

**December 1, 2025**

# **RESOURCE GUIDE**

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

To validate data prior to the required PIMS submission, an LEA sends their Special Education Snapshot file and/or PIMS Student Template file to the Intermediate Unit (IU). The IU uploads the file(s) to **Special Education Reporting and Verification System (SpotChecker)** (<https://spotchecker.hbg.psu.edu>), where the file(s) will be reviewed for errors. The errors are available for download by the user. The LEA should make corrections to the Special Education Snapshot file and/or the Student Template file. This process should be repeated until the data file is free of errors.

When the data file is error-free, Comparison Reports by LEA are available for download through the SpotChecker. The Comparison Reports display the data submitted by the LEA compared to the data submitted last year. The LEA should review the Comparison Reports and correct any issues 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 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 should work with the IU on any issues. The LEA must supply the IU with justifications for any data 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 for public reporting and to develop ad-hoc reports, for the Department of Education.

**The December 1 Child Count consists of the following:**

1. Only active students with a valid IEP on December 1, 2025.
2. District of Residences / Charter Schools 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, 2025.

**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 SpotChecker)
  - b. Special Education Snapshot in the same format as the PIMS file.

**Table 1-3 Submission**

Tables 1-3 - Includes the number of full-time equivalent personnel *employed or contracted* to work with children with disabilities, ages 3-21 by LEA, based on or around the December child count date.

**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 who are parentally placed in private school who were evaluated and found eligible for special education services by the IU/SD as of 12/1/2025.** 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 file is error-free.

When the file is error-free, the IU will 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 should review the Comparison Reports and correct any issues in the files. To make corrections, the IU uploads Table 14 to the SpotChecker 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 tables 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. 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 Comparison Report downloads when clean.

**Final December 1 files must be uploaded to PIMS during the submission window.** 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: Child Count data must be received by **December 19, 2025** in order to receive a SpotChecker Comparison Report.) **PSU encourages IUs to send files through the SpotChecker as early as possible so that all errors will be corrected by December 19, 2025 for the December 1 Child Count.** The SpotChecker will remain open through January for IUs to submit and review for errors.

## **Comparison Reports – December 1 Child Count**

Once LEA data has been uploaded to the SpotChecker and processed without errors, the IU can view and download SpotChecker 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 issues prior to their official PIMS submission.

SpotChecker Comparison Reports:

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

At the close of the of the PIMS submission window, the IU will receive 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 Final Comparison Reports will be sent to the IU. Final Comparison Reports must be returned **with justifications for data changes.**

Final Comparison Reports:

2. School Age:
  - School Age Disability by SD
  - School Age Educational Environment by SD
3. For each Aggregate Table 1-3
4. 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 verify reports will be sent for verification to each IU:

