

**PennData Questions and Answers from Data Manager Update**

**10/25/2010**

**School Age**

<b>Topic</b>	<b>Question</b>	<b>Answer</b>
<b>Personnel</b>	Am I understanding correctly that for personnel tables we are only collecting full-time personnel and not part-time. Ex. if a district contracts with OT personnel for only 1 student do they submit that? If the districts submit these staff does the IU not track them anymore? I just want to make sure I direct my districts to do the correct thing.	You report both full and part-time personnel. IUs should continue to add their contracted staff to the aggregate file submitted to PennData.
<b>Personnel</b>	We have 3 "alternative education" that are residential, we have a "boot camp" program, and a program at Geisinger Hospital for ill children. The IU has instructional staff in all these locations and we serve special education students if they enter any of these programs.	For personnel reporting, if the IU employs, evaluates and supervises those staff the IU reports those staff on the Personnel templates.
<b>Personnel</b>	Districts would like more instructions on reporting Table 3 - Related Service Providers. Example - Psychologist, Counselors. Do they only report the ones specifically hired for special education students or do they report the percent of time they serve special education students?	Districts report any of the listed related service personnel providers that are providing services to students with disabilities. If a related service provider also provides services to regular education students that person would be pro-rated for the FTE percent of time that they provide services only to the special education students.
<b>Personnel</b>	The new Resource Guide indicates districts should report their contracted staff. Can the IU continue to report their own staff since we believe it will be more accurate than districts reporting our staff correctly?	At this time you must follow the resource guide directions. If there are issues regarding this variable we will discuss other suggestions with PIMS.
<b>1305</b>	Since the funding is not changing for the 1305 students then they should be submitted the way they always have for Penn Data, correct?	Yes.
<b>1305</b>	When reporting 1305 students, the serving district would be the district serving the student and the home district would be? We were confused and mixed messages on this.	Serving district would be the Service Provider. District of Residence is the school district where the Foster family is located.
<b>1305</b>	If the host district reports are they considered the Home District for 1305 students? I guess I am confused because of the conversation of who would get the IDEA money - host district - and they would bill the Home District. It is normally given to the district listed as the Home District.	1305 students have no "host" district. A "host district" only applies to 1306 Students. There is no host district billing for 1305 students.
<b>1305</b>	Also, as an IU if we serve a 1305 student, who is the considered the Home District? Is it where the parents/legal guardian reside, or the district where the student is living with the Foster family?	For a 1305 student the "District of Residence" is the district where the child resides with the Foster parent.

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<b>1305</b>	Can we discuss <b>1305</b> foster children? The Penn Data guide indicates -"...These students are reported by the host district, not the home district." The group of us that went to lunch had a mixed understanding. A 1305 child lives in district A with a foster family, his natural parent lives in district B, the child is served in district C. I'm going to assume that by HOST district it means the district where the child lives with the foster family (district A). Or the district hosting the foster family. No matter where the child is being educated. When Host is indicated many of us think of the district where the child is educated.	To avoid confusion the term "Host District" will only be used when referring to 1306 students. For 1305 students it is the school district where the child resides with the foster family that reports to PennData. The service provider is the agency who is providing the education. In PennData the District of Residence is the school district where the parent/legal guarding lives.
<b>1305</b>	I have a question about how to report a child in a foster placement. Parents live in Towanda School District Student is in Foster placement in Sayre School District Student is receiving their education in Athens School District. Who is considered the Resident District and who is considered the Service Provider District?	In this example: The District of Residence would be Sayre with Athens listed as the Service Provider.
<b>1306</b>	On the topic of <b>1306</b> (institutionalized children) information you asked that I email you. I had asked that if host districts are tracking students in 1306 placements for child count, should we be tracking all students enrolled at these placements? Reason I was asking that in particular was due to LRE and Exiting. Students (regular and special education) are in and out of many of these programs very quickly, we'd need to be very careful how we advise districts to exit students so that it does not negatively impact the exiting data. I have the same concern for LRE as I believe that would be reported as either 06 - Other private separate facility (residential), or 05 - Public separate facility (residential).	Yes. Please refer to the PIMS User Manual for regular education students. Your concern is valid. LEAs will need to be conscientious in their accuracy of reporting, however not all 1306 students are coded (05) or (06). There are 1306 students attending school in the LEA regular high school building.
<b>1306</b>	Should we track all students who are in an out of these programs, no matter if they are there on 12/1 or not? But realizing that right now our focus should be who is there on 12/1. We can capture the other students after 12/1 is finished.	At this time for special ed purposes you are reporting special education students based on 12/1 only.
<b>1306</b>	Does it matter the type of program were the 1306 students are receiving education? Must it be identified as a Residential Treatment Program and if so is there a list?	For LRE purposes, yes, it is important to accurately report where the child is receiving their education. Residential Treatment Program (RTP) is not an education placement. RTPs are listed on the DPW website.

