2020

MARYLAND STUDENT RECORDS SYSTEM MANUAL

Division of Assessment, Accountability and Information Technology

Division of Student Support, Academic Enrichment, and Educational Policy

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

MARYLAND STATE DEPARTMENT OF EDUCATION

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Foreword

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 student enrollment, student attendance, student discipline, and promotion. Each local school system (LSS) 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 High School Diploma.

Adoption

The Maryland Student Records System Manual was adopted by the Maryland State Board of Education on August 25, 2020, and will be implemented by the 2020-2021 school year.

Delegation of Responsibility

The responsibilities of the local school system shall include, but not be limited to, the following:

- Each local school system 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 local school system is responsible for maintaining the confidentiality of these student records in accordance with state and federal requirements.
- Records retention and disposition procedures.

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 records in accordance with the guidelines set forth in this manual and those developed by the local school system.
- Each principal is responsible for adhering to the records retention and disposition procedures outlined in this manual and those procedures developed by the local school system.
- 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 in accordance with state and federal requirements.
- 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.08.02.07D.

Relevant State and Federal Requirements

All student records are to be maintained in accordance with:

- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and its implementing regulations (34 CFR Part 98);
- Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.) and its implementing regulations (34 CFR. §§300.610 – 300.627);
- Confidentiality Requirements in the National School Lunch Act (NSLA) Section 9(b)(6), 42 U.S.C.1758(b)(6) and regulations in 7 CFR Part 245.6;
- Every Student Succeeds Act (ESSA); and
- Code of Maryland Regulations (COMAR) 13A.08.02, Student Records.

State Requirements

Annotated Code of Maryland, Commercial Law Article
Annotated Code of Maryland, Education Article
Code of Maryland Regulations, Title 10, Maryland Department of Health
Code of Maryland Regulations, Title 13A, State Board of Education

Federal Requirements

Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (34 CFR § 200.1-200.79)
Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g and 34 CFR Part 98)
Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq. and 34 CFR. §§300.610 – 300.627)
National School Lunch Act (NSLA) (42 U.S.C. §§1751 et seq. and regulations (7 CFR Part 245)
Privacy Act (5 U.S.C. §552a)

Student Record Cards

The Student Record (SR) cards listed below comprise a system for keeping student records. All of the data elements contained on the cards are required, but the actual formatted cards are not mandatory, except for SR7.

Card	Type of Information
SR 1, Side 1	Student's Personal Data
SR 1, Side 2	Student's School Attendance Data
SR 2, Side 1	Annual Early Childhood School Performance
SR 2, Side 2	Annual Middle School Performance
SR 3, Side 1	Annual Secondary School Performance
SR 3, Side 2	Maryland High School Graduation Requirements
SR 3A, Side 1	Maryland High School Assessment Results
SR 3A, Side 2	High School Test Results Outside of State Assessments
SR 3B	Maryland High School Assessment Performance
SR 4, Side 1	Maryland State Assessment Results Elementary and Middle Grades
SR 4, Side 2	Local School System Testing
SR 5, Side 1	Health Screening
SR 5, Side 2	Health Screenings, Examinations, and Evaluations
SR 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 local school system must be transmitted to the receiving school system 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.

A local school system is free to expand its SR cards to include more than the required student information items. For various reasons, the local school systems 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 Records System must be used to initiate student records for each student entering Maryland public schools. Each local school system and 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

guardians. Personal information needed from a parent or guardian 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 parents or guardians.

The responsibility of the principal for collecting, maintaining, and 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.

Student Record Card Terms

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

Term	Description
Additional Care and Supplemental Service	Information provided by parent(s)/guardian(s) during registration on the type of early care and education experiences provided for the child 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 Infants and Toddlers Program Judy Centers
Adult(s) Responsible for Student at Student's Address	Full legal name of the adult(s) responsible for the student at the student's address. Listed as Last Name, First Name, and Middle Initial.
Allergies	Describe any life threatening allergies.
As-of Date	The date the information was entered or the event occurred.
Blood Lead Screening	The MDH Form 4620 Lead Certificate or DHR/CCA 1215-A.
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 personnel designated to provide additional information about the student.
Course Title	Enter the course title for all courses for which the student is enrolled.
Credits Earned	The number of credits earned in each subject.
Credits Required	Credits required means the credits needed by the student, as required by the local school system, to be awarded a

Term	Description
	Maryland High School Diploma. COMAR 13A.03.02.03B requires students to have earned a minimum of 21 specified credits.
Date	Month, day, and year, in MM/DD/YYYY format, in which information was entered on the SR card.
Date of Completion	Month, day, and year, in MM/DD/YYYY format, that appears on the Maryland High School Diploma or Maryland High School Certificate of Program Completion that the student received.
Date of Exit	Month, day, and year, in MM/DD/YYYY format, of withdrawal.
Date Parent/Guardian Notified	Month, day, and year, in MM/DD/YYYY format, of when parent/guardian was notified; only if student failed the vision and or hearing screening processes.
Days Absent	Each line should reflect the aggregate number of days the student was absent from each school during the school year, to the nearest half-day. If a student attends different schools during the year, the attendance at each school should be noted.
Days Attending or Present	Each line should reflect the aggregate number of days the student was in attendance at each school during the school year, to the nearest half-day. If a student attends different schools during the year, the attendance at each school should be noted.
Early Care and Education Experience Predominant Care	A description of the students education and care prior to entering the local school system.
Early Learning Outcomes (Kindergarten)	These levels reflect performance as determined by teacher observational items and students selected response and performance items from the Kindergarten Readiness Assessment (KRA) for the first grading period in kindergarten (November). The performance levels are indicated by D, A, E. **D** — Demonstrating Readiness: Student demonstrates foundational skills and behaviors that prepare students for curriculum based on kindergarten standards. **A** — Approaching Readiness: Student demonstrates some foundational skills and behaviors that prepare students for curriculum based on kindergarten standards. **E** — Emerging Readiness: Student demonstrates minimal foundational skills and behaviors that prepare students for curriculum based on kindergarten standards.

Term	Description
English Learner (EL) Status	A student who has a primary home language other than English and who has been identified as qualifying for English for Speakers of Other Languages (ESOL) services based on the English language proficiency screener. **Y** — Currently receiving EL services; includes students who refused EL services and English Learners who moved out of the county while still receiving EL services. **N** — Not receiving EL services. **E** — Exited the ESOL program after meeting exit criteria. Exited students must have an English Learner Service End Date.
Entry Code	The letter corresponding to the entry status and the code number 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	Month, day, and year, in MM/DD/YYYY 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.
Entry Status	The entry status that best defines the student's entrance to the school.
Evidence of Birth	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 local school system 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 the United States of America. 1) Birth Certificate 2) Passport/Visa 3) Physician's Certificate 4) Baptismal or Church Certificate 5) Hospital Certificate 6) Parent's/Guardian's Affidavit 7) Birth Registration 8) Other, Specify type of evidence of birth used
Exit Code	The Exit Code that best describes the student's exit from the school.
Exit Date	Month, day, and year in MM/DD/YYYY format, on which the student exited.
Exit Document	For students with disabilities, the exit document must be retained with the education records.

Term	Description
Exit Status	The Exit Status that best describes the student's exit from the school.
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 local school system purposes; not required for MSDE reporting.)
Final Grade	The cumulative mark the student earned while enrolled in each course consistent with the local school system grading policy (COMAR 13A.03.02.08).
Gifted and Talented Student	Gifted and talented students are those identified by local school systems according to COMAR 13A.04.07.02 and receiving services according to COMAR 13A.04.07.03.
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
Grade Point Average (GPA)	Record the final Grade Point Average (GPA) of the student. (Optional)
Grade(s)	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	Formal recognition given to a student for the successful completion of the graduation requirements for a Maryland High School Diploma or a Maryland High School Certificate of Program Completion (COMAR 13A.03.02.09).
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 area should be recorded. 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 (Md. Code, Ed. Art., §7-404 and COMAR 13A.05.05.07C(3)(a-d)).
High School Credit Courses	Designate the courses and the associated high school assessment in this box for credit awarded in middle school.
Identified Health Concerns	Describe the chronic health concern.

Term	Description
Immunizations	A copy of the Maryland Department of Health (MDH) Form 896, or a printed or a computer-generated form from a health clinic, must be included in the student record (See www.mdschoolhealthservices.org).
Individualized Education Program (IEP)	A specially designed instructional program, required under the Individuals with Disabilities Education Act (IDEA), to provide special education and related services to a student, ages three through twenty-one, with a disability. The IEP includes present levels of academic achievement and functional performance, measurable annual goals with benchmarks or short-term objectives, special education and related services and supplementary aids, program modifications and supports, and individual accommodations, as necessary. For more information, see the Maryland Statewide Individualized Education Program Process Guide. Check the box if the student has a written IEP.
Individualized Family Service Plan (IFSP)	A written plan, required under the Individuals with Disabilities Education Act (IDEA), for providing early intervention supports and services to an eligible child, from birth to the beginning of the school year following the child's fourth birthday, and the child's family. The IFSP includes family resources, priorities, and concerns, child's present levels of functional development, measurable child and family outcomes, and early intervention services. For more information, see the Maryland Infants & Toddlers Program Individualized Family Service Plan Process Guide. 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.
Languages Spoken in Home	List all languages spoken in the home.
Local Identification Number (LOCID)	The number will be defined and assigned by the local school system as a unique identifier for each student enrolled in the local school system. The ID may be any combination of numbers, but should be no more than 10 digits in length. If a student transfers to another school within the local school system, the student identification number must remain the same.

Term	Description
Local School System (LSS)	The two-digit number of the school system 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 **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 of Maryland
Maryland High School Assessment Results	Indicate when the Maryland High School Assessment Graduation Requirements are met. Other assessment labels may be placed on the SR4A card. Record highest score. Indicate if Bridge Plan, or alternative assessment, as applicable, was utilized. Attach a final local school system label, if available.
Maryland High School Certificate of Program Completion	Place a check mark in the box if the student received a Maryland High School Certificate of Program Completion.
Maryland High School Diploma	Place a check mark in the box if the student received a regular Maryland High School Diploma.
Middle School Courses and Credit	List only those middle school courses completed for which credit was earned.
Migrant Status	An indicator that the student meets the definition for a migratory child under 34 CFR 200.40 and required by the Elementary and Secondary Education Act (ESEA).
MSDE Approved Alternative Educational Program	The MSDE approved alternative educational programs under the Compulsory Age of Attendance (Md. Code, Ed. Art., §7–301) are National Guard Freestate ChalleNGe Academy and

Term	Description
	Job Corps.
Name and Title	The name and title of the authorized school personnel making the comments.
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 Address	The complete mailing address (city, state and zip code) of the parent/guardian, if different from Student's Address.
Parent/Guardian Phone Number	A working phone number for the parent/guardian/responsible adult (home, cell, or work).
Parent's/Guardian's Affidavit for Evidence of Birth	Should include the name and date of birth of the child; the name and address of the child's parent/guardian. Language included should state "I, the undersigned, am over 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.
Parenting Student	Allowed at least 10 days of excused absences after the birth of the student's child for an illness or medical appointment of the student's child, including up to 4 days of absences per school year for which the school may not require a note from a physician, and any absence due to a legal appointment involving the pregnant or parenting student that is related to family law proceedings, including adoption, custody and visitation.
Pass/Fail (Health)	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.
Physical Exam	The MDH/MSDE Record of Physical Examination
Preferred Name	Name requested by student and/or parent/guardian.
Pregnant Student	Legal absences for pregnant students for labor, delivery, recovery, and prenatal and postnatal medical appointments.