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

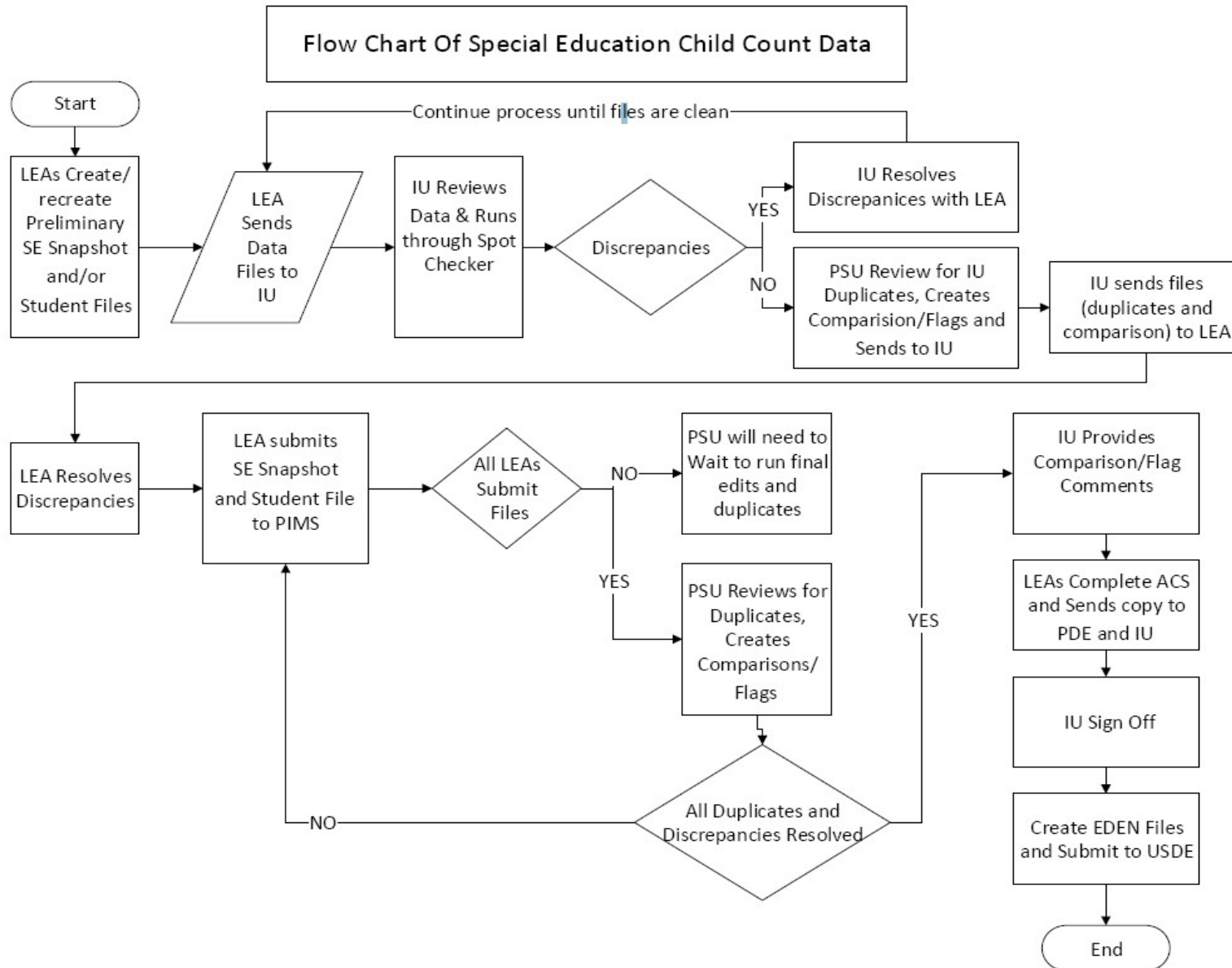
5. Verify 5 by IU and by LEA (Preschool)
  - Educational Environment by Disability
  - Educational Environment by Race
  - Educational Environment by Gender
  - Educational Environment by LEP
6. Verify 6 Total Count By IU and LEA (One Report per IU)
  - Special Education Enrollment by Preschool, SA and Total
7. Verify Tables 1-3 by IU
  - Personnel
8. Verify Table 14 by IU and LEA (One Report per IU)
  - Parentally Placed in Private School Determined Eligible under IDEA Regulations by No Service Plan, Service Plan and Total

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 sign-off Sheet. A sample Sign-off Sheet can be found in this manual.

#### **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



# December 1 Child Count

**Timeline for IUs to submit data, not necessarily the timeline for LEAs to submit to the IUs**

File Submission	IUs Submit Files to Spot Checker and review Comparison Report downloads	LEAs Upload files to PIMS	Receipt of Duplicates/ Preliminary Comparison Reports by SA/EI	PIMS Special Education Re-Submission	Receipt of Final Comparison Reports for SA	Receipt of Duplicates by SA and EI	Final Resolution of Duplicates (SA/EI) /Comparison Reports (SA) Due	Receipt of Verify Reports and Signoffs	Signoff of Verify Reports
Dec 1 Child Count - PIMS Spec Ed Snap and Student Template (optional in SpotChecker)	Week of 11/10/2025 to 12/19/2025	12/1/2025 to 12/19/2025	By LEA after PIMS file is available	1/5/2026 to 1/23/2026	By LEA after files are downloaded from PIMS	Once all files are final	One week from receipt of reports	2/27/2026	3/13/2026
Table 1 -- Personnel	1/23/2026	NA	NA	NA	1/30/2026	NA	NA	2/27/2026	3/13/2026
Table 2 – Personnel	1/23/2026	NA	NA	NA	1/30/2026	NA	NA	2/27/2026	3/13/2026
Table 3 – Personnel	1/23/2026	NA	NA	NA	1/30/2026	NA	NA	2/27/2026	3/13/2026
Table 14 – PPPS	1/23/2026	NA	NA	NA	1/30/2026	Once all files are final	One week from receipt of reports	2/27/2026	3/13/2026

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

SpotChecker will open the week of 11/10/2025.

