

July 2023 Submission RESOURCE GUIDE

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July 2023 Submission: General Information

Introduction

The Special Education Reporting and Verification System managed by the Pennsylvania State Data Center, Penn State Harrisburg, verifies and reports information on Special Education students. Information for the July submission includes: exiting student data, transition student data and table data for federal, state and public reporting. PIMS supplies the individual student records needed for reporting both exiting and transition. This data is used to create Exiting Tables 4-7 for submission to the Federal Department of Education and transition data for inter-agency use. The LEA's, through the Intermediate Units, supply the additional required supplemental tables specified in this Special Education Reporting and Verification Guide. These tables are also submitted to the Federal Department of Education.

Submission of Student Data

The submission of the exiting and transition data starts when the LEA's send their PIMS Student file (optional in Spot Checker) and the Special Education Snapshot file to the Intermediate Units (IUs). This year the files should include all Special Education students 14 years of age or older by July 1, 2022 and any other students with a transition plan as part of their IEP. Students that have exited should have exiting information in Fields 34 and 52. Students that have a transition plan should have transition data in 45 and 73-76.

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's should make corrections in their Student file (optional in Spot Checker) and the Special Education Snapshot file. This process is repeated until the data is error-free.

When the data is error-free, comparison reports for exiting students age 14-21 will be created to be sent to the LEA's through the IU. The comparison reports show the LEA what data was submitted this year compared to last year by disability, gender, race and LEP. The LEA has the opportunity to review the Comparison reports and correct any problems in their files. Once all issues are corrected, the LEA uploads the Special Ed Snapshot and the Student to PIMS.

Final comparison reports are created once all files are uploaded to PIMS. The LEA is responsible for ensuring the accuracy of the data. The LEAs should work with the IUs on any issues. The LEA's must supply the IU with reasons for any differences. The LEA and the IU must verify that the data supplied is accurate.

The student level files must meet the following criteria:

1. July submission should include all Special Education students 14 years of age or older by July 1, 2022 and any student who has a transition plan as part of their IEP. If a student exits and returns prior to June 30, they would not be included.
2. Two comma delimited files:
 - a. Student file in the same format as the PIMS file. (optional in Spot Checker)
 - b. Special Education Snapshot in the same format as the PIMS file.

Supplemental Tables Submission

The Special Education Reporting and Verification System collects the LEA's supplemental tables through the IU. Tables 1, 2, 3, 8A and 9A are required submissions. The tables will be uploaded to the File Submission Website (<https://spotchecker.hbg.psu.edu/>), and processed through

the Spot Checker to check for any errors. The errors are available for download by the user for correction and resubmission. This process is repeated until the data is error-free.

When each Table is error-free, the IU will submit and send notification through the Spot Checker.

The supplemental tables collected are:

1. 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.
2. Table 8A - the number of children with disabilities evaluated July 1, 2022 through June 30, 2023. (Does not include reevaluations).
3. Table 9A – the number of children with disabilities subject to disciplinary removal from July 1, 2022 through June 30, 2023. PSU will create Tables 9, 10, 11, and 12 from the student level data provided in Table 9A.
4. Table 13 will no longer be collected. Data for this table will be extracted from existing fields in the PIMS Safe School Collection. No additional data submission is required.

The tables must meet the following criteria:

1. Comma delimited text files. An Excel template which contains a tab for each table will be provided upon request. However, the file submitted must be a comma delimited text file (.CSV or .TXT).
2. Tables 1, 2 and 3: Tables must be submitted by IU.
3. Tables 8A, 9A: Tables may be submitted by IU or by LEA.

Transmission of Student Data and Supplemental Table Files

Intermediate Units must upload all files using the File Submission WebApp (Spot Checker). Files that are not formatted in accordance with the correct specifications will be returned to the sender. Information on IU, data type, type of file, etc., will need to be entered when appropriate.

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

Once an IU's table file or student data file is error-free and final, it should be submitted as final within the Spot Checker.

Confidentiality

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

Duplicate resolution

Intermediate units and LEA's are responsible for resolving duplicate student records within their LEA before submitting student child count export files. The LEAs and Intermediate units will determine if the child should be included in the file.

Timeline

The intermediate units shall follow the timeline in this manual. The Spot Checker will open in mid May for all collections (Exiting, Discipline Table 9A and Personnel Tables 1, 2, and 3). **PSU encourages Intermediate Units to send files through the Spot Checker as early as possible so that all errors will be corrected by the final file for the July Submission.**

Comparison Reports – July Submission

Once a file has been uploaded to the SpotChecker and processed without errors, the Preliminary Comparison Reports listed below can be downloaded from the Spot Checker for verification. Each report contains LEA summaries for the current year submission and the prior year submission, along with the difference and percent difference between the two years of data. The reports will help the IU/LEA detect data problems prior to their official PIMS submission.

