Special Education Reporting

December 1ˢᵗ Personnel Tables Exiting/Transition

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Special Education Reporting

School District of Residence

Exceptions:
  Charter School
  Foster Parent Home District (1305)

Who Does *Not* Submit:
  APS, IU, County Prison, CTC, PRRI, SJCI

Do Not Submit These Students
  Students educated in state correctional facilities. (Department of Corrections reports)

  Wards of State

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Special Education Reporting

Students with Settlement Agreements

Settlement Agreements in Lieu of FAPE
Do not report for any Special Education Collections
Can be reported for Child Accounting

Other Types of Settlement Agreements
No change in submissions

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Special Education Reporting

December 1st – PIMS C2 Special Education Collection

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December 1st Child Count

December 1st
PIMS C2 Collection (December)
Special Education and Student Templates

Data in this collection directly affects **Federal Special Education Funding and all LEA data reports which support cyclical monitoring and public reporting**

Include all special education students with a compliant IEP as of 12/1 of the school year.

Include **ALL** special education students regardless of placement/educating LEA (Both PIMS and NON-PIMS Reporting)
PIMS Report: Student > Resident District Students Reported by Other LEAs (PIMS Reporting)

1306 – Reporting by District of Residence (Including Therapeutic Foster Care Facilities)

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December 1st Child Count

Reporting Educational Environment

Section A (19,20,21) vs Section B from Part VIII of the IEP
19 – 80% or more in regular classroom
20 - 79% - 40%
21 – Less than 40%

Where is the student receiving services?
(**Not necessarily where they are living – group home, etc.**)

For what percentage of the day are they in the setting? Non-instructional time counts!

Community-based settings are considered to be time spent in a regular classroom
CTCs are considered regular classrooms

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December 1st Child Count

Reporting Educational Environment

Settings to be reported in Section A (inside regular classroom)

Community-based settings
Community College
Cyber Programs
CTC buildings
Any SD building in another SD
On the job training site

When uploading, these records will generate errors. Submit a data exception, briefly describing the setting. Do not change the Educational Environment/EE Pct fields.

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December 1st Child Count

Reporting Educational Environment

Remote Guidance

An IEP team should not check the "Instruction Conducted in the Home" or "Homebound" or consider it "Home Schooling" just because the student is receiving instruction in a remote learning environment.

Report where the student WOULD HAVE BEEN receiving services.

Report the data based on the student's IEP.

Cyber Programs should be reported as time in a regular classroom.

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Hospital/Homebound
Educational Environment (44) code 09

These are TEMPORARY in almost all cases (typically medical).
Do not report the temporary placement. IEP should not be changed.

Educational Environment is an IEP team decision that can only be changed by the team.

Report the student's status PRIOR to Homebound.

Homebound is not the same as Instruction in the Home

https://www.pattan.net/Publications/What-is-the-difference-between-Homebound-Instructi

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12/1 Data Checks

Location of Special Education Services (field 71)

Text contains the word 'cyber' or cyber program name.
Text contains name of community-based program.
Text is actual name of a regular public-school building. Change to 4-digit code
For all above - Change Ed Env to 19, 20, 21

Other building or Out of district placement – not valid – must be actual name of building

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Foster Students
(Best Interest Determinations - BID)

Student was enrolled and being educated in District A. Student was then placed with foster family in District B. Based on the BID the student will continue to be educated in District A.

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December 1st Child Count

Out of State IEPs

If a student enters your LEA with an out-of-state IEP, they should be reported for the 12/1 collection. LEA should provide services based on that IEP until new PA IEP is completed.

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December 1st Child Count

Duplicates

Each special education student can only be reported by one LEA.

PIMS Report/Special Ed Folder

Dec1 Duplicate Students Reported - Details - With Other LEA

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December 1st Child Count Data Timelines

December 1st Child Count Timelines

Follow local IU timelines

Submit Data to IUs (Spot Checker, etc.) – Starting Early November

Data checks on all fields in both templates for current year

PIMS Sandbox – Opens at Least Two Weeks Prior to Production

Compares data to previous years

Checks grade 9 entry dates, Enrollment records, etc.

