

PENN DATA 2004
RESOURCE GUIDE

For Intermediate Unit Submissions

Pennsylvania Department of Education
Bureau of Special Education
May 2004

**Pennsylvania Department of Education
Bureau of Special Education
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ACKNOWLEDGEMENT

The Bureau of Special Education expresses our thanks to the PAIU Penn Data Committee members and Bureau personnel for their valuable recommendations.

Item #	<i>December 1 Count Items</i>
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3	First Name
4	Middle Initial
5	Birth Date
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7	Ethnic Background
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9	Disability Category
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11	Residency
12	Home District
13	Building
14	Area Academic Office (Philadelphia SD)
15	Service Provider
16	Type of Service
17	Type of Support
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19	Related Services/ Supplementary Aids and Services
20	Teacher's Last Name
21	Transition
22	Services Plan for Students in Non-Public Schools
23	Planned Participation in PSSA/PASA
24	Preschool Program Status
25	Preschool Referral Source
26	LRE Category / Preschool Intervention Levels
27	Placement / Preschool Location of Intervention
	<i>Revised Count Items</i>
28	Date Exited Special Education
29	Reason for Exiting Special Education

Summary of Supplemental Information Tables for Federal Reporting

Information for these tables is an aggregate count from July 1, 2004 through June 30, 2005

- TABLE 1** Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5
Due Date: July 8, 2005
- TABLE 2** Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children with Disabilities, Ages 6-21
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Due Date: July 8, 2005
- TABLE 4** Report of Children with Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled
Due Date: July 8, 2005
- TABLE 5** Report of Children with Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity
Due Date: July 8, 2005
- TABLE 6** Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities
Due Date: July 8, 2005
- TABLE 7** Children With Disabilities Exiting Special Education by Race/Ethnicity (14-21)
Due Date: July 8, 2005

Submission of Data of Gifted Without Disability Students (Item 9, Code 05)

OPTIONS

Intermediate Units have two options for the submission of data of "Gifted Without Disability" (item 9, code 05) students:

OPTION 1

Intermediate Units may continue submitting the data for "gifted without disability" students with their December 1 count.

or

OPTION 2

Intermediate Units may report "gifted without disability" students with the revised count.

Data Items for December 1, 2004

No.	Item Name	Data Entry Codes	Explanations / Comments
1	Student ID Number	XXXXXXXXXX (10 or less)	FIELD TYPE: Numeric or alpha/numeric (no special characters) LENGTH: Ten (10) or less DEFINITION: A student ID consists of no more than 10 characters unique to each student with a disability and/or gifted student in the LEA. An ID must be assigned to all students AUTHORITY: BSE Requirement SOURCE: Check with School District/Intermediate Unit USE: Federal Child Count Verification, Compliance Monitoring
2	Last Name	XXXXXXXXXXXXXXXXXXXXX (Unl)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Legal last name of the student. Suffixes may be included with last name, with a space after the last name and no punctuation, e.g., Smith Jr AUTHORITY: BSE Requirement SOURCE: ER and/or IEP USE: Federal Child Count Verification, Compliance Monitoring
3	First Name	XXXXXXXXXXXXXXXXXXXXX (Unl)	FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Legal first name of the student. Do not include quotes or punctuation AUTHORITY: BSE Requirement SOURCE: ER and/or IEP USE: Federal Child Count Verification, Compliance Monitoring
4	Middle Initial	(Blank) No middle initial X (1)	FIELD TYPE: Text LENGTH: One (1) DEFINITION: Legal middle name of the student. Required if the student has a middle name, no punctuation AUTHORITY: BSE Requirement SOURCE: ER and/or IEP USE: Federal Child Count Verification, Compliance Monitoring

5	Birth Date	MMDDYYYY (8)	<p>FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: Date of birth. Leading zeros must be used where applicable, e.g., 01011988 AUTHORITY: BSE Requirement SOURCE: ER and/or IEP USE: Federal Reports, Statistical Summary, Compliance Monitoring</p>
6	Gender	01 Female 02 Male	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> • Gender of the student • Leading zeros must be used <p>AUTHORITY: BSE Requirement SOURCE: Student cumulative file USE: Compliance Monitoring</p>
7	Ethnic Background	01 American Indian or Alaskan Native 02 Asian or Pacific Islander 03 Black or African American (Not-Hispanic) 04 Hispanic or Latino 05 White (Not-Hispanic)	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> • <i>American Indian or Alaska Native</i> - a person having origins in any of the original peoples of North and South American (including Central America), and who maintains tribal affiliation or community attachment. • <i>Asian or Pacific Islander</i> - a person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands included Hawaii, Guam, and Samoa. • <i>Black or African American (Not Hispanic)</i> - a person having origins in any of the Black racial groups of Africa. • <i>Hispanic or Latino</i> - a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. • <i>White (Not Hispanic)</i> - a person having origins in any of the original people of Europe, the Middle East, or North Africa. <p>AUTHORITY: Federal Reporting SOURCE: Student cumulative file USE: Federal and State Reports, Over-Under Representation Reports, Legislative Inquiries</p>

8	Grade	PS Preschool KH Half-day Kindergarten KF Full-day Kindergarten 01-12 Grade	FIELD TYPE: Alpha or Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • Grade of the student • If grade needs to be determined, the student's age may be used to make this determination. Example, grade 05 (age 10), or grade 08 (age 13), or grade 11 (age 16) • This Item is used to determine which general education curriculum will be used (IDEA requirement) and Item 23 (Planned Participation in the PSSA / PASA) • Leading zeros must be used, where applicable AUTHORITY: 34CFR300.139 SOURCE: IEP USE: Federal Annual Report
9	Disability Category	21 Autism 13 Deaf-Blindness 15 Developmental Delay (3-6 in EI Program) 10 Emotional Disturbance 05 Gifted without Disability 02 Hearing Impairment including Deafness 06 Mental Retardation 16 Multiple Disabilities 09 Orthopedic Impairment 22 Other Health Impairment 04 Specific Learning Disability 11 Speech or Language Impairment 01 Traumatic Brain Injury 12 Visual Impairment including Blindness	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • Disability of the student. See 34CFR300.7, 22 PA Code Chapter 14 • If the student is gifted <u>and</u> has a disability, report the disability in Item 9, and gifted as Code 05 in Item 10 • If the student is gifted <u>without</u> a disability, report the student here as Code 05, blank in Item 10 • Code 15 applies only to student in EI programs • If student is Code 05, the following items may be left blank: 18, 21, 22, 23 AUTHORITY: 34CFR300.7, 1372 PA School Code, 22 PA Code Chapter 14, 22 PA Code Chapter 16, Chapter 171 of PA School Code SOURCE: ER USE: Federal Reports, Statistical Summary, Federal Annual Report, Compliance Monitoring

10	Secondary Disability Category	(Blank) None 21 Autism 13 Deaf-Blindness 10 Emotional Disturbance 05 Gifted 02 Hearing Impairment including Deafness 16 Multiple Disabilities 09 Orthopedic Impairment 22 Other Health Impairment 04 Specific Learning Disability 11 Speech or Language Impairment 01 Traumatic Brain Injury 12 Visual Impairment including Blindness	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> Secondary disability of the student, if applicable. See 34CFR300.7, 22 PA Code Chapter 16 If the student is gifted <u>and</u> has a disability, report the disability in Item 9, and gifted as Code 05 in Item 10 AUTHORITY: 34CFR300.7, 1372 PA School Code, 22 PA Code Chapter 14, 22 PA Code Chapter 16 SOURCE: ER USE: Federal Reports, Statistical Summary, Federal Annual Report, Compliance Monitoring
11	Residency	(Blank) Resident 01 Ward of State 02 1302 (Living with Adult other than Parent) 05 1305 (Foster Home) 06 1306 (e.g., Institutionalized, Group Homes, PRRIs)	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> This field describes the residency status of the student according to special conditions in Section 13 of the PA School Code Code 01, Ward of State: A student under the custody of the county for legal guardianship Code 02, 1302 (Living with Adult other than Parent): A student shall be considered a resident of the school district in which his guardian resides Code 05, 1305 (Foster Home): Students placed in the home of a resident of any school district by order of court or by arrangement with an association, agency, or institution having the care of neglected and dependent children Code 06, 1306 (e.g., Institutionalized settings, Group Homes, PRRIs): Students placed in institutions for the care or training of orphans or other children within the boundaries of a district shall be permitted to attend public school in said district. <u>These students are reported by the home district, not the host district</u> AUTHORITY: 24 PS 13-1305 SOURCE: Student cumulative file, business manager of the district USE: Legislative Inquiries, Compliance Monitoring

12	Home District	AUN (9)	<p>FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION:</p> <ul style="list-style-type: none"> • AUN of the district in which the parent or guardian resides • Charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the charter was granted • Cyber charter schools are LEAs, have assigned AUNs, and must be reported by the IU in which the cyber school was granted • Ward of state: report as (1+IU+999999), e.g., 103999999 <p>AUTHORITY: BSE Requirement SOURCE: ER and/or IEP will indicate the Home District, cross-referenced with PDE AUN list located at http://edna.ed.state.pa.us/aun_listing.asp USE: Compliance Monitoring, Statistical Summary</p>
13	Building	XXXXXXXXXXXXXXXXXXXXXXX (Unl)	<p>FIELD TYPE: Text LENGTH: Unlimited DEFINITION: Building the student attends AUTHORITY: BSE Requirement SOURCE: IEP (Location of Program) USE: Compliance Monitoring</p>
14	Regional Area Offices (Philadelphia SD and ELWYN)	(Blank) N/A 01 South RAO 02 Southwest RAO 03 Central RAO 04 West RAO 05 N/A 06 Northwest RAO 07 Central East RAO 08 North RAO 09 East RAO 10 Northeast RAO 11 ELWYN Preschool	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: Student's assignment to a region in Philadelphia School District / ELWYN Preschool AUTHORITY: BSE Requirement SOURCE: School District of Philadelphia USE: Compliance Monitoring</p>

