

December 1, 2019

# RESOURCE GUIDE

Website: [penndata.hbg.psu.edu](http://penndata.hbg.psu.edu)



*Inspiring productive, fulfilled, life-long learners*

*November 13, 2019*

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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, PIMS supplies the individual school age student records needed for reporting. 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 sends 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://spotchecker.hbg.psu.edu>), 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 are available for download on the SpotChecker by LEA 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 and will send back a list of these students to relevant IUs via email. LEAs and Intermediate Units will determine if the child(ren) 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(ren) 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 in 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, 2019.
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, 2019.

**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**

Table 14 is submitted by the IU via the Special Education Reporting and Verification System (SpotChecker). **Table 14 is a list of students parentally placed with an equitable participation services plan as of 12/1/2019.** It is a required submission. The table should be uploaded to the Spotchecker file submission website (<https://spotchecker.hbg.psu.edu>), and processed 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~~ submit the final data to PSU through the SpotChecker. 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, To make corrections,~~ the IU uploads Table 14 to the Spot Checker again, runs edit checks to identify errors, and notifies PSU when clean. 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 is available on the PennData website but the file submitted **must be comma delimited.**

**Transmission of December 1 Child Count Files**

The IU may upload all files using the Spotchecker. ~~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 SpotChecker enables users to run December edit checks, review errors reports, and receive preliminary Comparison Reports when clean.

~~Final December 1 files must be uploaded to PIMS during the submission window. Spot Checker to run edit checks on their files and get a comparison to last year. Once a LEAs student data file is accepted as correct, the IU will notify PSU. The IU will verify the count in the files. Once the PIMS submission window has closed, 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 send a list of such to relevant IUs via the Spotchecker. 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 **12/17/2019** 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 17, 2019 for the December 1 Child Count.** The spot checker will remain open through January for IUs to submit and review for errors.

## Comparison Reports – December 1 Child Count

Once a LEA data has been uploaded to the SpotChecker and processed without errors, the IU can **view and download** Spotchecker Preliminary Comparison Reports listed below. 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. At the close of the of the PIMS submission window, the IU will receive official Preliminary Comparison Reports based on information from PIMS.

SpotChecker Preliminary Comparison Reports:

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

At the close of the of the PIMS submission window, the IU will receive official Preliminary Comparison Reports based on information from PIMS.

Once all data issues are corrected and the files have been re-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 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 by IU

**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, and a final PIMS file is sent to PSU, the following reports to each IU will be sent for verification:

1. Verify 1 by IU and by LEA (3-21)
  - Disability by Age
  - Disability by Race
  - Disability by Gender
  - Disability by LEP
2. Verify 2 by IU and LEA (One Report per IU)
  - Disability (School Age)
3. Verify 3 by IU and LEA (One Report per IU)
  - Ages 3 – 6 (Preschool)

4. Verify 4 by IU and by 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 by LEA (Preschool)
  - Educational Environment by Disability
  - Educational Environment by Race
  - Educational Environment by Gender
  - Educational Environment by LEP
6. Verify 6 Total Count By IU and LEA (One Report per IU)
  - Special Education Enrollment by Preschool, SA and Total
7. Verify Table 14 by IU and LEA (One Report per IU)
  - Parentally Placed with an Equitable Participation Service Plan by No Service Plan, Service Plan and Total Equitable Participation Students

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.