PIMS C2 Collection Window - Production

First Two Weeks of December

All LEAs are required to submit their templates during this window.

**Resubmission Window – Opens Beginning of January**

Two Weeks Early-Mid January

Used to make CORRECTIONS

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Where is the Data Used?

Federal IDEA funding

State Performance Plan

Annual Performance Report

Special Education Data

Report Targets

Compliance Monitoring

Corrective Action

LEA Determinations

Significant Disproportionality

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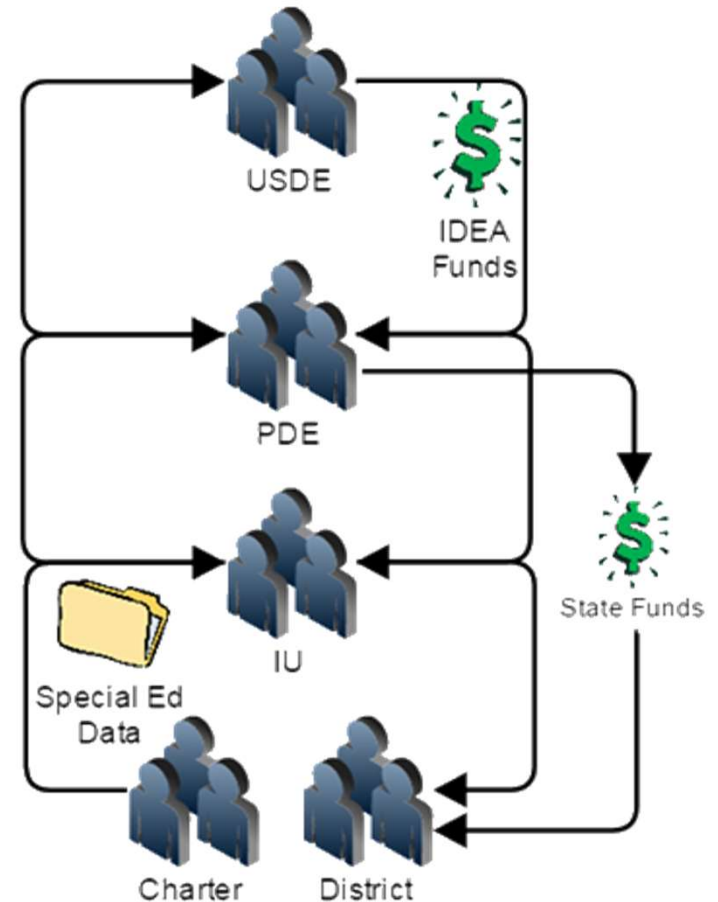
12/1 Special Education Collection

Things to Know and be Prepared to Answer BEFORE You Submit

- Who is my Special Ed data team?

- Review detail information with your Special Ed data team. Last chance to make adjustments!

- Data submitted this year are compared to last year's data.

- Review for any anomalies, things to consider:
  - Was there an increase in a particular population within the LEA? Why?
  - Was there a change in personnel or programming that caused a particular category to increase? What?
  - Was there a change in policies or procedures that caused a change in reporting categories? What?

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Utilize YOUR IU DATA MANAGER

IU Data Managers are an extension of the Data Reporting Team with the BSE. If they are asking for data or verification of information, it is because the Bureau has requested the information. Please cooperate and ensure LEA data are submitted in a Timely and Accurate manner.

