

December 1, 2014

RESOURCE GUIDE

Website: penndata.hbg.psu.edu



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December 1 Child Count: General Information

Introduction

The Special Education Reporting and Verification System managed by the Pennsylvania State Data Center, Penn State Harrisburg, verifies and reports information about Special Education students. Information for the December 1 Child Count includes Child Count Data and Table 14 (Parentally Placed with an Equitable Participation Services Plan) for federal, state and public reporting. For the Child Count data, the individual school age student records needed for reporting are generated from PIMS. OCDEL supplies the EI Preschool student records. The LEA, through the Intermediate Unit, supplies Table 14 data specified in this guide. The table is combined with the Child Count files and submitted to the Federal Department of Education. The Intermediate Unit works with the LEA to clean the data getting it ready for submission to PIMS, federal reporting and ad-hoc reports providing information to the Department of Education.

Submission of December 1 Child Count Data

The submission of the Child Count data starts when the LEA provides their Special Education Snapshot file and/or PIMS Student Template file to the Intermediate Unit (IU). The Intermediate Unit will upload the file(s) to the File Submission Website (<https://penndata.arl.psu.edu/upload/login>), where the Spot Checker will review the file(s) for errors. The errors are available for download by the user. The LEA should make corrections in the Special Education Snapshot file and/or the Student Template file. This process is repeated until the data is error-free.

When the data is error-free, preliminary Comparison Reports will be created to be sent to the LEA through the IU. The Comparison Reports show the LEA what data was submitted this year compared to last year by disability and educational environment. The LEA has the opportunity to review the Comparison Reports and correct any problems in their files. Once all issues are resolved, the LEA may upload the file(s) to PIMS. **Just a reminder, when all files are clean, PSU will identify possible duplicate student records across IUs. LEAs and Intermediate Units will determine if the child should be included in their file and make the appropriate change in their PIMS submission.**

EI Preschool data from PELICAN will be provided to PaSDC by OCDEL. The EI Preschool data will be combined with the school age data and PaSDC will identify possible duplicate records. **LEAs and Intermediate Units will need to work with OCDEL to determine if the child should be included in the school age or preschool submission and make appropriate changes to their PIMS submission.**

Final Comparison Reports are created once all files are uploaded to PIMS. The final Comparison Reports by LEA compare the data submitted this year to the data submitted last year by disability, race, gender, LEP, and educational environment. The LEA is responsible for ensuring the accuracy of the data. The LEA should work with the IU on any issues. The LEA must supply the IU with reasons for any changes. The LEA and the IU must verify that the data supplied is accurate.

The final data from PIMS is used for federal, state and public reporting. The data is also used to develop ad-hoc reports, providing information to the Department of Education throughout the year.

The December 1 Child Count consists of the following:

1. Only active students with a valid IEP on December 1, 2014.
2. All District of Residences which fall within the IU boundaries must report students or send a verification stating that there are no students with a valid IEP on December 1, 2014.

The December 1 Child Count Format is as follows:

1. Two comma delimited files:
 - a. Student Template in the same format as the PIMS file. (optional in Spot Checker)
 - b. Special Education Snapshot in the same format as the PIMS file.

Table 14 Submission

The Special Education Reporting and Verification System collects Table 14 from the IU. **Table 14 is a list of students parentally placed with an equitable participation services plan as of 12/1/2014.** It is a required submission. The table should be uploaded to the File Submission Website (<https://penndata.arl.psu.edu/upload/login>), and processed through the Spot Checker to check for any errors. The errors are available for download by the user for correction and resubmission. This process is repeated until the data is error-free.

When the data is error-free, the IU will notify PSU that the table files are ready to be processed. Comparison Reports will be created to be sent to the IU. The Comparison Reports show the data submitted this year compared to last year by disability, gender, race, LEP and educational environment. The IU has the opportunity to review the Comparison Reports and correct any problems in the files. Once all issues are resolved, the IU uploads Table 14 into the Spot Checker again and notifies PSU. The IU must supply reasons for any flags and verify the data are accurate.

The table must meet the following criteria:

1. Comma delimited file, one file per IU.
2. An Excel template will be provided upon request. However, the file submitted **must be comma delimited.**

Transmission of December 1 Child Count Files

The IU may upload all files using the File Submission WebApp. Files that are not formatted in accordance with the correct specifications will be returned to the sender. Information on data type, type of file, total records, etc., will need to be entered when appropriate.

The IU can use the Spot Checker on the File Submission WebApp to run edit checks on their files.

Once a LEAs student data file is accepted as correct, the IU will notify PSU. The IU will verify the count in the files. PSU will provide a list of LEAs missing data.

Confidentiality

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

Duplicate resolution

Intermediate Units and LEAs are responsible for resolving duplicate student records within their IU prior to submitting child count files. The LEAs and Intermediate Units will determine if the child should be included in the file.

When all files are clean, PSU will identify potential duplicate student records across IUs and provide a list of such to relevant IUs. LEAs and IUs will determine if the child should be included in the file and make appropriate changes to the PIMS submission.

Timeline

The IUs and LEAs must follow the timeline in this manual. (Reminder: student data must be received by 12/12/2014 in order to receive a Preliminary Comparison Report.) **PSU encourages IUs to send files through the Spot Checker as early as possible so that all errors will be corrected by December 12, 2014 for the December 1 Child Count.**

Comparison Reports – December 1 Child Count

Once all of the LEAs in an IU have been uploaded to the SpotChecker and processed without errors, the Preliminary Comparison Reports listed below will be sent to the IU for verification. Each report contains LEA summaries for the current year submission and the prior year submission, along with the difference and percent difference between the two years of data. The reports will help the IU/LEA detect data problems prior to their official PIMS submission.