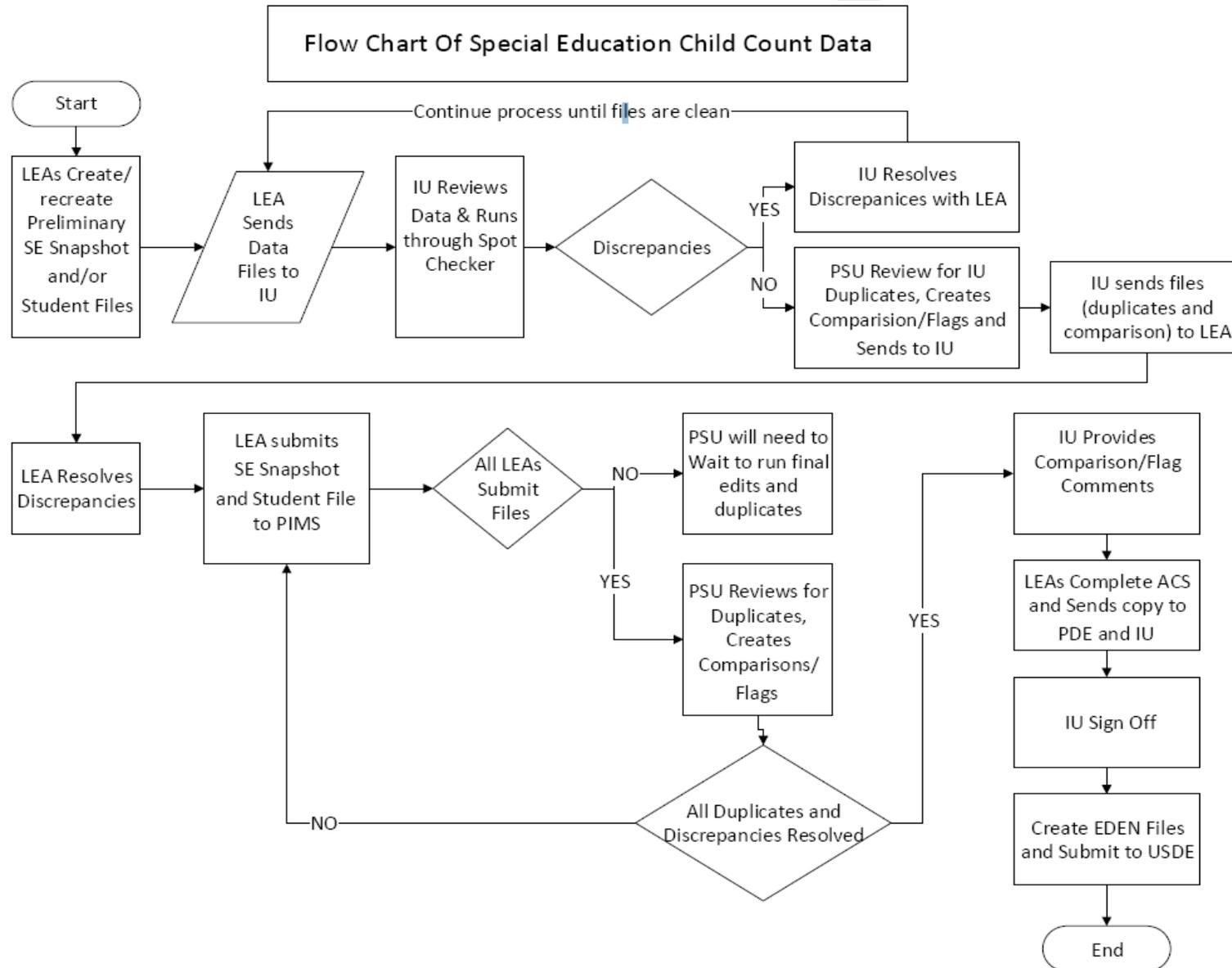
### **Adhoc Reports**

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 send 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. 1305 students in a foster home will be reported where the student resides with the foster parents.
4. 1306 students will be reported by the District of Residence

# Data Process Flow



## Time Table for December 1 Child Count

<b>December 1 Child Count and/or Table Data</b>	<b>Programs Submit Files to Spot Checker/ Penn State and review online Comparison Reports</b>	<b>LEAs Upload files to PIMS</b>	<b>Receipt of Duplicates/ Preliminary Comparison Reports by SA/EI</b>	<b>PIMS Special Education Re-Submission</b>	<b>Receipt of Final Comparison Reports for SA</b>	<b>Receipt of Duplicates by SA and EI</b>	<b>Final Resolution of Duplicates (SA/EI) /Comparison Reports (SA) Due</b>	<b>Receipt of Verify Reports and Signoffs</b>	<b>Signoff of Verify Reports</b>
Dec 1 Child Count files, in the form of PIMS Special Education Snapshot and Student Template (optional in Spot Checker)	11/1/2019 to 12/17/2019	12/2/2019 to 12/17/2019	By LEA after PIMS file is available	1/9/2020 to 1/17/2020	On a weekly basis when files are downloaded from PIMS	Once all files are final.	One week from receipt of reports	2/28/2020	3/9/2020
Table 14 – Report of Children Parentally Placed with an Equitable Participation Services Plan	2/3/2020	NA	NA	NA	2/13/2020	2/13/2020	One week from receipt of reports	2/28/2020	3/9/2020

