2015-2016 Student Interchange – Student Demographics

Purpose:
The purpose of the Student Demographic file is to capture and verify the attributes of a student while he/she attended your district in the currently selected school year.

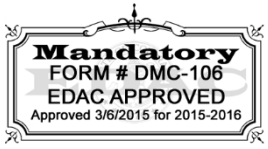
Dependencies:
Student has been assigned a SASID and updated in the RITS system.

Record Expectation:
In the Student Interchange-Student Demographic file the LEA should submit 1 record per student per LEA for any student who enrolled at any point in the currently selected school year.

 **- Indicates Primary Key**

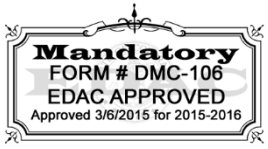
*** Indicates required**
NOTE: ZERO-FILL ALL NON-APPLICABLE FIELDS
You need a header row on your file

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
School District/BOCES Code* 	4	1	4	1	A2	0000	
Student's State ID (SASID)* 	10	5	14	2	B2	0000000000	
Local ID (LASID)*	10	15	24	3	C2	0000000000	
Student's First Name*	30	25	54	4	D2	Valid name	
Student's Middle Name*	30	55	84	5	E2	Valid name	
Student's Last Name*	30	85	114	6	F2	Valid name	
Student's Gender*	2	115	116	7	G2	01,02	



2015-2016 Student Interchange – Student Demographics

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
Student's Date of Birth*	8	117	124	8	H2	12312013, 08152008	Format is MMDDYYYY
Student's Address	50	125	174	9	I2		Optional
Student's Address City	30	175	204	10	J2		Optional
Student's Address State	2	205	206	11	K2		Optional
Student's Address Zip	9	207	215	12	L2		Optional
Student's Primary Telephone Number	10	216	225	13	M2		Optional
Student's Secondary Telephone Number	10	226	235	14	N2		Optional
Student's Email Address	50	236	285	15	O2	0	Optional
Student's Ethnicity: Hispanic or Latino*	1	286	286	16	P2	0	Changed to yes-1 or no-0
Student's Race: American Indian or Alaska Native*	1	287	287	17	Q2	0	Changed to yes-1 or no-0
Student's Race: Asian*	1	288	288	18	R2	0	Changed to yes-1 or no-0
Student's Race: Black or African American*	1	289	289	19	S2	0	Changed to yes-1 or no-0
Student's Race: White*	1	290	290	20	T2	0	Changed to yes-1 or no-0
Student's Race: Native Hawaiian or Other Pacific Islander*	1	291	291	21	U2	0	Changed to yes-1 or no-0
Free/Reduced Lunch Eligible*	2	292	293	22	V2	00	Modified 03 – Not eligible is now 00 – Not eligible
Section 504 Handicapped*	1	294	294	23	W2	0	
Migrant*	1	295	295	24	X2	0	
Immigrant*	1	296	296	25	Y2	0	
Refugee*	1	297	297	26	Z2	0	
Language Background*	3	298	300	27	AA2	eng, spa, or vie	



2015-2016 Student Interchange – Student Demographics

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
Primary Disability*	2	301	302	28	AB2	00	
Attends District Funded GED Program*	1	303	303	29	AC2	0	
Homeless*	1	304	304	30	AD2	0	
Primary Nighttime Residence*	2	305	306	31	AE2	00	
Language Proficiency*	1	307	307	32	AF2	0	
Bilingual*	1	308	308	33	AG2	0	
ESL Status*	1	309	309	34	AH2	0	
Special Education Transition*	1	310	310	35	AI2	0	
Alternate Assessment Participant*	1	311	311	36	AJ2	0	
Post Secondary Program Enrollment *	1	312	312	37	AK2	0	
Filler2*	2	313	314	38	AL2	00	For future use

BACKGROUND INFORMATION

NOTE: Zero-fill all non-applicable fields. No blanks are allowed.

School District/BOCES Code – A unique code assigned to a district by CDE. Refer to School District/BOCES Code table. School District/BOCES Code Table.

Student's State ID (SASID) – A **unique** ten digit number must be assigned to each student by CDE.

Local ID (LASID) – The student's Locally Assigned Student ID (LASID). Districts/BOCES may zero fill if they choose not to use a LASID.

Student's First Name – A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.



2015-2016 Student Interchange – Student Demographics

Student's Middle Name – A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. Blanks are NOT allowed. Use NMN (no middle name) where appropriate.

Student's Last Name – The name borne in common by members of a family.

Student's Gender – An individual's sex.

01	**Female**
02	**Male**

Student's Date of Birth – The month, day, and year on which an individual was born (i.e. 09151989).