Preliminary Comparison Reports:

1. School Age:
 - School Age Disability by SD
 - School Age Educational Environment by SD

Once all data issues are corrected and the files have been submitted to PIMS by the LEA, a full set of Comparison Reports will be run and sent to the IU. These Comparison Reports must be returned **with flag resolutions and/or reasons for data changes.**

Full Comparison Reports:

2. School Age:
 - School Age Disability by SD
 - School Age Educational Environment by SD
 - School Age Gender by SD
 - School Age LEP by SD
 - School Age Race by SD

3. Preschool:
 - Preschool EI Disability by SD
 - Preschool EI Educational Environment by SD
 - Preschool EI Gender by SD
 - Preschool EI LEP by SD
 - Preschool EI Race by SD

3. Table 14
 - Table 14 Disability by SD
 - Table 14 Educational Environment by SD
 - Table 14 Gender by SD
 - Table 14 LEP by SD
 - Table 14 Race by SD

Sign off and Validation of Data

The IUs will ensure at the time of data submission that the Child Count file is true and accurate. Once all PIMS files are accepted as final and accurate, PSU will send the following reports to each IU for verification:

1. Verify 1 by IU and LEA:
 - Disability by Age (3-21)
 - Disability by Race
 - Disability by Gender
 - Disability by LEP

2. Verify 2 by IU and LEA:
 - Disability (School Age)

3. Verify 3 by IU and LEA
 - Ages 3 – 6 (Early Intervention)

4. Verify 4 by IU and LEA (School Age)
 - Educational Environment by Disability
 - Educational Environment by Race
 - Educational Environment by Gender
 - Educational Environment by LEP

5. Verify 5 by IU and LEA (Early Intervention)
 - Educational Environment by Disability
 - Educational Environment by Race
 - Educational Environment by Gender
 - Educational Environment by LEP

6. Verify 14 by IU and LEA
 - Number of Students Parentally Placed with an Equitable Participation Service Plan by Disability and Age
 - Number of Students Parentally Placed with an Equitable Participation Service Plan by Race
 - Number of Students Parentally Placed with an Equitable Participation Service Plan by Gender
 - Number of Students Parentally Placed with an Equitable Participation Service Plan by LEP

Upon review of the data, a sign-off is required from all IUs. The IU Executive Director or his/her designee will need to sign the final sign-off. A sample Sign-off Sheet can be found in this manual.

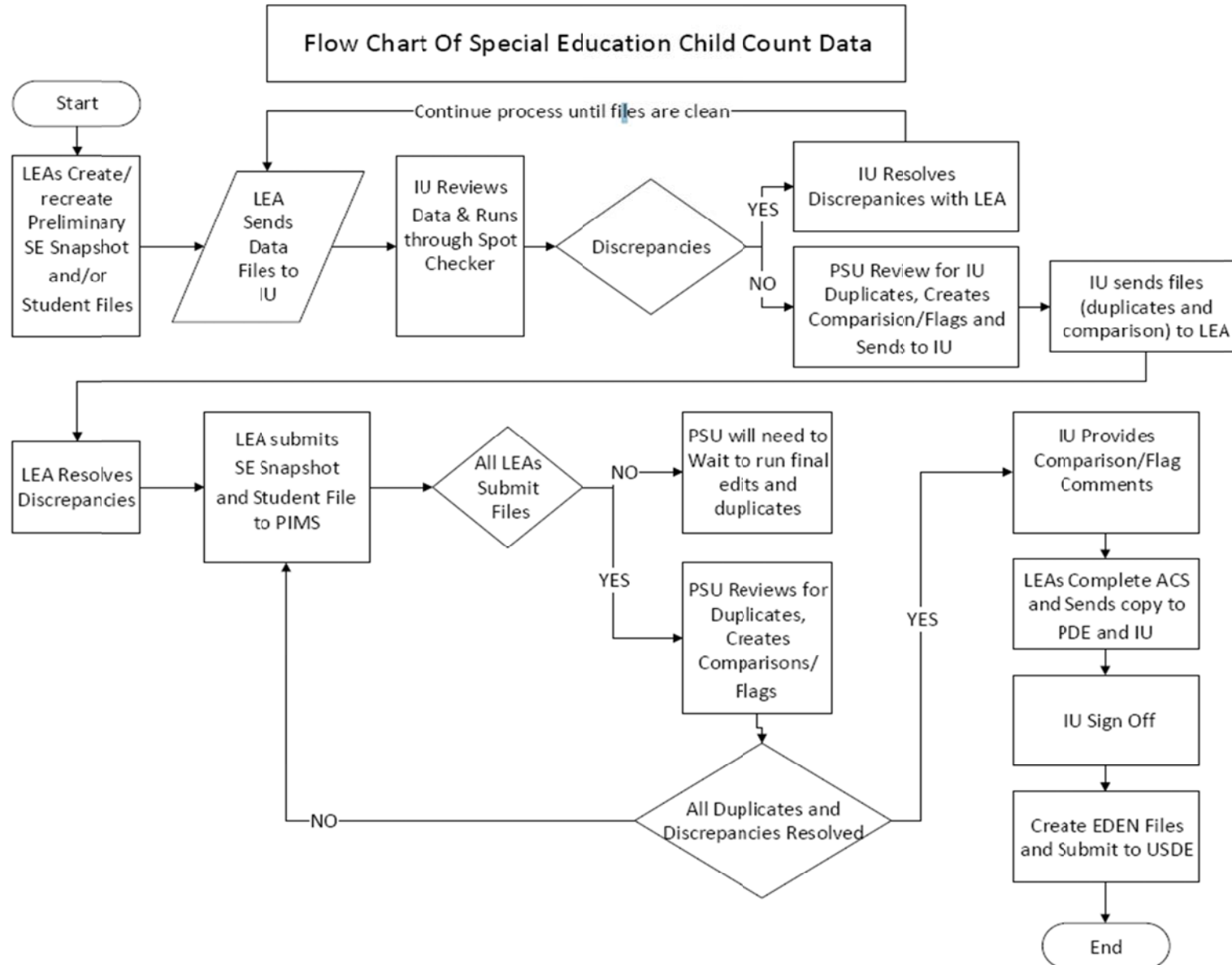
Adhoc Reports

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 provide them to BSE. The reports will be in Excel format.