15	Service Provider	(Blank) Same as Home District AUN (9)	<p>FIELD TYPE: Numeric LENGTH: Nine (9) DEFINITION: AUN of the special education service provider (Items 16 and 17) AUTHORITY: BSE Requirement SOURCE: IEP and/or Notice of Recommended Educational Placement will indicate the Service Provider, cross-referenced with PDE AUN list located at http://edna.ed.state.pa.us/aun_listing.asp, or Program Supervisor USE: Compliance Monitoring</p>
16	Type of Service (School Age Program)	<p>(Blank) Student in EI Program</p> <ul style="list-style-type: none"> 01 Itinerant 02 Resource 03 Part-time 04 Full-time 05 Gifted 	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> • Special education services the student is receiving. See 22 PA Code Chapter 14.141 • Indicate type of service the student is receiving • Leading zeros must be used where applicable • This item must be blank for students in EI (Code PS in Item 8) • Code 05 must be used with Code 05 in item 9 <p>AUTHORITY: 22 PA Code Chapter 14, Section 14.141 SOURCE: IEP and/or Notice of Recommended Educational Placement (see also annotated IEP) USE: Compliance Monitoring</p>
17	Type of Support (School Age Program)	<p>(Blank) Student in EI Program</p> <ul style="list-style-type: none"> 26 Autistic 10 Blind or Visually Impaired 06 Deaf or Hearing Impaired 04 Emotional 11 Gifted 01 Learning 02 Life Skills 03 Multi-Disabilities 08 Physical 07 Speech and Language 	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> • Services provided to students based on their needs. See 22 PA Code Chapter 14.141 • Indicate type of support the student is receiving • Leading zeros must be used where applicable • Code 11 must be used with Code 05 in Item 9 <p>AUTHORITY: 22 PA Code Chapter 14, Section 14.141 SOURCE: IEP and/or Notice of Recommended Educational Placement (see also annotated IEP) USE: Compliance Monitoring</p>

18	<p>LRE Category/ Location of Intervention</p> <p>(School Age Program)</p>	<p>(Blank) Student in EI Program (Blank) Gifted without Disability</p> <p><u>Codes for students being educated in regular buildings with non-disabled students</u></p> <p>19 Special Education Outside the Regular Class Less Than 21% of the Day 20 Special Education Outside the Regular Class At Least 21% of the Day (21-60%) 21 Special Education Outside the Regular Class More than 60% of the Day (61% or more)</p> <p><u>Codes for students being educated in other locations</u></p> <p>01 Approved Private School (Non Residential) 02 Approved Private School (Residential) 16 Other Private Separate Facility (Non Residential) 06 Other Private Facility (Residential) 05 Public Separate Facility (Residential) 12 Public Separate Facility (Non Residential) 09 Hospital/Home Bound 18 Correctional Facility 14 Out of State Facility 15 Instruction in the Home</p>	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> • Students with disabilities must be educated in regular public school buildings with non-disabled students to the extent possible. See 34CFR300.550 • Codes 01 and 02 are new codes. Use only for students in Approved Private Schools • Code 12 may be used for students in Centers • Code 05 may be used for Institutionalized Residential Programs, or State Residential Programs • Codes 09, 14, 15: indicate where appropriate • Code 18: School district in which the county prison is located is responsible for reporting students receiving special education services in county prisons. The State Correctional Facilities and State Juvenile Facilities listed in Appendix A are reported by the Department of Corrections • Use codes 19, 20, 21 for students with Services Plans (Item 22) • Codes 06 and 16: use for other private schools, e.g., Licensed Private Academic Schools • Leading zeros must be used where applicable • This item must be blank for students in EI (Code PS, Item 8) • This item may be left blank for gifted without disability students (Code 05 in Item 9) <p>AUTHORITY: BSE Requirement SOURCE: IEP (see also annotated IEP) USE: Federal Reports</p>
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19	<p>Related Services / Supplementary Aids and Services</p> <p>(Multiple Responses Possible)</p>	<p>(Blank) Student is not receiving Related Services</p> <p>01 Transportation</p> <p>02 Audiological Services</p> <p>03 Psychological Services</p> <p>04 Physical Therapy</p> <p>05 Occupational Therapy</p> <p>06 Counseling Services</p> <p>07 School Health Services</p> <p>08 Social Work Services</p> <p>09 Parent Counseling, Training</p> <p>10 Speech and Language Pathology/Therapy</p> <p>11 Adaptive Physical Education</p> <p>12 Behavior Intervention Program</p> <p>13 Assistive Technology Devices and Services</p> <p>14 Rehabilitation Counseling</p> <p>15 Interpreter</p> <p>16 Orientation and Mobility</p> <p>17 Mental Health Services provided by other than IU/SD</p> <p>18 Other</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION:</p> <ul style="list-style-type: none"> • Services required to assist a student with a disability to benefit from special education • Multiple responses possible • Code 18: Use for "other" related services • Leading zeros must be used where applicable <p>AUTHORITY: 34CFR300.24, BSE Requirement</p> <p>SOURCE: IEP</p> <p>USE: EI Annual Report to the Governor, Legislative Inquiries</p>
20	<p>Teacher's Last Name</p>	<p>XXXXXXXXXXXXXXXXXXXXXXX (Unl)</p>	<p>FIELD TYPE: Text</p> <p>LENGTH: Unlimited</p> <p>DEFINITION: Legal last name of the teacher providing the majority of the special education services (Items 16 and 17)</p> <p>AUTHORITY: BSE Requirement</p> <p>SOURCE: IEP</p> <p>USE: Compliance Monitoring</p>

21	Transition (16 or Older-- School Age Program)	(Blank) Students is less than 16, or (Blank) Gifted without Disability 01 Post Secondary Education/Training 02 Employment	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> Coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post school. See 34CFR300.29 Indicate which outcome best represents the post-school plan for the student This item may be left blank for gifted without disability students (Code 05 in Item 9) AUTHORITY: BSE Requirement SOURCE: IEP USE: Federal Annual Report
22	Services Plan for Students in Non- Public Schools Date	(Blank) Student has IEP, or (Blank) Gifted without Disability MMDDYYYY (8)	FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION: <ul style="list-style-type: none"> The date of the Services Plan for Students in Non-Public Schools. See 34CFR300.454-455 This item applies to equitable participation requirement; students receiving a Services Plan who are placed unilaterally in a non-public school by their parents These students are not to be confused with students receiving services under PA Chapter 15 Protected Handicapped Students Leave this item blank if the student has an IEP This item may be left blank for gifted without disabilities students (Code 05 in Item 9) AUTHORITY: 34CFR300.454-455 SOURCE: Services Plan for students in non-public schools USE: Federal Child Count Verification, Compliance Monitoring

23	Planned Participation in PSSA / PASA (Report for grades 03, 05, 08, 11)	(Blank) Not in grade 03, 05, 08, 11, or (Blank) Gifted without Disability 01 Participation in PSSA 02 Participation in PSSA with Accommodations 03 Pennsylvania Alternate Statewide Assessment (PASA) 04 Religious Exemption	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • How the student will participate in statewide assessments • Religious Exemption: Students may be excused from the PSSA / PASA if their parents refuse participation and that refusal is possible only after the parents have reviewed the test content and declared it to be inappropriate on religious grounds • Leading zeros must be used • This item may be left blank for gifted without disabilities students (Code 05 in Item 9) AUTHORITY: 34CFR300.139, 22 PA Code Chapter 4 SOURCE: IEP USE: Federal Annual Report, Compliance Monitoring
24	Preschool Program Status	(Blank) Student is in a School Age program 01 Transitioned from DPW to MAWA program at 3. 02 EI Preschool program - not in transition status. 03 K-5 eligible in home district, but remaining in EI for K year. 04 EI eligible in July & August, K-5 eligible in September and exiting. 05 K-5 eligible previous year, exiting to School Age in September. 06 All APS children including transition from infant/toddler and to School Age.	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITIONS: <ul style="list-style-type: none"> • <u>01- Transitioned from DPW to MAWA program at 3: Code 01 to be used only in the transition year from an infant/toddler program. APS transition children will be included in the APS category (code) 06.</u> • <u>02-</u> EI Preschool program not in transition status: Code 02 is to be used only for children who entered directly to the MAWA program, or who were code 01 the previous year, and who are not in either transition category. • <u>03-</u> K-5 eligible in home district, but remaining in EI for K -year: Code 03 to be used only for children who are kindergarten age 5 eligible (based on their home district) remaining in an early intervention program for their kindergarten year. These children will be counted as MAWA eligible during July & August and become K-5 eligible from September through June 30 for an accurate K-5 year accounting. • <u>04-</u> EI eligible in July & August, K-5 eligible in September and exiting: Code (04) only those children K-5 eligible that are exiting to the school district and not staying in EI for the K-5 year. These children will be counted as eligible during July and August at the

			<p>end of their EI program.</p> <ul style="list-style-type: none"> • <u>05</u>- K-5 eligible in the previous year, exiting to School Age in September: Code (05) Only those children who were K-5 eligible in the previous year and are exiting to a School Age program. They are counted as K-5 eligible for July and August. • <u>06</u>- All APS children including transition from DPW and to School Age: All children regardless of transition status, who are the responsibility of the MAWA agency in a program year. • An unduplicated count will be comprised of Codes 01, 02, 03, 04, 05 and 06 • The eligible count will be comprised of Codes 01, 02, 03, 04, 06 • The K-5 eligible count will be comprised of 03 and 05 • Leading zeros must be used <p>AUTHORITY: PA Act 212 of 1990, PA Act 30 of 1997, BEC 11 P.S. 875-304 SOURCE: Preschool Supervisor USE: EI Annual Report to the Governor, Compliance Monitoring, State Interagency Coordinating Council, Legislative Appropriation Requests</p>
25	Preschool Referral Source	<p>(Blank) Student is in a School Age program</p> <p>01 Hospitals (including prenatal and postnatal care facility)</p> <p>02 Physicians</p> <p>03 Parents</p> <p>04 Child Care Programs</p> <p>05 Local Education Agencies</p> <p>06 Transfer from DPW</p> <p>07 Public Health Facility</p> <p>08 EPSDT Screening Facility</p> <p>09 Other Social Service Agencies</p> <p>10 Other Health Care Providers</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION: Identify the source of the referral. Leading zeros must be used where applicable</p> <p>AUTHORITY: 34CFR300.125, PA Act 212 of 1990 -305(a)(c 1-6)</p> <p>SOURCE: Preschool Supervisor</p> <p>USE: Compliance Monitoring, Child Find</p>
26	LRE Category / Preschool Intervention Levels	<p>(Blank) Student is in a School Age program</p> <p>01 Supportive intervention</p> <p>02 Supplemental aids and services</p> <p>03 Early intervention services and</p>	<p>FIELD TYPE: Numeric</p> <p>LENGTH: Two (2)</p> <p>DEFINITION:</p> <ul style="list-style-type: none"> • <u>01</u>: Supportive intervention, including modifications to the regular program and individualization by the preschool program or