All files will be sent to PSU using the File Submission website (SpotChecker).

SpotChecker will open by 11/1/2019.

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

# December 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
<b><i>PIMS Special Ed Submission OPEN</i></b>						
8	9	10	11	12	13	14
<b><i>PIMS Special Ed Submission OPEN</i></b>						
15	16	17	18	19	20	21
<b><i>PIMS SE Submission OPEN</i></b>			<b><i>PIMS Special Ed Submission CLOSED</i></b>			
22	23	24	25	26	27	28
<b><i>PIMS Special Ed Submission CLOSED</i></b>						
29	30	31				
<b><i>PIMS Special Ed Submission CLOSED</i></b>						

# January 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
			1	2	3	4	
			<i>PIMS Special Ed Submission CLOSED</i>				
5	6	7	8	9	10	11	
<i>PIMS Special Ed Submission CLOSED</i>				<i>PIMS Special Ed Re-Submission OPEN</i>			
12	13	14	15	16	17	18	
<i>PIMS Special Ed Re-Submission OPEN</i>							
19	20	21	22	23	24	25	
26	27	28	29	30	31		

**Calendar Details**

PIMS Special Education Data Submission Open December 2, 2019 through December 17, 2019

PIMS Closed December 18, 2019 through January 8, 2020

PIMS Special Education Re-Submission Open January 9, 2020 through January 17, 2020

PIMS Special Education Re-Submission Closed January 18, 2020

# 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 **217-222 values per row**, each separated by a comma (for a total of **216 221** commas per row). The Special Education Snapshot contains **76 values per row**, each separated by a comma (for a total of 75 commas per row). **Two consecutive commas indicate a 'blank' value for the field.**

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:  
123468303,3272,2020-06-30,5566666666,,,,,010,,,SH09,1998-08-02,M,324 Main Ave.,Hershey,PA,17033  
,,,,,10,,,,,N,2127,,,Y,,,99,,,98,,,,,N,,,N,,,,,N,,,,,N,,,,,36042916,,,Y,,,2012-10-25,2012-10-25,,,,,2012-10-25,,,,,123463603,,,,,N,,,VanPelt,Linus,,,,,3272,Y,,,,,123463603,,,,,N,,,N,,,N,Y,N,123468303,,,E,N
- Special Education Snapshot:  
123468303,3272,2020-06-30,,5566666666,,,,,Brown,2127,,,,,01,,01,,,,,N,,,2018-12-01,,,,,21,,,,,33,,,,,123468303,5078,,,,

# 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 222 217 fields for Student Template (optional in Spot Checker)**

See PIMS Manual for more detailed descriptions.

### Student Template

Field No.	Field Name	Valid Values
1	<b>Submitting AUN District Code</b> (LEA submitting, SE District of Residence)	9-digit code
2	<b>School Number Location Code</b>	4-digit code
3	School Year Date	10 characters, ISO format (YYYY-MM-DD). Must be 20YY-06-30, where YY is the year after the Dec 1 Child Count date
4	<b>PASECUREID Student ID</b>	10-digit code
10	<b>Grade Current Grade Level</b>	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	Required
17	Address 2	
18	City	Required
19	State Code	Required
20	<b>Zip Full Zip Code</b>	Required
27	<b>Race/Ethnicity Race or Ethnicity Code</b>	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