Term	Description
Prior Care Experience	The type of care the child spent most of his/her time in since September of the previous school year. Types of prior care include: Informal Care (children cared for in a home by a relative or non-relative) Head Start Prekindergarten in a Public School Child Care Center Family Child Care Nonpublic Nursery Schools Kindergarten (repeated) Maryland Infants and Toddlers Program (MITP)
Promotion (Promoted/Not Promoted)	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 school to maintain accurate and current residency information.
Receiving School	"Receiving school" means a school in which a child is newly enrolled or seeks to enroll.
Relationship	Relationship of the Adult Responsible for the Student at Student's Address.
Routine Dental Exam	A routine dental examination or screening.
Routine Physical Exam	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 school system and used when reporting any data to the MSDE by school. This school identifier may be different from the number that is used for reporting information within the local school system.
School Phone Number	The 10-digit phone number of the school in which the student is enrolled.
School Year	The regular school year. Referred to by the ending year. For example, the 2018-2019 school year is referred to as the 2019 school year.
Science	Science includes skills, knowledge, and processes regarding scientific inquiry in the life sciences.

Term	Description
Section 504 (Vocational Rehabilitation Act)	Check the 504 box if the student has a written Section 504 accommodation plan. (Americans with Disabilities Act (ADA); Vocational Rehabilitation Act of 1973 – 504 Plan)
Sending School	"Sending school" means a school in which a child was enrolled prior to enrolling or seeking to enroll in a receiving school. Include the complete name and address by which the sending school can be reached.
Sending School Phone Number	Phone number of the sending school office and/or guidance office.
Service Learning Hours	Record all service learning hours earned. Hours should be recorded annually as earned. All hours earned, prior to grade 7, should be included in the grade 7 column.
Service Learning Requirement	Student service that includes preparation, action, and reflection components (COMAR 13A.03.02.05).
Signature of Principal or Designee	The signature of the principal, or designee, of the school from which the student received a Maryland High School Diploma or Maryland High School Certificate of Program Completion.
Social Security Number (*Optional*)	If collected by the local school system. 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)).
Special Education (SE) Services	The status of a student with a disability or multiple disabilities, who, by reason thereof, receives special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan: **N** — No, student is not receiving special education services. **Y** — Yes, student is receiving special education services. **E** — Exited. Student has exited services and is no longer receiving special education services. Exited students must have Special Education End Date. **2** — Section 504 Status. A student with a disability or multiple disabilities, who is provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended. **3** — Exited Special Education and placed in Section 504 Status. A student who has exited from special education services, and is provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended. Exited students must have Special Education End Date.
State Assigned Student Identification Number (SASID)	The number assigned by the MSDE Unique Student Identifier System (USIS) for each student enrolled in and receiving

Term	Description
	services in Maryland local school systems. This number remains with the student as long as he/she is a student in a Maryland public school or re-enters a public school in Maryland. This number must be included on new entrants' and current students' records.
Student Services	Check the services and provide the school year in which any of the following services were provided. Include all years in attendance. English Learners (EL) Gifted and Talented Migrant Section 504 Special Education Title I
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 format, of the student's date of birth.
Student's Disciplinary Action	Indicate disciplinary action, if applicable, for students not attending school for disciplinary reasons (e.g., suspension, extended suspension, expulsion, etc.).
Student's Ethnicity	Hispanic/Latino ethnicity indicated by "Y" or "N". **Y** — Yes, of Hispanic or Latino origin **N** — No, not of Hispanic or Latino origin
Student's Gender	The one-digit code for the gender of the student. **1** — Male **2** — Female **X** — Non-Binary, student identifies as neither male or female or both.
Student's Legal Name	Full legal name, as it appears on the evidence of birth document, in the following order: Last Name, First Name, Middle Name, and Generational Suffix.
Student's Race	Select all applicable races: **1** — American Indian or Alaska Native **2** — Asian **3** — Black or African American **4** — Native Hawaiian or Other Pacific Islander **5** — White
Student's Score (Passing Score)	A passing score as set by the Maryland State Board of Education on the State mandated assessments.
Subject	List all subjects in which the student was enrolled.
Supplemental Services	Check the appropriate field for any supplemental services received by the student.
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.

Term	Description
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.
Verified by	The contact information and possible signature of the school official who ensured the accuracy of the information.
Vision Screening Results	Select the appropriate vision difficulties for the student (Md. Code, Ed. Art., §7-404 and COMAR 13A.05.05.07C(3)(a-d)). 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.

Other Terms

The terms below support State or federal compliance reporting, but are not included on the Student Record cards.

Homeless Students

Homeless students are defined as children/youth that lack a fixed, regular, and adequate nighttime residence (McKinney-Vento Homeless Assistance Act (42 U.S.C. §11301 et seq.)), 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; or are abandoned in hospitals;
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;
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 nighttime 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
- 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

Students in Foster Care

A student that is under the authority of the Local Department of Social Services (LDSS) and placed in a 24-hour substitute care for children placed away from their parents/guardians and for whom the LDSS has placement and care responsibility.

Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

Foster care does not include placement of a child in any of the following placements: a detention facility, a forestry camp, a training school, a State-owned and State-operated facility that accommodates more than 25 children, or any other facility operated primarily for the detention of children who are determined to be delinquent.

Dually Enrolled Students

The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local school system through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that:

(A) Is transferable to the institutions of higher education in the partnership; and
(B) Applies toward completion of a degree or recognized educational credential, as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

Maryland Home Language Survey

In accordance with state and federal requirements, the Home Language Survey will be administered to all students and used only for determining whether a student needs English language support services. The Home Language Survey information will not be used for immigration matters or reported to immigration authorities. If a language other than English is indicated on two or more of the three questions below, the student will be assessed for English language support services. Additional criteria for testing may be considered. The survey questions include:

1. What language(s) did the student first learn to speak?
2. What language does the student use most often to communicate?
3. What language(s) are spoken in your home?

Economically Disadvantaged Status

A measure of a student’s economic disadvantage as established by the Maryland State Board of Education.

Free and Reduced Price Meal Services (FARMS)

FARMS is an 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” for free meals using electronic matching for the following

assistance programs: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Foster Care Services (FOSTER). Other source documents for direct certification are: local liaisons' lists for children experiencing homelessness, Head Start children, migrant youth, runaways, and non-applicants approved by local school system officials.

The permitted values for FARMS Status are:

- F — Free is the student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.
- R — Reduced price is the student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.
- N — No, student is not eligible to receive free or reduced price meals.

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 Maryland public schools, 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 SR1 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.

ITEMS: SR1, Side 1
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Student's Gender
Student's Ethnicity
Student's Race
Date
Student's Address
Student's Phone Number
Responsible Adult for Student at Student's Address
Relationship (Adult Responsible for Student at Student's Address)
Parent/Guardian Name
Parent/Guardian Relationship
Parent/Guardian Address
Parent/Guardian Phone
Proof of Residency
Evidence of Birth Verification
Evidence of Birth Verified by (Name/Title/Date)
F1 or J1 Visa Status (For local school system purposes; not required for MSDE reporting)
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 Maryland public schools, 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 if the student transfers within the local school system. 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.

ITEMS: SR1, Side 2
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
School Year
Student's Grade Level
Local School System (LSS)
School Number
School Name
Days Absent
Days Present
Entry Status and Code
Entered From
Entry Month and Day
Exit Status and Code
Exited To
Exit Month and Day

Student Record Card 2, Side 1 – Annual Early Childhood School Performance

Student Record Card 2, Side 2 – Annual Middle 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, Side 1 (SR2, Side 1) and Student Record Card 2, Side 2 (SR2, Side 2) 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 grade 8). Maintenance of this record must begin when a child who is receiving any services reaches age 3. For students with disabilities attending nonpublic special education programs at public cost, this record must be maintained and updated annually. The local school system may elect to begin recording information for children younger than age 3.

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 items to be included on the SR2, Side 1 and SR2, Side 2. Additional items may be included.

ITEMS: SR2, Side 1
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
School Year
School Name
Student's Grade Level
Subject
Promotion
EL Proficiency Level
Early Learning Outcomes
Early Care and Education Experience Prior to Kindergarten
Length of Time
Comments

ADDITIONAL ITEMS: SR2, Side 2
School Year
Grade Level
School Name
Subject(s)
Final Grade
Credits Earned
Service Learning Hours (Grades 6 through 8)
High School Courses and Credits Completed in Middle School
Special Services (Grades Prekindergarten through 12)
MD High School Assessments

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

Student Record Card 3, Side 2 – Maryland High School Graduation Requirements

This card must be retained permanently.

Student Record Card 3, Side 1 (SR3, Side 1) and Student Record Card 3, Side 2 (SR3, Side 2) must be used for grades 7 through 12. Computerized subject/grade/credit labels may be used in lieu of typed or handwritten subject data.

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/she is enrolled in day school, the day school should maintain the evening high school records.

The SR3 is a permanent student record card. Although local school systems 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 and SR3, Side 2. Additional elements may be included.

ITEMS: SR3, Side 1
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Credits Earned by Subject and Grade Level, Total
Total Credits by Grade Level
Service Learning Hours
GPA and Rank
School Year
Grade Level
School Name
Subject(s)
Final Grade
Credits Earned

ADDITIONAL ITEMS: SR3, Side 2
Graduation Assessment Requirements, Met or Not Met
Subject
Course Credit Requirement, Met or Not Met
Service Learning Requirement, Met or Not Met
Student Graduation Validation
Date Completed
Local School System (LSS)
School Number
School Name
School Address
School Phone Number
Signature and Title of Principal or Designee
Date of Signature

Student Record Card 3A, Side 1 – Maryland High School Assessment Results

Student Record Card 3B – Maryland High School Assessment Performance

These cards must be retained until the student is 21 years of age.

Student Record Card 3A (SR3A) and Student Record Card 3B (SR3B) are designed for maintaining a record of a student's State mandated test performance.

Listed below are the minimum data elements to be included on the SR3A and SR3B. Additional elements may be included.

ITEMS: SR3A
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Maryland High School Assessment and Alternate Assessment Results

ADDITIONAL ITEMS: SR3B
Local School System (LSS)
Test Date
School Name
Verified by (Name)
Subject(s)
Student Score
Passing Score

Student Record Card 3A, Side 2 – High School Test Results Outside of State Assessments

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

Student Record Card 3A, Side 2 (SR3A, Side 2) should be used for recording test information for testing outside of the State Assessments.

Listed below are the minimum data elements to be included on the SR3A. Additional elements may be included.

ITEMS: SR3A
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Test Results

Student Record Card 4, Side 1 – Maryland State Assessment Results Elementary and Middle Grades

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.

Listed below are the minimum data elements to be included on the SR4, Side 1. Additional elements may be included.

ITEMS: SR4, Side 1
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Maryland State Assessment Test Results Elementary/Middle

Student Record Card 4, Side 2 – Local School System 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 local school system.

Listed below are the minimum data elements to be included on the SR4, Side 2. Additional elements may be included.

ITEMS: SR4, Side 2
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Local School System Testing Results

Student Record Card 5, Side 1 – Health Screening

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

Student Record Card 5, Side 1 (SR5, Side 1) is designed for recording health information concerning the student.

Listed below are the minimum data elements to be included on the SR5, Side 1. Additional elements may be included.

ITEMS: SR5, Side 1
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Identified Health Concerns
Allergies
Individualized Education Program (IEP)
Section 504
Maryland Immunization MDH Form 896
Blood Lead Testing Certificate
Maryland Schools Record of Physical Examination
Type of Screening
Date of Screening/Exam
Student's Grade Level
Date Parent/Guardian Notified
Vision Screening Results
Hearing Screening Results
Screening – Pass/Fail
Comments – Screening
Routine Physical Exam, Follow-up Needed
Routine Dental Exam, Follow-up Needed
Other Health Tests/Evaluations/Hospitalizations, Follow-up Needed
Physical – Sports Participation (Optional)

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

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

Student Record Card 5, Side 2 (SR5, Side 2) is used for recording additional comments relative to the student's health.

Listed below are the minimum data elements to be included on the SR5, Side 2. Additional elements may be included.