**Note: Individual IUs may have different submission date requirements for their LEAs. LEAs should contact their IU for their submission timeline.**

# December 2025

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

# January 2026

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

## Calendar Details

PIMS Special Education Data Submission Open December 1, 2025 through December 19, 2025

PIMS Closed December 22, 2025 through January 2, 2026

PIMS Special Education Re-Submission Open January 5, 2026 through January 23, 2026

PIMS Special Education Re-Submission Closed January 24, 2026

# 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 must be in an MS-DOS compatible file format.

## December Child Count Data

The two files, Student Template (optional in SpotChecker) and Special Education Snapshot, will contain a row of data for each student. The Student Template contains **226 values per row**, each separated by a comma (for a total of 225 commas per row). The Special Education Snapshot contains **80 values per row**, each separated by a comma (for a total of 79 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:  
123468303,3272,2025-06-30, 5566666666,,,,,010,,,SH09,2005-08-02,M,324 Main Ave.,Hershey,PA,17033  
,,,,,10,,,,,N,2127,,,Y,,,99,,,,98,,,,,3272,123468303,,,,,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,,,X,123468303
- Special Education Snapshot:  
123468303,3272,2025-06-30,,5566666666,,,,,Brown,2127,,,01,,01,,,,,N,,,2018-12-01,,,,,21,,,,33,,,N,,,,,123468303,5078,,,,,10

# December 1 Child Count Data Items Student Template

**Empty placeholder fields are not included in this list –  
Reminder: The layout of the record must follow the 226 fields  
for Student Template**

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

Field No.	Field Name	Valid Values
1	Submitting AUN (LEA submitting, SE District of Residence)	9-digit code
2	School Number	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	PASECUREID	10-digit code
10	Grade	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	Zip	Required
27	Race/Ethnicity	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	Food PGM Participation Code	F - free R - reduced N - neither
34	Challenge Type	2121 - Autism 2122 - Deaf-Blindness 2123 - Hearing Impairment including Deafness 2124 - Intellectual Disability 2125 - Multiple Disabilities 2126 - Orthopedic Impairment 2127 - Emotional Disturbance 2128 - Specific Learning Disability 2129 - Speech or Language Impairment 2130 - Traumatic Brain Injury 2131 - Visual Impairment incl. Blindness 2132 - Other Health Impairment
38	Special Education	Y - has IEP E - exited IEP and transferred to Regular Ed this school year N - no IEP
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

Field No.	Field Name	Valid Values
50	BID School Number	4-digit code
51	BID AUN	9-digit code
65	Grad Status	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	504 Plan	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	Gifted	GY - Gifted, has GIEP 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 826 – Keystone Diploma
93	Alternate Student ID	
95	Title III EL Eligibility	Y – Title III served N – Not Title III served
96	Title I Part A	Y – Title I Part A N – Not Title I Part A
97	Grade 09 Entry Date	10 characters, ISO format (YYYY-MM-DD)
98	LEA 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)

Field No.	Field Name	Valid Values
110	Date First Enrolled in a US School	10 characters, ISO format (YYYY-MM-DD)
117	District of Residence AUN	9-digit code
119	ED At Risk Student	H - Homelessness F - Foster N - Did not qualify
124	ED Neglected or Delinquent	Y or N
125	Years in US Schools	1 - 0-12 months 2 - 13-24 months 3 - 25-36 months
126	Name Suffix	Jr,Sr,I,II,III,IV,V,VI,VII,VIII,IX,X
131	Food Program Eligibility	F - free R - reduced N - neither
133	Last Name	
134	First Name	
142	Middle Name	
154	Address 3	
165	School Number 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	9-digit code
190	CTE Indicator	
196	ED Health Code	M - Medicaid N - Did not qualify
205	ED Income Status Code	S - SNAP T - TANF R - Reduced-Price Lunch F - Free Lunch C - Census Poor N - Did not qualify
207	Military Family Code	Y or N
209	Foster Student	Y or N