Preliminary Comparison Reports:

1. Exiting: Exit Reason by Basis of Exit
2. Discipline: Type of Discipline Removal

Once the data has been loaded to PIMS during the reporting period, PSU will receive the data through PDE and will create Preliminary Comparison Reports for each IU. These do not need to be returned with reasons.

When all data problems are corrected in PIMS by the LEA, Final Comparison Reports will be run and sent to the IU. These Comparison Reports must be returned **with reasons for the changes from current to previous year**. LEAs can select the most prevalent reason from the drop-down menu or can select “Other” and provide a comment.

Comparison Reports:

1. Exiting Tables 4-7:
 - Exit Reason by Basis of Exit
2. Discipline Tables 9-12:
 - Type of Discipline Removal
 - Type of Discipline Removal by Disability by SD
 - Type of Discipline Removal by Race by SD
3. For each Aggregate Table 1-3

Sign off and Validation of Data

The Intermediate Units will ensure at the time of data submission that the student datafile and the supplemental tables are true and accurate. For the student data file, the Intermediate Units will provide PSU with a count of the number of children contained in the file. Once all PIMS files and supplemental tables are accepted as correct, verification reports for Tables 1 through 12 will be sent.

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

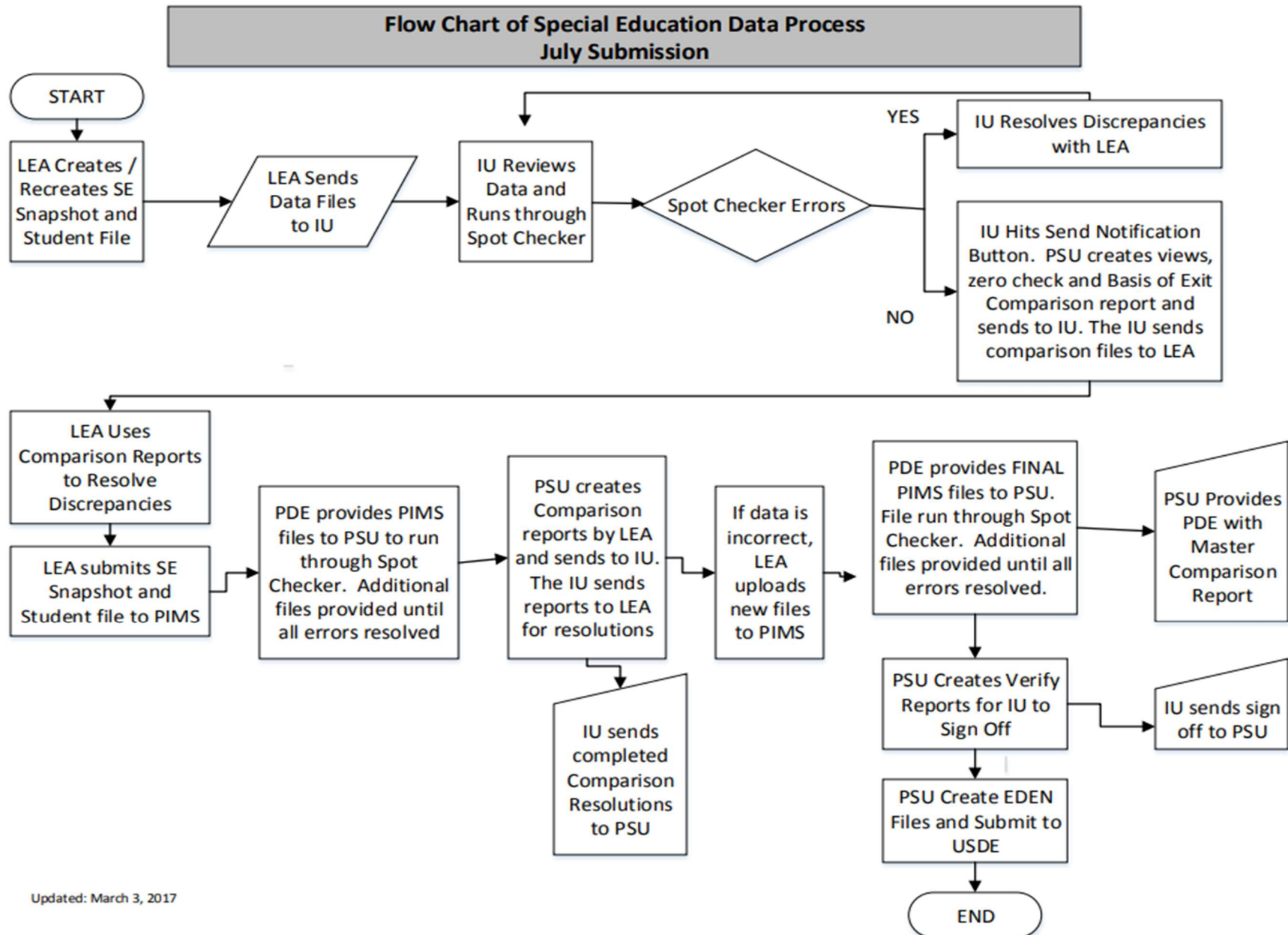
Adhoc Reports

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 either Excel or Access format.