ITEMS: SR5, Side 2
Student's Legal Name
Student's Preferred Name
Student's Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Date of Screening/Examination/Evaluation
Student's Grade Level
Comments
Name
Title

Additional Health Information

Copies of the three forms described below and additional information about them can be found on the MSDE School Health Services website at www.mdschoolhealthservices.org.

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

Immunizations

Maryland Department of Health (MDH) Immunization Certificate (MDH Form 896)

State law (Md. Code, Ed. Art., §7-403 and COMAR 10.06.04) establishes immunization requirements for enrollment in schools. MDH Form 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/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 MDH Form 896 is used for immunization history data for ALL students entering school regardless of age. Each student record file MUST contain an original or photocopy of MDH Form 896 or a printed or 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 MDH Form 896, the date of the additional dose should be indicated in the box corresponding to the vaccine given. The original MDH Form 896 should then be recertified by having the 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 10.06.04.06B). 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.

Immunizations and State Aid Eligibility

To be eligible for State Aid, a student must have age-appropriate immunizations:

1. A parent/guardian shall provide evidence of age-appropriate immunizations and information shall be recorded on MDH Form 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 MDH Form 896, a printed or computer generated form that lists the following information:
    - Name of the student;
    - Student's date of birth;
    - Name of parent/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.

Immunization Exemptions

Military Connected Students

Maryland, along with the 49 other states and the District of Columbia, belongs to 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)/guardian(s).

The Interstate Compact of Maryland allows specific immunization provisions for children of military families. Students who are dependents of active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders (Title 10), members or veterans who are medically discharged or retired for one year, members who die on active duty for a period of one year after death, and uniform members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA) and United States Public Health Services (USPHS) are covered under the Compact.

Active duty deployment is defined as the period of one month prior to the service member's departure from their home station on military orders through six months after return to their home station. 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

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.

Immunization Conflict with Beliefs

Using MDH Form 896, a student whose parent/guardian objects to immunization on the ground that the immunization conflicts with the parent's/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 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

Maryland 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/guardian of the child shall provide documentation from a health care provider certifying that the child has undergone blood testing for lead poisoning (COMAR 10.11.04.05). The Maryland Department of Health has developed a Blood Lead Certificate, MDH 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 nine months before entrance or six months after entrance. The physical examination form designated by the Maryland State Department of Education and the Maryland Department of Health shall be used to meet this requirement (COMAR 13A.05.05.07A). If a student moves into Maryland from another state, at any time during grades prekindergarten through 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 Maryland Department of Health.

A copy of this document can be obtained by contacting the Office of School Health at the Maryland Department of Health, or by contacting the Health Services Specialists at the 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

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

Student Record Card 7 (SR7) is to be completed electronically or in pen 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 sent for all students transferring between local school systems in Maryland, within the same local school system in Maryland, to a nonpublic school, or to an out-of-state school. Attached student information must be stapled to ensure security. 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 SR7 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. Local school systems and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student.

Listed below are the minimum data elements to be included on the SR7. Additional elements may be included.

ITEMS: SR7
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Local School System (Sending School)
School Number (Sending School)
School Name (Sending School)
School Address (Sending School)
School Phone Number (Sending School)
School Fax Number (Sending School)
Parent/Guardian Name
Exit Code
Exit Status
Exit Date
Grade Level
Immunizations

ITEMS: SR7
Blood Lead Screening
Physical Exam
Special Health Considerations
Special Services
Subject(s)
Course Title and Level/Course Title
Current Grade
Comments
Student's Disciplinary Action
Days Present (Current School Year)
Days Absent (Current School Year)
As-of Date
Graduation Requirements Met
Contact Person's Phone Number
Certifying Signature of Principal or Designee
Phone Number of Person Certifying

Statewide Educational Exit Interview Form

Each local school system will develop and implement a procedure to conduct an educational interview with all students who are age 18, or otherwise exempt from compulsory age of attendance, and desire to leave school prior to graduation, with or without their parent's or guardian's permission (COMAR 13A.08.01.07E).

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.

Listed below are the minimum fields that should be captured on the Statewide Educational Exit Interview form. Additional information may be added by the local school system, as needed.

ITEMS: State Educational Exit Interview
Student's Legal Name
Student's Preferred Name
Local Identification Number (LOCID)
State Assigned Student Identification Number (SASID)
Student's Date of Birth
Student's Ethnicity
Student's Race
Date
Student's Address
Student's Phone Number
Parent/Guardian
Relationship
Address of Parent/Guardian
Student's Gender
Parent/Guardian Present
Local School System (LSS)
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

Student Record Cards Procedures for Exiting 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/guardian 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 a legitimate educational interest (34 CFR §98.31).

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.

Transferring Students

Transfer to a Public School in Maryland

Student records will be forwarded to the new receiving school when 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 another public school in Maryland, within or outside of the local school system, send the original student records in their entirety, including special education and discipline records. The SR7 must be completed electronically or in pen for the student. If a parent or guardian comes into the school to exit their child, the parent or guardian should be given, at a minimum, the completed SR7, a current report card, credit information, SR4 – Maryland State Graduation Requirements (if applicable), and any current test results and immunization records. Completion of SR7 is not sufficient for exiting a student from the school. Local school systems and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student.

The sending school may 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; and
- Documentation of the disability for students with disabilities.

Copies of student records for students who transferred to another public school in Maryland must be maintained in accordance with the State Minimum Standards for Retention of Student Records.

The sending school must submit the following to the receiving school:

- All original student records in their entirety;
- Special education or early intervention records;
- Section 504 records;
- Discipline records; and
- Report cards.

Transfer Outside Maryland Public Schools or to a Nonpublic School

Student records will be forwarded to the new receiving school when 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 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 all original records. The SR7 must be completed electronically or in pen. Completion of SR7 is not sufficient for exiting a student from the school. Local school systems and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student.

The sending school must maintain the following:

- Original student records in their entirety.

The sending school must submit **copies** of the following to the receiving school:

- SR1, SR2, SR3, SR4, SR4A, 4B and 4C, SR5, SR7;
- Report cards;
- Immunization record;
- Current Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP);
- Section 504 records;
- Discipline records; and
- All other supporting documentation and/or student records.

The sending school must maintain the original records.

Transfer to a State Institution

Student records will be forwarded to the receiving school when 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.

Immediately, within three school days following receipt of notice from the receiving school, the sending school must send, by regular first-class mail or electronic transmission, to the receiving school a *copy* of the following:

- A completed student withdrawal or transfer record of a child in State-supervised care;
- The academic records of a child in State-supervised care;
- The discipline records of a child in State-supervised care;
- The immunization records of a child in State-supervised care; and
- If applicable, the most recent Individualized Education Program (IEP) or Section 504 plan, and the most recent assessment of a child in State-supervised care.

Subsequently, the sending school must send the original student record to the state institution.

The sending school must maintain copies of the following:

- All SR cards;
- Health information;
- Current Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) ;
- Section 504 records; and
- Most recent assessment reports.

Copies of student records for students who transferred to another public school in Maryland must be maintained in accordance with the State Minimum Standards for Retention of Student Records.

The sending school must submit the following to the receiving school:

- All original student records in their entirety;
- Special education or early intervention records;
- Section 504 records;
- Discipline records; and
- Documentation of the disability for students with disabilities.

What Not to Transfer as Part of the Student Record

Child Abuse and Neglect Records shall not be transferred with the student's records to any school.

Withdrawn Students

Withdrawals from Maryland Public Schools

For students who are age 18, and who wish to terminate formal education, the Statewide Educational Exit Interview form should 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.

Digitizing Student Record Cards

Minimum Requirements for Digital Student Record Cards

Digitized student record cards must include all the items contained on the SR cards, including certifying signatures. All documents provided with the student record must be included in the digital record. Signatures must be traced to the person making the change.

Electronic Signatures

The MSDE has adopted the standard for electronic signatures set forth in Md. Code, Comm. Law Art. §21-101, *et seq*.

- An electronic signature is an "electronic sound, symbol, or process attached to or logically associated with the record and executed or adopted by a person with intent to sign the record" (Md. Code, Comm. Law Art. §21-101(i)).
- An electronic signature must be attributed to the person signing the record (Md. Comm. Law Art. §21-108(a)).
- The attribution can be shown by any means, including any security procedure applied to determine the person to whom the electronic signature is attributed.
- The attribution method can be as simple as a multi-factor authentication (such as codes or secure links sent via e-mail or text or challenge questions) or as complex as digital signatures that utilize a cryptographic operation.

Electronic Student Record

Standard Demographic String

Provided below is the standard demographic string used for all MSDE, Division of Assessment, Accountability, and Information Technology (DAAIT) data collections. The standard demographic string comprises the first part of all file formats. Fields specific for each data collection are included in the associated section of the Maryland Student Records System Manual, and in the specification reporting manuals for each collection.

Local school systems should follow these guidelines when defining digital elements of the student record card.

Standard Student Demographic String Data Elements and Layout

Data Element Name	Length	Start Position	End Position	Type	Permitted Values
Local School System (LSS) Number	2	1	2	String	01-23, 30, 32
School Number	4	3	6	String	Valid MSDE school number
State Assigned Student Identification Number(SASID)	10	7	16	String	State Assigned Student Identification Number
Local Student ID	10	17	26	String	Local Student Identifier
Last Name	25	27	51	String	
First Name	15	52	66	String	
Middle Name	15	67	81	String	
Generation Code or Suffix	3	82	84	String	Jr, Sr, I, II, III, etc…
Preferred Name (OPTIONAL)	15	85	99	String	
Date of Birth	8	100	107	Number	YYYYMMDD
Grade	2	108	109	String	01-12, 91-96
Gender	1	110	110	String	1=Male; 2=Female; X=Non-Binary
Hispanic/Latino Ethnicity	1	111	111	String	Y=Yes; N=No
American Indian or Alaska Native	1	112	112	String	0=No; 1=Yes
Asian	1	113	113	String	0=No; 2=Yes
Black or African American	1	114	114	String	0=No; 3=Yes
Native Hawaiian or Other Pacific Islander	1	115	115	String	0=No; 4=Yes
White	1	116	116	String	0=No; 5=Yes
Homelessness Status	1	117	117	String	Y=Yes; N=No
Title I Indicator	1	118	118	String	Y=Yes; N=No
FILLER	1	119	119	String	
Migrant Status	1	120	120	String	Y=Yes; N=No
Foreign Exchange Student Indicator	1	121	121	String	Y=Yes; N=No
Special Education (SE) Indicator	1	122	122	String	Y=Yes; N=No; E=Exited; 2=504; 3=Exited, 504
Special Education End Date	8	123	130	Number	YYYYMMDD
Special Education Certificate Status	1	131	131	String	Y=Yes; N=No
English Learner (EL) Status	1	132	132	String	Y=Yes; N=No; E=Exited;
English Learner Entry into a U.S. School Date	8	133	140	Number	YYYYMMDD
English Learner Service Begin Date	8	141	148	Number	YYYYMMDD
English Learner Service End Date	8	149	156	Number	YYYYMMDD
English Learner ELA Assessment Exempt Status	1	157	157	String	Y=Yes; N=No
Foster Care Status	1	158	158	String	Y=Yes; N=No
Military Connected Indicator	1	159	159	String	Y=Yes; N=No; U=Unknown

Data Element Name	Length	Start Position	End Position	Type	Permitted Values
FILLER	33	160	192	Number	
Submission Date	8	193	200	Number	YYYYMMDD