Student's Address – The street address of the student. This field is optional. It is used for Special Education students when Administrative Units are required to report student's address to the state.

Student's Address City – The city of the street address of the student. This field is optional. It is used for Special Education students when Administrative Units are required to report student's address to the state.

Student's Address State – The state of the street address of the student. This field is optional. It is used for Special Education students when Administrative Units are required to report student's address to the state.

Student's Address Zip – The zip code of the street address of the student. This field is optional. It is used for Special Education students when Administrative Units are required to report student's address to the state.

Student's Primary Telephone Number – The student's primary phone number. This field is optional. It is used for Special Education students when Administrative Units are required to report student's phone number to the state.

Student's Secondary Telephone Number – The student's secondary phone number. This field is optional. It is used for Special Education students when Administrative Units are required to report student's phone number to the state.

Student's Email Address – The student's email address. This field is optional. It is used for Special Education students when Administrative Units

are required to report student's address to the state.

Student's Ethnicity: Hispanic /Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."

0	No – Not Hispanic or Latino
1	Yes – Hispanic or Latino

Student's Race: American Indian or Alaska Native – A person having origins in any of the original peoples of North or South America (including Central America), and who maintains a tribal affiliation or community recognition.

Also includes:

- Central American Indian groups (e.g., Mayan)
- South American Indian groups (e.g., Taino)
- North American Indian groups (e.g., Navajo)
- Alaska Native groups (e.g., Yup'ik)

0	No – Not American Indian or Alaska Native
1	Yes – American Indian or Alaska Native

Student's Race: Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

0	No – Not Asian
1	Yes – Asian

Student's Race: Black or African American – A person having origins in any of the Black racial groups of Africa.

0	No – Not Black or African American
1	Yes – Black or African American

Student's Race: White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

0	No – Not White
1	Yes – White

Student's Race: Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

0	No – Not Native Hawaiian or Other Pacific Islander
1	Yes – Native Hawaiian or Other Pacific Islander

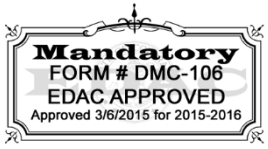
For additional information regarding the new ethnicity and race reporting categories below, visit http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm

Free/Reduced Lunch Eligible – Student meets the eligibility criteria for free or reduced lunch pursuant to the provisions of the "Federal National School Lunch Act". Eligibility may be documented using one of the following methods:

- Direct Certification
- Application for Free and Reduced Price Meals
- District migrant, homeless, runaway or foster lists
- Head Start or Even Start documented participation
- Family Economic Data Survey form

For specific guidelines in meeting the criteria for free/reduced lunch, refer to the Rules for the Administration of the Public School Finance Act and the Student October Count 2014 Resource Guide.

Note: Although a school may not provide a lunch program, may not participate in the federal child nutrition programs, or may participate in the Community Eligibility Provision or Provision 2, eligibility for each student should be reported as appropriate.



2015-2016 Student Interchange – Student Demographics

00	**Not Eligible**
01	**Free Lunch Eligible**
02	**Reduced Lunch Eligible**

Section 504 Handicapped -- The student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973, but may or may not be eligible for special education placement under the Individuals with Disabilities Education Act.

0	No
1	Yes

Migrant -- A Migrant student according to 1115(b)(1)(A) and 1309(2) of the No Child Left Behind Act of 2001 and section 200.81(d) of the Code of Federal Regulations, a child is eligible for the Migrant Education Program if:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); and
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is for economic necessity; and
5. The child has moved from one school district to another.

Mark any student who is eligible, while attending the reporting district on October 1, whether or not program services are provided.
Note: To obtain a listing of all eligible Migrant Students in your district contact your local Regional Migrant Education Director, by clicking the link below.

http://www.cde.state.co.us/cde_english/elau_migrant.htm

To obtain a listing of districts by migrant region, click on the link listed below.



2015-2016 Student Interchange – Student Demographics

http://www.cde.state.co.us/cde_english/elau_migrant.htm

0	No
1	Yes

Immigrant - USDE Definition under Section 3301(6) Title III
A child is an immigrant if he/she is age 3 through 21 and was not born in any state and has not been attending one or more schools in any one or more States for more than 3 full academic years. The term 'immigrant children' means individuals who:

1. Are ages 3 through 21; **AND**
2. Were not born in any State; **AND**
3. Have not been attending one or more schools in any one or more States for more than 3 full academic years.