Data Assumptions

1. All students will be reported by the District of Residence.
2. All students enrolled in Charter Schools will be reported by the Charter School.
3. APS students will be included unless otherwise noted.
4. Wards of State will be reported as a “District of Residence” in each IU.
5. 1305 students in a foster home will be reported where the student resides with the foster parents.
6. 1306 students will be reported by the District of Residence

Data Process Flow



Time Table for December 1 Child Count

Exiting Student Record File and/or Table Data	Final Date for IU to Submit Clean Files to Spot Checker	Receipt of IU Duplicates/ Preliminary Comparison Reports	LEAs Upload to PIMS	PIMS Corrections Window	Receipt of Final Duplicates/ Comparison Reports	Final Resolution of Duplicates/ Comparison Reports Due	Receipt of Verify Reports and Signoffs
Dec 1 Child Count files, in the form of PIMS Special Education Snapshot and Student Template (optional in Spot Checker)	12/09/2014	As files are available by IU, or by 12/12/2014	12/1/2014 to 12/14/2014	1/4/2015 to 1/31/2015	2/16/2015	2/27/2015	3/2/2015
Table 14 – Report of Children Parentally Placed with an Equitable Participation Services Plan	2/1/2015	NA	NA	NA	2/16/2015	2/27/2015	3/2/2015

All export files will be sent to PSU using the File Submission website (Spot Checker).

Spot Checker will open on or before 11/17/2014.

Note: Individual IUs may have different submission date requirements for their LEAs.

December 1 Child Count Formatting Information

General Formatting Information for Export Files

All data export files must be in standard ASCII comma-delimited format, either CSV or text format. 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.

December Child Count Data

The two files, Student Template (optional in Spot Checker) and Special Education Snapshot, will contain a row of data for each student. The Student Template contains **217 values per row**, each separated by a comma (for a total of 216 commas per row). The Special Education Snapshot contains **71 values per row**, each separated by a comma (for a total of 70 commas per row). If there is not a value for any item, a comma will indicate a value of 'blank'.

Be sure to include leading zeroes where necessary. Dates should be formatted as YYYY-MM-DD. See example below.

See the updated PIMS Manual for more detailed descriptions.

Example:

- Student Template:
123469696,3241,2014-06-30,5723049696,,,,,KF,,S-09,1990-09-29,F,12 REVERE
AVE,,ABINGTON,PA,19001,,,M,,,5,,,,,N,,,,E,,,99,,,,Y,,,,,0612,,,,,E,,N,,N,,,,,N,,,2012-07-16,,,,,N,,,,,011806,,,,,2005-09-
01,2000-09-05,2007-09-05,,,,,2000-09-05,,,,,123469696,,N,,,0,,,,,N,,NEARING,ANNA,,,,,
3241,N,Y,,,,,123469696,,,,,J,,A,B,F,123469696
- Special Education Snapshot:
123469696,3241,2014-06-30,,5723049696,,,,,Prestlow,2125,,,,,06,,02,,,,,N,,,,,2014-12-01
,,,,,20,,,,,54,,,,,123469696,3241

December 1 Child Count Data Items

Student Template

Empty fields are not included in this list –
**Reminder: The layout of the record must follow the 217 fields
 for Student Template (optional in Spot Checker)**

See PIMS Manual for more detailed descriptions.

Field No.	Field Name	Valid Values
1	District Code (LEA submitting, SE District of Residence)	9-digit code
2	Location Code	4-digit code
3	School Year Date	10 characters, ISO format (YYYY-MM-DD)
4	Student ID	10-digit code
10	Current Grade Level	K4A, K4P, K4F, K5A, K5P, K5F, 001-012
13	Home Room	Not blank
14	Birth Date	10 characters, ISO format (YYYY-MM-DD)
15	Gender Code	M or F
16	Address 1	
17	Address 2	
18	City	
19	State Code	
20	Full Zip Code	
23	Guardian Relationship	M - minor (<=21) A - adult E - emancipated minor
27	Race or Ethnicity Code	1 - American Indian/Alaskan Native 3 - Black or African American 4 - Hispanic 5 - White 6 - Multiracial 9 - Asian 10 - Native Hawaiian or other Pacific Islander

Field No.	Field Name	Valid Values
33	Economic Status	F - free R - reduced N - neither
34	Challenge Type	2121 - Autism 2122 - Deaf-Blindness 2123 - Hearing Impairment including Deafness 2124 - Intellectual Disability (MR) 2125 - Multiple Disabilities 2126 - Orthopedic Impairment 2127 - Emotional Disturbance 2128 - Specific Learning Disability 2129 - Speech or Language Impairment 2130 - Traumatic Brain Injury 2131 - Visual Impairment incl. Blindness 2132 - Other Health Impairment
38	Special Education	Y - has IEP E - exited IEP < 2 years N - no IEP or exited IEP > 2 years
41	LEP/ELL Status	01 - current ELL 03 - former ELL, exited, and in 1st year of monitoring 04 - former ELL, exited, and in 2nd year of monitoring 05 - former ELL, exited, and no longer monitored 99 - never ELL
46	Repeating Last Year	Y or N
53	Expected Graduation Timeframe	MMYY
65	Graduation Status Code	See PIMS Student Snapshot Template Specifications in the PIMS User Manual Volume 1 for valid codes
66	Expected Post-Graduate Activity	See Appendix M in Volume 2 of the PIMS User Manual for a complete list of valid values
67	Student Status	See Appendix L in Volume 2 of the PIMS User Manual for a complete list of valid values
68	Date First Enrolled in an ESL or Bilingual Education Program (Core)	10 characters, ISO format (YYYY-MM-DD)
70	ADA Status Indicator	Y - Student has a current Section 504 service agreement plan in place and is considered disabled per ADA N - Student does not have a current Section 504 service agreement plan in place and is considered disabled per ADA