Definitions for Data Elements in Standard Demographic String

Data Element Name	Definition and Instructions
Local School System (LSS) Number	The two-digit state designation of the local school system.
School Number	The four-digit code assigned to the school. Must be a valid MSDE school number for the reported academic year.
State Assigned Student Identification Number (SASID)	The valid State Assigned Student Identification Number assigned through USIS. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same on all data files submitted to the MSDE.
Local Student ID	The unique number assigned by the local school system. May be any combination of numbers, not more than 10 characters, and right aligned. If fewer than 10 characters, zero fill remaining positions to the left. This number must be the same on all data files submitted to the MSDE.
Last Name	The full legal last name borne in common by members of a family, as appears on the evidence of birth document. Up to 25 characters long. Do not include punctuation.
First Name	The full legal first name given to a person at birth, baptism, or through legal change, as appears on the evidence of birth document. Up to 15 characters long. Do not include punctuation.
Middle Name	The full legal middle name given to a person at birth, baptism, or through legal change, as appears on the evidence of birth document. Up to 15 characters long. Do not include punctuation.
Generation Code or Suffix	An appendage, if any, used to denote the student's generation in a family (e.g., Jr., Sr., III), as appears on the evidence of birth document. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters right justified with null values pre-filled to the left without punctuation. Use Roman numbering for standardization – 2nd should be II (ii), 3rd should be III (iii), 4th should be IV (iv), 5th should be V (v). Jr and II are unique occurrences and both are valid values.
Preferred Name (OPTIONAL)	An alternative first name preferred by the student. Up to 15 characters long. Do not include punctuation.
Date of Birth	The four-digit year, two-digit month, and two-digit day (YYYYMMDD) of the student's date of birth. (Example: September 7, 2002 is 20020907.)
Grade	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

Data Element Name	Definition and Instructions
Gender	The one-digit code for gender of the student. **1** – Male **2** – Female **X** – Non-Binary, student identifies as neither male or female or both.
Hispanic/Latino Ethnicity	An indication that the student traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. **Y** – Yes, of Hispanic or Latino origin **N** – No, not of Hispanic or Latino origin
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment. **0** – No **1** – Yes
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. **0** – No **2** – Yes
Black or African American	A person having origins in any of the black racial groups of Africa. **0** – No **3** – Yes
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 **4** – Yes
White	A person having origins in any of the original peoples of Europe, Middle East, or North Africa. **0** – No **5** – Yes
Homelessness Status	A "**Y**" or "**N**" indicator of whether the student lacks a fixed, regular, and adequate nighttime residence. Homeless students include: (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; (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

Data Element Name	Definition and Instructions
	subtitle because they are living in circumstances described in (1) through (3) above.
Title I Indicator	A "**Y**" or "**N**" indicator that the student is participating in and served by programs under Title I, Part A of ESEA, as amended.
Migrant Status	A "**Y**" or "**N**" indicator for migratory child. A migrant student is defined under 34 CFR 200.40 and required by the Elementary and Secondary Education Act (ESEA).
Foreign Exchange Student Indicator	A "**Y**" or "**N**" indicator that the student is a non-U.S. citizen enrolled in a foreign exchange program.
Special Education (SE) Indicator	A student with a disability or multiple disabilities, who, by reason thereof, receives special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan. **N** – No, student is not receiving special education services. **Y** – Yes, student is receiving special education services. **E** – Exited. Student has exited services and is no longer receiving special education services. Exited students must have Special Education End Date. **2** – Section 504 Status. A student with a disability or multiple disabilities, who is provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended. **3** – Exited Special Education and placed in Section 504 Status. A student who has exited from special education services, and is provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended. Exited students must have Special Education End Date.
Special Education End Date	The eight-digit date (YYYYMMDD) a child with disabilities (IDEA) exited special education. Required if Special Education Indicator is E-Exited or 3-Exited Special Education and placed in Section 504 Status.
Special Education Certificate Status	A "**Y**" or "**N**" indicator that the student's IEP indicates that the student is on track to receive a Maryland High School Certificate of Program Completion. For Students with a Special Education Indicator of "Y."
English Learner (EL) Status	A student who has a primary or home language other than English and who has been identified as qualifying for ESOL services based on the English language proficiency screener. "Y" includes students who refused ESOL services and English Learners who moved out of the county while still receiving ESOL services. Exited students must have an English Learner Service End Date. **Y** – Currently receiving English Learner services; includes students who refused ESOL services and English Learners who moved out of the county while still receiving English Learner services. **N** – Not receiving English Learner services. **E** – Exited the ESOL program after meeting exit criteria. Exited students must have an English Learner Service End Date.

Data Element Name	Definition and Instructions
English Learner Entry into a U.S. School Date	Eight-digit date (YYYYMMDD) when the student entered any U.S. school for the first time. The date cannot be in the future. Required if English Learner Status is Y – Yes or E – Exited.
English Learner Service Begin Date	The eight-digit date (YYYYMMDD) a student classified as an English learner began receiving ESOL services in any school in the U.S. Service Begin Date cannot be in the future. Required if English Learner Status is Y – Yes or E – Exited.
English Learner Service End Date	The eight-digit date (YYYYMMDD) a student classified as an English learner stopped receiving ESOL services in any school in the U.S. English Learner End Date cannot be in the future. Required if English Learner Status is E – Exited.
English Learner ELA Assessment Exempt Status	A "**Y**" or "**N**" indicator that the student receiving ESOL services in their first year of enrollment in a U.S. (not including Puerto Rico) school is exempt from the State mandated English/Language Arts assessment and may substitute the required State assessment with the English Language Proficiency Assessment. English learners must be provided the State mandated English/Language Arts assessment beginning with their second year of enrollment in U.S. schools. English Learners must be provided the State mandated Mathematics assessment regardless of how recently they entered the U.S. educational system.
Foster Care Status	A "**Y**" or "**N**" indicator that the student is in foster care. Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).
Military Connected Indicator	An indication that the student's parent or guardian is on Active Duty, in the National Guard, or in the Reserve components of the United States military services. **N** – No, student is not military connected. **Y** – Yes, student is military connected. Student is a dependent of a member of the Active Duty Forces (full-time: Army, Navy, Air Force, Marine Corps, or Coast Guard, National Guard, or Reserve Forces (Army, Navy, Air Force, Marine Corps, or Coast Guard). **U** – Unknown; it is unknown whether or not the student is military-connected.
FILLER	Space for future changes.
Submission Date	Eight-digit date (YYYYMMDD) when the file was submitted to the MSDE.

Reporting Dates

The 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, 2020 will be reported as 20200907.

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 local school system 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/Guardian's Affidavit
7. Birth Registration
8. Other, specify type of evidence of birth used

State Assigned Student Identification Number (SASID)

The State Assigned Student Identification Number (SASID) is a unique number that is assigned to and remains with a student throughout his/her career in Maryland public schools. The SASID is defined and assigned by the MSDE through the Unique Student Identifier System (USIS). The local school system should consistently report the student name elements as they appear on the evidence of birth document.

Student Attendance

Attendance records are collected annually by the 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 Data Collection Manuals 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 specified data elements. The beginning of every file submitted to the MSDE for the Attendance data collections includes the appropriate standard demographic string.

The data elements listed here are collected for each student every school year. All data elements should be part of the student record. Appropriate documentation should be maintained to support use of specific codes.

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 the student 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 school. Continuous absences should be investigated. If it is determined that the student will not enter at the beginning of the school year, the student should be exited and the date of exit recorded in accordance with "Date of Exit" on page 53. 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 the prior school year, until the first day of school in the current school year. For instance, for a school system whose last day of school for SY 2019 was June 5, 2019, and first day of school for SY 2020 is September 8, 2019, local school systems should report all transactions between June 6, 2019 and September 8, 2019, as summer transactions. The MSDE requires local school systems use a standard exit date of July 1 for all summer transactions.

Attendance Items and Descriptions

Items	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 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 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.

Compulsory Attendance

Each child who resides in Maryland and is five years old or older, and under 18 years old, shall attend a public school regularly during the entire school year, except as otherwise provided in Annotated Code of Maryland, Education Article, §7–301.

Reporting Attendance and Absences

Days attending and absent are reported to the MSDE to the nearest half-day. Days attending and absent are reported as 1.0 for a full-day of attendance, 0.5 for a half-day of attendance, or 0.0 for a day absent. Local school systems have the option of recording and maintaining attendance and absences in smaller increments, but not in larger increments.

Reporting Attendance

A student is "present" or "attending" if the student is attending an instructional program approved by the State, local school system, and/or school. This means a student is physically on school grounds or is participating in instruction or instruction-related activities at an approved off-grounds location.

A student is reported for a full-day of attendance if the student is attending an instructional program approved by the State, local school system, and/or school for greater than half of the school day.

Reporting a Partial Day of Attendance

A student is "present" or "attending" for a partial day of attendance if the student is attending an instructional program approved by the State, local school system, and/or school for 10% to 50% of the school day.

Reporting Absences

A student is "absent" or "not attending" if the student is not physically present on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for less than 10% of the school day.

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.

Lawful Cause of Absence

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 conditions listed in COMAR 13A.08.01.03.

Absence Code	Description
01	Death in the immediate family. The local school system shall determine what relationships constitute the immediate family.
02	Illness of the student. The principal shall require a physician's certificate from the parent/guardian of a student reported continuously absent for illness.
04	Court summons
07	Hazardous weather conditions. This means 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 local school system, or the Maryland State Department of Education, accepted by the local superintendent of schools or the school

Absence Code	Description
	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 includes immunizations and other health related communicable or contagious diseases.
18	Suspension.
19	Lack of authorized transportation. This does not include students denied authorized transportation for disciplinary reasons.
22	Pregnancy and parenting related conditions.

Unlawful Cause of Absence

An absence, including absence for any portion of the day, for any reason other than those cited as lawful in COMAR 13A.08.01.03, is presumed unlawful and may constitute truancy. Local school systems may add specified criteria for unlawful absences to local board approved attendance policies.

Absence Code	Description
20	Truancy. A truant is a student who is absent without lawful cause, as defined in COMAR 13A.08.01.04, for a school day or portion thereof.
21	Other unlawful absence.

Consecutive Absences

After 10 school days of consecutive unlawful absences, the student should be exited from the school with an Exit Status ”W” and Exit Code ”50.”

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 local school system has the prerogative of defining habitual truancy in a more, but not less, stringent manner.

Chronically Absent

A student is chronically absent if the student has been in membership in a school for at least 10 days and is absent 10% or more of the school days while enrolled at that school. For example, a student who is enrolled in a school for 30 days, and who is absent three of those 30 days, is considered chronically absent. A student can be counted as chronically absent in multiple schools, within the State, in the same year.

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 local school system or school (e.g., First Entry, Transfer, Re-entry). 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 local school system during the current reporting period" is an Entry Status "Entry by Transfer" with an entry code "from another school in the local school system".

Provide the Entry Status and Entry Code that best describe 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 Statuses

Entry Status	Description
R – First Entry	Student is entering a Maryland public 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 – Re-entry	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 local school systems within the current school year. Entry Status of "R" is only valid for Entry Codes "01," "02," "08," "09," and "10."

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."

Re-entry (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 local school systems. Entry Status

"R" should be used for students who withdrew in the previous school year, or over the summer. Entry status "N" is only valid for Entry Codes "06" and "07."

Entry Codes

Entry Status	Entry Code	Description
R	01	First entry into any school – usually prekindergarten, kindergarten, or first grade, or first entry into any school from home schooling.
R	02	Continuing in the same school.
N	06	Re-entry after involuntary withdrawal termination (Exit Status "W"), by the school or local administration, from school during the current reporting period.
N	07	Re-entry after voluntary withdrawal termination (Exit Status "W"), by the student, from school during the current reporting period.
R	08	Re-entry after involuntary withdrawal, by the school or local school system, from school during any reporting period prior to the current reporting period.
R	09	Re-entry after voluntary withdrawal, by the student, from school during any reporting period prior to the current reporting period.
E or R	10	By transfer from another public school in the same LSS.
E or R	13	By transfer from a public school in Maryland.
E or R	14	By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school.
E or R	15	By transfer from a nonpublic school in the same LSS.
E or R	16	By transfer from a nonpublic school in Maryland.
E or R	17	By transfer from a United States nonpublic school or institution in another state or territory of the United States.
E or R	18	By transfer from a school (public or nonpublic) of a foreign country.
E or R	21	By transfer from an evening high school program.
E or R	22	By transfer from a State institution in Maryland with an educational program (see List of State Institutions).
E or R	24	Re-entry from home schooling pursuant to COMAR 13A.10.01 after withdrawing (for transfer within the local school system only).
E or R	25	Parental choice transfer from a Title I public school designated for improvement into a school that has made adequate yearly progress (COMAR 13A.01.04.07).
E or R	26	Transfer from a public school pursuant to Unsafe School Transfer Option (COMAR 13A.08.01.20).