## Student Template

Field No.	Field Name	Valid Values
33	Food PGM Participation Code <del>Economic Status</del>	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 EL, not LIFE 03 – former EL, exited, and in 1st year of monitoring 04 – former EL, exited, and in 2nd year of monitoring 05 – former EL, exited, and no longer monitored 06 – current EL, LIFE (Limited or Interrupted Formal Education) 07 – former EL, exited, and in 3 <sup>rd</sup> year of monitoring 08 - former EL, exited, and in 4th year of monitoring 99 - never EL
45	LIEP Type	21 –Mixed Bilingual 22 –EL Bilingual 23 –EL Specific Transitional Instruction 25 –EL Specific English-only 26 –Mixed Classes with English-only Support 27 –Parental refusal-mixed classes with English-only support 98 –LIEP type 21-26 provided by another entity-English-only support provided at this entity

## Student Template

Field No.	Field Name	Valid Values
65	<del>Grad Status</del> <del>Graduation Status Code</del>	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 ESD or Bilingual Education Program	10 characters, ISO format (YYYY-MM-DD)
70	<del>504 Plan</del> <del>ADA Status Indicator</del>	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
73	Foreign Exchange Student	Y or N
80	<del>Gifted and Talented</del>	GY - Gifted, has GIEP <del>GN – Gifted, does not have GIEP</del> GS – Gifted, receives gifted services through IEP GX – Gifted, does not receive gifted services N - Not Applicable
88	Economic Disadvantaged Status Code	Y or N
90	Mobility Code	A, B, C or Blank
91	Diploma Type Code	806 - Regular Diploma 816 - General Education Development (GED) credential
93	Alternate Student ID	
95	Title III EL Eligibility	Y – Title III served N – Not Title III served
96	<del>Titil I Part A Programs Services Code (Title I Part A)</del>	Y – Title I Part A N – Not Title I Part A
97	Grade 09 Entry Date	10 characters, ISO format (YYYY-MM-DD)
98	<del>LEA Entry Date</del> <del>District Entry Date</del>	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	<del>District of Residence AUN</del> <del>District Code of Residence</del>	9-digit code

## Student Template

Field No.	Field Name	Valid Values
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	School Number of Residence 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 AUN Funding District Code	9-digit code
190	CTE Indicator	
207	Military Family Code	Y or N
212	PSSA/PASA Assessment Assessment Participation Code	A - PASA only, no PSSA precode label B - PSSA, receive precode label I - Not participating in any of these assessments M - PASA Online testing, no label required N - PSSA Online testing, no label required
214	Keystone Winter Assessment Assessment Participation Code 2	Y - Receive precode label N - Not testing O - Online testing, no label required

215	Keystone Spring Assessment Assessment Participation Code 3	Y – Receive precode label N – Not testing O – Online testing, no label required
216	Keystone Summer Assessment Assessment Participation Code 4	Y – Receive precode label N – Not testing O – Online testing, no label required
217	AUN of Enrollment District of Enrollment Code	9-digit code
221	Access for ELLS Assessment	E – ACCESS for ELLs precode label A – Alternate ACCESS for ELLs precode label O – Other LEA requesting precode label
222	ELA Assessment Exemption Indicator	Y or N

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# Special Education Snapshot

Empty fields are not included in this list –

**Reminder: The layout of the record must follow the 76 fields for Special Education Snapshot**

**See PIMS Manual for more detailed descriptions.**

## Special Ed Snapshot

Field No.	Field Name	Code
1	Submitting AUN District Code	9-digit code
2	School Number Location Code	4-digit code
3	School Year Date	10 characters, ISO format (YYYY-MM-DD)
5	PASECUREID 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

## Special Ed Snapshot

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
32	Primary Placement Type	One text character, Y, N.
34	Date Exited Special Education	10 characters, ISO format (YYYY-MM-DD). Must be blank or later than 12/1/20YY where YY is the current Dec 1 Child Count year
35	Snapshot Date	10 characters, ISO format (YYYY-MM-DD). Must be 12/1/20YY where YY is the current Dec 1 Child Count year

## Special Ed Snapshot

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>
45	Transition IEP Status Code	Y or N. Does the student have a transition plan as part of their IEP?
49	Educational Environment Percentage (School Age Program)	whole number (0-100)