0	No
1	Yes

Important items to note about immigrants:

1. "States" are defined in legislation as the 50 states, Washington D.C., and Puerto Rico.
2. Determining the legality of a student's immigration status is not a duty of the local school district. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student's parents and the district officials have an obligation to see that the students attend school as mandated by the Colorado School Attendance Law.
3. "Three full academic years" (number 3 above in the definition) is cumulative

Refugee- Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion..

1. To be admitted to the United States, refugees must be determined by an officer of the Immigration and Naturalization Service (INS) to meet the definition of refugee as defined in the Refugee Act of 1980.



2. Refugees are considered to be "Refugees" until they become US citizens.
3. Students who are not identified as refugee should have a value of **"No"** for the Refugee field.
4. If the district is not able to verify a student's refugee status, then the student should have a value of **"No"** for the Refugee field.

0	No
1	Yes

Important items to note about refugees:

1. Refugee is a voluntary field.
2. Districts can identify a student's refugee status by:
    a. A service provider or case worker will identify a student's refugee status enrolled in your district.
    b. A Home Language Survey will trigger additional consultation as to a student's refugee status.
    c. A School Counselor, Social Worker, Community Liaison, Parent Liaison can be utilized to identify the student's refugee status.
    d. Family provides refugee status documentation.
3. Determining the legality of a student's refugee status is not a duty of the local school district. Refugee children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student's parents and the district officials have an obligation to see that the student attends school as mandated by Colorado School Attendance Law.

Refugee Resources

1. US Department of health and Human services, Office of Refugee Resettlement http://www.acf.hhs.gov/programs/orr/
2. Bridging Refugee Youth and Children's Services http://www.brycs.org
3. Refugee Educators Network http://www.reninc.org/pages/homepage.htm
4. Cultural Orientation Resource Center http://www.cal.org/co

2015-2016 Student Interchange – Student Demographics

NOTE

English Learner – An English Learner is a student who:

1. Was not born in the United States or whose native language is a language other than English; **or**
2. Is a Native American or Alaskan Native or is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; **or**
3. Is migratory and whose native language is other than English, and who comes from an environment where a language other than English is dominant; **AND**
4. Has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Students who have been tested for English language proficiency and are currently not proficient in English, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), **MUST** be provided with some type of language services whether through a Bilingual or an English as a Second Language (ESL) program. (Note: Districts are not required to test PK students for English skills, however, if a test is given and a student is found to be NEP or LEP, services must be provided.)

For the Student End of Year (EOY) Collection:

Student End of Year for English Learners is a summation of the previous school year, not a reporting of the status of the student for the next year. If a student is reported as NEP or LEP in Student October and/or takes the WIDA/Access English language proficiency test, then that student should be reported as NEP or LEP receiving Bilingual/ESL program services or parental refusal of Bilingual/ESL services in the Student End of Year collection.

An English Learner, as defined for Student End of Year purposes, is a student who has a Language Background other than English (ENG) and at any point throughout the school year was served or monitored by either a Bilingual or an English as a Second Language (ESL) program. Students who were formerly served and monitored through the district's bilingual or ESL services must be marked as exited with a language proficiency of FEP and the appropriate language background and EL program codes.

Language Background - Any student, who has a language proficiency code of Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former EL (FELL), must have a language background other than English (ENG). An excel version of the language codes can be viewed at https://cdeapps.cde.state.co.us/2012-13ELPALanguageCodes.xls. Deactivated codes can be viewed at https://cdeapps.cde.state.co.us/2012-13ELPALanguageCodesDeactivated.xls

Coding ASL (American Sign Language)

While ASL is a recognized language, these fields are meant to describe languages of second language learners as they relate to ESL/Bilingual programming. If the student is in fact an EL, the language background would not be ASL; it would be something other than "eng", such as Spanish. If it is determined there is a language influence other than English (ASL is considered English for EL programming purposes), than the process of identification would begin and would follow the District policy – W-APT testing, build a body of evidence, and a language proficiency of NEP or LEP determined.

Mandatory
FORM # DMC-106
EDAC APPROVED
Approved 3/6/2015 for 2015-2016

2015-2016 Student Interchange – Student Demographics

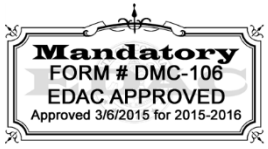
Primary Disability -- A 2-digit code representing the student's Primary Disability. If the student has more than one disability, the code number reported must be that of his or her major disability, as reflected on the student's Individualized Education Program (IEP).