Field No.	Field Name	Valid Values
212	PSSA/PASA Assessment	A - PASA B – PSSA I - Not participating in any of these assessments
214	Keystone Winter Assessment	0 – None taken 1 – KALG only 2 – KBIO only 3 – KALG and KBIO 4 – KLIT only 5 – KALG and KLIT 6 – KBIO and KLIT 7 – KALG, KBIO, and KLIT
215	Keystone Spring Assessment	0 – None taken 1 – KALG only 2 – KBIO only 3 – KALG and KBIO 4 – KLIT only 5 – KALG and KLIT 6 – KBIO and KLIT 7 – KALG, KBIO, and KLIT
216	Keystone Summer Assessment	0 – None taken 1 – KALG only 2 – KBIO only 3 – KALG and KBIO 4 – KLIT only 5 – KALG and KLIT 6 – KBIO and KLIT 7 – KALG, KBIO, and KLIT
217	AUN of Enrollment	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

<b>Field No.</b>	<b>Field Name</b>	<b>Valid Values</b>
222	ELA Assessment Exemption Indicator	Y or N
223	AUN of Sending Charter School	9-digit AUN of the charter school that contracted with the educating LEA to educate a charter school student
224	Sending Charter School Number	The PDE defined 4-digit code of the charter school that contracted with the educating LEA to educate a charter school student.
225	Gender Identity	X – Gender Non-binary or Gender Not Listed
226	PASA Testing Agency AUN	9-digit AUN

# Special Education Snapshot

Empty placeholder fields are not included in this list –  
**Reminder: The layout of the record must follow the 80 fields for Special Education Snapshot**

See PIMS Manual for more detailed descriptions.

## Special Ed Snapshot

Field No.	Field Name	Valid Values
1	Submitting AUN	9-digit code
2	School Number	4-digit code
3	School Year Date	10 characters, ISO format (YYYY-MM-DD)
5	PASECUREID	10-digit code
10	Special Education Teacher Name	
11	Primary Disability	2121 - Autism 2122 - Deaf-Blindness 2123 - Hearing Impairment including Deafness 2124 - Intellectual Disability 2125 - Multiple Disabilities 2126 - Orthopedic Impairment 2127 - Emotional Disturbance 2128 - Specific Learning Disability 2129 - Speech or Language Impairment 2130 - Traumatic Brain Injury 2131 - Visual Impairment 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	Noneducational Agency Placement	Y or N
34	Date Exited Special Education	10 characters, ISO format (YYYY-MM-DD). Must be blank or after 12/1/2025 unless the student is 22 years old
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> <ul style="list-style-type: none"> <li>01 - Approved Private School (Non Residential)</li> <li>02 - Approved Private School (Residential)</li> <li>05 - Public Separate Facility (Residential)</li> <li>06 - Other Private Separate Facility (Residential)</li> <li>09 - Hospital/Home Bound</li> <li>12 - Public Separate Facility (Non Residential)</li> <li>14 - Out of State Facility</li> <li>15 - Instruction in the Home</li> <li>16 - Other Private Separate Facility (Non Residential)</li> <li>18 - Correctional Facility</li> </ul>
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 after 12/1/2025 or the student is 22 years old on 12/1/2025</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 after 12/1/2025            Must be blank if Date Exited Special Education (field 34) is blank</p>
53	LEP Status	Y or N. Is the student currently identified as an EL?
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 (Comp Int Paid Work Exp)	<p>One character, text format.            DEFINITION: Did the student participate in a competitive integrated paid work experience?            If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>
74	Trans IEP (Job Coaching)	<p>One character, text format.            DEFINITION: Did the student participate in individual job coaching services funded by the school in a paid work experience?            If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>
75	Trans IEP (Comp Int Emp Goal)	<p>One character, text format.            DEFINITION: Does the student have an outcome goal of competitive integrated employment?            If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>

## Special Ed Snapshot

Field No.	Field Name	Valid Values
76	Trans IEP (Comp Int Emp)	One character, text format. DEFINITION: Upon exiting high school, was the student employed in a competitive integrated setting? If Transition IEP Status Code (field 45) =Y, then cannot be blank.
80	Race/Ethnicity	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

# 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 1** Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 3-5 by LEA

**TABLE 2** Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 6-21 by LEA

**TABLE 3** Number of Related Services Personnel (in FTE) *Employed or Contracted* to provide related services for Children with Disabilities, Ages 3-21 by LEA

**TABLE 14** Children Parentally Placed in Private School that have been Determined Eligible under IDEA Regulations

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

119357402,Smith,Matthew,2015-012-02,004,5,M,N,2121,Lower Christian,2025-02-01,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). Two consecutive commas will indicate a ‘blank’ value. Dates should be formatted as YYYY-MM-DD.