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Data Sources

- IEP
- ER
- NOREP
- Teachers, Directors, Psychologist

PIMS Student Template- Resource 1

Field	Description	Location
10	Current Grade Level	From data in SIS or Special Ed system (not on IEP)
14	Birth Date	From data in SIS or Special Ed system (not on IEP)
15	Gender	From data in SIS or Special Ed system (not on IEP)
16-20	Address	From data in SIS or Special Ed system (not on IEP)
~~27~~	~~Race/Ethnicity Code~~	From data in SIS or Special Ed system (not on IEP)
34	Challenge Type	From data in SIS or Special Ed system (not on IEP)
38	Special Education	From data in SIS or Special Ed system (not on IEP)
~~41~~	~~LEP Participation~~	From data in SIS or Special Ed system (not on IEP)
126	Name Suffix	From data in SIS or Special Ed system (not on IEP)
133	Last Name	From data in SIS or Special Ed system (not on IEP)
134	First Name	From data in SIS or Special Ed system (not on IEP)
142	Middle Name	From data in SIS or Special Ed system (not on IEP)
167	Special Education Referral	From data in SIS or Special Ed system (not on IEP)

PIMS Special Ed Snapshot- Resource 2

Field	Description	Location
1	District Code	From data in SIS or Special Ed system (not on IEP)
2	Location Code	From data in SIS or Special Ed system (not on IEP)
5	Student ID	From data in SIS or Special Ed system (not on IEP)
10	Special Ed Teacher	IEP Team/Signatures-Special Ed Teacher
11	Primary Disability	From the ER/RR and data in SIS or Special Ed system (not on IEP)
12	Secondary Disability	From the ER/RR and data in SIS or Special Ed system (not on IEP)

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IEP - Team Signatures- Resource 3

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

Role	Printed Name	Signature
Parent/Guardian/Surrogate		
Parent/Guardian/Surrogate		
Student*		
Regular Education Teacher**		
Special Education Teacher	(SPECIAL ED SNAP: FIELD 10:SPECIAL ED TEACHER)	
Local Ed Agency Rep		
Career/Tech Ed Rep***		
Community Agency Rep		
Teacher of the Gifted****		

*   The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
**   If the student is, or may be, participating in the regular education environment
***   As determined by the LEA as needed for transition services and other community services
****   A teacher of the gifted is required when writing an *IEP* for a student with a disability who also is gifted.
One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

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6. CONCLUSIONS - Determination of Eligibility and Educational Needs
Complete A or B or C.

A. ☐ The student does not have a disability and therefore is NOT ELIGIBLE for special education.

OR

B. ☐ The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education.

OR

C. ☐ The student has a disability AND is in need of specially designed instruction, and therefore IS ELIGIBLE for special education.

1. Disability Category
Primary disability category: (SPECIAL ED SNAP: FIELD 11: Primary Disability)

Secondary disability category(s), if any: (SPECIAL ED SNAP: FIELD 12: Secondary Disability)

2. Recommendations for consideration by the IEP team to enable the student to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

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PIMS Special Ed Snapshot

Field	Description	Location
15	Amount of Special Ed Services	VIII-Education Placement – B – 1 – Amount of Special Ed Services
17	Type of Support	VIII-Education Placement – B – 2 – Type of Support
34	Date Exited Special Ed	NOREP – Derived from data in NOREP recommended placement (possibly in #7 Anticipated Duration)
44	Educational Environment	VIII Penn Data – Section A – Percentage Category OR Section B-location type selected
49	Educational Environment %	VIII Penn Data – Section A – Indicate Percentage column OR if Section B is filled out: Zero or Blank
52	Reason for Exiting Special Ed	(NOREP-#1 Type of action taken)
70	Service Provider	From data in SIS or Special Ed system (not on IEP)-AUN/Name of facility providing service
71	Location of Special Ed Service	VIII-Education Placement – C – Name of School building where IEP will be implemented

B. Type of Support

1. **Amount of special education supports** (SPECIAL ED SNAP: FIELD 15: AMOUNT OF SPECIAL ED SERVICES)

☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day

☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day

☐ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. **Type of special education supports** (SPECIAL ED SNAP: FIELD 17: TYPE OF SUPPORT)