Field No.	Field Name	Valid Values
73	Foreign Exchange Student	Y or N
80	Gifted and Talented	GY - Gifted, has GIEP GN - Gifted, does not have GIEP N - Not Applicable
88	Economic Disadvantaged Status Code	Y or N
91	Diploma Type Code	806 - Regular Diploma 816 - General Education Development (GED) credential
93	Alternate Student ID	
95	LEP/ELL Eligibility	Y – Title III served N – Not Title III served
97	Grade 09 Entry Date	10 characters, ISO format (YYYY-MM-DD)
98	District Entry Date	10 characters, ISO format (YYYY-MM-DD)
99	School Entry Date	10 characters, ISO format (YYYY-MM-DD)
109	State Entry Date	10 characters, ISO format (YYYY-MM-DD)
110	Date First Enrolled in a US School	10 characters, ISO format (YYYY-MM-DD)
117	District Code of Residence	9-digit code
120	Student is a Single Parent	Y or N
123	Home Language Code	See Appendix J Volume 2 of the PIMS User Manual for a complete list of valid NCES county and language codes
125	Years in US Schools	1 - 0-12 months 2 - 13-24 months 3 - 25-36 months
126	Name Suffix	
131	Food Program Eligibility	F - free R - reduced N - neither
133	Last Name Long	
134	First Name Long	
142	Middle Name	
154	Address 3	
165	Location Code of Residence	4-digit code
166	Displaced Homemaker	Y or N
167	Special Education Referral	Y or N
182	Home Address State County Code	See Appendix D Volume 2 of the PIMS User Manual for the full list of state abbreviations
189	Funding District Code	9-digit code

Field No.	Field Name	Valid Values
190	CTE Indicator	
212	Assessment Participation Code	A - PASA only B - PSSA only I - Not participating in any of these assessments J - NIMS and NOCTI K - NIMS L - NOCTI
214	Assessment Participation Code 2 (Keystone Winter Assessment)	A - Algebra B - Literature C - Biology D - Algebra and Literature E - Algebra, Literature, Biology F - Literature and Biology G - Algebra and Biology Z - N/A; not participating in this Keystone
215	Assessment Participation Code 3 (Keystone Sprint Assessment)	A - Algebra B - Literature C - Biology D - Algebra and Literature E - Algebra, Literature, Biology F - Literature and Biology G - Algebra and Biology Z - N/A; not participating in this Keystone
216	Assessment Participation Code 4 (Keystone Summer Assessment)	A - Algebra B - Literature C - Biology D - Algebra and Literature E - Algebra, Literature, Biology F - Literature and Biology G - Algebra and Biology Z - N/A; not participating in this Keystone
217	District of Enrollment Code	9-digit code

Special Education Snapshot

Empty fields are not included in this list –
Reminder: The layout of the record must follow the 71 fields for Special Education Snapshot

See PIMS Manual for more detailed descriptions.

Field No.	Field Name	code
1	District Code	9-digit code
2	Location Code	4-digit code
3	School Year Date	10 characters, ISO format (YYYY-MM-DD)
5	Student ID	10-digit code
10	Special Education Teacher Name	
11	Primary Disability	2121 - Autism 2122 - Deaf-Blindness 2123 - Hearing Impairment including Deafness 2124 - Intellectual Disability (MR) 2125 - Multiple Disabilities 2126 - Orthopedic Impairment 2127 - Emotional Disturbance 2128 - Specific Learning Disability 2129 - Speech or Language Impairment 2130 - Traumatic Brain Injury 2131 - Visual Impairment incl. Blindness 2132 - Other Health Impairment
12	Secondary Disability	Same as #11 above, plus 2106 – Gifted with Disability

Field No.	Field Name	Valid Values
15	Amount of Special Education Services	01 - Itinerant 04 - Full-time 06 Supplemental Resource
17	Type of Support	01 - Learning 02 - Life Skills 03 - Multi-Disabilities 04 - Emotional 06 - Deaf or Hearing Impaired 07 - Speech and Language 08 - Physical 10 - Blind or Visually Impaired 26 - Autistic
34	Date Exited Special Education	10 characters, ISO format (YYYY-MM-DD)
35	Snapshot Date	10 characters, ISO format (YYYY-MM-DD)

Field No.	Field Name	Valid Values
44	Educational Environment	<p>Codes for students being educated in regular buildings with non-disabled students</p> <p>19 - Inside the regular class 80 percent or more of the day (formerly Special Education Outside the Regular Class Less Than 21% of the Day)</p> <p>20 - Inside the regular class no more than 79% of the day and no less than 40% percent of the day (formerly Special Education Outside the Regular Class At Least 21% of the Day (21-60%))</p> <p>21 - Inside the regular class less than 40 percent of the day (formerly Special Education Outside the Regular Class More than 60% of the Day (61% or more))</p> <p>Codes for students being educated in other locations</p> <p>01 - Approved Private School (Non Residential)</p> <p>02 - Approved Private School (Residential)</p> <p>05 - Public Separate Facility (Residential)</p> <p>06 - Other Private Separate Facility (Residential)</p> <p>09 - Hospital/Home Bound</p> <p>12 - Public Separate Facility (Non Residential)</p> <p>14 - Out of State Facility</p> <p>15 - Instruction in the Home</p> <p>16 - Other Private Separate Facility (Non Residential)</p> <p>18 - Correctional Facility</p>
49	Educational Environment Percentage (School Age Program)	whole number (0-100)
52	Reason for Exiting Special Education	<p>Blank, unless student exited between 12/2/2014 and 1/31/2014</p> <p>01 - Graduated with Regular High School Diploma</p> <p>02 - Received a GED and/or Certificate</p> <p>03 - Reached Maximum Age (Age 21)</p> <p>04 - Dropped Out</p> <p>05 - Transferred to Regular Education</p> <p>06 - Moved out of Pennsylvania, Known to be Continuing</p> <p>09 - Died</p>

Field No.	Field Name	Valid Values
70	Service Provider	9-digit AUN code or Provider Name (text)
71	Location of Special Education Services	4-digit code

December 1 File Formatting Information

General Formatting Information for Export Files

All data export files must be in standard ASCII comma-separated variable (CSV) format, sometimes called “comma delimited text.” Each line must be terminated by a carriage return and line feed combination. Files should be named as indicated in this document, and must be in an MS-DOS compatible file format.