Date of Entry

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 local school system because of promotion, administrative decision, or change of residence (E10);
- Student registered for enrollment prior to the opening of school; and
- 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 local school system 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; and
- 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 local school system 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 upon exit from the system. For example, "dropout because of lack of interest" is an Exit Status "W" with an Exit Code "33."

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.

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.

Exit by Transfers (T)

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.

Exit by Withdrawal (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 have enrolled in another school or State approved program during the 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.

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 High School 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.

Maryland High School Diploma (C60)

To be awarded a Maryland High School Diploma, a student shall meet the requirements of COMAR 13A.03.02. More information on Graduation Requirements for Public High Schools in Maryland is available in the Overview and Frequently Asked Questions (MSDE, March 2018).

Maryland High School Certificate of Program Completion (C62)

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 Maryland Comprehensive Assessment Program Alternate Assessments (COMAR 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 and Early Admission to Approved Vocational, Technical, or Other Postsecondary School Program (C70)

A student may receive a Maryland High School Diploma through acceptance in the early admission program under COMAR 13A.03.02.10, if:

1. The student is accepted for early admission to an accredited college, or an approved vocational, technical, or postsecondary school program 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/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 the postsecondary program is approved by the local superintendent of schools if the 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 postsecondary program to the high school principal indicating that the student has successfully completed a year of postsecondary 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, or 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	Description
2020	R02	08/29/2019	11	Student returned to the same school at the beginning of the school year.
2020	000	00/00/0000	11	The student completed the school year without an exit.
2020	T15	07/01/2020	11	Student transferred to a nonpublic school in the LSS over the summer.
2021	R15	06/07/2021	12	Student re-entered from a nonpublic school in the LSS.
2021	C70	06/08/2021	12	Student was awarded a Maryland High School Diploma after meeting the requirements for Early College Admission.

Exit Codes

Exit Status	Exit Code	Description
T	10	Transfer to another public school in the same LSS.
T	13	Transfer to a Maryland public school outside the LSS.
T	14	Transfer to a public school in another state or territory of the United States, or from a United States overseas dependent school.
T	15	Transfer to a nonpublic school in the same LSS.
T	16	Transfer to a Maryland nonpublic school outside the LSS.
T	17	Transfer to a United States nonpublic school or institution in another state or territory of the United States.
T	18	Transfer to a school (public or nonpublic) of a foreign country.
T	21	Transfer to an evening high school program.
T	22	Transfer to a State institution in Maryland with an educational program.
T	24	Home schooling pursuant to COMAR 13A.10.01.
T	25	Transfer to a public school that has made adequate yearly progress from a Title I public school designated for improvement pursuant to COMAR 13A.01.04.07.
T	26	Transfer to a public school pursuant to the Unsafe School Transfer Policy, COMAR 13A.08.01.20.
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.
W	31	Academic. Student who drops out due to lack of academic success including low grades and/or grade retention, and is over the age of Compulsory Attendance.
W	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 is over the age of Compulsory Attendance.
W	33	Lack of Interest. Student who drops out of school due to a lack of personal motivation or interest to continue education, and is over the age of Compulsory Attendance.
W	34	Employment. Certified by documentation and the student is unwilling to remain in a regular or alternative educational program, and is over the age of Compulsory Attendance.
W	35	Marriage. Certified by documentation. (Exception to Compulsory Attendance)
W	36	Military Service. Certified by documentation. (Exception to Compulsory Attendance)
W	38	Court Action. A student who is committed by court order to an institution without an educational program. (Exception to Compulsory Attendance)
W	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. (Exception to Compulsory Attendance)
W	40	Expulsion Under Compulsory Age of Attendance. Required withdrawal from school for disciplinary reasons of a student who is under the age of Compulsory Attendance 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.08.01.11B(2), expulsion is the exclusion of a student for more than 45 school days. (Exception to Compulsory Attendance)

Exit Status	Exit Code	Description
W	41	Immaturity. Immaturity under age five. Used in prekindergarten, kindergarten, and first grade, with appropriate documentation.
W	42	Special Cases. Other reasons with the State Superintendent's approval. This code may be used for students who withdraw in grade 8 for religious reasons. (Exception to Compulsory Attendance)
W	43	Death.
W	44	Parenting. Any parenting student who leaves a regular or alternative educational program due to their responsibilities for child care and rearing of their children, and is over the age of Compulsory Attendance.
W	46	Expulsion Over the Compulsory Age of Attendance. Required withdrawal from school for disciplinary reasons of a student over the age of Compulsory Attendance, 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.08.01.11B(2), expulsion is the exclusion of a student for more than 45 school days.
W	50	Not Accessing Educational Services. Any student not accessing educational services at another school or in an educational program. Includes any student whose whereabouts are unknown, as documented by an appropriate school official, or whose whereabouts are known, but are not in school or an educational program. May also be used for a student who is a runaway or a student who is known or suspected to be abducted (as documented by an appropriate governmental agency).
W	71	Pregnancy. Any pregnant student who leaves a regular or alternative educational program due to pregnancy and is over the age of Compulsory Attendance.
W	85	Age Out Students with Disabilities. 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. Age Out All Other Students. The student is 21 prior to the first day of school and ineligible for Foundation funding in subsequent school years.
W	86	Alternative Educational Program. Any student who withdraws from school and attends an MSDE approved alternative educational program (i.e., Job Corps, Freestate ChalleNGe Academy). (Exception to Compulsory Attendance)
W	88	GED. Student who withdraws from educational services to pursue entrance into an approved GED and is over the age of Compulsory Attendance.
W	89	Deferred Diploma. Withdrawal of any student who has met the requirements of a Maryland High School Diploma who deferred receipt of the diploma to remain eligible for additional educational services.
C	60	Maryland High School Diploma. Student satisfactorily obtained a Maryland High School Diploma.
C	62	Maryland High School Certificate of Program Completion. Student with a disability who met requirements for a Maryland High School Certificate of Program Completion.
C	70	Early College Admission Program. Student satisfactorily obtained a Maryland High School Diploma after meeting the requirements of COMAR 13A.03.02.10 for Early College Admission.

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.

Students 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, page 53, 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.

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.

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, page 54, 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 Exit 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 Exit 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.

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 absences should be investigated. If it is determined that the student will not enter at the beginning of the school year, he/she should be exited and the Date of Exit recorded in accordance with Date of Exit, page 53.

Required Documentation and Evidence Supporting Exits

The use of Transfer status and codes are 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 and codes are 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.

Exit Code	Type of Exit	Minimum Expectations of Appropriate Documentation
10	Transfer to a public school in the same local school system	Record in the local school system's student information system
13	Transfer to a public school in Maryland	Record in the State's data system, or Cross-LSS Reconciliation, or request for records from the receiving school
14	Transfer to a public school in the U.S.	Request for records from the receiving school, or written record from an official in the receiving school acknowledging the student's enrollment
15	Transfer to a nonpublic school in the same local school system	Request for records from the receiving school, or written record from an official in the receiving school acknowledging the student's enrollment
16	Transfer to a nonpublic school in Maryland	Request for records from the receiving school, or written record from an official in the receiving school acknowledging the student's enrollment
17	Transfer to a nonpublic school in the U.S.	Request for records from the receiving school, or written record from an official in the receiving school acknowledging the student's enrollment
18	Transfer to a school in a foreign country	Written confirmation from parent/guardian or receiving school, or documented conversation between school administrator and parent/guardian

Exit Code	Type of Exit	Minimum Expectations of Appropriate Documentation
21	Transfer to an evening high school	Record in the local school system's student information system
22	Transfer to a MD state institution with an educational program	Request for records from the receiving school, or written record from an official in the receiving school, acknowledging the student's enrollment
24	Transfer to Home Schooling	Letter of withdrawal from parent/guardian, or Home Schooling Notification form
25	Transfer to a public school under School Choice	Record in the local school system's student information system
26	Transfer to a public school under Unsafe School Transfer policy	Record in the local school system's student information system
30	Withdrawal, Illness	Medical certification specifying the nature of the illness and the approximate length of time the student will be withdrawn
31	Withdrawal, Academic	Documented conversation between school administrator and parent/guardian or student
32	Withdrawal, Discipline	Documented expulsion and approved by the local superintendent, multiple office referrals and/or suspensions, or Statewide Educational Exit Interview form
33	Withdrawal, Lack of Interest	Documented conversation between school administrator and parent/guardian or student, or Statewide Educational Exit Interview form
34	Withdrawal, Employment	Documentation of employment or Statewide Educational Exit Interview Form
35	Withdrawal, Marriage	Documentation of marriage, or Statewide Educational Exit Interview form
36	Withdrawal, Military Service	Documentation of military service, or Statewide Educational Exit Interview form
38	Withdrawal, Court Action	Court Order, or documentation of court action
39	Withdrawal, Economic Reasons	Documentation from a social agency, or Statewide Educational Exit Interview form
40	Withdrawal, Expulsion – Under Compulsory Age of Attendance	Expulsion documents from local school system
42	Withdrawal, Special Cases	Documentation from Superintendent, or letter from parent/guardian, or documented conversation between school administrator and parent/guardian or student, or Statewide Educational Exit Interview form
43	Withdrawal, Death	Letter from the parent/guardian, or Obituary.
44	Withdrawal, Parenting	Documented conversation between school administrator and parent/guardian or student or Statewide Educational Exit Interview Form
46	Withdrawal, Expulsion – Over Compulsory Age of Attendance	Expulsion documents from local school system

Exit Code	Type of Exit	Minimum Expectations of Appropriate Documentation
50	Withdrawal, Not Accessing Educational Services	Memo to the student record from a school administrator, or Statewide Educational Exit Interview form
71	Withdrawal, Pregnancy	Documented conversation between school administrator and parent/guardian or student, or Statewide Educational Exit Interview form
85	Age out	Evidence of Birth
86	Alternative Program – MSDE Approved Program	Acceptance letter from the MSDE Approved Alternative Education Program, or Statewide Educational Exit Interview form
88	Withdrawal – General Educational Development (GED) – Meets Compulsory Age of Attendance	Documentation of DLLR FORM, or Statewide Educational Exit Interview form
89	Deferred Diploma	Documentation of reason for deferral, or Statewide Educational Exit Interview form

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 student present, except when a student is not available for home and hospital teaching, and then he/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 Withdrawal Status "T" and Withdrawal Code "10". Count attendance the same as above.

Transfers to/from State Institutions and Programs

The following is a list of State institutions that should be used with Entry Code and Exit Code “22.” These are the only institutions that should be used with the Entry Code and 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.

List of State Institutions

- Alfred Noyes Children's Center
- Backbone Mountain Youth Center
- Baltimore City Juvenile Justice Center
- Charles H. Hickey, Jr. School
- Cheltenham Youth Facility
- Green Ridge 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
- Witness Protection

Approved MSDE Alternative Programs

The following is a list of the MSDE approved alternative programs that should be used with Exit Status "W" and Exit Code "86." These are the only programs that should be used with the Exit Status "W" and Exit Code "86."

- Job Corps
- Maryland National Guard FreeState ChalleNGe Academy

Home Instruction

The local school system superintendent must verify that a child participating in a home instruction program is receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age (COMAR 13A.10.01).