Data Assumptions

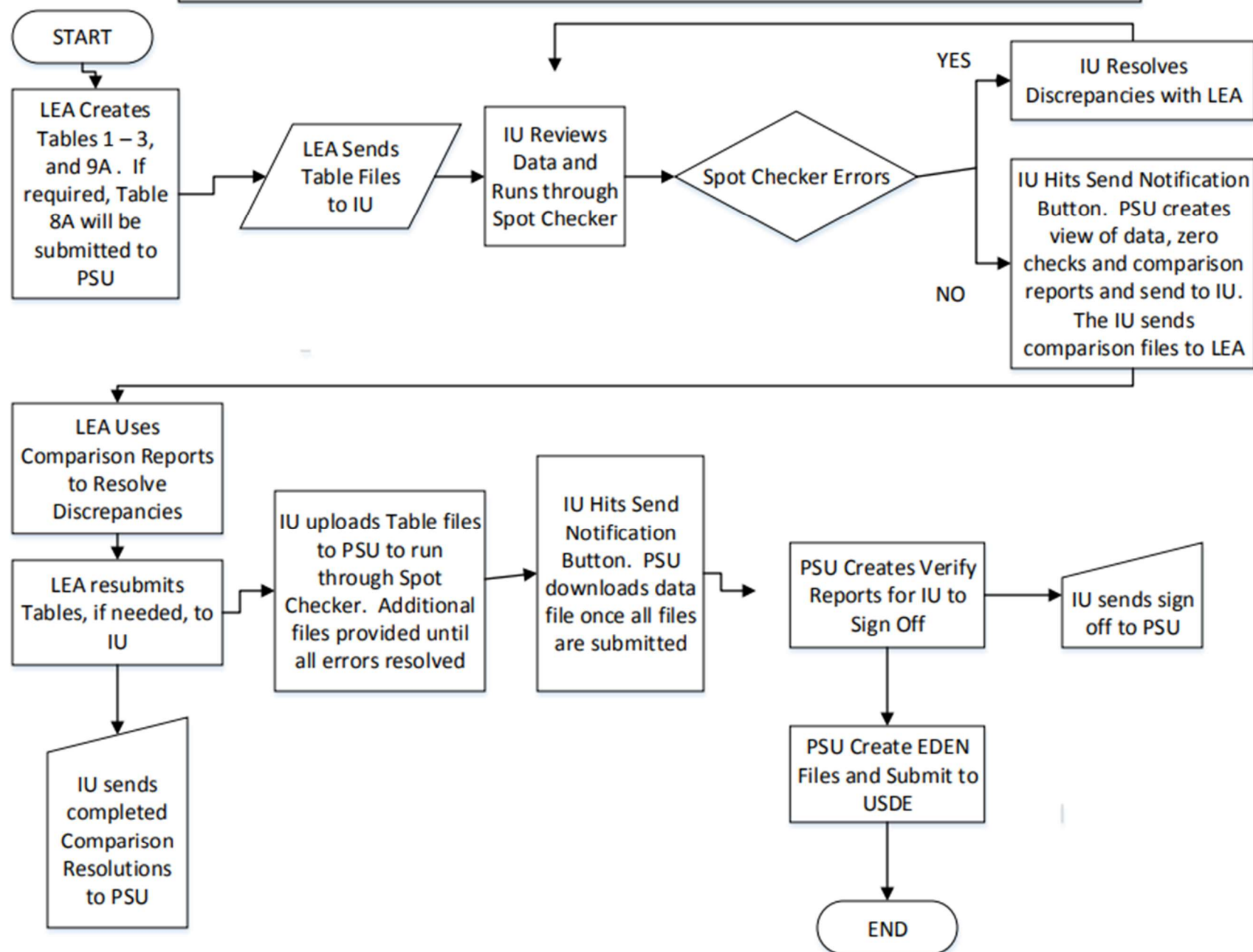
1. All students enrolled in regular SD schools will be reported by the District of Residence.
2. All students enrolled in Charter Schools will be reported by the Charter School.
3. APS students will be included unless otherwise noted.
4. 1305 students in a foster home will be reported where the student resides with the foster parents.
5. 1306 students will be reported by the District of Residence