		<p>programs provided in a specialized setting for most or all of the program day, with noneligible young children.</p> <p>04 Early intervention services and programs provided in a specialized setting, with some programming provided in the regular preschool program or class and opportunities for participation with noneligible young children in play or other activities.</p> <p>05 Early intervention services and programs provided in the home</p> <p>06 Early intervention services and programs provided in a specialized early intervention program.</p> <p>07 Early intervention services and programs provided in a specialized setting, including the following: an approved private school, a residential school, residential facility, State school or hospital or special secure setting on an individual or group basis, with parental consent, an approved out-of-state program.</p>	<p>classroom teacher</p> <ul style="list-style-type: none"> • <u>02</u>: Supplemental aids and services provided by early intervention personnel to the regular preschool program or class • <u>05</u>: Early intervention services and programs provided in the home, including services which are provided in conjunction with services (such as related services), provided in another setting • Leading zeros must be used <p>AUTHORITY: 22 PA Code Chapter 14 SOURCE: Preschool Supervisor, IEP USE: EI Annual Report to the Governor, Compliance Monitoring, State Interagency Coordinating Council</p>
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27	Placement / Preschool Location of Intervention	(Blank) Student is in a School Age program 01 Early Childhood Setting 02 Head Start 03 Early Childhood Special Education Setting 04 Home 05 Part-Time Early Childhood / Part- Time Early Childhood Special Education Setting 06 Residential Facility 07 Separate School 08 Itinerant Service Outside the Home 09 Reverse Mainstream Setting	FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION: <ul style="list-style-type: none"> • <u>01</u>: Early Childhood Setting - e.g., Family Child Care, Regular Preschool/Child Care Center, Combined Classroom/Home Based Program • <u>03</u>: Early Childhood Special Education Setting - e.g., Early Intervention Classroom, Combined Classroom/Home Based Program • <u>04</u>: Home - e.g., Instruction/Services in the Home • <u>05</u>: Part-Time Early Childhood / Part-Time Early Childhood Special Education Setting - e.g., Part time Regular/Part time Specialized Classroom • <u>06</u>: Residential Facility – e.g., Approved Private School on a residential baseis, Private Residential Rehabilitation Institute, Residential Facility, Community Residential Facility • <u>07</u>: Separate School – e.g., Approved Private School on a day basis • <u>08</u>: Itinerant Service Outside the Home - e.g., Clinic for speech • <u>09</u> Reverse Mainstream Setting - For preschoolers who receive all of their special education and related services in educational settings designed primarily for children with disabilities but that include 50 percent or more children without disabilities • Leading zeros must be used AUTHORITY: 22 PA Code Chapter 14 SOURCE: Preschool Supervisor, IEP USE: Compliance Monitoring, Federal Reporting
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Data Items for Revised Count

28	Date Exited Special Education	(Blank) Did not exit MMDDYYYY(8)	<p>FIELD TYPE: Numeric LENGTH: Eight (8) DEFINITION:</p> <ul style="list-style-type: none"> • The date the student exited special education • <u>Leave this Item blank for the 12/1 count</u> • This item must be updated in the July submission for students who were in the 12/1 child count <p>AUTHORITY: BSE Requirement SOURCE: Notice of Recommended Educational Placement, Student cumulative file USE: Federal Reports</p>
29	Reason for Exiting Special Education	<p><u>School Age Codes</u> (Blank) Did not exit 05 No Longer Needs Special Education 01 Graduated with High School Diploma 02 Received GED 03 Reached Maximum Age (Age 21) 09 Deceased 06 Moved, known to be Continuing 07 Moved, not known to be Continuing 04 Dropped out</p> <p><u>Preschool Code</u> 10 Exited Preschool Program</p>	<p>FIELD TYPE: Numeric LENGTH: Two (2) DEFINITION:</p> <ul style="list-style-type: none"> • The reason the student exited special education • <u>Leave this Item blank for the 12/1 count</u> • This item must be updated in the July submission for students who were in the 12/1 child count • "Moved, known to be continuing:" There need not be evidence that the student is continuing special education, only that he/she is continuing in a general education program. This definition includes transfers and students with disabilities in residential drug/alcohol rehabilitation center or correctional facilities • "Moved, not known to be continuing:" As per OSEP, these students will be added to those reported as dropped out" • Leading zeros must be used where applicable <p>AUTHORITY: BSE Requirement SOURCE: Notice of Recommended Educational Placement, cumulative file USE: Federal Reports</p>

TABLE 1
Number and Type of Teachers Employed
(in Full-Time Equivalency)
To Provide Special Education and Related Services
for Children With Disabilities, Ages 3-5

SPECIAL EDUCATION TEACHERS	FULL-TIME EQUIVALENCY TOTALS
Employed Fully Certified	
Employed Not Fully Certified	
TOTAL	

- Special Education teachers of students ages 3 – 5
- Do not include regular preschool teachers who work with students with disabilities
- **Emergency certification is counted as fully certified**

TABLE 2
Number and Type of Teachers Employed (in Full-Time Equivalency)
To Provide Special Education and Related Services For Children With
Disabilities, Ages 6-21

AREA OF SPECIALIZATION (PLEASE PROVIDE CATEGORIES)	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED
Speech Impaired Certification			
Hearing Impaired Certification			
Visually Impaired Certification			
Comprehensive Certification			
TOTAL SPECIAL EDUCATION TEACHERS			

- Special Education teachers and related services teachers for students with disabilities
- Ages 6 – 21
- 1.0 FTE is full time
- .50 FTE is 50% employed
- Comprehensive Certificate in PA is a Special Education Teacher Certification
- **Emergency certification is counted as fully certified**

TABLE 3
Number and Types of Other Personnel Employed (In Full-Time Equivalency)
To Provide Special Education And Related Services For Children With
Disabilities, Ages 3-21

OTHER SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	EMPLOYED FULLY CERTIFIED	EMPLOYED NOT FULLY CERTIFIED	TOTAL EMPLOYED
Vocational Education Teachers			
Physical Education Teachers			
Work-Study Coordinators			
Psychologists			
School Social Workers			
Occupational Therapists			
Audiologists			
Teacher Aides		XXXXXXXXXXXXXXXXXXXXXX	
Recreation and Therapeutic Recreation Specialists			
Diagnostic and Evaluation Staff			
Physical Therapists			
Counselors			
Speech Pathologists			
Supervisors / Administrators (LEA)			
Supervisors / Administrators (SEA)	XXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXX
Interpreters		XXXXXXXXXXXXXXXXXXXXXX	
Rehabilitation Counselors			
Other Professional Staff			
Non-Professional Staff			
TOTAL OTHER SPECIAL EDUCATION AND RELATED SERVICES STAFF			

- Ages 3-21
- 1.0 FTE is full-time

**TABLE 4
REPORT OF CHILDREN WITH DISABILITIES
UNILATERALLY REMOVED TO
AN INTERIM ALTERNATIVE
EDUCATIONAL SETTING, OR SUSPENDED OR EXPELLED**

Children with Disabilities Ages 3-21	1. Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons			2. Number of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Number of Children Suspended or Expelled > 10 Days and Number of Suspension/Expulsions ¹		
	Disability	A. Unduplicated Count of Children	B. Number of Unilateral Removals by School Personnel for Drugs	C. Number of Unilateral Removals by School Personnel for Weapons	Unduplicated Count of Children	A. Unduplicated Count of Children	B. Number of Single Suspension/Expulsions > 10 Days
1. Mental Retardation							
2. Hearing Impairments							
3. Speech or Language Impairments							
4. Visual Impairments							
5. Emotional Disturbance							
6. Orthopedic Impairments							
7. Other Health Impairments							
8. Specific Learning Disabilities							
9. Deaf-Blindness							
10. Multiple Disabilities							
11. Autism							
12. Traumatic Brain Injury							
13. Developmental Delay							
14. Total							

¹Include only out-of-school suspensions.

**TABLE 5
 REPORT OF CHILDREN WITH DISABILITIES
 UNILATERALLY REMOVED TO
 AN INTERIM ALTERNATIVE
 EDUCATIONAL SETTING, OR SUSPENDED OR EXPELLED BY RACE/ETHNICITY**

Children with Disabilities Ages 3-21	1. Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons			2. Number of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Number of Children Suspended or Expelled > 10 Days and Number of Suspension/Expulsions ¹		
Race/Ethnicity	A. Unduplicated Count of Children	B. Number of Unilateral Removals by School Personnel for Drugs	C. Number of Unilateral Removals by School Personnel for Weapons	Unduplicated Count of Children	A. Unduplicated Count of Children	B. Number of Single Suspension/Expulsions > 10 Days	C. Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days
1. White, non-Hispanic							
2. Black, non-Hispanic							
3. Hispanic							
4. Asian/Pacific Islander							
5. Native American							
6. Total							

¹Include only out-of-school suspensions.

TABLE 6
Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities

DISABILITY	Traumatic Brain Injury									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Hearing Impairment including Deafness									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Specific Learning Disabilities									
	14	15	16	17	18	19	20	21	22+	TOTAL
Basis of Exit										
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Mental Retardation									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Orthopedic Impairment									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Emotional Disturbance									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Speech or Language Impairment									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Visual Impairment including Blindness									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Deaf-Blindness									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Multiple Disabilities									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Autism									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

DISABILITY	Other Health Impairment									
Basis of Exit	14	15	16	17	18	19	20	21	22+	TOTAL
No Longer Receives Special Education										
Graduated with Regular High School Diploma										
Received a GED										
Reached Maximum Age										
Died										
Moved, Known to be Continuing										
Moved, Not Known to be Continuing										
Dropped Out										
TOTAL										

TABLE 7
Report of Children With Disabilities Exiting
Special Education by Race/Ethnicity
NUMBER OF STUDENTS AGES 14-21 EXITING SPECIAL EDUCATION BY RACE/ETHNICITY

BASIS OF EXIT	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK OR AFRICAN AMERICAN (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
No Longer Receives Special Education						
Graduated with Regular High School Diploma						
Received a GED						
Reached Maximum Age						
Died						
Moved, Known to be Continuing						
Moved, Not Known to be Continuing						
Dropped Out						
TOTAL						

APPENDIX A

State Correctional Adult & Juvenile Facilities

State Correctional Institutions

SCI-Albion
SCI-Cambridge Springs
SCI-Camp Hill
SCI-Chester
SCI-Coal Township
SCI-Cresson
SCI-Dallas
SCI-Fayette
SCI-Forrest
SCI-Frackville
SCI-Graterford
SCI-Greene
SCI-Greensburg
SCI-Houtzdale
SCI-Huntingdon
SCI-Laurel Highlands
SCI-Mahanoy
SRCF-Mercer
SCI-Muncy
SCI-Pine Grove
SCI-Pittsburgh
Quehanna Boot Camp
SCI-Retreat
SCI-Rockview
SCI-Smithfield
SCI-Somerset
SCI-Waymart
SCI-Waynesburg

State Juvenile Institutions

Allentown Secure Treatment Unit
Cresson Secure Treatment Unit
Loysville Secure Treatment Unit
Loysville Youth Development Center
New Castle Youth Development Center
North Central Secure Treatment Unit
North Central (Danville Girls Unit)
South Mountain Secure Treatment Unit
Southeast Secure Treatment Unit
Southwestern Secure Treatment Unit
Weaversville Intensive Treatment Unit
Youth Forestry Camp #2
Youth Forestry Camp #3

COUNTY PRISONS: School district in which the county prison is located is responsible for reporting students receiving special education services in county prisons. The Department of Corrections reports the facilities listed here.