# December 1 Table Data Items and Layout

## TABLE 1

Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 3-5 by LEA

Special Education Paraprofessionals and Teachers Serving Children with Disabilities, Ages 3-5

		(1) Fully Certified/ Qualified	(2) Not Fully Certified/ Not Qualified
AUN of LEA	Special Education Paraprofessionals for Ages 3-5		
AUN of LEA	Special Education Teachers for Ages 3-5		

Note:

1. See Export Specifications for File layout. Data will need to be reported for each LEA within an IU. (Please recopy the data rows for each LEA.)
2. IU data should be reported under AUN 1xx000000 where xx is the IU number.
3. Include the number of full-time equivalent personnel *employed or contracted* to work with children with disabilities based on or around the December child count date.
4. IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
5. Report teachers as Fully Certified or Not Fully Certified.  
Report paraprofessionals as Qualified or Not Qualified.

6. Paras

**How are FTE of paraprofessional reported by qualification status?**

FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state's definition of qualified based on the criteria identified in 20 U.S.C. 1412(14)(B).

- If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
- If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
  - Hold the appropriate State certification or licensure for the position held, or
  - Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.

7. Teachers

**How are teacher FTE reported by Qualification Status (Special Education Teacher)?**

FTE is reported as either fully certified or not fully certified. Report teachers as fully certified based on the following qualifications:

A person employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school:

- Has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in section 200.56(a)(2)(ii) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law;
- Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- Holds at least a bachelor's degree.

Report teachers who do not meet the qualifications for fully certified (as listed above) for the position in which they are employed as not fully certified.

## Export Specifications for Table 1

Table 1 –Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 3-5 by LEA

This table includes a count of special education teachers in full-time equivalency that are Fully Certified or Not Fully Certified and paraprofessionals that are Qualified or Not Qualified (serving children ages 3-5 by LEA).

Report: Special Education Teachers and Paraprofessionals (in Full-Time Equivalency) *Employed or Contracted* to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5

Number of Rows: 2 per LEA

Number of Values per Row: 3

Details: File shall consist of 2 rows per LEA (Special Education Paraprofessionals and Teachers) with each row containing 3 elements or data values (AUN, Fully Certified/Qualified and Not Fully Certified/Not Qualified). The Intermediate Unit must report the fraction of time to 2 decimal places, e.g., .34 = 1/3 time.

Row 1 per LEA contains number of Special Education Paraprofessionals for Ages 3-5

Value 1 – AUN of LEA

Value 2 – Qualified

Value 3 – Not Qualified

Row 2 per LEA contains number of Special Education Teachers for Ages 3-5

Value 1 – AUN of LEA

Value 2 – Fully Certified

Value 3 – Not Fully Certified

**TABLE 2**

**Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 6-21 by LEA**

Special Education Paraprofessionals and Teachers Serving Children with Disabilities Ages 6-21

		(1) Fully Certified/ Qualified	(2) Not Fully Certified/ Not Qualified
AUN of LEA	Special Education Paraprofessionals for Ages 6-21		
AUN of LEA	Special Education Teachers for Ages 6-21		

Note:

1. See Export Specifications for File layout. Data will need to be reported for each LEA within an IU. (Please recopy the data rows for each LEA.)
2. IU data should be reported under AUN 1xx000000 where xx is the IU number.
3. Include the number of full-time equivalent personnel *employed or contracted* to work with children with disabilities based on or around the December child count date.
4. IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
5. Report teachers as Fully Certified or Not Fully Certified.  
Report paraprofessionals as Qualified or Not Qualified.
6. Paras
 

**How are FTE of paraprofessional reported by qualification status?**  
FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state's definition of qualified based on the criteria identified in 20 U.S.C. 1412(14)(B).