A local school system may not impose additional requirements for home instruction programs other than those in COMAR 13A.10.01.

A parent or guardian who chooses to provide a home instruction program for his or her child shall initially complete the MSDE Home Instruction Notification Form (2017). The form must be submitted to the local superintendent at least 15 days before the beginning of a home instruction program.

The MSDE Home Instruction Notification Form (2017) includes the information listed below. The local school system may not require additional items. Additional information may be provided voluntarily by the parent or guardian, but cannot be required.

ITEMS: MSDE Home Instruction Notification Form
Student's First Name
Student's Middle Name
Student's Last Name
Gender
Date of Birth
Current Grade

ITEMS: MSDE Home Instruction Notification Form
Parent/Guardian's First Name
Parent/Guardian's Middle Name
Parent/Guardian's Last Name
Address including city, state, and zip code
Optional method of contact (Email, phone, fax)

Home Instruction Reporting

To facilitate the local school system's verification of students in home instruction, the local school system should identify each student who enters home instruction using the process below. This provides a record of all students the local school system must verify are receiving home instruction (COMAR 13A.10.01). Since home instruction is specific to the local school system in which the student resides, as students move across county boundaries, the records must reflect the transfer between local school systems. No additional information can be requested for home instruction students in the transfer process.

Entry Code and Exit Code "24" is used for students who transfer to and from home instruction within the same local school system. Students who are first entries to the local school system (out of state, kindergarten, other local school system) should be administratively entered into the local school system with the appropriate code and then transferred to home instruction using a T24. Parents or guardians of home instruction students should not be personally involved in this administrative entry and/or transfer process.

Entry requirements for home schooled students must be followed (see *Home Instruction Notification Form* above). No other entry requirements may be imposed.

Example 1: Student transfers to home schooling in a different local school system

School System	Code	Description
A	R24	Student enters public school from home schooling.
A	T13	Student transfers out of local school system.
B	E13	Student enters school in receiving local school system.
B	T24	Student transfers to home schooling in receiving local school system.

Example 2: Student transfers to home schooling in another state

School System	Code	Description
A	T14	Student transfers Out-of-State.

Adequacy of Documentation Substantiating Attendance

Documentation substantiating student attendance must be retained for three years. The type of documentation retained will differ between local school systems depending upon the method used to record attendance. In all cases, the records retained should include the source documents substantiating attendance.

Source documents are defined as those documents on which the classroom teacher, homeroom teacher, or other staff member initially records the student's attendance.

Regardless of the system used to capture attendance or absentees, all entries must be traced to the person entering or changing the information. Systems should contain sufficient information to determine who made the change, and verification of the change.

Adequate internal controls must exist to protect the integrity of the data entered into the automated system.

September Attendance (September 30th Enrollment)

The Maryland State Department of Education (MSDE) 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 school systems. The needs of the enrollment collections will be reviewed annually and data elements may be added or removed, as necessary. Refer to the September Attendance Procedures Manual, for the specific year, for more detailed information.

This section includes data elements specific to the September Attendance collection. The beginning of every file submitted to the MSDE for the September Attendance collection includes the standard demographic string.

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.

Records for all students enrolled in the school system, on September 30th of the current school year, must be included on the September Attendance 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 local school system, see 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. Documentation of days attending and days absent must be available.

A student with a 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.

A student who is so severely ill or physically injured and unable to attend school or receive home and hospital instruction, and who has not received instruction from the first day of school through September 30th, cannot be counted on the September Attendance 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 four-year-old child, upon request by the parent/guardian, to be admitted to kindergarten if the local school system determines that the child demonstrates the capabilities warranting early admission. In addition, the regulations maintain the option for a parent/guardian 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 five years old, as of September 1st, 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 five years of age and not yet six years of age on or before September 1st.

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 promoted.

For prekindergarten students, grade is determined by the number of years until predicted kindergarten enrollment. For example, a child who is four years old, as of September 1st, is considered to be one level behind kindergarten and is in grade 92.

Immunizations

To be eligible for State Aid, a student must have age-appropriate immunizations:

1. A parent/guardian shall provide evidence of age-appropriate immunizations and information shall be recorded on MDH Form 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 MDH Form 896, a printed or computer generated form that lists the following information:
    a. Student's name;
    b. Student's date of birth;
    c. Name of parent/guardian;
    d. Complete history of vaccines received with month, day, and year for each vaccine dose; and
    e. Signature and title of the physician and date, 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.

Under COMAR 13A.02.06.02B(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/guardians 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 local school system of residence in the September Attendance file with State Aid Eligibility Code "09". There must be valid entry and exit information for students attending nonpublic placement schools (LSS 24) 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," or "17":
    - 15: Transfer to a nonpublic school in the same local school system
    - 16: Transfer to a Maryland nonpublic school outside the local school system
    - 17: Transfer to a United States nonpublic school or institution in another state or territory of the United States; and
- Exit Date must be valid (not zero-filled).

Out-of-County

Students who are children of school staff who live in another Maryland local 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 local 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/guardian or student pays personal income tax and/or registers to vote.

Concurrent September 30th 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 the 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 the 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 or 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 local school system by promotion or transfer; or
3. Students who transfer to a local school system 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 53). 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.

September Attendance Items and Descriptions

Data Element	Description
Days Attending	The aggregate number of days the student was in attendance from the first day of school through September 30th, to the nearest half-day (implied decimal).
Days Absent	The aggregate number of days a student was absent during the current school year, 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 30th, 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 through 12 only. All other grades must have "**N.**"
Evening High Number of Courses	The record for each evening high student must include the number of courses the student is enrolled in as of September 30th. 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 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 through 12 only. All other grades must have "**N.**"
Dual Enrollment	A "**Y**" or "**N**" indicator that the student is in a dual enrollment program offered by a partnership between at least one institution of higher education and the local school system. The student has not graduated from high school with a regular high school diploma and is enrolled and earning credit in one or more postsecondary courses.
Part-Time 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 30th. The number must not be greater than 4.
Prekindergarten Full-Time Status	For prekindergarten students 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, age 0 through 4, with a disability must be classified as prekindergarten. Any student, age 5, with a disability must be classified as kindergarten. Any student whose parents/guardians have requested an exemption to this age requirement shall be classified in the category to which the student is currently assigned.
State Aid Eligibility	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. **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

Data Element	Description
	07 – Ineligible-documentation of immunization unavailable **08** – Ineligible-documentation of sustained effort or residency unavailable **09** – Ineligible – Nonpublic Placement **10** – PTECH Student Years 1-4 **11** – PTECH Student Year 5 **12** – PTECH Student Year 6
Number of College Courses	The record for the student in a public high school must include the number of college courses in which a student is enrolled on September 30th. The number must not be greater than 4.

Student Discipline

Maryland State Board of Education regulations require each local school system to have in place 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.

Each local school system shall use The Maryland Guidelines for a State Code of Discipline, as adopted by the State Board, 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.

Discipline records consist of information which verifies and/or supports the suspension 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 provided, and copies of all correspondence sent to the parents/guardians regarding the disciplinary action. Local school systems include additional information, but must provide for consistent conversion of local data when reporting to the State.

Discipline Records are part of the student record and must be maintained by the local school system in accordance with the State Minimum Standards for Retention of Student Records. 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 local school system. 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. Local school systems are encouraged 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.

Listed below are the data elements and definitions for information collected for each school year relating to student 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 Student Discipline and Health Related Exclusions Data Collection Manual for the academic year.

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; and
- Type of Educational Services Provided.

Types of Discipline

The MSDE collects information on the following types of discipline:

1. **Suspensions** – The removal of a student from the student's current educational program for at least half a day for disciplinary purposes. Suspensions may be in-school or out-of-school.
   a. ***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 (COMAR 13A.08.01.11B(4)).
   b. ***Out-of-School Suspension*** – The removal of a student from the student's current educational program for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions may be short-term, long-term, or extended.
      i. *Short-Term Out-of-School Suspension* – The removal of a student from school for up to but not more than 3 school days for disciplinary reasons by the principal (COMAR 13A.08.01.11B(9)).
      ii. *Long-Term Out-of-School Suspension* – The removal of a student from school for a time period between 4 and 10 school days for disciplinary reasons by the principal (COMAR 13A.08.01.11B(5)).
      iii. *Extended Out-of-School Suspension* – The exclusion of a student from a student's regular program for a time period between 11 and 45 school days, which only may occur under the circumstances in COMAR 13A.08.01.11B(3).
2. **Expulsions** – The exclusion of a student from the student's regular school program for more than 45 school days, which only may occur under the circumstances in COMAR 13A.08.01.11B(2).
3. **Health Related Exclusions** – The removal of a student from the student's current educational program for at least half a day for health related reasons.

Offense Codes and Definitions in Numerical Order by Category

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

Offense Code	Description	Definition	Category
001	Immunizations	Failure of the parent/guardian to abide by the health regulations regarding immunization schedules, or failure to provide evidence of appropriate immunizations (COMAR 10.06.04.03A).	Health Related Exclusions
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 the health officer and carried out by the school principal or other appropriate school official (COMAR 10.06.01.06).	Health Related Exclusions
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.	Attendance
102	Tardiness	Arriving late more than once to class or school, without an excused reason; Persistently arriving late to class or school.	Attendance
103	Truancy	Being absent from school without an excused reason; Being truant.	Attendance
201	Alcohol	Being under the influence of alcohol; Using/possessing alcohol; Distributing/selling alcohol.	Dangerous Substances
202	Inhalants	Being under the influence of inhalants; Using/possessing inhalants; Distributing/selling inhalants.	Dangerous Substances
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.	Dangerous Substances
204	Tobacco/Vaping	Using/possessing tobacco/e-cigarettes/vapes.	Dangerous Substances
301	Firearms	Possessing or possession of a firearm as defined in 18 U.S.C. §921 (e.g., handgun). Refer to the federal code for the complete definition.	Weapons
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.	Weapons
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.	Weapons

Offense Code	Description	Definition	Category
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).	Attacks/ Threats/ Fighting
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).	Attacks/ Threats/ Fighting
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.	Attacks/ Threats/ Fighting
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.	Attacks/ Threats/ Fighting
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).	Attacks/ Threats/ Fighting
406	Extortion	Engaging in extortion: Using a threat (without a weapon) to get a person to turn over property; Engaging in persistent threats or extortion.	Attacks/ Threats/ Fighting
407	Bullying/ Harassment	Engaging in harassment; Engaging in persistent bullying including cyberbullying.	Attacks/ Threats/ Fighting
408	Serious Bodily Injury	Intentionally misbehaving in a way that unintentionally causes serious bodily injury; Intentionally causing serious bodily injury.	Attacks/ Threats/ Fighting

Offense Code	Description	Definition	Category
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.	Arson/Fire/ Explosives
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.	Arson/Fire/ Explosives
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.	Arson/Fire/ Explosives
601	Sexual Attack	Intentionally engaging in behavior towards another that is physically, sexually aggressive.	Sex Offenses
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).	Sex Offenses
603	Sexual Activity	Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).	Sex Offenses
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.	Disrespect/ Disruption
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).	Disrespect/ Disruption
706	Dress Code	Violating dress code after student has been warned; Persistently violating dress code after student has been warned.	Disrespect/ Disruption
801	Academic Dishonesty	Plagiarizing, such as by taking someone else's work or ideas (for students in grades 6 through 12); Forgery, such as faking a signature of a teacher or parent/guardian; or	Other

Offense Code	Description	Definition	Category
		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.	Other
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.	Other
804	Trespassing	Being on school property without permission, including while on suspension or expulsion.	Other
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.	Other
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 and 21 C.F.R. pt. 1308.	Students with Disabilities Only
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.	Students with Disabilities Only
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 (18 U.S.C. §921; §930 and COMAR 13A.08.01.12-1).	Students with Disabilities Only

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

Md. Code, Ed. Art., §7-305 prohibits 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, with disposition code 960.