Table 14 is a count of the number of school age children with disabilities with an Equitable Participation Services Plan.

An example of **Table 14** is shown below:

Smith,Matthew,2008-012-02,,Lawer Christian, 119357402,2010-02-01,SD,2121,Y,N,5,M,99

The file will contain a row for each student. The row will contain 14 values, each separated by a comma (for a total of 13 commas per row). If there is not a value, a comma will indicate a value of ‘blank’. Dates should be formatted as YYYY-MM-DD.

December 1 Table Data Items and Layout

TABLE 14

Report of Children Parentally Placed with an Equitable Participation Services Plan

Student Last Name	Student First Name	Birthdate	Grade	Private School Student Attends	District of Residence	Evaluation /Reevaluation Date	Evaluation Completed by IU/SD	Disability Category	Determined to be Eligible Y/N	EP Service Plan - Y/N	Race	Gender	LEP

Include students in Non-Public Schools that are parentally placed with an equitable participation services plan.

Follow the specifications below when completing the Table 14:

- All Dates should be in the format YYYY-MM-DD
- Grade should be a 3 digit code (PS, KH, KF, 001, 002, 003 012). See Appendix K of the latest PIMS Manual Volume 2
- Private School Student Attends – Use the AUN of the School from EDNA, if one exists; otherwise, enter actual name (text)
- District of Residence AUN should be the 9 digit AUN number, not the name of the school district
- Evaluation Completed by IU/SD should be IU or SD
- Disability Category should be a 4 digit Disability code
- Determined to be Eligible Y/N should be a Y or N
- EP Service Plan - Y/N should be a Y or N
- Race should not include a leading zero (1, 3, 4, 5, 6, 9, 10)
- Gender should be M or F for Male or Female
- LEP should be 01, 03, 04, 05, 99

Export Specifications for Table 14

Table 14 is a count of the number of school age children with disabilities parentally placed with an Equitable Participation Services Plan.

File Name: Table14_IU**_Date.txt where “**” is equal to the IU number and “date” is equal to the date the file is submitted in the format MMDDYYYY – (i.e. 12012014)

Report: Children Parentally Placed with an Equitable Participation Services Plan on December 1

Number of Rows: One row for each child with an Equitable Participation Services Plan

Number of Values per Row: 14

Details: File shall consist of as many rows as students subject to parental placement with each row containing 14 elements or data values, with the values in each row separated by a comma.

Each row contains data for a Child with Disabilities Subject to Parental Placement

Value 1 – Last Name

Value 2 – First Name

Value 3 – Birthdate

Value 4 – Grade

Value 5 – Private School Student Attends

Value 6 – District of Residence

Value 7 – Evaluation/Reevaluation Date

Value 8 – Evaluation Completed by IU/SD

Value 9 – Disability Category

Value 10 – Determined to be Eligible Y/N

Value 11 – EP Service Plan Y/N

Value 12 – Race

Value 13 – Gender

Value 14 – LEP

Intermediate Unit Sign-off Sheet

December 1 Child Count Sign-Off Process

- 1) To be included in the Preliminary Comparison Reports, error-free files must be submitted to the SpotChecker by 4:00 p.m. on **December 9, 2014**.
- 2) The PaSDC will send Preliminary Comparison Reports for review only and possible duplicates by **12/12/2014**.
- 3) The LEAs will upload the files to PIMS by **12/14/2014**.
- 4) The PaSDC will send Final Comparison Reports by **2/16/2015**. Comparison Report resolutions are due by **2/27/2015**.
- 5) Once all corrections have been processed, Verify Reports will be sent to each IU for verification. The IUs should print off the Authorization Form for signature by the IU Executive Director or his/her designee. The appropriate boxes should be checked.
- 6) The Authorization Form should be faxed to PaSDC by 3:00 p.m. on **3/13/2015 unless otherwise specified by PaSDC**. The fax number is: 717-948-6754

Original authorization form and copies of the 1st page of each report should reach the PaSDC at the following address by **3/13/2015 unless otherwise specified by PaSDC**.

Pennsylvania State Data Center
Institute of State and Regional Affairs
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898

- 7) The PaSDC will create a statewide report for submission to PDE.
- 8) Original authorization letters and individual IU reports will be printed, copied and filed by the PaSDC.