☐ Autistic Support

☐ Blind-Visually Impaired Support

☐ Deaf and Hard of Hearing Support

☐ Emotional Support

☐ Learning Support

☐ Life Skills Support

☐ Multiple Disabilities Support

☐ Physical Support

☐ Speech and Language Support

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VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom: (SPECIAL ED SNAP: FIELD49:Educational Environment Percentage -School Age Program)	Using the calculation result - select the appropriate percentage category (SPECIAL ED SNAP: FIELD 44 EDUCATIONAL ENVIRONMENT-for regular school buildings with Non-Disabled Peers)
			_____% of the day	☐ INSIDE the Regular Classroom 80% or More of the Day ☐ INSIDE the Regular Classroom 79-40% of the Day ☐ INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A) (SPECIAL ED SNAP: FIELD 44 EDUCATIONAL ENVIRONMENT-for students educated OUTSIDE regular school buildings for MORE THAN 50% of the days)

☐Approved Private School (Non Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
☐Approved Private School (Residential)   SPECIAL ED SNAP: FIELD 70:Service Provider
☐Other Private Facility (Non Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
☐Other Private Facility (Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
☐Other Public Facility (Residential) SPECIAL ED SNAP: FIELD 70:Service Provider

☐Other Public Facility (Non Residential) SPECIAL ED SNAP: FIELD 70:Service Provider
☐Hospital/Homebound   SPECIAL ED SNAP: FIELD 70:Service Provider
☐Correctional Facility   SPECIAL ED SNAP: FIELD 70:Service Provider
☐Out of State Facility   SPECIAL ED SNAP: FIELD 70:Service Provider
☐Instruction Conducted in the Home   SPECIAL ED SNAP: FIELD 70:Service Provider

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IEP – Location of Program- Resource 6

C. Location of student's program

Name of School District where the IEP will be implemented: _____

Name of School Building where the IEP will be implemented: (SPECIAL ED SNAP: FIELD 71:LOCATION OF SPECIAL ED SERVICES)
_____

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

☐ Yes

☐ No. If the answer is "no," select the reason why not.

    ☐ Special education supports and services required in the student's IEP cannot be provided in the neighborhood school

☐ Other. Please explain:

_____

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Disability Codes

Appendix H–Disability Codes(Challenge Types)

NOTE: Appendix His for use with Field 34 (CHALLENGE TYPE)in the Student and Student Snapshot Templates, and Field 11 (PRIMARY DISABILITY) and Field 12 (SECONDARY DISABILITY) in the Special Education Snapshot Template.

Disability Code	Disability Description
2121	Autistic/Autism
2122	Deaf-blindness
2123	Hearing impairment including deafness
2124	Intellectual disability
2125	Multiple disabilities
2126	Orthopedic impairment
2127	Emotional disturbance
2128	Specific learning disability
2129	Speech or language impairment
2130	Traumatic brain injury
2131	Visual impairment including blindness
2132	Other health impairment
2134	Developmental delay **NOTE:** this code is not valid for the Special Education collection
2135	Infants and Toddlers with Disabilities **NOTE:** this code is not valid for the Special Education collection

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Educational Environment Codes

Appendix U – Educational Environment (eScholar Lookup – Primary Setting Code)
NOTE: Appendix U is for use with Field 44 (EDUCATIONAL ENVIRONMENT) in the Special Education Snapshot Template.

Code	Description
01	Approved Private School (Non-Residential) 4010 Funded Students Only
02	Approved Private School (Residential) 4010 Funded Students Only
05	Public Separate Facility (Residential)
06	Other Private Separate Facility (Residential)
09	Hospital/Home Bound
12	Public Separate Facility (Non-Residential)
14	Out of State Facility
15	Instruction in the Home
16	Other Private Separate Facility (Non-Residential)
18	Correctional Facility

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Special Education Personnel Tables

Personnel Tables 1, 2 and 3

IU contracted staff are reported by the IU

SD/CS report their own staff and all other non-IU contracted staff

Starting 23-24 SY, data collected in December

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Special Education Personnel Tables

Tables 1 and 2

Number of Special Education Teachers and Paraprofessionals (in FTE) Employed or Contracted to work with Children with Disabilities Ages 3-5/6-21

Reported numbers are based on 12/1 and collected in December.