APPENDIX B

Time Table for Intermediate Units to Supply Data to Penn State for Penn Data 2004-2005

Student Record File and/or Table Data	Last Date to Submit Final Data to PSU via Export File	Errors Corrected by IU and Corrected File sent to PSU	Approval of Child Count by Intermediate Units	Resolution of duplicates across IUs	Processed by PSU/ Submitted to PDE	PDE Review	OSEP tables submitted to U.S. Dept. of Education	File Name xx equals IU number Format date as Dec2004
<i>The following is for All Students in Special Education (School Age and EI)</i>								
Export file of Student Database – this will include all data items	01/06/05	1/11/05	01/17/05	1/21/05	01/25/04	01/31/04	02/01/04	Student_IUxx_date.txt
Export file of Revised Student Database – this will include only those students who should have been included on the December 1 count and those students who were part of the count on December 1 and have exited special education.	07/08/05	07/15/05	07/29/05	08/05/05	08/12/05	08/19/05	08/26/05	Student_IUxx_Full_date.txt OR Student_IUxx_Part_date.txt Where “full” is for a complete database and “part” is only new records and exits.
Table 1 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table1_IUxx_date.txt
Table 2 – Number and Type of	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table2_IUxx_date.txt

Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children with Disabilities, Ages 6-21								
Table 3 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children with Disabilities, Ages 3-21	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table3_IUxx_date.txt
Table 4 - Report Of Children With Disabilities Unilaterally Removed To <i>An Interim Alternative Educational Setting</i> , Or Suspended Or Expelled	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table4_IUxx_date.txt
Table 5 - Report Of Children With Disabilities Unilaterally Removed To <i>An Interim Alternative Educational Setting</i> , Or Suspended Or Expelled By Race/Ethnicity	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table5_IUxx_date.txt
Table 6 – Children with Disabilities Exiting Special Education by Single Years of Age (14 – 21) and Disabilities	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table6_IUxx_date.txt
Table 7 – Children with Disabilities Exiting Special Education by Race/Ethnicity	07/08/05	07/15/05	07/29/05	N/A	08/12/05	08/19/05	08/26/05	Table7_IUxx_date.txt

All export files will be sent to PSU in zip format. All files sent to PSU should be zipped into one file. The naming convention of the file should be IUxx_date zip where 'xx' is equal to the IU number and 'date' is equal to the date the file was sent.

The student file due July 8, 2005 will be a revised December 1 count to include children who were missed in December (and should have been in the count), gifted students not included in the December 1 count and exit information for those children who exited between December 1, 2004 and June 30, 2005.

At the request of each Intermediate Unit, PSU will send each IU a copy of the final file they sent to PSU in January after all data has been checked and verified. The file will be in Excel format.

***** Once student record files from all IUs have passed all edit checks by PSU, each IU will receive an Excel spreadsheet, via email, listing students in their export file that have the same Last Name, First Name, and Birth Date as students in other IU files. Contained in the email will be instructions on how to resolve these duplicates and a deadline.**

The following is for:
Children in EI Programs Only
(this is in addition to files listed above)

Student Record File and/or Table Data	Last Date to Submit Data to PSU via Export File	Approval of Child Count by Intermediate Units	Processed by PSU/ Submitted to PDE	PDE Review	OSEP tables submitted to U.S. Dept. of Education	File Name xx equals IU number Format date as Dec2004																										
<p>Export file of Preschool Student Database – this will include all 30 data items. This file will be used to create aggregate data for preschool reports. The data in the file is based on information starting July 1, 2004. It is to be sent to PSU based on data from July 1, 2004 to end of current month. The database file is due for the time period ending in the following months:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Aggregate Data for:</u></td> <td style="width: 50%;"><u>Due:</u></td> </tr> <tr> <td>July</td> <td>August 5</td> </tr> <tr> <td>August</td> <td>September 5</td> </tr> <tr> <td>September</td> <td>October 5</td> </tr> <tr> <td>October</td> <td>November 5</td> </tr> <tr> <td>November</td> <td>December 5</td> </tr> <tr> <td>December</td> <td>January 5</td> </tr> <tr> <td>January</td> <td>February 5</td> </tr> <tr> <td>February</td> <td>March 5</td> </tr> <tr> <td>March</td> <td>April 5</td> </tr> <tr> <td>April</td> <td>May 5</td> </tr> <tr> <td>May</td> <td>June 5</td> </tr> <tr> <td>Full year aggregate ...(July 1-June 30) of preceding year.</td> <td>July 5</td> </tr> </table>	<u>Aggregate Data for:</u>	<u>Due:</u>	July	August 5	August	September 5	September	October 5	October	November 5	November	December 5	December	January 5	January	February 5	February	March 5	March	April 5	April	May 5	May	June 5	Full year aggregate ...(July 1-June 30) of preceding year.	July 5	<p>Export File Received by the 5th of the month for the time period July 1, 2004 through the last day of the previous month.</p>	<p>Not Applicable</p>	<p>Send to Early Intervention Staff by the 15th of due month</p>	<p>Review by Early Intervention Staff by the 20th of due month</p>	<p>Not Applicable</p>	<p>Preschool_IUxx_ date.txt</p>
<u>Aggregate Data for:</u>	<u>Due:</u>																															
July	August 5																															
August	September 5																															
September	October 5																															
October	November 5																															
November	December 5																															
December	January 5																															
January	February 5																															
February	March 5																															
March	April 5																															
April	May 5																															
May	June 5																															
Full year aggregate ...(July 1-June 30) of preceding year.	July 5																															

Notes:

All files will be sent to PSU in the form of Export files. The file layout will follow the Export Specifications for Penn Data 2004.

APPENDIX C

Frequently Asked Questions

FAQs -- March 2004

- 1. What happens with duplicates, e.g. both districts insist student is theirs, what happens to student?**
Both students are counted as two different students.
- 2. We would like to sign off on our child count after duplicates are checked.**
It has always been the intention of BSE to have the sign-off after the duplicates are checked. Last year was an exception due to the weather closings, limitations related to the federal deadlines, and some IUs not adhering to the timelines.
- 3. We would like to know what edits are performed by Penn State on our data. An example would be the grade/age errors we were sent. What parameters are used for checking?**
See Appendix D for specific edit checks. In the "grade/age" example, a "red flag" is used to improve data accuracy.
- 4. What exactly is the Early Intervention edits used?**
Red flags to improve data accuracy.
- 5. We need more clarification in the LRE field for 19, 20, and 21 vs. the remaining codes.**
LRE percentages have nothing to do with Type of Service. One is how much special education the student is receiving (type of Service)... and the other is % of special education received OUTSIDE the regular classroom (percentages). IEP teams need to ask the following questions: Is the student going to be educated in a regular school with non-disabled students? If yes, use one of the three percentages options. If no, where is the student going to be educated? Use one of the other options.
- 6. More clarification on computations for Special Education Data Report. IUs receive many questions when these come out.**
A Glossary of Terms was created to improve data accuracy. You may review it by visiting our Penn Data Website.
- 7. More items on IEP should match what we need to report in Penn Data for consistency purposes.**
Every effort has been made for the past three years to be as consistent as possible. Recommendations are always welcome.
- 8. Requests that Resource Guide only be given to IUs because it may cause confusion if districts obtain it. Make sure resource guide states that IUs should be contacted for specific details of what they may require.**

Recommendation was forwarded to BSE.

9. **Can anyone tell us where e-grant numbers are obtained? They never match our Penn Data numbers.**
The files used are our Penn Data files. Keep in mind that some adjustments must be made to separate 5 and 6 years old still in PS programs from those in school-age programs.
10. **Would it be possible to collect the PSSA/PASA information in the July submission rather than January since many IEPs are done in the spring to determine what accommodations, if any, will be made?**
BSE needs the PSSA/PASA planned participation to be collected with the December 1 count. Last year we also did a pilot and collected actual accommodations. There are no plans to collect actual accommodations this year.
11. **In the PSSA page for Coding Student Data an extra ethnic choice is provided: Multi-Racial/Ethnic, which does not exist in Penn Data. How will this be mapped?**
There is no need to map ethnicity. Penn Data only collects ethnicity for federal reporting as part of our 12/1 count.
12. **There are many licensed private schools that have been added to the list of schools but no LRE category has been officially assigned so districts are choosing their own and therefore the information is, at best, faulty. Please advise what code to assign to these schools, such as ones operating on a day basis by PRRI and even APS. The district sends the student for the day and pays tuition to the PRRI or APS. Also some do enroll both regular education as well as special education students and the class then has both types of students.**
If a student is not being educated in a regular building with non-disabled students, then use the codes for PRRI and APSs.
13. **Since the new Annotated IEP asked for hours per week a student receives special education services, will this item be collected in Penn Data?**
Not planned at this point.
14. **Are there percents attached Type of Service to help districts choose the correct type? Ex: Itinerant is less than 21% or Full-time is greater than 85%**
LRE percentages have nothing to do with Type of Service. One is how much special education the student is receiving (type of Service)... and the other is % of special education received OUTSIDE the regular classroom (percentages). IEP teams need to ask the following questions: Is the student going to be educated in a regular school with non-disabled students? If yes, use one of the three percentages options. If no, where is the student going to be educated? Use one of the other options.
15. **Could we receive an Excel file with all the data items the state collects on the students?**
IUs may request files directly to Penn State.

General Questions

Student ID Number

- Can the student ID include letters?
Yes.

Ethnic Background

- How do you make the decision for students with mixed-heritages?
The family of the child makes this determination, not the district/IU.

Grade

- How do we determine grade level for UE and US?
The IEP team of each child is responsible for determining the grade level. The new IEP format has a space for this information. If grade level needs to be determined before the December 1 count, please refer this question to your special education supervisor.
- Can we code a student as grade 12 for several years?
Yes.

Disability Category

- How do you code speech?
In order for a student to receive speech and language services, the student must have a "speech" disability. The Evaluation Report will provide if speech is a primary or secondary disability.
- How do you code a student with more than 2 disabilities?
The field is limited to the identification of one secondary disability. The information is found on the ER where primary and secondary disabilities are identified by the Multidisciplinary Team.
- Is this item necessary for students not gifted?
Yes, if applicable.

Residency

- Is the Residency Item for EI and School Age?
Yes.