Data Process Flow



Updated: March 3, 2017

Flow Chart of Special Education Data Process Table Submission



Time Table for July 2023 Submission

	Spot Checker/ Penn State Opens	Student Data File and/or Table Data	Receipt of Preliminary Comparison Reports from PIMS Data	Final Files to PSU	Resolution of Comparison Reports Due	IU Verify Reports and Signoffs Due
Export of July Student Data File – This include all Special Education students 14 years of age or older by July 1, 2022 and any other students with a transition plan as part of their IEP. The Student Snapshot (optional in Spot Checker) and the Special Education Snapshot should be uploaded to the Spot Checker.	Week of 5/15/2023	See pages 11- 20 of this document	Week following download from PIMS	NA	Within 1 week of Receipt	Week following the final download from PIMS. Sign off is 1 week following receipt of files
Table 1 – The number of Special Education Teachers and Paraprofessionals (in FTE) <i>employed</i> or <i>contracted</i> to work with children with disabilities, Ages 3-5 by LEA	Week of 5/1/2023	NA	NA	7/10/2023	Within 1 week of Receipt	Same timeline as exiting verify reports
Table 2 – The number of Special Education Teachers and Paraprofessionals (in FTE) <i>employed</i> or <i>contracted</i> to work with children with disabilities, Ages 6-21 by LEA	Week of 5/1/2023	NA	NA	7/10/2023	Within 1 week of Receipt	Same timeline as exiting verify reports
Table 3 – The number of Related Services Personnel (in FTE) <i>employed</i> or <i>contracted</i> to work with children with disabilities, Ages 3-21 by LEA	Week of 5/1/2023	NA	NA	7/10/2023	Within 1 week of Receipt	Same timeline as exiting verify reports
Table 8A – Reports of Children with Disabilities Evaluated July 1, 2022 through June 30, 2023. Collection is by LEA for School Age Students.	Week of 6/13/2023	NA	NA	7/10/2023	NA	NA
Table 9A - Report Of Children With Disabilities Subject to Disciplinary Removal by Student	Week of 5/15/2023	NA	NA	7/10/2023	Within 1 week of Receipt	Same timeline as exiting verify reports

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

The Spot Checker will open the week of 5/1/2023 for Personnel Tables 1, 2, and 3 and the week of 5/15/2023 for Exiting and Discipline Table 9A.

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

July 2023 Submission Formatting Information

General Formatting Information for Data Files

All data 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.

Student Data

The two files, Student (optional in Spot Checker) and Special Education Snapshot, will contain a row of data for each student. The Student file 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). If there is not a value for any item, a comma will indicate a blank variable.

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

See PIMS Manual for more detailed descriptions.

Example:

- Student Template:
123468303,3272,2019-06-30,9629399189,,,,,010,,,SH09,2003-05-21,F,6161 Roxbury Drive,,Hershey,PA,17033,,,,,1,,,,,
F,2128,,,Y,,01,,,21,,,,,,,,,,,,,,,,,,,,N,,,N,,,,,N,,,,,N,,B,,,36042452,,,Y,,2012-05-23,2012-05-23,,,,,,,,,2012-05-23,,,,,
123463603,,,,,,,,,R,,Brown,Charlie,,,,,,,,,,,,,,,,,,,,Y,,,,,,,,,,,,,123463603,,,,,,,,,Y,,,,,A,,Y,N,N,123468303,,,E,Y,,,
123468303
- Special Education Snapshot:
123468303,3272,2022-06-30,,9629399189,,,,,2128,2106,,,,,01,,,,,,,,,,,,,Y,,2021-11-30,2022-06-30,,,,,,,,,Y,,,,,01,,,,,,,,,,,,,xyz
school,,Y,Y,Y,Y,,,3

July Submission Student Data Items

Student Template

Empty fields are not included in this list –
**Reminder: The layout of the record must follow the 226 fields
 for Student Template (optional for Spot Checker runs)**

See PIMS Manual for more detailed descriptions.

Student Template

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	
14	Birth Date	10 characters, ISO format (YYYY-MM-DD)
15	Gender Code	M or F
16	Address 1	
17	Address 2	
18	City	
19	State Code	
20	Zip	
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

Student Template

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 (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 and transferred to Regular Ed this school year
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 rd 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
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 or N
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 -
93	Alternate Student ID	
95	Title III EL Eligibility	Y or N
96	Title I Part A	Y or N
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)
110	Date First Enrolled in a US School	10 characters, ISO format (YYYY-MM-DD)
117	District of Residence AUN	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	
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	
207	Military Family Code	Y or N
212	PSSA/PASA Assessment	A - PASA only, no PSSA precode label B - PSSA, receive precode label I - Not participating in any of these assessments N - PSSA Online testing, no label required
214	Keystone Winter Assessment	Y - Receive precode label N - Not testing O - Online testing, no label required
215	Keystone Spring Assessment	Y - Receive precode label N - Not testing O - Online testing, no label required

Student Template

Field No.	Field Name	Valid Values
216	Keystone Summer Assessment	Y – Receive precode label N – Not testing O – Online testing, no label required
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
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 code