## Special Ed Snapshot

Field No.	Field Name	Valid Values
52	Reason for Exiting Special Education	<p>Blank, unless student exited between 12/2/2016 and 1/31/2017</p> <p>01 - Graduated with Regular High School Diploma            02 - Received a GED and/or Certificate            03 - Reached Maximum Age (Age 21)            04 - Dropped Out            05 - Transferred to Regular Education            06 – Moved out of Pennsylvania, Known to be Continuing            09 – Died            99 – Moved, within PA, known to be continuing</p> <p>Must be a valid code if Date Exited Special Education (field 34) is between 12/2/2019 and 1/31/2020            Must be blank if Date Exited Special Education (field 34) is blank or not between 12/2/2019 and 1/31/2020</p>
70	Service Provider	9-digit AUN code or Provider Name (text)
71	Location of Special Education Services	The PDE-defined, 4-digit code identifying the school <i>where Special Education services are provided</i> . If a student is at a location that does not have a designated school code, enter the actual name of the building. Codes 9999 and 0000 are not valid codes
73	Trans IEP (Paid Work Learning)	<p>One character, text format.            DEFINITION: Does IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting?            If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>
74	Trans IEP (Job Supports/Coaching)	<p>One character, text format.            DEFINITION: Does IEP contain services that include job supports/coaching?            If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>
75	Trans IEP (Career Dev/Job Exploration)	<p>One character, text format.            DEFINITION: Does IEP contain services that include career development and job exploration?            If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>

## Special Ed Snapshot

76	Trans IEP (Modified)	One character, text format. DEFINITION: Has the transition IEP been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? If Transition IEP Status Code (field 45) =Y, then cannot be blank.
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# 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:

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

The file will contain a row for each student. The row will contain 13 values, each separated by a comma (for a total of 12 commas per row). **If there is not a value, a comma will indicate a 'blank' value.** Dates should be formatted as YYYY-MM-DD.



## 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. 12012016)

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: 13

Details: File shall consist of as many rows as students subject to parental placement with each row containing 13 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 – District of Residence

Value 2 – Last Name

Value 3 – First Name

Value 4 – Birthdate

Value 5 – Grade

Value 6 – Race/Ethnicity

Value 7 – Gender

Value 8 – EL Status

Value 9 – Disability Category

Value 10 – Private School Student Attends

Value 11 – Date Determined to be Eligible

Value 12 – Evaluation Completed by IU/SD

Value 13 – EP Service Plan Y/N

# Intermediate Unit Sign-off Sheet

## December 1 Child Count Sign-Off Process

- 1) Preliminary Comparison Report downloads are available for error-free files that are submitted to the SpotChecker by **12/17/2019**.
- ~~2) The PaSDC will send Preliminary Comparison Reports for review only and possible duplicates as files are available by IU.~~
- 3) The LEAs will upload the files to PIMS by **12/17/2019**.
- 4) The PaSDC will send preliminary files based on the data in PIMS as of 12/17/2019. Final comparison reports will be sent one week after receipt of final PIMS file. Justifications for final comparison reports **are due one week from receipt of reports**.
- 5) Once all corrections have been processed, Verify Reports will be sent to each IU for verification by **2/28/2020**. 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 scanned and emailed to [penndata@psu.edu](mailto:penndata@psu.edu), or faxed to fax number 717-948-6754, by 3:00 p.m. on **3/9/2019 unless otherwise specified by PaSDC**.

Original authorization form and copies of the 1<sup>st</sup> page of each report should reach the PaSDC at the following address by **3/9/2020 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 by LEA (3-21)

- Disability by Age
- Disability by Race
- Disability by Gender
- Disability by LEP

Verify 2 by IU and LEA (1 Report per IU)

- Disability (School Age)

Verify 3 by IU and LEA(1 Report per IU)

- Ages 3-6 (Preschool)

Verify 4 by IU and by LEA (School Age)

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

Verify 5 by IU and by LEA (Preschool)

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

Verify 6 Total Count by IU and LEA (1 Report per IU)

- Special Education Enrollment by PS, SA and Total

Verify Table 14 by IU and LEA (1 Report per LEA)