- Should the home district report 1306 Students?
Yes.
- How do we code students who are "emancipated"?
These students are coded according to the residency status as all students.
- How do we code students who are Wards of the State who are also 1306 students?
Code as 1306.

Home District

- In what cases do you report the home district of a Charter/Cyber School?
Charter Schools and Cyber Schools in PA are considered LEAs.
- Do we need a separate AUN for Charter/Cyber Schools?
Yes.

Building

- Where do you find the information for "building"?
ER format and NOREP.
- Do we identify the building name if the student is educated in a private school, APS, another public school district?
For students in APSs the name of the private school is sufficient. If you are able to be more precise, please do so.

Type of Service

- Where do we get definitions for Type of Services?
PA Chapter 14 (section 14.141)
- Do the Penn Data Categories (Type of Service) match the percent of time in Item 18?
No. Please refer to PA Chapter 14.141 for the definitions of the types of service.
- Will there be a form for teachers to fill-out to aid the data collector in meeting this Penn Data requirement?
See IEP format.

Type of Support

- If you have a student with two types of support how do we complete this item?
Select the support by the majority of time and/or consult your special education supervisor.

LRE Category

- What LRE field do we use for Cyber Charter Schools, as well as what building?
For LRE: Code 19, for Building: Home.
- How are charter schools coded in Item 18 (LRE category)?
Since Charter Schools are considered LEAs in PA, students are coded as determined by their placement.
- Please give example of public versus private.
Public facilities are operated under the aegis of a government agency. An example is Scranton State School for the Deaf. Private facilities have status as non-profit or for-profit entities. An example is Devereux.

Related Services

- Related Services: Does this item apply to both EI and School Age?
Yes.

Transition

- If we have transition information for students younger than 16, **must** we report it?
No.

Services Plans for Students in Non Public Schools

- Does a 504-plan count as a Services Plan?
*No. Services plans are for students who are placed unilaterally in a non-public school by their parents... **versus Protected Handicapped Students, under PA Chapter 15.***
- Please explain who are these students.
In some instances LEAs provide services to students placed by their parents in non-public schools. These students are included in our Federal Child Count and services are to be documented in a Services Plan.
- Are Services Plans valid for 1 year only (Like the IEPs)?
Services plans vary in length as IEPs do. We include children with Services Plans in effect on 12/1.

Planned Participation

- How do you indicate religious exemption on the IEP?
Even though there is not a specific section on the IEP to indicate these exemptions, most IEP Teams will document this information on "Section V. Participation in State and District-Wide Assessments."
- Are you collecting information related to writing or science?
No.

Preschool Program Status

- There still appears to be confusion about the Early Intervention status codes; these codes DO NOT have to be changed in any way for the July count, is that correct?
That is true; program status shouldn't change for the July count. Status for many children will change in the following year.
- If the child is 5 years old in August, and decides in September to stay in EI, what code do we use in September?
Code 03 in September submission file.

Preschool Location of Intervention

- In Early Intervention – a stand-alone code of combination home and classroom has been eliminated. Based on the definition in the Resource Guide of Item 27, it appears that the Early Childhood and Early Childhood Special Ed setting is preferred over HOME as a location of intervention...is this accurate?
"Preferred" is not a good choice of words since the home may be the least restrictive environment for many preschoolers, especially three year olds. The new format more closely approximates federal reporting requirements. When children receive services in both the classroom and the home, use the setting in which the child receives services the majority of the time.

Exiting

- Do all EI children need to be exited at the end of the school year?
No.
- If a student leaves a district after 12/1 and returns the same school year, should he/she be counted as "exited" that year?
No. Remember that Penn Data is a 12/1 "census" of the students, and where are they in July. Following are some guiding questions for data reporting: (1) Who did you have on 12/1? (2) Of that group, who don't you have in July? (3) When did they exit? (4) Why?

- Do you have any specific instructions for the Discipline Tables?

General Instructions

1. Counts should cover the entire school year.
2. Children should be reported by disability (Table 4) and by race/ethnicity (Table 5).
3. Include children ages 3-21.
4. Both Tables ask for an unduplicated count of children.
5. Columns 1 and 2 ask for number of children removed to an Interim Alternative Educational Setting only.
6. Column 3 asks for out-of-school suspensions only.

OSEP Definitions

Interim Alternative Educational Setting – An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the child to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child’s current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

Unilateral Removal – Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days. 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.

Removal by a Hearing Officer – Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 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 others.

Specific Instructions, Table 4

In Table 4, information is reported by disability category. In columns 1, 2, and 3, IUs *must* report the number of children in each column by disability category.

In column 1A, provide an *unduplicated* count of children ages 3-21 who were unilaterally removed for drug or weapons offenses by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team).

In column 1B, report the total number of times children ages 3-21 were unilaterally removed for drug offenses. In column 1C, report the total number of times children ages 3-21 were unilaterally removed for weapons offenses. A child may be counted more than once in columns 1B and 1C.

In column 2, report the total number of children ages 3-21, who were removed to an interim alternative educational setting based on a hearing officer determination of likely injury. Provide an unduplicated count of children removed by a hearing officer.

In column 3A, provide an *unduplicated* count of children ages 3-21 who were suspended or expelled for more than 10 days during the school year for any offense or combination of offenses. Include only out-of-school suspensions.

In column 3B, report the number of times children ages 3-21 were subject to a single suspension/expulsion of more than 10 days. A child may be counted more than once in column 3B. In column 3C, report the number of children ages 3-21 who were subject to multiple short-term suspensions summing to more than 10 days. A child may be counted only once in column 3C. Include only out-of-school suspensions.

The child counts for columns 1A and 3A are unduplicated within each of those columns. Each child counted in columns 1B and/or 1C should be counted once, and only once, in column 1A. Similarly, each child counted in columns 3B and/or 3C should be counted once, and only once, in column 3A.

Specific Instructions, Table 5: The columns found in Table 4 are repeated in Table 5. In Table 5, however, data are reported by race/ethnicity categories.

Specific Instructions, Table 4 and 5: In Tables 4 and 5, the number reported in each line of column 1A should be less than or equal to the sum of each line of columns 1B and 1C. The number reported in each line of column 3A should be less than or equal to the sum of each line of columns 3B or 3C. The number reported in each column in line 14 of Table 4 should equal the number reported in the corresponding column in line 6 of Table 5.

- What does keeping a “static” December 1 file mean?
Make a copy of the file you exported... put it aside...continue your day-to-day with your current system.
- Can items that were entered in error be corrected?
Errors can be corrected between December 1 and the January submission date.
- What is the difference between (1) updating December 1 student files in July to include items 28 and 29 versus (2) Tables 6 and 7?
Items 28 and 29: these two items must be updated in July for all students who were part of the December 1 count and exited. Tables 6 and 7: they are an aggregate count of all students who exited during the school year, July 1st to June 30th.
- Does the Federal government require the revised submission?
Yes.
- Should we include a confidentiality disclaimer when submitting data?
Most IUs: (1) include a disclaimer with their submission, or (2) send the data as a password-protected file, or (3) mail diskette.
- Which items are required for the December 1 count?
All items are required, except those that can be left “blank” as per the Resource Guide.
- Will the compliance-monitoring list be generated from Penn Data?
Yes, beginning with the 2002-03 school year.

- Are IUs responsible for collecting data from Charter Schools, including Cybers?
Yes.
- What is the difference between Type of Service and LRE categories?
Type of Service indicates the special education services the students will receive, as identified in the IEP. LRE Categories indicate the location in which the student will receive the Type of Service, as identified in the IEP.
- Which items are not required for gifted only?
You do not need to report those items that do not apply to gifted students, Item 23 (PSSA), Item 22 (Services Plan), Item 21 (Transition), Item 18 (LRE).
- Will LRE become a required field for Preschool?
It is already required, item 27 for Preschool students.
- Why are we unable to get a student list confirmation of data sent to the Data Center – it does not have to be the complete file; perhaps just, name, DOB, and district? Will the IUs ever receive this type of confirmation?
Penn State will email to the IU a file that contains by district a list of students with their date of birth and disability. The file will be in Excel format. For confirmation write to bsedata@psu.edu.
- When “other” reports are produced using data supplied, will the IUs be advised about what was distributed? What happens if reports don’t match?
PDE will inform IUs about "other" reports when necessary and appropriate.
- What use is made of the changes or corrections between the 12/1 and July counts, given that what is published on the web is the 12/1 count only?
PDE is able to "revise" the 12/1 count by adding students who were not included, but should have been. PDE will post the revised count on the web.
- Could we have all questions you respond to listed on a web site for us to check?
Yes.
- Are there specifications for Tables 1-7?
Yes, refer to Appendix D of this Resource Guide.

- Will the IUs receive this year a list of edits used for processing the export file?
Yes, refer to Appendix D of this Resource Guide.
- Will IUs receive confirmation that the export file was received?
Yes, we will make sure IUs are notified via email in future submissions.
- How can we make a template of the IEP and the ER?
www.pattan.k12.pa.us has all forms/formats in PDF, windows, and MAC versions.
- Where do you report a 5 year-old child in a School Age program?
As a School Age student.
- We operate our own large school district special education program--why can't we report directly vs. the IU?
Through the IDEA B Grant Application process IUs are assigned the responsibility to provide special education data as requested by the Bureau of Special Education.
- How is PDE going to edit/sort duplicates?
The IU is responsible for verification of data prior to submission including elimination of any duplicate records within member districts. Our contractor (Penn State) is responsible for identification of duplication at the State level.
- If a data item is blank, by mistake - i.e. data entry error, what are the consequences?
Required data items left blank will be returned to the IU for correction.

Appendix D

Export Specifications

Introduction

The Bureau of Special Education Data Collection and Reporting System, managed by the Pennsylvania State Data Center, Penn State Harrisburg, collects student data in a specified format for the generation of federal and state reports. Pennsylvania Intermediate Units supply the individual student records and the required aggregate tables specified in this Resource Guide. Appendix D details the format of the data export files for submission to Penn State.

Sign off and validation of data – December 1 count

The Intermediate Units will ensure at the time of data submission that the export files that have been sent to the Pennsylvania State Data Center are true and accurate. The Intermediate Units will provide PSU with a count of the number of children contained in the export file. This can be incorporated as part of the message sent with the export file. PSU will send the following reports to each IU for verification: Verify 1 by IU (children age 2-21 with disabilities receiving Special Education), Verify 1 by SD (children age 2-21 with disabilities receiving Special Education), Verify 2 Section 1 (Home Districts by eligible exceptionality - school age only), and Verify 2 Section 2 (Home Districts by eligible exceptionality - school age only). These reports will still include duplicate students across Intermediate Units. Upon review of the data, a sign-off will be required from all intermediate units. The IU Director will need to sign the final sign-off.