Authorization Form for December 1 Child Count

Check ONE of the following two groups of Verify Reports:

__I have reviewed the Reports 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.

Verify 1 by IU and LEA:

- Disability by Age (3-21)
- Disability by Race
- Disability by Gender
- Disability by LEP

Verify 2 by IU and LEA:

- Disability (School Age)

Verify 3 by IU and LEA:

- Ages 3-6 (Early Intervention)

Verify 4 by IU and LEA (School Age):

- EE by Disability
- EE by Race
- EE by Gender
- EE by LEP

Verify 5 by IU and LEA (Early Intervention):

- EE by Disability
- EE by Race

EE by Gender

EE by LEP

Verify 14 by IU and LEA (Parentally Placed)

Disability by Age

Disability by Race

Disability by Gender

Disability by LEP

OR

__I have reviewed the Reports 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.

Verify 1 by IU and LEA:

- Disability by Age (3-21)
- Disability by Race
- Disability by Gender
- Disability by LEP

Verify 2 by IU and LEA:

- Disability (School Age)

Verify 3 by IU and LEA:

- Ages 3-6 (Early Intervention)

Verify 4 by IU and LEA (School Age):

- EE by Disability
- EE by Race
- EE by Gender
- EE by LEP

Verify 5 by IU and LEA (Early Intervention):

- EE by Disability
- EE by Race
- EE by Gender
- EE by LEP

Signature

Date

Name and Title printed

Appendix A: Approved APS for Educational Environment

Name	City	AUN
<u>ACLD Tillotson School</u>	Pittsburgh	300020150
<u>Camphill Special School Inc.</u>	Glenmoore	300150600
<u>Centennial School</u>	Bethlehem	300481400
<u>Children’s Institute of Pittsburgh</u>	Pittsburgh	300024910
<u>Clarke Pennsylvania Auditory/Oral Center</u>	Bryn Mawr	325230001
<u>Community Country Day School</u>	Erie	300250800
<u>Davidson School</u>	Elwyn	300231780
<u>Delta School</u>	Philadelphia	300513270
<u>DePaul Institute</u>	Pittsburgh	300022250
<u>Devereux Brandywine</u>	Glenmoore	300151903
<u>Devereux Day School - CARES</u>	Downingtown	300151900
<u>Devereux Leo Kanner Learning Center</u>	West Chester	300151904
<u>Devereux Mapleton Schools</u>	Malvern	300151902
<u>Dr. Gertrude A Barber Center</u>	Erie	300250600
<u>Easter Seals of Southeastern Pa</u>	Levittown	300091500
<u>Easter Seals of Southeastern Pa</u>	Media, Pa	300232455
<u>Easter Seals of Southeastern Pa</u>	Kulpsville	300462440
<u>Easter Seals of Southeastern Pa</u>	Philadelphia	300513640
<u>Easter Seals of Western and Central PA</u>	Pittsburgh	300020400
<u>Education Center at Watson Institute</u>	Sewickley	300022370
<u>George Crothers Memorial School</u>	Swarthmore	300232650
<u>Green Tree School</u>	Philadelphia	300513970
<u>HMS School for Children w/Cerebral Palsy</u>	Philadelphia	300514200

<u>Martin Luther School</u>	Plymouth Meeting	300464050
<u>Melmark, Inc.</u>	Berwyn	300234800
<u>Overbrook School for Blind</u>	Philadelphia	300516590
<u>Pace School</u>	Pittsburgh	300027200
<u>Pathway School</u>	Norristown	300466670
<u>Pennsylvania School for Deaf</u>	Philadelphia	300517000
<u>Pressley Ridge Day School-Pittsburgh</u>	Pittsburgh	300028220
<u>Pressley Ridge School for the Deaf Program</u>	Pittsburgh	303020022
<u>Royer-Greaves School for the Blind</u>	Paoli	300157200
<u>Timothy School</u>	Berwyn	300468000
<u>Valley Day School</u>	Morrisville	300098300
<u>Vanguard School</u>	Paoli	300468300
<u>Vista School</u>	Hershey	315220005
<u>Watson Institute Friendship Academy (The)</u>	Pittsburgh	300029270
<u>Wesley Spectrum Highland School</u>	Pittsburgh	300029330
<u>Western PA School for Blind</u>	Pittsburgh	300029830
<u>Western PA School for Deaf</u>	Pittsburgh	300029840
<u>Woods Services</u>	Langhorne	300098500
<u>Wordsworth Academy</u>	Fort Washington	300469050

Appendix B: State Correctional Adult & Juvenile Facilities

State Correctional Institutions

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

State Juvenile Institutions

Cresson Secure Treatment Unit
Loysville Youth Development Center
North Central Secure Treatment Unit (Boys)
North Central Secure Treatment Unit (Girls)
South Mountain Secure Treatment Unit
Youth Forestry Camp #2
Youth Forestry Camp #3

District of Residence Reports students in County Prisons. If the Host District cannot locate a District of Residence after two documented attempts at 4605 Acknowledgement, then the Host District would report indicating 999999999 (State Code for Ward of State) in Field 117 of the Student Snapshot.

Appendix C: Guidelines for Calculating Educational Environment

Importance of Accurate Educational Environment Reporting

Every state is required to provide an annual report of specific data related to the education of students with disabilities to the U.S. Department of Education. In Pennsylvania, this information is gathered through the Special Education Reporting and Verification System managed by the Pennsylvania State Data Center, Penn State Harrisburg. Data are compiled by the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE), verified for accuracy and forwarded to the Office of Special Education Programs (OSEP) at the U.S. Department of Education within required timelines.

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Pennsylvania's State Performance Plan (SPP), and the Gaskin Settlement Agreement have heightened the need for accurate reporting of Educational Environment data. Educational Environment data from each student's Individualized Education Program (IEP) are compiled by the Local Education Agency (LEA) and reported to their respective Intermediate Unit (IU) for verification of accuracy, and then reported to the PDE/BSE via Special Education Reporting and Verification System. If Educational Environment data are not reported accurately by the IEP team, the LEA data may not reflect an accurate representation of the LEA's Educational Environment. Inaccurate data reporting may result in negative results for the LEA such as adverse reporting on the Special Education Data Reports as not meeting SPP targets, resulting in possible negative determination status and misidentification for LRE Monitoring.