- Parentally Placed with an Equitable Service Plan

**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 by LEA (3-21)

- Disability by Age
- Disability by Race
- Disability by Gender
- Disability by LEP

Verify 2 by IU and LEA(1 Report per IU)

- Disability (School Age)

Verify 3 by IU and LEA(1 Report per IU)

- Ages 3-6 (Preschool)

Verify 4 by IU and by LEA (School Age)

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

Verify 5 by IU and by LEA (Preschool)

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

Verify 6 Total Count by IU and LEA (1 Report per IU)

- Special Education Enrollment by PS, SA and Total

Verify Table 14 by IU and LEA (1 Report per IU)

- Parentally Placed with an Equitable Service Plan

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name and Title printed

## Appendix A: Approved APS for Educational Environment

Name	City	AUN
ACLD Tillotson School	Pittsburgh	300020150
Camphill School Special School Inc	Glenmoore	300150600
Centennial School Lehigh Univ	Bethlehem	300481400
Childrens Institute of Pittsburgh	Pittsburgh	300024910
CIDDS Learning Center	West Chester	300151904
Clarke Pennsylvania, Inc.	Philadelphia	326510169
Community Country Day School	Erie	300250800
Davidson School	Elwyn	300231780
Delta School	Philadelphia	300513270
DePaul Institute	Pittsburgh	300022250
Devereux Brandywine	Glenmoore	300151903
Devereux Day School - CARES	Downingtown	300151900
Devereux Leo Kanner Lrng Ctr	West Chester	300151904
Devereux Mapleton Schools	Malvern	300151902
Dr Gertrude A Barber Center	Erie	300250600
Easter Seals of Southeastern Pa	Levittown	300091500
Easter Seals of Southeastern Pa	Media	300232455
Easter Seals of Southeastern Pa	Kulpsville	300462440
Easter Seals of Southeastern Pa	Philadelphia	300513640
Easter Seals of Western and Central PA	Export	300023240
Easter Seals of Western and Central PA	Pittsburgh	300023260
Easter Seals of Western and Central PA	Cranberry	300023270
Fairwold Academy	Fort Washington	300469050
George Crothers Memorial School	Swarthmore	300232650
Green Tree School	Philadelphia	300513970
HMS School for Children with Cerebral Palsy	Philadelphia	300514200
Martin Luther School	Plymouth Meeting	300464050
McGuire Memorial	New Brighton	300043000

Melmark Inc	Berwyn	300234800
Overbrook School for Blind	Philadelphia	300516590
Pace School	Pittsburgh	300027200
Pathway School	Norristown	300466670
Pennsylvania School for the Deaf	Philadelphia	300517000
Pressley Ridge Day School-Pittsburgh	Pittsburgh	300028220
Pressley Ridge School for the Deaf Program	Pittsburgh	303020022
Royer-Greaves School for the Blind	Paoli	300157200
Timothy School	Berwyn	300468000
Valley Day School	Morrisville	300098300
Vanguard School	Malvern	300468300
Vista School	Hershey	315220005
Watson Institute Education Center	Sewickley	300022370
Watson Institute Education Center South	Bridgeville	303028175
Watson Institute Friendship Academy	Pittsburgh	300029270
Wesley High School	Pittsburgh	300029330
Wesley K-8 School	Pittsburgh	300029680
Western PA School for Blind	Pittsburgh	300029830
Western PA School for Deaf	Pittsburgh	300029840
Woods Services	Langhorne	300098500

# 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-Ryan  
SCI-Greene  
SCI-Houtzdale-Woodward  
SCI-Huntingdon  
SCI-Laurel Highland  
SCI-Mahanoy  
SCI-Mercer  
SCI-Muncy  
SCI - Phoenix  
SCI-Pine Grove  
Quehanna Boot Camp  
SCI-Retreat-Newport T  
SCI-Rockview  
SCI-Smithfield  
SCI-Somerset  
SCI-Waymart

## State Juvenile Institutions

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/ Charter School Reports students in County Prisons.*** All students in county prisons should be reported by the district of residence or Charter School. Wards of state should NOT be reported.