Sign off and validation of data – Revised December 1 count (July submission)

The Intermediate Units will ensure at the time of data submission that the student database file and the seven tables that have been sent to the Pennsylvania State Data Center are true and accurate. The Intermediate Units will provide PSU with a count of the number of children contained in the student database file including the number of additions, deletions and the number of children who exited. This can be incorporated as part of the message sent with the export file. PSU will send the following reports to each IU for verification: Verify 1 by IU (children age 2-21 with disabilities receiving Special Education), Verify 1 by SD (children age 2-21 with disabilities receiving Special Education), Verify 2 Section 1 (Home Districts by eligible exceptionality - school age only), and Verify 2 Section 2 (Home Districts by eligible exceptionality - school age only). These reports will still include duplicate students across Intermediate Units. Upon review of the data, a sign-off will be required from all intermediate units. The IU Director will need to sign the final sign-off.

Duplicates resolution

Intermediate units are responsible for resolving duplicate student records within their IU before submitting child count export files to PSU. After receiving export files from all IUs, PSU will identify possible duplicate student records across IUs and will send back a list of these students to relevant IUs via email. The email with the list of possible duplicate student records across IUs will contain instructions and a time frame for resolving the duplicates. **Intermediate units will determine if the child should be included in their file.** After all duplicates across IUs have been resolved, PSU will send new verify reports to each of the IUs for their records. IUs do not have to sign-off on these reports.

Corrections and updates of data during reporting phase

PSU will notify any Intermediate Units of data that needs to be corrected. The entire export file will be sent back to the IU for corrections to be made. If after submission of data to the PSU and before the deadline for submitting data, an IU may submit a corrected or updated version of their database.

Confidentiality

The PSU team assures that the information received from the IUs will be kept confidential.

IU data responsibilities

The intermediate units will be responsible for the accuracy of the data that is sent to PSU. PSU will check for duplicates across Intermediate Units and for missing data. If there is missing data, PSU will send the file back to the IU for corrections.

Edit Checks IUs must perform prior to child count file submission

- The file must only have **29 data fields** or items for each record.
- **The file should contain only records for students who have a valid IEP on December 1, 2004**
- Only 28 commas per record.
- No extra spaces at the end of each line.
- No quotation marks or special characters are allowed.
- Middle initial must be 1 character only - error example "M." or Thomas."
- Parentheses are not allowed - error example "Smith (Jones)" in last name field.
- Jr., III in name field are allowed with a space after the last name and no punctuation. Example – "Smith Jr"
- Nicknames with quotation marks are not allowed in field with other first name – error example Thomas "TJ".
- Format the date fields as MMDDYYYY, for example – 02011990
- Include leading zeroes for all fields that require leading zeroes.
- Home District (Item 12) of any student must fall within the boundaries of the IU reporting the student
- Students in facilities listed in Appendix A of the Resource Guide should only be reported by Corrections (IU 31)
- Items 24-27 must be completed for all children in EI

- If Disability (Item 9) is Developmental Delay, then student must be in an EI program
- If a student is 16 years of age or older, is not Gifted, and Services Plan Date (Item 22) is blank, then there must be an entry in Transition (Item 21)
- If Disability (Item 9) is Gifted then Type of Service (Item 16) and Type of Support (Item 17) must be gifted
- If a student is in Grades 3, 5, 8, or 11 (Item 8), is not Gifted, and Services Plan Date (Item 22) is blank, then there must be an entry in Planned PSSA/PASA (Item 23)
- The following items may be left blank for gifted without disability students (Code 05 in Item 9): Item 23 (Planned PSSA), Item 22 (Services Plan), Item 21 (Transition), and Item 18 (LRE)
- **A warning flag will be sent for students whose age is more or less than 3 years different than the appropriate age for the grade. For example if a 2nd grade student is age 12 the IU will be asked to please check to make sure the birthdate and the grade of the student are correct.**

Edit Checks IUs must perform for the monthly aggregate preschool file submission

These edit checks will be done in addition to the edit checks used for the Child Count.

- **Student Age as of December 1 must be between age 2 and age 7**
- **If Preschool Program Status (item 24) is equal to code 01, then student age must be age 2 or age 3 on December 1**
- **If Preschool Program Status (item 24) is equal to code 03 or code 04 or code 05, then student age must be equal to or greater than age 5 on December 1**
- **If Student Age is equal to 7 on December 1, then Preschool Program Status (item 24) must be code equal to 05**
- **If Preschool Program Status (item 24) is equal to code 04 or code 05, then a Date Exited Special Education (item 28) must be entered**
- **If Preschool Program Status (item 24) code is equal to 06, then the service provider's AUN must start with a 3 (APS AUN)**
- **A warning flag will be sent if the percentage of Preschool Location of Intervention (item 27) for codes 01 and 02 combined are not between 25 percent and 75 percent.**

Edit Checks IUs must perform prior to Tables 1-7 submission

- In Table 3, the values in the Supervisors/Administrators (SEA) row should all be zero (The Department of Education provides this). Also, all Teacher Aide personnel should be Employed Fully Certified
- In Tables 4 and 5, the values in columns A should be less than or equal to the sums of columns B + C
- In Table 6, a student must be 21 years of age or older to be in the Reached Maximum Age exiting category

Adhoc Reports

Adhoc reports may be requested of PSU by the Department of Education, Bureau of Special Education. All requests for reports must be submitted through BSE. PSU will complete the reports in a timely manner and send them to BSE. The reports will be in either Excel or Access format.

Timeline

The intermediate units shall follow the timeline in Appendix B of the Resource Guide. (Reminder: December 1 count deadline is January 6, 2005. The revised count database and the seven aggregate tables are due on July 8, 2005.)

The Pennsylvania State Data Center will accept preliminary files until **December 21, 2004**. **The PSU encourages Intermediate Units to send files in December so that all errors will be corrected by the final file deadline of January 6, 2005.**

Export Specifications - Details

The specifications include information for submission of the individual records and the seven aggregate tables that need to be submitted to PSU by the intermediate units. In addition, each Intermediate Unit is required to send monthly preschool aggregate data. The data in the file is based on information starting July 1, 2004. It is sent to PSU based on data from July 1, 2004 to the end of the current month. The database file is due every month on the 5th of the month for the time period ending on the last day of the previous month. For example, the September file would be due Oct 5th and contain data for July through September 30. The June file would be due July 5th and contain data for July through June 30, 2004.

The export files are to be sent to Pennsylvania State Data Center. They may be sent either via email to **penndata@psu.edu** or mailed to:

Penn Data 2004
Pennsylvania State Data Center
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057

This appendix is to be used in conjunction with the rest of the Penn Data 2004 Resource Guide, which details the data variables, data tables, timeline and data dictionary.

General Formatting Information (for all export files – student database and Tables 1-7)

All data export files must be in standard ASCII comma-separated variable (CSV) format, sometimes called “comma delimited text.” The data files shall consist of rows of integer data separated by commas. For the student database, data item 19, Related Services/Supplementary... for which multiple responses are allowed, a semi-colon (;) will separate the data variable within the data item. There must be no blank rows in the file; each line of the file will be treated as a row of data. For each blank data value make sure there is a comma to indicate a move to the next data value. There must be a total of **28 commas** for each row of data. Each line must be terminated by a carriage return and line feed combination. Files shall be named as indicated in this document, and must be in an MS-DOS compatible file format.

A sample of the student database data format is shown below for a fictional file called SAMPLE.TXT.

123456789,Smith,John,A,01011993,,01,01,,101000000,JohnDoeElementary,,21,1,02,,,,,19,03,01,,Black,01;02;04;06,,

This file will contain a row of data for each student. The row contains **29** values, each separated by a comma (for a total of 28 commas per row). If there is not a value, a comma will indicate a value of 'blank'.

A sample of the aggregate table (Table 1-7) data format is shown below for a fictional file called SAMPLE2.TXT:

0,1,2,3,4,5,6,7
2,4,6,7,8,5,6,10
3,4,5,6,3,5,6,6

For this file, there are three rows of data and each row contains 8 values.

Tables 1-3 require teacher's full-time equivalency, the Intermediate Unit shall report the fraction of a teachers time to 2 decimal places, e.g., .34 = 1/3 time. The data format shown below is for fictional file called SAMPLE3.TXT:

3.34,4.00,6.67,9.00
4.67,6.33,7.00,2.00

For this file, there are two rows of data and each row contains 4 values.

Transmission of Files

Intermediate Units must submit the files to the system using one of two methods:

1. Electronic mail

Intermediate Units may email the files to the system administrator (**penndata@psu.edu**). The files must be sent to this address as electronic attachments to the email message, not in the body of the message. The files must be encoded using Internet standard MIME format (not Bin Hex or UUEncoded). Files should be named according to the format indicated in this document and zipped into a single file with the naming convention IU**_Date.zip, where “**” is equal to the IU number and “Date” is equal to the current date in MMDDYYYY format (i.e., 02012003). Files that are not formatted in accordance with this specification will be returned to the sender for correction. The sender must include their name, address, telephone number and email address with all correspondence.

2. Floppy Disk or CD-Rom

Intermediate Units may place the files on a floppy disk or CD-Rom and mail the disk to the system administrator (at the address listed above). The disk formatting must be MS-DOS compatible (if using a Macintosh, please write the files to a floppy disk using hardware/software that creates an MS-DOS compatible disk). Files should be named according to the format indicated in this document. The Intermediate Unit must mail the disk at a minimum of 5 days prior to the due date of the file.

File Formats

The following section contains the formats and names for the student database, the preschool database and each of the 7 summary data files.

Data Assumptions

1. All students will be counted by their home district.
2. APS students will be included unless otherwise noted.
3. Wards of State will be counted as a “Home District” in each IU.

Student Database

The student database contains one record for each student who had a valid IEP on **December 1, 2004**. This includes all students in the early intervention and School Age programs. Each child will be counted in accordance to the specifications listed in the Resource Guide. Each record will include exactly **29** data items with each data item separated by a comma (total 28 commas per line). For data item 19, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. Each record (or row) in the file represents a unique student. The last date to submit the initial count file to PSU via export file is January 6, 2005. The revised count file must be submitted to the PSU via export file by July 8, 2005.

The PSU encourages Intermediate Units to send test files in early December 2004 to help alleviate errors in the final submission.

File Name: **Student_IU**_date.txt** where ‘**’ is equal to the IU number and “date” is equal to the date of the month being reported in MMMYYYY format (i.e., Dec2004)

Report: Individual student data used to create federal reports, ad-hoc reports, and student monitoring reports

Number of Rows: Equal to the number of students in the database

Number of Values per Row:29

Details:

For data item 19, there can be multiple responses, which must be separated by a semi-colon.