Date of Offense

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

Length of Removal

The number of days the student was removed from the current placement (school in which the student was enrolled at the time of the incident). 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. In-school suspensions cannot exceed 10 school days in a school year.

Disposition Codes and Definitions

The code that best describes the action taken in response to the offense. *Disposition codes 912, 920, and 930 are only valid for students with disabilities.*

Disposition Code	Type of Discipline	Educational Services	Additional Description	Definition
910	Out-of-School Short-Term or 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 (9)).
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)).
912	Out-of-School Suspension	Educational Services Provided	Students with Disabilities - misconduct determined to be manifestation of disability	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 local school system'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

Disposition Code	Type of Discipline	Educational Services	Additional Description	Definition
				manifestation determination meeting shall be reported as days suspended.
913	Out-of-School Suspension	Educational Services Rejected		Educational services offered and rejected by parent/guardian/student.
920	Out-of-School Suspension	Educational Services Provided	Students with Disabilities - 45 School Days Unilateral Removal	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, sells or solicits the sale of a controlled substance, or inflicts serious bodily injury on another person while at school, on school premises, or at 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	Educational Services Provided	Students with Disabilities - Hearing Officer Removal	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.
940	Expulsion	Educational Services Provided		As intended by COMAR 13A.08.01.11B(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

Disposition Code	Type of Discipline	Educational Services	Additional Description	Definition
				disabilities and hearing officer removal.
941	Expulsion	Educational Services Rejected		As intended by COMAR 13A.08.01.11B(2), expulsion is the exclusion of a student for more than 45 school days. Parents/guardians/students did not avail themselves of offered educational services.
950	Health Related Exclusion	Educational Services Provided		Student excluded from school due to lack of "immunizations" or for "personal health" problems.
960	In-School Suspension	Educational Services Provided		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.

Indication of Physical Injury

In addition to the disposition code, indicate a "Y" or "N" if the offense resulted in a 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.

Educational Services

The code that best describes the type of educational services provided to the suspended, expelled, or excluded student.

Code	Educational Services	Description
0	None	No educational services provided.
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/Online 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 local school system.

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 Maryland public schools, minimum standards for record retention have been established.

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.

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 local school system or educational institution may not destroy any student record if there is an outstanding request to inspect and review them under FERPA and 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 and COMAR 13A.08.02.15D; and
3. The record of disclosure required under FERPA and COMAR 13A.08.02.20 shall be maintained for as long as the education record to which it pertains is maintained.

Records Retention Schedule for Records Prescribed by the MSDE

The record retention time frames contained here pertain to the record, regardless of the format in which it is maintained (i.e. paper, electronic). It is within the discretion of the local school system to determine the format in which to maintain the record. If the local school system maintains a paper record and then choses to retain the record by scanning and disposing of the paper record, the local school system must provide for that process in its record retention and disposition schedule. The schedule should state that the paper records are maintained for a specified period of time or until transferred to electronic storage according to the Maryland State Archives standards. The standards include ensuring that the electronic version is readable and kept in a format that will be accessible throughout the life cycle of the record and maintained in a non-proprietary open format that does not require specialized software to access it. If the records were maintained originally in electronic format and have never existed as paper records, that electronic format must also meet the Maryland State Archive Standards.

Permanent records may be transferred to the Maryland State Archives when no longer needed for business purposes. Any records under dispute must be retained until the dispute is resolved.

Contact the Maryland State Archives for further information on Records Management.

Student Record Cards

Number	Record Title or Description	Retention Period
SR 1, Side 1	Student's Personal Data	Permanent
SR 1, Side 2	Student's School Attendance Data	Permanent
SR 2, Side 1	Annual Early Childhood School Performance	Student – Age 21
SR 2, Side 2	Annual Middle School Performance	Student – Age 21
SR 3, Side 1	Annual Secondary School Performance	Permanent
SR 3, Side 2	Maryland High School Graduation Requirements	Permanent
SR 3A, Side 1	Maryland High School Assessment Results	Student – Age 21
SR 3B	Maryland High School Assessment Performance	Student – Age 21
SR 3A, Side 2	High School Test Results Outside of State Assessments	Student – Age 21
SR 4, Side 1	Maryland State Assessment Results Elementary and Middle Grades	Student – Age 21
SR 4, Side 2	Local School System Testing	Student – Age 21
SR 5, Side 1	Health Screening	Student – Age 21
SR 5, Side 2	Health Screenings, Examinations, and Evaluations	Student – Age 21
MDH Form 896	Immunization Records	Five Years or Age 21 (whichever is later)
DHMH Form 4620	Blood Lead Certificate	Five Years or Age 21 (whichever is later)
SR 7	Maryland Student Exit Record	Three Years
CR 1 (Obsolete)	Achievement and Attendance Record	Permanent
CR 5 (Obsolete)	Permanent Record, Elementary School	Permanent
PDS 1 (Obsolete)	Personal and Family Information	Permanent
PDS 2 (Obsolete)	Subject Performance Information	Permanent

Record Title or Description	Retention Period
Other Pupil Records prior to 1957 similar to CR-1 and CR-5	Permanent
Reports of suspected child abuse and neglect	Not part of the permanent record
Discipline Records	Graduation or Completion of High School Program, or Age 21
Information Required for English Learners	Graduation or Completion of High School Program, or Age 21
Statewide Educational Interview Form	One year
Reportable Offense Records including gang related offenses (Md. Code, Ed. Art.,§7-303; COMAR 13A.08.01.17C(7))	Not part of the permanent record. Destroyed when the first of the following occurs: • student graduates; • student permanently leaves school; • student turns 22; • criminal case involving the reportable offense is dismissed; • student is found not guilty of the reportable offense; or • student pleads to a lesser offense that was not a reportable offense.
State-mandated bullying, harassment or intimidation reports contained in report form or received from tip line (Md. Code, Ed. Art., §7-424)	Not part of the permanent record
State-mandated reports of incidences of suspected gang activity or similar destructive or illegal group behavior (Md. Code, Ed. Art., §7-424.2 and Maryland's Model Policy To Address Bullying, Harassment, or Intimidation)	Destroy immediately if unsubstantiated, otherwise, maintain until student graduates, permanently leaves school, or turns 22.
Maryland Student Assistance Program (MSAP) records	Not part of the permanent record
Copies of student records for students who have exited a school	Four years

Records Required for Students with Disabilities

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

Student Record Card Templates

Student Record Card 1, Side 1	Student's Personal Data
Student Record Card 1, Side 2	Student's School Attendance Data
Student Record Card 2, Side 1	Annual Early Childhood School Performance
Student Record Card 2, Side 2	Annual Middle School Performance
Student Record Card 3, Side 1	Annual Secondary School Performance
Student Record Card 3, Side 2	Maryland High School Graduation Requirements
Student Record Card 3A, Side 1	Maryland High School Assessment Results
Student Record Card 3A, Side 2	High School Test Results Outside of State Assessments
Student Record Card 3B	Maryland High School Assessment Performance
Student Record Card 4, Side 1	Maryland State Assessment Results Elementary and Middle Grades
Student Record Card 4, Side 2	Local School System Testing
Student Record Card 5, Side 1	Health Screening
Student Record Card 5, Side 2	Health Screenings, Examinations, and Evaluations
Student Record Card 7	Maryland Student Exit Record

STUDENT'S PERSONAL DATA

STUDENT RECORD
CARD 1 **SIDE 1**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	**Gender**: ☐ Male ☐ Female ☐ Non-Binary
Ethnicity: ☐ Hispanic/Latino ☐ Not Hispanic/Latino	**Proof of Residency:** *(Include a copy)* ☐ Yes ☐ No
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:** *(For LSS purposes ONLY)* ☐ Yes ☐ NA

EVIDENCE OF BIRTH VERIFICATION

☐1. Birth Certificate ☐2. Passport/Visa ☐3. Physician's Certificate ☐4. Baptismal or Church Certificate ☐5. Hospital Certificate ☐6. Parent's/Guardian's Affidavit
☐7. Birth Registration ☐8. Other (*specify*):

Evidence of Birth Verified by:		**List all languages spoken in the home:**
Title:	**Date:**	

STUDENT ADDRESS AND PARENT/GUARDIAN INFORMATION

Date:	**Date:**
Student Address 1:	**Student Address 2:**
Student's Phone:	**Student's Phone:**
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:
Relationship:	Relationship:
Address:	Address:
Phone:	Phone:
Date:	**Date:**
Student Address 3:	**Student Address 4:**
Student's Phone:	**Student's Phone:**
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:
Relationship:	Relationship:
Address:	Address:
Phone:	Phone:

STUDENT'S SCHOOL ATTENDANCE DATA

STUDENT RECORD
CARD 1 **SIDE 2**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

YEAR	GRADE LEVEL	LSS #	SCHOOL NAME/NUMBER	DAYS		ENTRY INFORMATION				EXIT INFORMATION			
				Absent	Present	Status & Code	Month	Day	From	Status & Code	Month	Day	To

Entry Status
R – First Entry into Any School
E – Transferring from another School
N – Re-entry
Valid Re-entry Codes:
06 – Involuntary withdrawal in current reporting period
07 – Voluntary withdrawal in current reporting period

Exit Status
T – Transfer to another School
W – Terminated Formal Education
C – Completed High School Program

Entry/Transfer Codes
01 – First Entry
02 – Continuing
08 – Re-entry after involuntary withdrawal
09 – Re-entry after voluntary withdrawal
10 – Same school system
13 – MD public school
14 – US public school
15 – Local nonpublic school
16 – MD nonpublic school
17 – US nonpublic school
18 – Foreign School
21 – Evening High School
22 – MD institution
24 – Home Schooling
25 – Schools in Improvement
26 – Unsafe School Choice

Exit Codes
30 – Illness
31 – Academic
32 – Discipline
33 – Lack of Interest
34 – Employment
35 – Marriage
36 – Military Service
38 – Court Action
39 – Economic Reasons
40 – Expulsion under Compulsory Age of Attendance
41 – Immaturity
42 – Special Cases
43 – Death
44 – Parenting
46 – Expulsion over Compulsory Age of Attendance
50 – Not Accessing Educational Services
71 – Pregnancy
85 – Age-Out

Exit Codes (Continued)
86 – MSDE approved alternative program (Job Corps and FreeState Challenge)
88 – GED
89 – Deferred receipt of diploma and subsequently withdrew

Completion Codes
60 – High School Diploma
62 – Maryland High School Certificate of Program Completion
70 - Early College Admission

ANNUAL EARLY CHILDHOOD SCHOOL PERFORMANCE

Early Care, Kindergarten, and Grades 1-5

STUDENT RECORD
CARD 2 **SIDE 1**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
School Year							
School Name							
Grade Level							
Promotion	☐ Promoted ☐ Not Promoted	☐ Promoted ☐ Not Promoted	☐ Promoted ☐ Not Promoted	☐ Promoted ☐ Not Promoted	☐ Promoted ☐ Not Promoted	☐ Promoted ☐ Not Promoted	☐ Promoted ☐ Not Promoted
EL Proficiency Level							
Kindergarten Readiness Result							

KINDERGARTEN EARLY LEARNING OUTCOMES			
Social Foundations	☐ D	☐ A	☐ E
Language and Literacy	☐ D	☐ A	☐ E
Mathematics	☐ D	☐ A	☐ E
Physical Well-Being and Motor Development	☐ D	☐ A	☐ E
Overall Readiness	☐ D	☐ A	☐ E

Early Care and Education Experience – Prior to Kindergarten

Check all appropriate early care experiences and report the length of time for each experience (full-day or half-day).