Identifying Environment

Educational Environment reporting is not an indication of the amount of special education service that a student with a disability receives. Following are the fundamental principles for reporting educational environments:

- If a student is physically placed within an educational environment where students without disabilities are receiving instruction, it is a regular education setting.
- Instruction that occurs outside the classroom, such as within the school or community where interaction occurs with persons without disabilities and includes nondisabled peers and community members is a regular education setting.
- If a student is educated outside a regular school building for more than 50 percent of the day, is receiving instruction in an Approved Private School, Private, Other Public, Hospital/Homebound, Correctional, or Out of State Facility, or Instruction Conducted in the Home, it is considered an other setting.

Special Education Reporting: Educational Environment - Section VIII of the IEP Form

There are two parts to Section VIII of the IEP. Each IEP team must select only ONE Educational Environment for the student, and complete either Section A or Section B. As a reference, approximately 96 percent of students with disabilities in Pennsylvania are educated in regular school buildings with nondisabled peers, thus reported in Section A.

VIII. Special Education Reporting: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

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

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

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

Calculation for This Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular education classroom per day	Total hours in a typical school day (including lunch, recess, and study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time child spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
			_____ % of the day	<input type="checkbox"/> INSIDE the regular classroom 80% or more of the day <input type="checkbox"/> INSIDE the regular classroom 79-40% of the day <input type="checkbox"/> INSIDE the regular classroom less than 40% of the day

Section B: This section required only for students educated OUTSIDE regular school buildings for more than 50 percent of the day - select and indicate the name of school or facility on the line corresponding with the appropriate selection: (If a student spends less than 50 percent of the day in one of these locations, the IEP team must do the calculation in Section A.)

- | | |
|---|---|
| <input type="checkbox"/> Approved Private School (Nonresidential) _____ | <input type="checkbox"/> Other Public Facility (Nonresidential) _____ |
| <input type="checkbox"/> Approved Private School (Residential) _____ | <input type="checkbox"/> Hospital/Homebound _____ |
| <input type="checkbox"/> Other Private Facility (Nonresidential) _____ | <input type="checkbox"/> Correctional Facility _____ |
| <input type="checkbox"/> Other Private Facility (Residential) _____ | <input type="checkbox"/> Out of State Facility _____ |
| <input type="checkbox"/> Other Public Facility (Residential) _____ | <input type="checkbox"/> Instruction Conducted in the Home _____ |

EXAMPLES for Section A: How to Calculate Special Education–Educational Environment Percentages

	Column 1 Total hours the student spends in the regular education classroom per day	Column 2 Total hours in a typical school day (including lunch, recess & study periods)	Calculation (Hours inside regular classroom ÷ hours in school day) × 100 = % (Column 1 ÷ Column 2) × 100 = %	Indicate Percentage Section A: The percentage of time child spends inside the regular classroom:
Example 1	5.5	6.5	$(5.5 \div 6.5) \times 100 = 85\%$	85% of the day(Inside 80% or more of day)
Example 2	3	5	$(3 \div 5) \times 100 = 60\%$	60% of the day(Inside 79-40% of day)
Example 3	1	5	$(1 \div 5) \times 100 = 20\%$	20% of the day(Inside less than 40% of day)

**Examples of Educational Environments:
Guidance for IEP Teams**

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Regular classroom all day with 1:1 paraeducator support provided to student 100% of day	Paraeducator support is an IEP team decision related to the specially designed instruction that a student needs. It does not impact Educational Environment calculation or reporting.	Complete Section A.
Student receives specialized instruction in a full-time special education classroom, taught by special education teacher	This is special education delivered physically outside of the regular education environment.	Complete Section A.
Speech therapy delivered in separate therapy room	This is special education delivered physically outside of the regular education environment.	Complete Section A.
Integrated speech therapy within regular classroom, provided by speech and language therapist	This is special education delivered inside the regular education environment.	Complete Section A.
General education classroom with co-teaching	Co-teaching is an instructional strategy that is provided to all children inside the regular education environment.	Complete Section A.
Educational time spent in age-appropriate, community-based setting, which includes individuals with and without disabilities (e.g., vocational sites, supermarkets, colleges)	Time spent in community environments with nondisabled peers and community members is a regular education environment.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Correctional facilities	Students are not being educated in regular schools.	Complete Section B. Not applicable to time calculated in regular buildings. Write the name of the correctional facility in the space provided.
One-on-one orientation and mobility instruction in halls and stairs of regular education school building with vision therapist.	Considered regular education.	Complete Section A.
Recess with nondisabled students	Recess is part of the school day and participation alongside nondisabled students is a regular education environment.	Complete Section A.
Recess with only students with IEPs	Since no regular education students participate, this activity is a special education activity outside the regular education environment.	Complete Section A.
Peer buddies visit the special education classroom	Even though students without disabilities are physically within the special education classroom, the instruction is still performed by a special education teacher in a special education setting.	Complete Section A.
Field trips	Field trips do not occur as part of the typical school day schedule for students.	This does not impact Educational Environment reporting.