Age Ranges by Grade	
Grade	Age
K4A, K4P, K4F	4-8
K5A, K5P, K5F	4-8
001	4-9
002	4-10
003	5-11
004	6-12
005	7-13
006	8-14
007	9-15
008	10-16
009	11-19
010	12-20
011	13-21
012	14-22

Special Education Snapshot

Empty 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	Code
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	Optional for July
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	Optional for July

Special Ed Snapshot

Field No.	Field Name	Valid Values
15	Amount of Special Education Services	Optional for July
17	Type of Support	Optional for July
32	Primary Placement Type	Y orN
34	Date Exited Special Education	10 characters, ISO format (YYYY-MM-DD). Must be blank or fall between 7/1/2022and 6/30/2023
35	Snapshot Date	10 characters, ISO format (YYYY-MM-DD). Must be 2023-06-30.
44	Educational Environment	Optional for July
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)	Optional for July

Special Ed Snapshot

Field No.	Field Name	Valid Values
52	Reason for Exiting Special Education	<p>Blank, unless student exited between 7/1/2022 and 6/30/2023</p> <p>01 - Graduated with Regular High School Diploma</p> <p>02 - Received a GED and/or Certificate</p> <p>03 - Reached Maximum Age (Age 21)</p> <p>04 - Dropped Out</p> <p>05 - Transferred to Regular Education</p> <p>06 – Moved out of Pennsylvania, Known to be Continuing</p> <p>09 – Died</p> <p>99 – Moved, within PA, known to be continuing</p> <p>Must be a valid code if Date Exited Special Education (field 34) is between 7/1/2022 and 6/30/2023</p> <p>Must be blank if Date Exited Special Education (field 34) is blank or not between 7/1/2022 and 6/30/2023</p>
53	LEP Status	Y or N
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.</p> <p>DEFINITION: Did the student participate in a competitive integrated paid work experience?</p> <p>If Transition IEP Status Code (field 45) =Y, then cannot be blank.</p>
74	Trans IEP (Job Coaching)	<p>One character, text format.</p> <p>DEFINITION: Did the student participate in individual job coaching services funded by the school in a paid work experience?</p> <p>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.</p> <p>DEFINITION: Does the student have an outcome goal of competitive integrated employment?</p> <p>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 or Ethnicity Code	1 - American Indian/Alaskan Native 3 - Black or African American 4 – Hispanic 5 – White 6 – Multiracial 9 – Asian 10 – Native Hawaiian or Other Pacific Islander

Supplemental Tables Formatting Information

DATA FOR TABLES 1, 2 and 3 TO BE REPORTED BY LEA
DATA FOR EXITING AND DISCIPLINE TABLE 9A TO BE REPORTED *BY STUDENT
***BY STUDENT Template will be provided in Excel for Discipline Tables**

General Formatting Information for Export Files

All data export files must be in standard ASCII comma-separated variable (CSV) format, or comma delimited text. Each line must be terminated by a carriage return and line feed combination. Files must be in an MS-DOS compatible file format.

Supplemental Tables 1-3 include the number of Special Education Teachers, Paraprofessional and Related Services Personnel (in FTE) *employed* or *contracted* to work with and provide related services to children with disabilities, Ages 3-21 by LEA, based on or around the December child count date. Supplemental Tables 8A and 9A are based on data from July 1, 2022 through June 30, 2023. The data should be reflective of the year of the submission or, if the student exited, the date of exit.

Tables 1, 2, 3, 8A, and 9A are required submissions. Table 9A, Discipline by Student, contains a list of Children with Disabilities subject to Disciplinary Removal from July 1, 2022 through June 30, 2023 by student. Verification of all final tables will be required.

A detailed template for the tables are included below in Supplemental Tables Data Items and Layout. An example of the Supplemental Table data format for Table 1 is shown below. For this file, there are three rows of data and each row contains 3 values. The 1st value is the AUN. If any value is zero, include the zero and NOT a value of 'blank'.

Example:

```
111111111,26,0
222222222,35,4
333333333,33,4
```

An example of **Table 8A** data format is shown below.