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing 31 data values. A comma must separate each data value; therefore each row must contain **28** commas.

Row(s) = Number of Students

Value 1 – Student ID Number

Value 2 – Last Name

Value 3 – First Name

Value 4 – Middle Initial

Value 5 – Birth Date

Value 6 – Gender

Value 7 – Ethnic Background

Value 8 – Grade

Value 9 – Disability Category

Value 10 – Secondary Disability Category

Value 11 – Residency

Value 12 – Home District

Value 13 – Building

Value 14 – Area Academic Office (Philadelphia)

Value 15 – Service Provider

Value 16 – Type of Service

Value 17 – Type of Support

Value 18 – LRE Category / Location of Intervention

Value 19 – Related Services / Supplementary Aids and Services

Value 20 – Teacher’s Last Name

- Value 21 – Transition
- Value 22 – Services Plan for Students in Non-Public Schools
- Value 23 – Planned Participation in PSSA / PASA
- Value 24 – Preschool Program Status
- Value 25 – Preschool Referral Source
- Value 26 – Preschool Intervention Levels
- Value 27 – Preschool Location of Intervention
- Value 28 – Date Exited Special Education
- Value 29 – Reason for Exiting Special Education

Preschool Report

The monthly preschool aggregate database contains one record for each student in the Early Intervention program starting July 1, 2004 through the end of the month being reported. Each record will include exactly **29 data items** with each data item separated by a comma (total **28** commas per line). For data item 19, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. Each record (or row) in the file represents a unique student.

The database file is due every month on the 5th of the month for the time period starting on July 1, 2004 and ending on the last day of the previous month. For example, the September file would be due Oct 5th and contain data for July 1, 2004 through September 30, 2004. The June file would be due July 5th and contain data for July 1, 2004 through June 30, 2005.

File Name: **Preschool_IU**_date.txt** where ‘**’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Report: Individual student data used to create federal reports, ad-hoc reports, and student monitoring reports

Number of Rows: Equal to the number of students in the database

Number of Values per Row: 29

Details:

For data item 19, there can be multiple responses, which must be separated by a semi-colon.

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing **29** data values. A comma must separate each data value; therefore each row must contain **28** commas.

Row(s) = Number of Students

Value 1 – Student ID Number

Value 2 – Last Name
Value 3 – First Name
Value 4 – Middle Initial
Value 5 – Birth Date
Value 6 – Gender
Value 7 – Ethnic Background
Value 8 – Grade
Value 9 – Disability Category
Value 10 – Secondary Disability Category
Value 11 – Residency
Value 12 – Home District
Value 13 – Building
Value 14 – Area Academic Office (Philadelphia)
Value 15 – Service Provider
Value 16 – Type of Service
Value 17 – Type of Support
Value 18 – LRE Category / Location of Intervention
Value 19 – Related Services / Supplementary Aids and Services
Value 20 – Teacher’s Last Name
Value 21 – Transition
Value 22 – Services Plan for Students in Non-Public Schools
Value 23 – Planned Participation in PSSA / PASA
Value 24 – Preschool Program Status
Value 25 – Preschool Referral Source
Value 26 – Preschool Intervention Levels
Value 27 – Preschool Location of Intervention
Value 28 – Date Exited Special Education
Value 29 – Reason for Exiting Special Education

Tables 1 through Table 7

Tables 1 through 7 are aggregate tables based on data from **July 1, 2004 through June 30, 2005**. The export files for Tables 1 through 7 must be submitted to the PSU by **July 8, 2005**.

Table 1 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5

This table includes a count of special education teachers (of students ages 3-5) in full-time equivalency that are fully certified and not fully certified. It does not include regular preschool teachers who work with students with disabilities.

File Name: **Table1_IU**_date.txt** where “**” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Report: Number and Type of Teachers Employed (in Full- Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5 (OSEP Report Table 2, Section A)

Number of Rows: 2

Number of Values per Row: 1

Details:

File shall consist of 2 rows (Special Education Teachers) with each row containing 1 element or data values (Full Time Equivalency Totals)
The Intermediate Unit must report the fraction of the teacher’s time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Teachers Employed Fully Certified

Value 1 – Full-Time Equivalency Totals

Row 2 contains number of Special Education Teachers Employed Not Fully Certified

Value 1 – Full-Time Equivalency Totals

To view Table 1, refer to the Resource Guide.

Table 2 – Number and Type of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21

This table includes a count of special education teachers (of students ages 6-21) in full-time equivalency that are fully certified and not fully certified. It breaks down the count into teacher area of specialization (Speech Impaired, Hearing Impaired, Visually Impaired, and Comprehensive Certification). The fraction of the teacher’s time must be reported to 2 decimal places.

File Name: **Table2_IU**_date.txt** where ‘**’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Report: Number and Type of Teachers Employed (in Full- Time Equivalency) To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21 (OSEP Report Table 2, Section B)

Number of Rows: 4

Number of Values per Row: 2

Details:

File shall consist of 4 rows (Area of Specialization) with each row containing 2 elements or data values (Number of Teachers Employed), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher’s time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Teachers with Area of Specialization Speech Impaired Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

Row 2 contains number of Special Education Teachers with Area of Hearing Impaired Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

Row 3 contains number of Special Education Teachers with Area of Visually Impaired Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

Row 4 contains number of Special Education Teachers with Area of Specialization Comprehensive Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

To view Table 2, refer to the Resource Guide.

Table 3 – Number and Types of Other Personnel Employed (In Full-Time Equivalency) To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21

This table includes the number and types of other personnel employed (in full-time equivalency) to provide special education and related services for children with disabilities, ages 3-21 that are fully certified and not fully certified. The fraction of the teacher’s time must be reported to 2 decimal places.

File Name: **Table3_IU**_date.txt** where ‘**’ is equal to the IU number and ‘date’ is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Report: Number and Type of Other Personnel Employed (In Full -Time Equivalency) To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21 (OSEP Report Table 2, Section C)

Number of Rows: 19

Number of Values per Row: 2

Details:

File shall consist of 19 rows (Type of Personnel) with each row containing 2 elements or data values (Number of Other Special Education and Related Service Personnel), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher’s time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Vocational Education Teachers

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 2 contains number of Physical Education Teachers

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 3 contains number of Work-Study Coordinators

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 4 contains number of Psychologists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

- Row 5 contains number of School Social Workers
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 6 contains number of Occupational Therapists
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 7 contains number of Audiologists
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 8 contains number of Teacher Aides
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 9 contains number of Recreation and Therapeutic Recreation Specialists
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 10 contains number of Diagnostic and Evaluation Staff
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 11 contains number of Physical Therapists
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 12 contains number of Counselors
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified
- Row 13 contains number of Speech Pathologists
Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 14 contains number of Supervisors/Administrators (LEA)

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 15 contains number of Supervisors/Administrators (SEA)

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 16 contains number of Interpreters

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 17 contains number of Rehabilitation Counselors

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 18 contains number of Other Professional Staff

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 19 contains number of Non-Professional Staff

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

To view Table 3, refer to the Resource Guide.

Table 4 – Report of Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled

This table is a count of the number of children with disabilities, ages 3-21, broken down into three categories: number of children removed to an interim alternative educational setting by school personnel and number of removals for drugs and weapons, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, and number of children suspended or expelled greater than ten days and number of suspension/expulsions. Each category has an unduplicated count of children. The table is listed by disability.

File Name: **Table4_IU**_date.txt** where “**” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled (OSEP Report Table 5, Section A)

Number of Rows: 13

Number of Values per Row: 7

Details:

File shall consist of 13 rows (Major Disabilities) with each row containing 7 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of students with Mental Retardation

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 2 contains number of students with Hearing Impairment

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 3 contains number of students with Speech or Language Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 4 contains number of students with Visual Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 5 contains number of students with Emotional Disturbance

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 6 contains number of students with Orthopedic Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 7 contains number of students with Other Health Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 8 contains number of students with Specific Learning Disabilities

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 9 contains number of students with Deaf-Blindness

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 10 contains number of students with Multiple Disabilities

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 11 contains number of students with Autism

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 12 contains number of students with Traumatic Brain Injury

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 13 contains number of students with Developmental Delay

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

To view Table 4, refer to the Resource Guide.

Table 5 – Report of Children with Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity

This table is listed by race/ethnicity. It is a count of the number of children with disabilities, ages 3-21, broken down into three categories: number of children removed to an interim alternative educational setting by school personnel and number of removals for drugs and weapons, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, and number of children suspended or expelled greater than ten days and number of suspension/expulsions. Each category has an unduplicated count of children.

File Name: **Table5_IU**_date.txt** where “**” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMYYYY (i.e., Dec2004)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity (OSEP Report Table 5, Section A)

Number of Rows: 5

Number of Values per Row: 7

Details:

File shall consist of 5 rows (Race/Ethnicity) with each row containing 7 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of students that are White, non-Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 2 contains number of students that are Black, non-Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 3 contains number of students that are Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 4 contains number of students that are Asian/Pacific Islander

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 5 contains number of students that are Native American

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

To view Table 5, refer to the Resource Guide.

Table 6 – Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities

This table is a count of the number of children with disabilities exiting special education for single years of age (14-21). Each disability has its own report for basis of exit. There should be a total of 12 reports, one for each disability in this table.

File Name: **Table6_IU**_date.txt** where “**” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Required for Report: Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities (OSEP Report Table 4, section A) (as of December 1). Age 22+ must always have a value of zero.