Highly Qualified/Not Highly Qualified

Certified/Not Certified

Definitions for each in the Resource Guide

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Table 3

IEP Related Services

Number of Related Services Personnel (in FTE) Employed or Contracted to provide related services for Children with Disabilities, Ages 3-21 by LEA based on 12/1

Audiologists, Speech-Language Pathologists, Interpreters, Psychologists, Occupational Therapists, Physical Therapists, Physical Education Teachers and Recreation and Therapeutic Recreation Specialists, Social Workers, Medical/Nursing Service Staff, Counselors and Rehabilitation Counselors, Orientation and Mobility Specialists

Fully Certified/Not Fully Certified

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Special Education Reporting

Special Education June/July Reporting
Transition/Exiting (C4 PIMS)

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C4 Exiting/Transition

Exiting/Transition
PIMS C4 Collection (June)
Special Education and Student Templates

ALL special education students ages 14 and older as of July 1 AND any other special education students with a transition plan as part of their IEP.

Do not report students under 14 that do not have a transition plan.

If any of the above students also exited special education (7/1-6/30 of the current SY), report their exit date and exit reason. No other special education students should be reported in this collection.

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C4 Exiting/Transition

Exiting/Transition
PIMS C4 Collection (June)

Examples

12-year-old student with no transition plan that returned to regular education **should not** be reported.

14-year-old student that did not exit special education during the school year **should** be reported regardless of whether the student has a transition plan.

13-year-old student with a transition plan that exited special education **should** be reported including exit information.

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C4 Exiting/Transition

Transition Fields
Reported for students with valid IEPs regardless of IEP date

73 - Did the Student participate in a competitive integrated paid work experience? (Section III of the IEP)

74 - Did the student participate in individual job coaching services funded by the school in a paid work experience? (Section III of the IEP)

75 - Does the student have an outcome goal of competitive integrated employment? (Section III of the IEP)

76 - Upon exiting high school, was the student employed in a competitive integrated setting? (SAAFP)

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C4 Exiting/Transition

Transition Fields

76 - **Upon exiting high school**, was the student employed in a competitive integrated setting? (Graduate/Drop Out/Reach Max Age)

The question is collected from the Summary of Academic and Functional Performance (SAAFP) document which is completed as a student exits school – not on the IEP.

It is a simple Yes, the student has a job, or No the student does not have a job at the time the student is a leaver.

It does not matter if it is full or part time or if it was a part of a school-work experience – simply, does the student have a job.

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Transition Fields

76 - There is a new checkbox on the revised SAAFP form.

Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals

POSTSECONDARY GOALS	NEXT STEPS	OFFICE/AGENCY	CONTACT INFORMATION	REASON FOR CONTACT
Postsecondary Education and Training:				
Employment:				
Upon exiting high school, was the student employed in a competitive integrated setting? ☐ Yes ☐ No				
Independent Living:				

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Transition Fields
73, 74 and 75

The term **'competitive integrated employment'** means work that is performed on a full-time or part-time basis (including self-employment) -

(A) for which an individual -

(i) is compensated at a rate that -

(I)(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and

(bb) is not less than the customary rate paid by the *employer* for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same *employer* and who have similar training, experience, and skills; or

(II) in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(ii) is eligible for the level of benefits provided to other employees;

(B) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

(C) that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

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C4 Exiting/Transition

Transition Fields

More Information

Act 26: Revisions to Transition and Work Experience Data Collection

https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Additional-Resources/Act-26

Webinar

PowerPoints

Documents

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C4 Exiting/Transition

Considerations

ALL students 14 or older are required to have a Transition Plan as part of the IEP.