Example:

```
101000000,1234567890,Smith,John,2003-01-01,1234,2019-01-05,2019-02-06,,,2018-06-15,2018-08-25,31,2019-02-15,
```

Supplemental Tables Collected:

TABLE 1	Number of Special Education Teachers and Paraprofessionals (in FTE) <i>Employed or Contracted</i> to work with Children with Disabilities, Ages 3-5 by LEA
TABLE 2	Number of Special Education Teachers and Paraprofessionals (in FTE) <i>Employed or Contracted</i> to work with Children with Disabilities, Ages 6-21 by LEA
TABLE 3	Number of Related Services Personnel (in FTE) <i>Employed or Contracted</i> to provide related services for Children with Disabilities, Ages 3-21 by LEA
TABLE 8A	Report of Children with Disabilities Evaluated, July 1, 2022 through June 30, 2023. (Initial Evaluations Completed by the LEA – <i>does not include Reevaluation or Gifted Evaluation</i>) Data will be collected by LEA for School Age Students
TABLE 9A	Report of Children with Disabilities Subject to Disciplinary Removal from July 1, 2022 through June 30, 2023 by Student

Supplemental Tables 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:

- 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.)
- IU data should be reported under AUN 1xx000000 where xx is the IU number.
- 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.
- IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
- Report teachers as Fully Certified or Not Fully Certified.
Report paraprofessionals as Qualified or Not Qualified.
- 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.
- 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:

- 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.)
- IU data should be reported under AUN 1xx000000 where xx is the IU number.
- 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.
- IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
- Report teachers as Fully Certified or Not Fully Certified.
Report paraprofessionals as Qualified or Not Qualified.
- 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.
- 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).[\[1\]](#)

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

TABLE 8A

Report of Children with Disabilities Evaluated, July 1, 2022 through June 30, 2023
(Initial Evaluation Completed by the LEA - does not include Reevaluation or Gifted Evaluation)
Data will be collected by the LEA for School Age Students

Please read the following basic guidelines before completing the Table 8A form:

1. The IU needs to contact LEA's in order to obtain the information needed to complete Table 8A.
2. The following fields need to be completed for each initial evaluation completed by the LEA for school age students:

Data Items

Field Name	Field Type (Length)	Data Entry Codes	Definition / Explanations / Comments
AUN	Numeric (9)	AUN (9)	AUN of the LEA
PAsecureID	Numeric or alpha/numeric (10 or less)		PAsecureID given to the student by PDE. If a PAsecureID has not been assigned, use the ID that the LEA uses to identify the student.
Last Name	Text (255 max)		Legal last name of the student. Suffixes may be included with last name, with a space after the last name and no punctuation, e.g., Smith Jr.
First Name	Text (255 max)		Legal first name of the student. Do not include quotes or punctuation.
Birth Date	ISO Date Format YYYY-MM-DD (10)		Date of birth.
Location Code	Numeric (4)		The PDE defined 4-digit code identifying the school where the student receives the majority of her/her special education services. If a location does not have a designated code, use 9999.
Date Parent Permission to Evaluate Received	ISO Date Format YYYY-MM-DD (10)		Date received consent for initial evaluation.
Date Eligibility Decision Made	ISO Date Format YYYY-MM-DD (10)		The date of the final evaluation report. This date must fall within the reporting timeframe identified in 22 PACode14.123 for school districts and 34 CFR 300.301(c)(1)(i) for charter schools.

Field Name	Field Type (Length)	Data Entry Codes	Definition / Explanations / Comments
Eligibility	Text (1 or 2)	E - Eligible NE - Not Eligible	Eligibility decision. Was the child found eligible?
Reason for Delay	Text (1)	(Blank) On Time P - Parental reason A - Administrative E - SLD Extension	If the Evaluation Report was not issued within 60 calendar days of receipt of parent consent, then provide the reason for delay. § P - Parental reason (i.e. parent failed to produce student, student/parent ill, etc.) § A - Administrative (i.e. lack of staff, staff error, etc.) § E - for SLD Extension allowable under Federal Regs 34CFR300.309
Last Staff Day 2021-2022 SY	ISO Date Format YYYY-MM-DD (10)		Last Staff day of the 2021-2022 school year for the building in which the student spends a majority of time.
First Staff Day 2022-2023 SY	ISO Date Format YYYY-MM-DD (10)		First Staff day of the 2022-2023 school year for the building in which the student spends a majority of time.
Number of Days	Numeric (3 or less)		The calculated number of days from the date the Parent Permission was Received until the date the Eligibility Decision was Made. If all dates are provided on the spreadsheet, this will automatically calculate.
Date IEP Developed	ISO Date Format YYYY-MM-DD (10)	(Blank) Not Developed	Date the initial IEP was developed.
Comments	Text (255 max)	Required - if Reason for Delay is NOT blank Optional - if Reason for Delay is blank	Comment related to Reason for Delay.

3. IU Data Managers should submit to PennData through the SpotChecker **by July 10, 2023**.
4. Files should be formatted as comma-delimited text files (.txt, .csv), with a maximum of one header row.
5. The SpotChecker will accept Table 8A files for processing and submission on or before June 13, 2023.

Note:

1. If No Initial Evaluations were completed for an LEA for the reporting timeframe, please notify PennData at penndata@psu.edu.
2. Those LEAs that are to submit Table 8A to the Bureau of Special Education will be informed of such in May of each year.
3. Regardless of their reporting status, all LEAs in the Commonwealth must continue to collect and maintain data regarding timely evaluations, so that the LEA can assess its on-going compliance and program effectiveness and be prepared to report data to the state when notified to do so.