Number of Rows: 8

Number of Values per Row: 108

Details:

File shall consist of 8 rows (Basis of Exit) with each row containing 108 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of Children with Basis of Exit as No Longer Received Special Education

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

Value 4- Number of Children with Traumatic Brain Injury Age 17

Value 5- Number of Children with Traumatic Brain Injury Age 18

Value 6- Number of Children with Traumatic Brain Injury Age 19

Value 7- Number of Children with Traumatic Brain Injury Age 20

Value 8- Number of Children with Traumatic Brain Injury Age 21

Value 9- Number of Children with Traumatic Brain Injury Age 22+

Value 10- Number of Children with Hearing Impairment Age 14

Value 11- Number of Children with Hearing Impairment Age 15

Value 12- Number of Children with Hearing Impairment Age 16

Value 13- Number of Children with Hearing Impairment Age 17

Value 14- Number of Children with Hearing Impairment Age 18

Value 15- Number of Children with Hearing Impairment Age 19

Value 16- Number of Children with Deafness of Hearing Impairment Age 20
Value 17- Number of Children with Deafness of Hearing Impairment Age 21
Value 18- Number of Children with Deafness of Hearing Impairment Age 22+

Value 19- Number of Children with Specific Learning Disability Age 14
Value 20- Number of Children with Specific Learning Disability Age 15
Value 21- Number of Children with Specific Learning Disability Age 16
Value 22- Number of Children with Specific Learning Disability Age 17
Value 23- Number of Children with Specific Learning Disability Age 18
Value 24- Number of Children with Specific Learning Disability Age 19
Value 25- Number of Children with Specific Learning Disability Age 20
Value 26- Number of Children with Specific Learning Disability Age 21
Value 27- Number of Children with Specific Learning Disability Age 22+

Value 28- Number of Children with Mental Retardation Age 14
Value 29- Number of Children with Mental Retardation Age 15
Value 30- Number of Children with Mental Retardation Age 16
Value 31- Number of Children with Mental Retardation Age 17
Value 32- Number of Children with Mental Retardation Age 18
Value 33- Number of Children with Mental Retardation Age 19
Value 34- Number of Children with Mental Retardation Age 20
Value 35- Number of Children with Mental Retardation Age 21
Value 36- Number of Children with Mental Retardation Age 22+

Value 37- Number of Children with Orthopedic Impairments Age 14
Value 38- Number of Children with Orthopedic Impairments Age 15
Value 39- Number of Children with Orthopedic Impairments Age 16
Value 40- Number of Children with Orthopedic Impairments Age 17
Value 41- Number of Children with Orthopedic Impairments Age 18
Value 42- Number of Children with Orthopedic Impairments Age 19
Value 43- Number of Children with Orthopedic Impairments Age 20
Value 44- Number of Children with Orthopedic Impairments Age 21
Value 45- Number of Children with Orthopedic Impairments Age 22+

Value 46- Number of Children with Emotional Disturbance Age 14

Value 47- Number of Children with Emotional Disturbance Age 15
Value 48- Number of Children with Emotional Disturbance Age 16
Value 49- Number of Children with Emotional Disturbance Age 17
Value 50- Number of Children with Emotional Disturbance Age 18
Value 51- Number of Children with Emotional Disturbance Age 19
Value 52- Number of Children with Emotional Disturbance Age 20
Value 53- Number of Children with Emotional Disturbance Age 21
Value 54- Number of Children with Emotional Disturbance Age 22+

Value 55- Number of Children with Speech and Language Impairment Age 14
Value 56- Number of Children with Speech and Language Impairment Age 15
Value 57- Number of Children with Speech and Language Impairment Age 16
Value 58- Number of Children with Speech and Language Impairment Age 17
Value 59- Number of Children with Speech and Language Impairment Age 18
Value 60- Number of Children with Speech and Language Impairment Age 19
Value 61- Number of Children with Speech and Language Impairment Age 20
Value 62- Number of Children with Speech and Language Impairment Age 21
Value 63- Number of Children with Speech and Language Impairment Age 22+

Value 64- Number of Children with Visual Impairment Age 14
Value 65- Number of Children with Visual Impairment Age 15
Value 66- Number of Children with Visual Impairment Age 16
Value 67- Number of Children with Visual Impairment Age 17
Value 68- Number of Children with Visual Impairment Age 18
Value 69- Number of Children with Visual Impairment Age 19
Value 70- Number of Children with Visual Impairment Age 20
Value 71- Number of Children with Visual Impairment Age 21
Value 72- Number of Children with Visual Impairment Age 22+

Value 73- Number of Children with Deaf-Blindness Age 14
Value 74- Number of Children with Deaf-Blindness Age 15
Value 75- Number of Children with Deaf-Blindness Age 16
Value 76- Number of Children with Deaf-Blindness Age 17
Value 77- Number of Children with Deaf-Blindness Age 18
Value 78- Number of Children with Deaf-Blindness Age 19

Value 79- Number of Children with Deaf-Blindness Age 20
Value 80- Number of Children with Deaf-Blindness Age 21
Value 81- Number of Children with Deaf-Blindness Age 22+

Value 82- Number of Children with Multiple Disabilities Age 14
Value 83- Number of Children with Multiple Disabilities Age 15
Value 84- Number of Children with Multiple Disabilities Age 16
Value 85- Number of Children with Multiple Disabilities Age 17
Value 86- Number of Children with Multiple Disabilities Age 18
Value 87- Number of Children with Multiple Disabilities Age 19
Value 88- Number of Children with Multiple Disabilities Age 20
Value 89- Number of Children with Multiple Disabilities Age 21
Value 90- Number of Children with Multiple Disabilities Age 22+

Value 91- Number of Children with Autism Age 14
Value 92- Number of Children with Autism Age 15
Value 93- Number of Children with Autism Age 16
Value 94- Number of Children with Autism Age 17
Value 95- Number of Children with Autism Age 18
Value 96- Number of Children with Autism Age 19
Value 97- Number of Children with Autism Age 20
Value 98- Number of Children with Autism Age 21
Value 99- Number of Children with Autism Age 22+

Value 100- Number of Children with Other Health Impairments Age 14
Value 101- Number of Children with Other Health Impairments Age 15
Value 102- Number of Children with Other Health Impairments Age 16
Value 103- Number of Children with Other Health Impairments Age 17
Value 104- Number of Children with Other Health Impairments Age 18
Value 105- Number of Children with Other Health Impairments Age 19
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 2 contains number of Children with Basis of Exit as Graduated with Regular High School Diploma

Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
...
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 3 contains number of Children with Basis of Exit as Received a Certificate

Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
...
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 4 contains number of Children with Basis of Exit as Reached Maximum Age

Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
...
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21
Value 108- Number of Children with Other Health Impairments Age 22+

Row 5 contains number of Children with Basis of Exit as Died

Value 1- Number of Children with Traumatic Brain Injury Age 14
Value 2- Number of Children with Traumatic Brain Injury Age 15
Value 3- Number of Children with Traumatic Brain Injury Age 16
...
Value 106- Number of Children with Other Health Impairments Age 20
Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 6 contains number of Children with Basis of Exit as Moved, Known to be Continuing

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 7 contains number of Children with Basis of Exit as Moved, Not Known to be Continuing

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 8 contains number of Children with Basis of Exit as Dropped Out

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

To view Table 6, refer to the Resource Guide. (When viewing this table, please keep in mind that due to the width of this data file, it was necessary to split the file for documentation purposes only. Even though the table appears to have more than one section, it is one data file.)

Table 7 – Report of Children With Disabilities Exiting Special Education by Race/Ethnicity

This table includes the number of students ages 14-21 exiting special education by race/ethnicity.

File Name: **Table7_IU**_date.txt** where “**” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2004)

Report: Children With Disabilities Exiting Special Education Ages 14-21 by Race/Ethnicity (OSEP Table4, Section C)

Number of Rows: 8

Number of Values per Row: 5

Details:

File shall consist of 8 rows (Basis of Exit) with each row containing 5 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of Children with Basis of Exit as No Longer Received Special Education

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 2 contains number of Children with Basis of Exit as Graduated with Regular High School Diploma

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 3 contains number of Children with Basis of Exit as Received a Certificate

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 4 contains number of Children with Basis of Exit as Reached Maximum Age

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 5 contains number of Children with Basis of Exit as Died

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 6 contains number of Children with Basis of Exit as Moved, Known to be Continuing

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 7 contains number of Children with Basis of Exit as Moved, Not Known to be Continuing

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 8 contains number of Children with Basis of Exit as Dropped Out

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

To view Table 7, refer to the Resource Guide.

Appendix E: Sample: Intermediate Units' Sign-Off Sheet

December 1, 2004 Child Count Sign-Off Process

- 1) All export (electronic transfer) files must be submitted to the PaSDC by 3:00 p.m. on **January 6, 2005**. No exceptions.

Electronic Mail: penndata@psu.edu
- 2) Files will be reviewed and checked for accuracy and error logs will be sent to IU's.
- 3) Corrected files should be returned to the PaSDC by **January 11, 2005**.
- 4) The following reports will be sent to each IU for verification by **January 13, 2005**: Verification and sign off will take place before results of duplicate checks are completed.
 - Verify 1 by IU (children age 2-21 with disabilities receiving Special Education)
 - Verify 1 by SD (children age 2-21 with disabilities receiving Special Education)
 - Verify 2 Section 1 (Home Districts by eligible exceptionality - school age only)
 - Verify 2 Section 2 (Home Districts by eligible exceptionality - school age only)
- 5) Intermediate Units should print the reports for review. In addition, they should print off the Authorization Form for signature by the IU Director. Boxes for Verify 1 by IU, Verify 1 by School District, Verify 2 Section 1, and Verify 2 Section 2 should be checked. The files will include duplicates across IU's, therefore the IU Director is signing, "that the files are accurate and correct with unresolved duplicates."
- 6) The Authorization Form should be faxed to the PaSDC by 3:00 p.m. **January 17, 2005**. The fax number is: 717-948-6754

It should be followed up by sending the original authorization form and reports. Original should reach the PaSDC by **January 21, 2005**.

Pennsylvania State Data Center
Institute of State and Regional Affairs
Penn State Harrisburg

777 West Harrisburg Pike
Middletown, PA 17057-4898

- 7) Duplicate reports will be sent to the Intermediate Units on **January 18, 2005**. Resolution of duplicates should be sent to PaSDC by 3:00 p.m. on **January 21, 2005**.
- 8) The PaSDC will create a statewide report for submission to PDE by **January 25, 2005**.
- 9) Original authorization letters and individual IU reports will be printed, copied and filed by the PaSDC.

Reminder: At the request of an IU, PSU will send a verification file that includes: Student ID, Last Name, First Name, Birth Date, and Disability

Authorization Form

__I have reviewed the Tables marked below for Intermediate Unit _____ and affirm that they are correct. I understand this information will be submitted to the Pennsylvania Department of Education for reporting purposes to the U.S. Department of Education.

__ I have reviewed the Tables marked below for Intermediate Unit _____ and affirm that they are acceptable with the corrections attached. I understand this information will be submitted to the Pennsylvania Department of Education for reporting purposes to the U.S. Department of Education.

<ul style="list-style-type: none"><input type="checkbox"/> Verify 1 by IU<input type="checkbox"/> Verify 1 by School District<input type="checkbox"/> Verify 2 Section 1<input type="checkbox"/> Verify 2 Section 2	<ul style="list-style-type: none"><input type="checkbox"/> Table 1<input type="checkbox"/> Table 2<input type="checkbox"/> Table 3<input type="checkbox"/> Table 4<input type="checkbox"/> Table 5<input type="checkbox"/> Table 6<input type="checkbox"/> Table 7
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Signature

Date

Name and Title printed

Note: Duplicate Check: Once all files are received, PSU will run a duplicate check between IUs. Results of the duplicate check will be sent to the appropriate IUs for resolution. Sign-off will occur on the files prior to duplicate check. Each IU will receive updated Verify Tables that reflect the changes that occurred due to duplicates