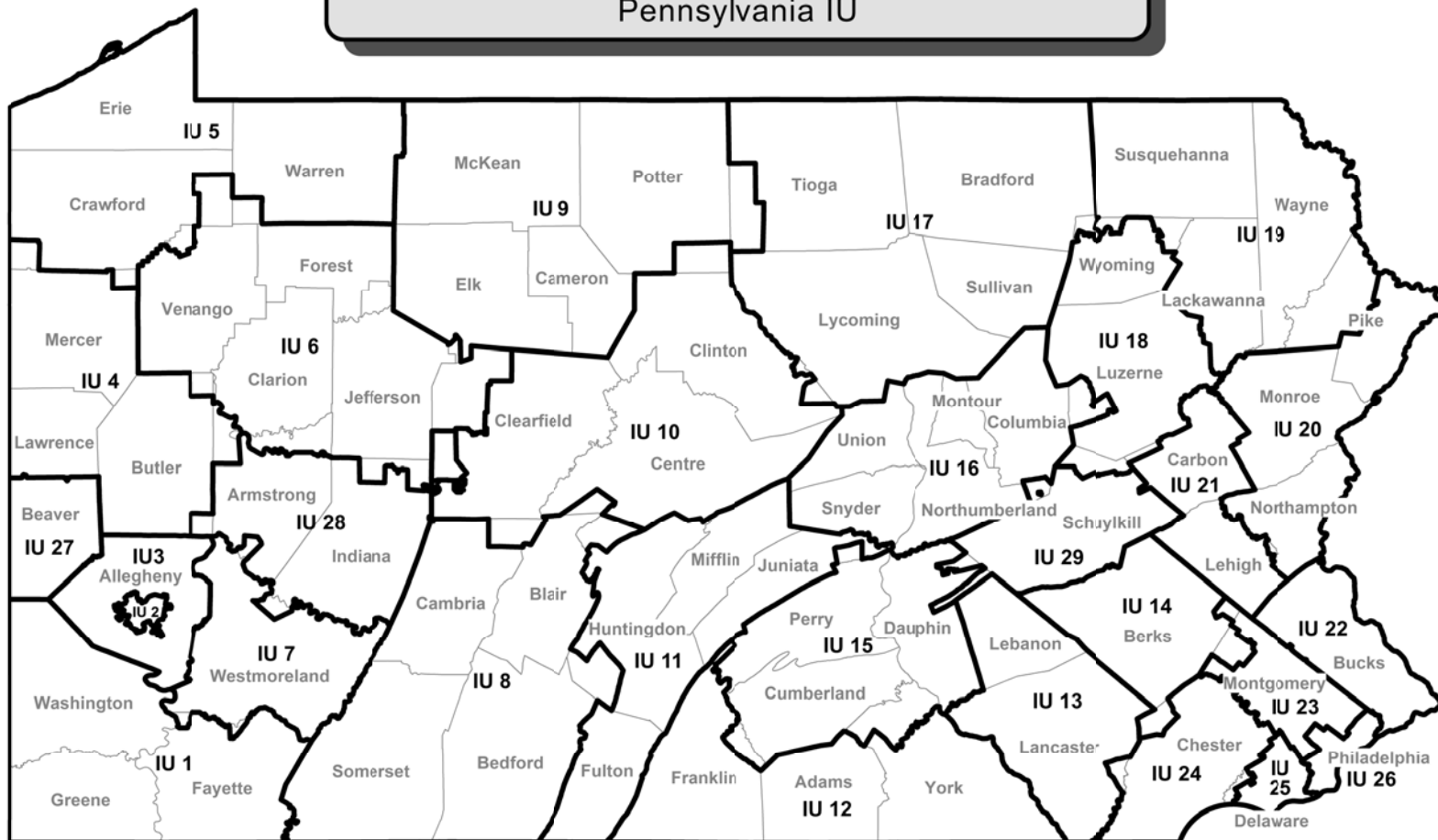
Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Flexible grouping (e.g., for reading instruction)	Flexible grouping is an instructional strategy that does not impact Educational Environment reporting as long as groupings are based on skill levels of all students, with and without disabilities.	Complete Section A.
Instruction Conducted in the Home	Instruction Conducted in the Home is the most restrictive setting along the special education continuum of services.	Complete Section B.
Students engaged in job training in sites within the school setting	Training in actual work settings is considered regular education.	Complete Section A.
Instruction in a sheltered workshop	This is a segregated setting.	If the student is in this setting more than 50 percent of the time, complete Section B of the IEP, checking the box denoting "other public facility, nonresidential." If the student is in this setting less than 50 percent of the time, complete Section A.
Lunch in the cafeteria	Lunch is part of the school day and there are opportunities to interact with students without disabilities.	Complete Section A.
Lunch in special education classroom with students with IEPs	Lunch is part of the school day; however, because there are no opportunities to interact with students without disabilities, the student is outside the regular education environment.	Complete Section A.

Example	Rationale for Consideration of Environment	How to report this time on the IEP?
Other locations (e.g., APSs, Public Separate Facilities)	These settings are not regular school buildings.	If the student is in this setting more than 50 percent of the time, complete Section B of the IEP, checking the box denoting "other public facility, nonresidential." If the student is in this setting less than 50 percent of the time, complete Section A.
Charter Schools	Charter schools are considered LEAs, thus considered regular education school buildings.	Complete Section A.
Cyber Charter Schools	Cyber Charter schools are considered LEAs. This is considered the same environment in which students without disabilities are enrolled.	Complete Section A.

Reminder: Section A of the IEP is completed for students educated in regular buildings with students without disabilities. Statewide, this group represents approximately 96 percent of all students with IEPs. Section B is completed for students educated outside regular school buildings more than 50 percent of the day.

Pennsylvania Intermediate Units

Pennsylvania IU



- | | | | | | |
|----------------------------|-----------------------|-------------------------|--------------------------------|-------------------------|-----------------------|
| IU 1 Intermediate Unit 1 | IU 6 Riverview | IU 11 Tuscarora | IU 16 Central Susquehanna | IU 20 Colonial | IU 25 Delaware County |
| IU 2 Pittsburgh-Mt. Oliver | IU 7 Westmoreland | IU 12 Lincoln | IU 17 Blast | IU 21 Carbon-Lehigh | IU 26 Philadelphia |
| IU 3 Allegheny | IU 8 Appalachia | IU 13 Lancaster-Lebanon | IU 18 Luzerne | IU 22 Bucks County | IU 27 Beaver Valley |
| IU 4 Midwestern | IU 9 Seneca Highlands | IU 14 Berks County | IU 19 Northeastern Educational | IU 23 Montgomery County | IU 28 Arin |
| IU 5 Northwest Tri-County | IU 10 Central | IU 15 Capital Area | | IU 24 Chester County | IU 29 Schuylkill |

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Source: Pennsylvania Department of Transportation,
Bureau of Planning and Research, Cartographic Information Division
from the Pennsylvania Department of Education, District Maps 2010