00	None
01	Intellectual Disability or Significant Limited Intellectual Capacity
03	Serious Emotional Disability or Emotional Disability
04	Specific Learning Disability
05	Hearing Impairment, including Deafness or Hearing Disability
06	Visual Impairment, including Blindness or Visual Disability
07	Physical Disability
08	Speech or Language Impairment
09	Deaf-Blindness or Deaf-Blind
10	Multiple Disabilities
11	Developmental Delay or Preschooler with a Disability
12	Infant/Toddler with a Disability
13	Autism Spectrum Disorders or Autism
14	Traumatic Brain Injury (TBI)
15	Orthopedic Impairment
16	Other Health Impairment

Attends District Funded GED Program - GED funded using state funds either in the form of a district run GED program or tuition paid, by the district, to an external GED program.

0	No
1	Yes

Homeless -- Flag if the student meets the criteria of a homeless individual according to the 2001 McKinney-Vento reauthorization Act. A



homeless individual is one who lacks a "fixed, regular, and adequate primary nighttime residence," including children and youth who are:

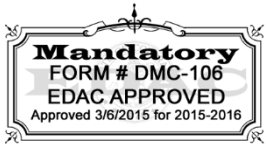
1. Sharing housing due to loss of housing or economic hardship (not due to cultural preference or a desire to save money)
2. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
3. Living in emergency or transitional housing.
4. Abandoned in hospitals.
5. Awaiting foster care.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.
7. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
8. Migratory children who qualify as homeless because they are living in circumstances described above.

NOTE: Not all persons living in the situations described would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing. Information to assist with determining Homelessness by the definition can be accessed at http://www.cde.state.co.us/dropoutprevention/homeless_data Select "Determining Homelessness by the Definition"

0	No
3	Yes and is in the physical custody of a parent or guardian
4	Yes and is not in the physical custody of a parent or guardian (unaccompanied youth)

Primary Nighttime Residence - The temporary residence that is being used by the student as a result of economic displacement. The residence may be either public or private.

00	N/A (must be used if Homeless field = "0")
01	Shelters
02	Doubled Up Due to Economic Hardship
03	Unsheltered (Cars, Parks, Campgrounds)
04	Hotels/Motels



2015-2016 Student Interchange – Student Demographics

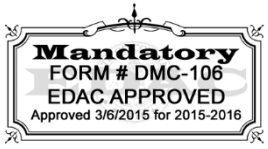
Language Proficiency -- A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English. English Learners (EL) must have an English Proficiency rating entered (1, 2, or 3) and non-EL students must be coded as 0 or 4. Former English Learners are coded as 5.

0	**Not Applicable**
1	**NEP - Non English Proficient -** A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2	**LEP - Limited English Proficient -** A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
3	**FEP - Fluent English Proficient -** A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.
4	**PHLOTE, English Proficient-** A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), has never *been served in a language instruction education program (i.e: ELA, ESL, Bilingual),* and after initial screening (currently CELAplace) and review of a body of evidence, is determined to be proficient in English.
5	**FELL- Former EL-** A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), previously received *language instruction education program(i.e: ELA, ESL, Bilingual* services in a different district, and after initial screening (currently CELAplace) and a review of a body of evidence is determined to be proficient in English.

Bilingual – This one digit field indicates whether the student is currently enrolled in a bilingual program, is in the monitoring period, or is exited.

This is only for reporting English Learners in Bilingual programs to develop English.
Districts may not include English speaking students in Dual language programs in this field.

0	No or Not Applicable
1	Yes – Student is in a Bilingual Program
2	Redesignated Bilingual Program (Monitored Year 1)
3	Redesignated Bilingual Program (Monitored Year 2)



4	Exited Bilingual Program (Year 3+)
5	Not in Bilingual Program, Parent Choice

ESL Status – This one digit field indicates whether the student is currently enrolled in English as a Second Language Immersion program, is in the monitoring period, or is exited.

0	No or Not Applicable
1	Yes – Student is in an ESL Program
2	Redesignated ESL Program (Monitored Year 1)
3	Redesignated ESL Program (Monitored Year 2)
4	Exited ESL Program (Year 3+)
5	Not in ESL Program, Parent Choice

Which to use: Bilingual or ESL ?

- It is up to the District to determine the program that best describes the student's English language development educational setting.
- For parent refusal of services: Again, it is up to the District to determine the program that best describes the program from which the parent/guardian has refused English Language Development services.

To determine "Redesignated" status:

Students in a language acquisition program may be ready to be redesignated into a two-year monitoring period (Monitored Year 1 and Monitored Year 2) as outlined by Office of Civil Rights criteria and Title III, Section 3121(a)4.

Definition of a "Redesignated status" student:

1. Has achieved a "Fluent" category on a reliable and valid language proficiency assessment

2. Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level. After one year of monitoring, it is the district's decision as to whether to place the student back into a language acquisition program or to monitor for a second year.