A sample of **Table 8A** data in text format is shown below.

101000000,1234567890,Smith,John,2003-01-01,1234,2021-01-05,2021-02-06,E,,2020-06-15,2020-08-25,31,2021-02-15,

Export Specifications for Table 8A

Table 8A – Report of Children with Disabilities Evaluated July 1, 2022 through June 30, 2023 (Initial Evaluation Completed by the LEA – does not include Reevaluation, 504, or Gifted Evaluation). Data will be collected by the LEA for School Age Students

Report: Children with Disabilities Evaluated

Number of Rows: 1 row for each initial evaluation

Number of Values per Row: 15

Details: File shall consist of 1 row of data, for each initial student evaluation within the LEA, with each row containing 15 elements or data values, with the values in each row separated by a comma.

Row(s) = Number of Students

Value 1 – AUN

Value 2 – PAsecureID

Value 3 – Last Name

Value 4 – First Name

Value 5 – Birth Date

Value 6 – Location Code

Value 7 – Date Parent Permission to Evaluate Received

Value 8 – Date Eligibility Decision Made

Value 9 – Eligibility

Value 10 – Reason for Delay

Value 11 – Last Staff Day 2021-2022 School Year

Value 12 – First Staff Day 2022-2023 School Year

Value 13 – Number of Days between Parent Permission Received and Date Eligibility Decision Made (will automatically calculate or enter number of days)

Value 14 – Date IEP Developed

Value 15 – Comments

For those LEAs that need to complete quarterly reporting, please use the same instructions and format listed above. Quarterly reports are due as follows:

Submission Due Date

October 13, 2023

January 5, 2024

April 5, 2024

July 8, 2024

Date Eligibility Decision Made

July 1 – September 30, 2023

October 1 – December 31, 2023

January 1 – March 31, 2024

April 1 – June 30, 2024

INSTRUCTIONS FOR COMPLETING TABLE 9A

Table 9A is a required submission.

Reporting Special Education Discipline for 2022-2023 SY

If discipline incident occurred in current SY and LEA DID assign a disciplinary action – Sanction/Removal

Report only sanction that was served (Ex. If 4 days OSS but 2 days were served, report 2 days)

If NO sanction/removal was served – Do not report the incident

UNILATERAL REMOVAL to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BY SCHOOL PERSONNEL:

Column 1A - Each child is counted ONLY 1 time no matter how many Unilateral Removals the student had for any of the reasons in column B, C, or D. Also Column 1A total must match on all 4 tables. The total for this column MUST be the same on all 4 tables.

Column 1B, 1C, 1D - The sum of these 3 columns will be equal to or greater than Column 1A. Example: A student was removed 3 times for serious bodily injury. The student will be counted 1 time in column 1A and 3 times in column 1D. The total for this column MUST be the same on all 4 tables.

REMOVALS to an INTERIM ALTERNATIVE EDUCATIONAL SETTING BASED on a HEARING OFFICER DETERMINATION REGARDING LIKELY INJURY

Column 2 - The student MUST be removed based on a Hearing Officer Determination to be placed in this column. **The total for this column MUST be the same on all 4 tables. Report only Hearing Officers employed by Office for Dispute Resolution (ODR).**

OUT-OF-SCHOOL SUSPENSIONS OR EXPULSIONS

Column 3A, 3B - Each child is counted ONLY 1 time no matter how many times the student was suspended or expelled. You must total the number of days the student was suspended or expelled and will count ONLY 1 time in column 3A if the total number of days is 10 days or less, or will count ONLY 1 time in column 3B if the total number of days is greater than 10 days. The total for columns 3A and 3B MUST be the same on all 4 tables. When calculating cumulative days of in- and out-of-school suspension, include **children who have cumulatively been suspended for** half a school day in length and longer. Do not include **children who have cumulatively been suspended for** less than half a school day.

A child should be counted in only one of the first three columns (1A, 2, or 3) for the same offense. If a child is unilaterally removed for drugs and reported in column 1A, then do NOT report the child again in column 3 for the same incident. Similarly, if a child is removed by a hearing officer for likely injury and is reported in column 2, then do NOT report the child again in column 3 for the same incident.

A child with more than one offense could be counted in more than one column (1A, 2, or 3). For example, a child who was unilaterally removed to an interim alternative educational setting and, later in the school year, was subject to an out-of-school suspension for more than 10 school days for a separate offense, should be reported in both column 1A and column 3.