  - If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
  - If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
    - Hold the appropriate State certification or licensure for the position held, or
    - Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.
7. Teachers
 

**How are teacher FTE reported by Qualification Status (Special Education Teacher)?**  
FTE is reported as either fully certified or not fully certified. Report teachers as fully certified based on the following qualifications:

A person employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school:

- Has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in section 200.56(a)(2)(ii) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law;
- Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- Holds at least a bachelor's degree.

Report teachers who do not meet the qualifications for fully certified (as listed above) for the position in which they are employed as not fully certified.

## Export Specifications for Table 2

Table 2 – Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 6-21 by LEA

This table includes a count of special education teachers in full-time equivalency that are Fully Certified or Not Fully Certified and paraprofessionals that are Qualified or Not Qualified (serving children ages 6-21 by LEA).

Report: Special Education Teachers and Paraprofessionals (in Full-Time Equivalency) *Employed or Contracted* To Provide Special Education and Related Services for Children with Disabilities, Ages 6-21

Number of Rows: 2 per LEA

Number of Values per Row: 3

Details: File shall consist of 2 rows per LEA (Special Education Paraprofessionals and Teachers) with each row containing 3 elements or data values (AUN, Fully Certified/Qualified and Not Fully Certified/Not Qualified). The Intermediate Unit must report the fraction of time to 2 decimal places, e.g., .34 = 1/3 time.

Row 1 per LEA contains number of Special Education Paraprofessionals for Ages 6-21

Value 1 – AUN of LEA

Value 2 – Qualified

Value 3 – Not Qualified

Row 2 per LEA contains number of Special Education Teachers for Ages 6-21

Value 1 – AUN of LEA

Value 2 – Fully Certified

Value 3 – Not Fully Certified

**TABLE 3**

**Number of Related Services Personnel (in FTE) *Employed or Contracted* to provide Related Services for Children with Disabilities, Ages 3-21 by LEA**

Related Services Personnel Serving Children with Disabilities Ages 3-21

<u>RELATED SERVICES PERSONNEL</u>	(1) Number of Related Services Personnel Employed Fully Certified	(2) Number of Related Services Personnel Employed Not Fully Certified
Audiologists		
Speech-Language Pathologists		
Interpreters		
Psychologists		
Occupational Therapists		
Physical Therapists		
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists		
Social Workers		
Medical/Nursing Service Staff		
Counselors and Rehabilitation Counselors		
Orientation and Mobility Specialists		

Note:

1. See Export Specifications for File layout. Data will need to be reported for each LEA within an IU. (Please recopy the data rows for each LEA.)
2. IU data should be reported under AUN 1xx000000 where xx is the IU number.
3. Include the number of full-time equivalent personnel *employed* or *contracted* to provide related services to children with disabilities based on or around the December child count date.
4. IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
5. While we realize there are many other Related Services Personnel positions within a LEA, those listed above are the only positions required for reporting to OSEP.
6. Report Related Services personnel as Fully Certified or Not Fully Certified.
7. Related Services

**How are staff reported by certification status?**

Include the FTE of personnel as 'fully certified' if they:

- Hold appropriate State certification or licensure for the position held; or
- Hold positions for which *no* State requirements exist (i.e., no certification or licensure requirements).<sup>[1]</sup>

Include the FTE of personnel as 'not fully certified' if they:

- Did not hold standard State certification or licensure for the position to which they were assigned, or
- Did not meet other existing State requirements for the position.

These “not fully certified” individuals may be personnel employed on an emergency, provisional, or other basis (e.g. long term substitutes) if they do not hold standard state certification or licensure for the position to which they were assigned or if they did not meet other existing state requirements for the position

The following are types of related services personnel categories that are the permitted values for “Staff Category (Special Education Related Service).”

1. Audiologists (**AUDIO**) - provide the following services to children with disabilities:
  - Identification of children with hearing loss;
  - Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
  - Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
  - Creation and administration of programs for prevention of hearing loss;
  - Counseling and guidance of children, parents, and teachers regarding hearing loss; and
  - Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
2. Speech-language pathologists (**SPEECHPATH**) - provide the following services to children with disabilities:
  - Identification of children with speech or language impairments;
  - Diagnosis and appraisal of specific speech or language impairments;
  - Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
  - Provision of speech and language services for the habilitation or prevention of communicative impairments; and
  - Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Note – This does not include speech teachers who are reported in FS070 Special Education Teachers or FS112 Special Education Paraprofessionals.