Prior Care Experience	Length of Time			Comments
Informal Care	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Head Start	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Prekindergarten in a Public School	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Child Care Center	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Family Child Care	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Nonpublic Nursery School	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Kindergarten (repeated)	☐ Full-day	☐ Half-day 1	☐ Half-day 2	
Maryland Infants and Toddlers Program (MITP)	☐ Full-day	☐ Half-day 1	☐ Half-day 2	

ANNUAL MIDDLE SCHOOL PERFORMANCE

Grades 6-8

STUDENT RECORD
CARD 2 SIDE 2
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

MIDDLE SCHOOL COURSES AND CREDITS

School Year:			**School Year:**		
Grade Level:			**Grade Level:**		
School Name:			**School Name:**		
Subject	**Final Grade**	**Credits Earned**	**Subject**	**Final Grade**	**Credits Earned**
School Year:			**School Year:**		
Grade Level:			**Grade Level:**		
School Name:			**School Name:**		
Subject	**Final Grade**	**Credits Earned**	**Subject**	**Final Grade**	**Credits Earned**

Service Learning Hours	**Grade**				**Total**
	5	**6**	**7**	**8**	

STUDNET SERVICES PK-12

Check as appropriate.

School Year	English Learner	Gifted & Talented	Title I	Special Education	Section 504	Migrant
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐

HIGH SCHOOL COURSES AND CREDITS

Report any high school credit or assessments completed in middle school.

Subject	Final Grade	Credits Earned	MD High School Assessment

ANNUAL SECONDARY SCHOOL PERFORMANCE

STUDENT RECORD
CARD 3 SIDE 1
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

CREDITS (21)	**7**	**8**	**9**	**10**	**11**	**12**	***TOTAL***
English/Language Arts (4)	☐	☐	☐	☐	☐	☐	
Mathematics (3)[1]:							
Algebra (1)	☐	☐	☐	☐	☐	☐	
Geometry (1)	☐	☐	☐	☐	☐	☐	
3rd Year	☐	☐	☐	☐	☐	☐	
4th Year	☐	☐	☐	☐	☐	☐	
Science (3):							
Biology (1)	☐	☐	☐	☐	☐	☐	
Science (1)	☐	☐	☐	☐	☐	☐	
Science (1)	☐	☐	☐	☐	☐	☐	
Social Studies (3):							
World History (1)	☐	☐	☐	☐	☐	☐	
Government (1)	☐	☐	☐	☐	☐	☐	
U.S. History (1)	☐	☐	☐	☐	☐	☐	
Physical Education (0.5)	☐	☐	☐	☐	☐	☐	
Health (0.5)	☐	☐	☐	☐	☐	☐	
Fine Arts (1)	☐	☐	☐	☐	☐	☐	
Technology Ed. (1)	☐	☐	☐	☐	☐	☐	
One of the following:							
World Language or ASL (2)	☐	☐	☐	☐	☐	☐	
Advanced Tech. Ed. (2)	☐	☐	☐	☐	☐	☐	
State Approved CTE Program	☐	☐	☐	☐	☐	☐	
Other Electives (3)	☐	☐	☐	☐	☐	☐	
TOTAL CREDITS							
Service Learning (hours)							

Grade Point Average (GPA) _____ on a _____ scale.

Ranked _____ out of _____ students in the class.

HIGH SCHOOL COURSES AND CREDITS

School Year:			**School Year:**		
Grade Level:			**Grade Level:**		
School Name:			**School Name:**		
Subject	**Final Grade**	**Credits Earned**	**Subject**	**Final Grade**	**Credits Earned**

School Year:			**School Year:**		
Grade Level:			**Grade Level:**		
School Name:			**School Name:**		
Subject	**Final Grade**	**Credits Earned**	**Subject**	**Final Grade**	**Credits Earned**

[1] Beginning with students entering the 9th grade class in the 2014—2015 school year, each student shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year mathematics course is needed to meet a graduation requirement.

MARYLAND HIGH SCHOOL GRADUATION REQUIREMENTS

STUDENT RECORD
CARD 3 **SIDE 2**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

GRADUATION ASSESSMENT REQUIREMENTS		
Subject	**Requirement**	
Mathematics	☐ Met	☐ Not Met
English/Language Arts	☐ Met	☐ Not Met
Science	☐ Met	☐ Not Met
Government	☐ Met	☐ Not Met

COURSE CREDIT REQUIREMENT		
Total Number of Credits Earned:		
Credit Requirement	☐ Met	☐ Not Met

SERVICE LEARNING REQUIREMENT		
Total Service Learning Hours Completed:		
Service Learning Requirement	☐ Met	☐ Not Met

STUDENT GRADUATION VALIDATION		
☐ Maryland High School Diploma	☐ Maryland High School Certificate of Program Completion	**Date Completed:**
Local School System:		**School Number:**
School Name:		
School Address:		
School Phone Number:		
Signature of Principal or Designee:		
Name:	**Title:**	**Date:**

MARYLAND HIGH SCHOOL ASSESSMENT RESULTS

High School Assessment and Alternate Assessment Results

STUDENT RECORD
CARD 3A **SIDE 1**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

Assessment information may be typed or handwritten, or computerized labels may be affixed in the area below.

HIGH SCHOOL TEST RESULTS

Outside of State Assessments

STUDENT RECORD
CARD 3A **SIDE 2**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

Include results for all other high school assessments including AP, ACT, SAT, PSAT, IB, ASVAB, and ACCUPLACER.
Assessment information may be typed or handwritten, or computerized labels may be affixed, in the area below.

MARYLAND HIGH SCHOOL ASSESSMENT PERFORMANCE

STUDENT RECORD
CARD 3B
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

Assessment information may be typed or handwritten, or computerized labels may be affixed, in the area below.

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

LSS:	**Date:**	
School Name:		
Verified by:		
Subject	**Student Score**	**Passing Score**
Algebra I		
English 10		
Science		
Government		

MARYLAND STATE ASSESSMENT RESULTS

Elementary and Middle Grades

STUDENT RECORD
CARD 4 **SIDE 1**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	
Assessment information may be typed or handwritten, or computerized labels may be affixed, in the area below.	

LOCAL SCHOOL SYSTEM TESTING

STUDENT RECORD
CARD 4 **SIDE 2**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	
Assessment information may be typed or handwritten, or computerized labels may be affixed, in the area below.	

HEALTH SCREENING

STUDENT RECORD
CARD 5 **SIDE 1**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	☐ 504 ☐ IEP

IDENTIFIED HEALTH CONCERNS:	ALLERGIC TO:

VISION SCREENINGS

Date	Grade Level	P	F	Date of Notification	OPTIONAL						Color	Comments *(Include date, signature, and title)*
					No Glasses		With Glasses		Muscle Balance			
					R	L	R	L	Far	Near		

HEARING SCREENINGS

Date	Grade Level	P	F	Date of Notification	Hearing		Comments *(Include date, signature, and title)*
					R	L	

OTHER HEALTH TESTS, EVALUATIONS, OR HOSPITALIZATIONS

Date	Grade Level	Follow-up Needed
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

ROUTINE PHYSICAL EXAM

Date	Grade Level	Follow-up Needed
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

ROUTINE DENTAL EXAM

Date	Grade Level	Follow-up Needed
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

FORMS

The following forms must be filed in student's record:

Maryland Schools Record of Physical Examination	☐
Maryland Immunization (MDH Form 896)	☐
Blood Lead Testing Certificate (if required)	☐
Other:	☐

HEALTH SCREENINGS, EXAMINATIONS, AND EVALUATIONS
(When Appropriate)

STUDENT RECORD
CARD 5 **SIDE 2**
Maryland State Department of Education
Revised SY 2019-2020

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	

Date	Grade Level	Comments	Name/Title

MARYLAND STUDENT EXIT RECORD

(To be completed when a student is transfering between schools)

STUDENT RECORD
CARD 7
Maryland State Department of Education
Revised SY 2019-2020

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.

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	**Grade Level:**
Parent/Guardian Name: *(First, MI, Last)*	**Exit Date:** *(month/day/year)*

SENDING SCHOOL INFORMATION

School System:	**School Number:**	**School Name:**
School Address:		
Phone Number:	**Fax Number:**	

HEALTH INFORMATION

Is student in compliance with Maryland immunization requirements? *(MDH Form 896, or a copy of computer-generated record, must be attached.)*	☐ Yes	☐ No
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:*	☐ Yes	☐ No

Is student receiving any of the following services?

Special Education (*If yes, attach copy of current IEP)*	☐ Yes	☐ No
Related Services (*If yes, attach copy of current IEP)*	☐ Yes	☐ No
Section 504 (*If yes, attach copy of current 504 plan)*	☐ Yes	☐ No
English Learner	☐ Yes	☐ No
Migrant Services	☐ Yes	☐ No
Gifted and Talented	☐ Yes	☐ No
Other supplemental services (*If yes, attach description)*	☐ Yes	☐ No

DISCIPLINARY ACTION

Is student not attending school due to disciplinary action?	☐ Yes	☐ No

CURRENT SCHOOL YEAR ATTENDANCE

Days Present:	
Days Absent:	
As-of Date:	

CURRENT INSTRUCTIONAL PROGRAM *Attach the most recent report card, transcript, and grading scale or key.*

Subject	Course Title and Level/Course Title	Current Grade	Comments *(Include special programs/services, integrated programs, text series, instructional level, etc.)*
Reading			
English/Language Arts			
Social Studies			
Science			
Mathematics			
World Language			
Physical Education/Health			
Art			
Music			
Technology Education			
Career & Technology Education			
Government			

Contact Person for Additional Student Information:

Name:	**Title:**	**Phone:**

Certifying Signature of School Principal or Designee:

Name:	**Title:**	**Phone:**

STATEWIDE EDUCATIONAL INTERVIEW FORM

Maryland State Department of Education
Revised SY 2019-2020

This form should be used by the school system to verify the reason(s) the student is withdrawing from school prior to graduation. Schools should encourage students to remain in the current school, or work with students and their families to find an alternative program more suited to the student's needs.

First Name:	**Date of Birth**:
Middle Name:	**SASID:**
Last Name:	**LOCID:**
Preferred Name:	**Grade Level:**
Ethnicity: ☐ Hispanic/Latino ☐ Not Hispanic/Latino	**Gender**: ☐ Male ☐ Female ☐ Non-Binary
Race: *(Check all that apply)* ☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ White	**Date:**

CURRENT SCHOOL INFORMATION

School System:	**School Name:**
School Address:	**School Number:**
	Phone Number:

Attendance for Current Year		**Attendance for Previous Year**	
Days Absent:	Days Present:	Days Absent:	Days Present:

Parent/Guardian 1	**Parent/Guardian 2**
Name:	Name:
Relationship:	Relationship:
Address:	Address:
Phone:	Phone:
Present for Interview ☐ Yes ☐ No	**Present for Interview** ☐ Yes ☐ No

REASON FOR TERMINATION

Select the most appropriate code. Select only one.

☐ W30 - Illness	☐ W35 - Marriage	☐ W42 - Special Cases	☐ W85 - Age Out
☐ W31 - Academic	☐ W36 - Military Service.	☐ W44 - Parenting	☐ W86 - Alternative Program – MSDE Approved
☐ W32 - Discipline	☐ W38 - Court Action	☐ W46 - Expulsion Over Compulsory Age of Attendance	☐ W88 - GED
☐ W33 – Lack of Interest	☐ W39 - Economic Reasons	☐ W50 - Not Accessing Educational Services	☐ W89 – Deferred Diploma
☐ W34 – Employment	☐ W40 - Expulsion Under Compulsory Age of Attendance	☐ W71- Pregnancy	

REASON FOR TERMINATION		UNABLE TO MAKE CONTACT WITH STUDENT	COMMENTS
☐ Student Interview	Date:	Reason:	
☐ Records Review	Date:		
☐ Parent Interview	Date:		
☐ Teacher Consultation	Date:	Date(s) Contact Attempted:	
☐ Principal Consultation	Date:		

Interviewer Information

Name:	**Title:**	**Phone:**