Can the LEA submit a Y in field 45 and N in fields 73-76? – Yes

Transition Data is shared with Office of Vocational Rehabilitation (OVR) including Employment First

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C4 Exiting/Transition

Considerations

GED (Exit Reason 02) – only for students in correctional facilities
All other students that receive a GED should be reported as Dropouts

Very few students should be reported as Reached Max Age (RMA)
(did not meet graduation requirements or IEP goals)

If student is reported as RMA Grad Status is blank. Reported as non-graduate in grad/cohort calculation.

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C4 Exiting/Transition

Reporting Graduates

If the student graduated (met graduation requirements or met IEP goals) report as a Graduate (Exit Reason 01) regardless of the student's age.

Report SE students that exited/graduated from 7/1/24-6/30/25.

Students graduating after 6/30 and prior to 10/1
       Grad Cohort (23-24) – G code for Grad Status field
       Special Education (24-25) – use S code for Grad Status field

Field 38 Student Template (Special Education)

ALL students exiting special education must be coded with a Y
Only exception – students transferring to regular education (E)

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C4 Exiting/Transition

Dropouts

If a special education student dropped out during the 2024-25 SY and returned for the 2025-26 SY, they are not a dropout.

Student reenrolls in your LEA
You receive request for records from another LEA

Update the student's record in the Special Education Template by removing the Exit Date and Exit Reason

If Collection is closed, request an override

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C4 Exiting/Transition

Special Education Graduation and Dropout Rates are solely based on the PIMS C4 Exiting/Transition Collection and NOT Grad/Cohort Collection

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C4 Exiting/Transition

How the Data is Used

Graduation/Dropout Rates

Published on annual Special Education Data Report

Graduation Rates are based on students exiting during the current SY (not based on Cohort)

Cyclical Monitoring/Corrective Action Follow-up

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C4 Exiting/Transition

PIMS V2 Report
Special Ed > Grad Status vs Sped Ed Exit Reason

A, B, C, D, H, O, R, W
WD01 or WD09 – 03 (Reached Max Age) or 04 (Dropped out)

T
WD02 – 99 (Moved within PA, Known to be Continuing)

G
WD04 – 01 (Graduated with HS diploma), 02 (Received GED - Correctional Facility Only), 04 (Dropped out if GED outside Correctional Facility)

L
WD03 or WD06 – 06 or 99 (Moved, Known to be Continuing) or 09 (Died)

See **PIMS Manual Volume 2 Appendix E**

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C4 Exiting/Transition

Comparison Reports

PIMS C4 data includes students 14 or older as of 7/1 and other student with transition plans.

Exiting Comparison Reports include only students 14 and older as of 12/1 for Federal Reporting Purposes

Comparison Reports will again contain drop-down list for Justifications and fewer tabs. Be as specific as possible when using "Other" as a justification

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July Special Education Collections

Timelines

Spot Checker – Open early May for C4 Transition/Exiting and Discipline Table (9A)

PIMS Sandbox – Scheduled to open mid May

C4 PIMS Submission Window – 6/2 – 7/18
Open before and after PIMS Maintenance Window

C4 PIMS Re-Submission Window – 7/28 – 8/15
(upload changes to existing submissions based on comparison reports and any BSE notifications)

Tables 8A,9A – Open early May and will close Early July
Submitted via IU Data Manager to Penn State Data Center

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Important Links

- **PIMS Manuals and How-To Guide:**
  - https://www.pa.gov/agencies/education/data-and-reporting/pennsylvania-information-management-system-pims/resources-and-trainings.html

- **Special Education Data Reporting Website:**
  - Contains: Special Education Resource Guide Submission Guide/State Performance Plan/Special Education Data Reports/Dashboards
  - https://penndata.hbg.psu.edu/

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Contacts

Contact Information

Resource Guide

https://penndata.hbg.psu.edu/Data-Management

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IU Data Manager

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Contact/Mission

For more information on the (the topic of the presentation) please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

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