3. Interpreters (**INTERPRET**) - provide services to children who are deaf or hard of hearing, including:
  - Oral transliteration services;
  - Cued language transliteration services; and
  - Sign language interpreting services.

4. Psychologists (**PSYCH**) - provide the following services to children with disabilities or in evaluations for special education eligibility:
  - Administering psychological and educational tests, and other assessment procedures;
  - Interpreting assessment results;
  - Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
  - Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
  - Planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - Assisting in developing positive behavioral intervention strategies.

Note – For reporting psychologists whose service time is divided between children with disabilities (IDEA) and children in the general population, base the reported FTE on only the percentage of time the psychologist works specifically with children receiving (or being evaluated for) special education and related services.

5. Occupational therapists (**OCCTHERAP**) - provide the following services to children with disabilities:
  - Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
  - Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - Preventing, through early intervention, initial or further impairment or loss of function.
6. Physical therapists (**PHYSTHERAP**) - provide the following services to children with disabilities:
  - Screening, evaluation, and assessment of children to identify movement dysfunction;
  - Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
  - Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
7. Physical education teachers and recreation and therapeutic recreation specialists (**PEANDREC**) – provide the following services to children with disabilities:
  - Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
  - Assessment of leisure function;
  - Therapeutic recreation services;
  - Recreation programs in schools and community agencies; and
  - Leisure education.
8. Social workers (**SOCIALWORK**) - provide the following services to children with disabilities:

- Preparing a social or developmental history on a child with a disability;
  - Group and individual counseling with the child and family;
  - Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
  - Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
  - Assisting in developing positive behavioral intervention strategies.
9. Medical/Nursing service staff (**MEDNURSE**) – personnel who provide medical and nursing services including:
- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
  - Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).
10. Counselors and rehabilitation counselors (**COUNSELOR**) – provide the following services to children with disabilities:
- Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development.
  - Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
  - Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
11. Orientation and mobility specialists (**ORIENTMOBIL**) – personnel who provide orientation and mobility services including:
- Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
  - Teaching students the following, as appropriate:
    - Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
    - To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
    - To understand and use remaining vision and distance low vision aids; and
    - Other concepts, techniques, and tools.

## Export Specifications for Table 3

Table 3 – Number of Related Services Personnel (in FTE) *Employed or Contracted* to provide Related Services for Children with Disabilities, Ages 3-21 by LEA

This table includes the count and types of Related Services Personnel in full-time equivalency that are Fully Certified or Not Fully Certified (serving children ages 3-21 by LEA). The fraction of the teacher's time must be reported to 2 decimal places.

Report: Related Services Personnel (In Full -Time Equivalency of Assignment) *Employed or Contracted* To Provide Related Services for Children with Disabilities, Ages 3-21

Number of Rows: 11 per LEA

Number of Values per Row: 3

Details: File shall consist of 11 rows (Type of Personnel) per LEA, with each row containing 3 elements or data values (AUN, Fully Certified, Not Fully Certified), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, e.g., .34 = 1/3 time.

Row 1 per LEA contains number of Audiologists

Value 1 – AUN of LEA

Value 2 – Number of Audiologists Employed Fully Certified

Value 3 – Number of Audiologists Employed Not Fully Certified

Row 2 per LEA contains number of Speech-Language Pathologists

Value 1 – AUN of LEA

Value 2 – Number of Speech-Language Pathologists Employed Fully Certified

Value 3 – Number of Speech-Language Pathologists Employed Not Fully Certified

Row 3 per LEA contains number of Interpreters

Value 1 – AUN of LEA

Value 2 – Number of Interpreters Employed Fully Certified

Value 3 – Number of Interpreters Employed Not Fully Certified

Row 4 per LEA contains number of Psychologists

Value 1 – AUN of LEA

Value 2 – Number of Psychologists Employed Fully Certified

Value 3 – Number of Psychologists Employed Not Fully Certified

Row 5 per LEA contains number of Occupational Therapists

Value 1 – AUN of LEA

Value 2 – Number of Occupational Therapists Employed Fully Certified

Value 3 – Number of Occupational Therapists Employed Not Fully Certified

Row 6 per LEA contains number of Physical Therapists

Value 1 – AUN of LEA

Value 2 – Number of Physical Therapists Employed Fully Certified

Value 3 – Number of Physical Therapists Employed Not Fully Certified

Row 7 per LEA contains number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists

