Science			
Mathematics			
Foreign Language			
Physical Education/Health			
Art			
Music			
Technology Education			
Career & Technology Education			
Government			
* Attach the most recent report card, transcript and grading scale. If grade scale is other than A-D=Passing, E/F=Fail, provide key.			
Disciplinary Status as of Exit Date: Is student not attending school due to disciplinary action? Yes ___ No ___		Assessments Required for High School Graduation Check if completed Algebra I ___ English ___ Biology ___ Govt. ___	
Current School Year Attendance ___ Days Present ___ Days Absent as of (date) ___		Service Learning # of Hours Completed _____	
Contact person for additional student information: Name/Title _____			Phone Number _____
Certifying Signature of School Principal or Designee/Title _____			Phone Number _____