To determine if a student is eligible for "Exited" status: After a two year monitoring period, district personnel must evaluate if a student is ready for formal exit from the bilingual or ESL program. It is the district's final decision as to whether or not the student is ready for exit based on the following criteria. Exited students are no longer monitored, but must be reported as exited (Bilingual or ESL status =4) for the remainder of their time in the district. Exited status:

1. Has achieved a "Fluent" category on a reliable and valid language proficiency assessment
2. Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level.

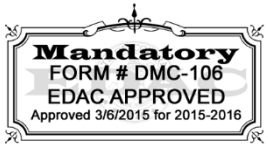
Special Education Transition-- Specifically designed for 12th grade Special Education students aged 18 to 21 to move students from educational environments to life skills and/or vocation.

0	No
1	Year 1 of Transition
2	Year 2 of Transition
3	Year 3 of Transition
4	Year 4 of Transition

4th year would apply when student's 21st birthday falls after the school year begins and he/she stays an additional semester.

Alternate Assessment Participant -- Student will be taking the Alternate Assessment rather than the TCAP Assessment, ACT Assessment or ACCESS Assessment. Eligibility for the alternate assessment must be determined by the student's IEP team. This field must be completed for all students in Grade K-12.

0	No



2015-2016 Student Interchange – Student Demographics

1	Yes

Post Secondary Program Enrollment– Indicate which Post Secondary Program a student is enrolled in on October 1st.
This field is used for the Student October Enrollment Count collection.
The End of Year submission uses values from the Advanced Course Completion file.

Postsecondary Program--Colorado Law provides for high school students to apply credit earned at postsecondary institutions toward high school graduation as well as a postsecondary degree or certificate. Eligible students shall not be more than 21 years old, shall be enrolled in grades 9-12 at a Colorado public school district, and shall have given written notice to the resident school district of intent to enroll at least two months prior to such enrollment. The participating school district and the institution of higher education shall enter into a written cooperative agreement which shall include but not be limited to academic credit and payment of tuition.

Please Note: Coding 1, 2, 7, or 8 requires that the school district enter into a legal agreement with an institution of higher education.

Code	Program	Grade
0	**Not Applicable**	**PK - 12**
1	**ASCENT Program** Accelerating Students through Concurrent Enrollment. A program which allows concurrent enrollment in postsecondary courses, including academic courses and career and technical education courses, in the year directly following the year in which a student was enrolled in the twelfth grade of a local education provider and has met graduation requirements.	**12 Only**
2	**Concurrent Enrollment** A program which allows the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education. The district pays the student's tuition and the student is receiving dual credit. CU Succeeds and similar programs are not considered concurrent enrollment based on the following statute: *Under 22-35-110(1) 'The provisions of this article shall not apply to any course that is*	**9 - 12**

	offered as part of a program of off-campus instruction established pursuant to section 23-109 C.R.S. Please see the following matrix for clarification on whether a course is considered concurrent enrollment: http://www.cde.state.co.us/sites/default/files/dualenrollmentmatrix.pdf Only students in grades nine through twelve may participate in concurrent enrollment.	
7	**Early College** A secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an associate's degree or sixty credits toward the completion of a postsecondary credential. Early College includes only the following: (a) Chavez/Huerta K-12 preparatory academy (District code: 2690, School code 1488); (b) Southwest early college charter high school in Denver (District code: 0880, School code 8132); (c) Mapleton Early College High School (District code: 0010, School code 0212); (d) Colorado Springs Early Colleges in Colorado Springs (District code: 8001, School code 1795); (e) Early college of Arvada (District code: 8001, School code 2837) (f) Colorado Early College Fort Collins (District code: 8001, School code 2067) (g) Early Colleges High School (District code: 1010, School code 2400)	**9-12**
8	**Dropout Recovery at Community College** A dropout recovery program allowing a student who has dropped out of high school, or a student who is at-risk of dropping out of high school, to complete his or her high	**Age: 16 to 21**

	school graduation requirements exclusively at the community college. Any individual age 16 to 21 who has dropped out of school may participate with the permission of the school district. A participating student who is enrolled in at least seven credit hours per semester is counted as full-time in the school district's funded pupil count.	

Document Changes

Date	Description of change	Reason for change	Elements affected
3/16/15	Add 4th year	There are occasions when students may fall into a "fourth year" category when their 21st birthday falls after the school year begins and they stay an additional semester. Currently, these students must be coded as Year 3. Therefore, adding the Year 4 of Transition will allow for the correct reporting of these students	SPED Transition
3/17/15	Add the EDAC Stamp for 2015-2016	EDAC Stamp must be updated annually	EDAC Stamp in the footer