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<b>1306</b>	You indicated that the Host District would report the 1306 students and they would put themselves as the Service Provider. If the IU serves these students on the Host District's behalf, the IU would be the Service Provider. How do you want these students reported?	Host district would report at the District of Residence and the IU would be listed as Service Provider.
<b>Group Home</b>	Having host districts report students who attend a group home/institution in their area will be very difficult for them. The Home District receives a 4605 and they would know where their student is being educated. What is the logic in changing the way these students are reported?	Since PIMS collects all data primarily by educating districts there would be data conflicts with BSE continuing to report as we had previously by home district instead of host district.
<b>Home School Students</b>	If a child is home schooled but received special education services from the district, does the district claim them on their 12/1 count and how do they report this child on PIMS when they are not enrolled in the district?	Home schooled students are not counted on the 12/1 count. Districts may provide special education services to home schooled students although they are NOT required to provide those services.
<b>Non-Public</b>	If a student attends a non-public school, or is home schooled, and has an IEP, you responded to a question by another IU that this student is NOT reported for Child Count. We have always been told to report ALL students who have an IEP. Please explain.	Regarding home schooled students please refer to the question above. If a student is unilaterally placed in a private school by a parent <b>and</b> is also dual enrolled under 22 Pa Code 5- 502 and has an IEP that student would be counted on the 12/1 counted. In circumstances where a district has placed a student in a private school via the IEP team process for the provision of FAPE that student would also be counted on the 12/1 count.
<b>PennData/PIMS Transition</b>	When will PennData be replaced by PIMS for the school age students? What is the plan/timeline for discontinuing Penn Data submissions?	We will make the full switch to PIMS once we have high rates of congruency between the systems, We are anticipating that most data variables will be completely transitioned to PIMS after this year however that will depend on the accuracy of the congruency runs. Some aggregate data items may be extended for another year in Penn data again depending upon the congruency runs.
<b>PennData/PIMS Transition</b>	As PennData as we know it draws to a close, how should IU's plan to utilize the existing PennData staff? Previously it had been stated that the roles would change, but we would continue to be utilized as data transitioned to PIMS. What will our roles be as we need to plan for the future for these staff?	Penn data staff are specifically funded by the state to address the federal data reporting requirements under IDEA. There will be continued specific federal data reporting activities that will be required by the Penn data staff when the complete transition to PIMS occur. These activities will be reviewed and a training conducted for IU Penn data staff. The training is anticipated in Spring 2011. Although some of the responsibilities will be different it is anticipated that the funding for these positions will still be directed specifically to those federal IDEA data collection requirements.

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<b>Educational Environment</b>	With regard to the change of residency reporting for 1306 students to the 'host' district instead of the 'home' district: 1) How will these students impact the host district's LRE and 2) Please provide clarification regarding IDEA subsidy and billing home districts for educational costs.	The host districts Educational Environment data may be impacted if the students are not attending programs in the regular school districts programs. This information would be considered in making LRE determinations. BSE will be issuing a Penn Link regarding the billing component of this new reporting as it affects IDEA funds.
<b>Gifted</b>	According to the Resource Guide, we no longer need to submit gifted students. How will this information be collected? Will their be gifted audits and, if so, what system will the sample audit lists be taken?	Gifted data will be collected in PIMS. Gifted monitoring is mandated via 22 Pa Code Chapter 16 and will continue. Audit lists will be generated via PIMS.
<b>Table 8A - Initial Evaluations</b>	Students Moving in from out of state with an IEP	"Look at Page 46682 of the Discussion Section of the Federal Register dated August 14, 2006. This clarifies the issue for a student who transfers into a PA SD from out-of-state. "... in case of a child with a disability who enrolls in a new school in another State, the public agency, in consultation with the parents, must provide FAPE to the child, until such time as the public agency conducts an evaluation pursuant to 34 CFR 300.304-306. The evaluation conducted by the new public agency would be to determine if the child is a child with a disability and to determine the educational needs of the child... Therefore, the evaluation would not be a reevaluation, but would be an initial evaluation by the new public agency, which would require parental consent...."
<b>Table 8A - Initial Evaluations</b>	Students Moving from and Early intervention program to a School Age program	"Early Intervention with primary disability of Developmental Delay- if the evaluation occurs while the student is in the EI program it would be considered a reevaluation. However if the student moves into a school age program and the evaluation is occurring in the school age program it is considered an initial evaluation . For any other of the 13 disability categories, this would be a reevaluation, unless the child was exited from the EI program via a NOREP/PWN. If properly exited, the next evaluation would be an initial evaluation."
<b>Table 8A - Initial Evaluations</b>	If an EI student diagnosed with "DD" has an ER done at the school age level then the ER is an Initial Evaluation.	Correct.