

Policies, Practices, and Procedures

EMIS Data Entry – Child Find & Initial Evaluations

Purpose

To ensure accurate and timely EMIS reporting of Child Find activities and Initial Evaluations in compliance with IDEA, Ohio Department of Education (ODE), and Indicator 11 requirements.

Policies

1. The district will comply with **Child Find** obligations to identify, locate, and evaluate all children with suspected disabilities.
 2. The district will meet the **60-day timeline** for Initial Evaluations, unless allowable exceptions apply (e.g., student moves, parent repeatedly fails to produce the child).
 3. The EMIS Coordinator will accurately record all Child Find and Initial Evaluation events in the student information system (SIS) for EMIS reporting.
 4. All data entries must reflect **official documentation** from referral, consent, evaluation, and eligibility meetings.
 5. EMIS submissions will be reviewed for accuracy and timeliness by both the **Special Education Supervisor** and **District Representative** prior to state reporting deadlines.
-

Practices

1. **Collaboration & Communication**
 - School Psychologists and Special Education staff will provide referral, consent, evaluation, and eligibility determination documentation to the EMIS Coordinator in a timely manner.
 - The EMIS Coordinator will clarify discrepancies with the Special Education Supervisor before entry.

2. Timely Data Entry

- Child Find and Initial Evaluation data must be entered into the SIS/EMIS within **10 school days** of receiving documentation.
- Updates and corrections must be made immediately upon discovery of errors.

3. Verification & Monitoring

- The EMIS Coordinator will maintain a log of referrals and evaluations to cross-check EMIS entries against case files.
- The Special Education Supervisor will conduct **quarterly audits** of EMIS entries related to Child Find and Initial Evaluations.

4. Training & Updates

- The EMIS Coordinator will participate in ODE and State Support Team updates related to Child Find reporting.
- Annual training will be provided to district staff on referral, consent, and evaluation documentation to ensure accuracy in reporting.

Procedures

Step 1: Referral Entry

- Upon referral for special education evaluation, document the **Referral Date**.
- Ensure referral documentation is on file before EMIS entry.

Step 2: Consent for Evaluation

- Enter **Consent for Evaluation Date** once parent/guardian signs PR-05.
- Ensure date matches the official consent form.

Step 3: Evaluation Completion

- Record the **Evaluation Team Report (ETR) completion date** in EMIS.
- Ensure this date is within the 60-day window from consent, unless valid exclusion is documented.

Step 4: Eligibility Determination

- Enter the **Eligibility Determination Date** (ETR meeting).
- If the child is not eligible, document as “Evaluation Completed – Not Eligible.”

Step 5: Verification Prior to Submission

- Cross-check referral, consent, and completion dates for consistency.
- Confirm coding aligns with ODE’s EMIS Manual.
- Supervisor reviews entries prior to final EMIS submission.

Step 6: Ongoing Monitoring

- Maintain a tracking sheet of all initial referrals and evaluations.
- Conduct quarterly reviews of EMIS accuracy and timeliness.

Agenda: EMIS Entry – Child Find & Initial Evaluations

1. Welcome & Purpose of Meeting

- Review goals of accurate EMIS data entry
- Connection to compliance with IDEA and Ohio Department of Education requirements

2. Overview of Child Find Responsibilities

- Definition of Child Find under IDEA

- District responsibilities for identifying, locating, and evaluating students suspected of having a disability
- Referral sources and documentation requirements

3. Initial Evaluation Process

- Review of timelines (referral, consent, 60-day evaluation, eligibility determination)
- Documentation of compliance with Indicator 11 (Timely Initial Evaluations)
- Steps when timelines are not met (valid exclusions)

4. EMIS Data Entry Requirements

- Section 5 of IEP (Event codes for Initial Evaluation/Eligibility)
- Required EMIS elements (e.g., referral date, consent date, evaluation completion date, eligibility determination date)
- Entering Child Find events accurately into DASL/EMIS system
- Coding for students evaluated but found not eligible

5. Common Errors and How to Avoid Them

- Misalignment of dates (referral vs. consent)
- Incorrect use of event codes
- Late or missing entries impacting state reporting

6. Internal Checks & Procedures

- Collaboration between EMIS Coordinator, Special Education Supervisor, and School Psychologists
- Double-checking accuracy of event coding prior to EMIS submission
- Periodic audits of files to ensure compliance

7. Q & A and Next Steps

- Address district-specific questions
- Assign roles for monitoring and data entry
- Review upcoming deadlines and submission windows