Value 1 – AUN of LEA

Value 2 – Number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists Employed Fully Certified

Value 3 – Number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists Employed Not Fully Certified

Row 8 per LEA contains number of Social Workers

Value 1 – AUN of LEA

Value 2 – Number of Social Workers Employed Fully Certified

Value 3 – Number of Social Workers Employed Not Fully Certified

Row 9 per LEA contains number of Medical/Nursing Service Staff

Value 1 – AUN of LEA

Value 2 – Number of Medical/Nursing Service Staff Employed Fully Certified

Value 3 – Number of Medical/Nursing Service Staff Employed Not Fully Certified

Row 10 per LEA contains number of Counselors and Rehabilitation Counselors

Value 1 – AUN of LEA

Value 2 – Number of Counselors and Rehabilitation Counselors Employed Fully Certified

Value 3 – Number of Counselors and Rehabilitation Counselors Employed Not Fully Certified

Row 11 per LEA contains number of Orientation and Mobility Specialists

Value 1 – AUN of LEA

Value 2 – Number of Orientation and Mobility Specialists Employed Fully Certified

Value 3 – Number of Orientation and Mobility Specialists Employed Not Fully Certified



## Export Specifications for Table 14

**Table 14** is a count of students who are parentally placed in private school.

Report: Students who are parentally placed in private school. Include those evaluated and found eligible for the current school year, regardless of whether they have an EP Service Plan. Also include students found eligible in previous school years who continue to be eligible.

Number of Rows: One row for each child

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) SpotChecker Comparison Report downloads are available for error-free files that are submitted through the SpotChecker by **12/19/2025**.
- 2) LEAs will upload the files to PIMS by **12/19/2025**.
- 3) The PaSDC will send preliminary comparison reports based on PIMS data as of **12/19/2025**. Final comparison reports will be sent one week after receipt of the final PIMS file. Justifications for final comparison reports **are due to PaSDC one week from receipt of the reports by IUs**.
- 4) Once all corrections have been processed, Verify Reports will be sent to each IU by **4/30/2026**. The Authorization Form should be signed by the IU Executive Director or their designee. The appropriate boxes should be checked on the form after final review and verification.
- 5) The Authorization Form should be emailed to [penndata@psu.edu](mailto:penndata@psu.edu), by **5/15/2026 unless otherwise specified by PaSDC**.
- 6) Authorization forms and individual IU reports will be retained by the PaSDC.

## Authorization Form for December 1 Child Count

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 in Private School Determined Eligible under IDEA Regulations

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

## Appendix A: Approved APS for Educational Environment

<b>Name</b>	<b>City</b>	<b>AUN</b>
ACLD Tillotson School	Pittsburgh	300020150
Camphill School	Glenmoore	300150600
Centennial School Lehigh Univ	Bethlehem	300481400
Clarke Pennsylvania, Inc.	Philadelphia	326510169
Community Country Day School	Erie	300250800
Elwyn of Pennsylvania & Delaware - Davidson School	Elwyn	300231780
Day School	Pittsburgh	300024910
Delta School	Philadelphia	300513270
DePaul Institute	Pittsburgh	300022250
Devereux Day Academy	Landenberg	324152054
Devereux Day Audubon	Audubon	323462202
Devereux PA Brandywine School	Glenmoore	300151903
Devereux PA-CARES School	Downingtown	300151900
Devereux PA Mapleton School	Malvern	300151902
Devereux School for Integrated Learning	West Chester	300151904
Devereux TCV Day Academy	Homestead	303027008
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	West Mifflin	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-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  
SCI-Smithfield  
SCI-Somerset

## State Juvenile Institutions

Loysville Youth Development Center  
North Central Secure Treatment Unit (Boys)  
North Central Secure Treatment Unit (Girls)  
North Eastern Secure Treatment Unit  
South East Youth Development Center  
South Mountain Secure Treatment Unit  
Western Secure Treatment Unit  
Youth Forestry Camp #3

***District of Residence Reports students in County Prisons.*** All students in county prisons should be reported by the district of residence. Wards of state should NOT be reported.