IN-SCHOOL SUSPENSIONS

Column 4C, 4D - Each child is counted ONLY 1 time no matter how many times the student was suspended in school. You must total the number of days the student was suspended in school and will count ONLY 1 time in column 4C if the total number of days is 10 days or less, or will count ONLY 1 time in column 4D if the total number of days is greater than 10 days. The total for columns 4C and 4D MUST be the same on all 4 tables. . When calculating cumulative days of in- and out-of-school suspension, include **children who have cumulatively been suspended for** half a school day in length and longer. Do not include **children who have cumulatively been suspended for** less than half a school day.

NOTE: If a child has both in-school and out-of-school suspensions in the same school year, that same child can be reported in both column 3A or 3B and column 4A or 4B.

DISCIPLINARY REMOVALS

Column 5A - This is the TOTAL number of removals.

Example: A student was suspended 3 different times for 5 days each. The student will be counted as 3 removals in column 5A and counted 1 time in column 5D because the total number of days was greater than 10.

Column 5B, 5C, 5D - Each child is counted ONLY 1 time no matter how many times the student was removed. You must total the number of days the student was removed and will count ONLY 1 time in column 5B if the total number of days is 1, or will count ONLY 1 time in column 5C if the total number of days is between 2 to 10 days, or will count ONLY 1 time in column 5D if the total number of days is greater than 10 days. The total for columns 5A, 5B, 5C, and 5D MUST be the same on all 4 tables.

*Column 5 is a report of disciplinary removals. In column 5A, report the number of times any child with a disability was subject to any kind of disciplinary removal during the school year. When counting disciplinary removals, include in-school suspensions, out of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by hearing officer for likely injury to self or others. Note that column 5A is a report of disciplinary events, NOT, children. If a child has more than one disciplinary removal in the school year, then each removal should be reported in column 5A.

How are counts reported by removal length?

The removal length is the cumulative length of removals during the school year.

A child with less than 0.5 cumulative days should not be reported.

A child with greater than or equal to 0.5 and less than 1.5 cumulative days should be counted in 5B

A child with greater than or equal to 1.5 and less than or equal to 10.0 cumulative days should be counted in 5C

A child with greater than 10.0 cumulative days should be counted in 5D

How to report Multiple Disciplinary Actions for the Same Incident

If a student receives multiple disciplinary actions for the same incident, only report the highest or more "severe" sanction.

Ex. Student receives 5 days of ISS and 5 days of OSS for the same infraction. Report ONLY the 5 days of OSS and report ONE removal.

This applies to both Table 9A and Safe Schools Reporting

COLUMN CHECKS

Columns 1A, 2, 3A, 3B, 4C, 4D, 5B, 5C, 5D must contain a Y or N for Yes or No

To be included in Table 9A, at least one of the Y/N columns must contain a Y

If sum of columns 1B, 1C, 1D > 0 then 1A must be Y

If 1A =Y, then the sum of 1B, 1C, 1D > 0

Only one of columns 3A and 3B may contain a Y

Only one of columns 4C and 4D may contain a Y

To be included in Table 9A, column 5A must be greater than 0

To be included in Table 9A, one and only one of columns 5B, 5C, 5D must contain a Y

There must be a Y contained in one or more of (1A, 2, 3A, 3B, 4C, 4D)

Table 9A

Report of Children with Disabilities Subject to Disciplinary Removal
from July 1, 2022 through June 30, 2023 by Student
The data should be reflective of the date of the submission.

SCHOOL YEAR 2022-2023

Each IU/LEA is required to submit Table 9A

IU	Special Education Reporting LEA AUN	PAsecureID	Last Name	First Name	Middle Name or Initial	Birth Date	Gender	Ethnic Background	LEP	Grade	Disability Category	Primary Placement Type

Follow the specifications below when completing the Table 9A:

- Special Education Reporting LEA AUN should be the 9 digit AUN number, not the name of the school district
- Charter Schools should use their own AUN, not the District of Residence AUN
- Birth Date should be in the format YYYY-MM-DD
- Gender should be M or F for Male or Female
- Ethnic Background must be a valid code (1, 3, 4, 5, 6, 9, 10)
- LEP should be 01, 03, 04, 05, 06, 07, 08, 99 (EL Status codes as referenced in the PIMS manual)
- Disability Category should be the 4 digit code (see Disability Category in the Child Count Data Items section of this manual)
- Primary Placement Type should be a Y or N
- For columns 1A, 2, 3A, 3B, 4C, 4D, 5B, 5C, 5D., enter Y or N for Yes or No.

Table 9A (continued)

Report of Children with Disabilities Subject to Disciplinary Removal
from July 1, 2022 through June 30, 2023 by Student
The data should be reflective of the date of the submission
SCHOOL YEAR 2022-2023
Each IU/LEA is required to submit Table 9A

1. Unilateral Removal to an interim Alternative Educational Setting by School Personnel				2. Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury	3. Out-of-School Suspensions or Expulsions		4. In -School Suspensions		5. Disciplinary Removals			
A. Yes/No (Y/N)	B. Number of Removals for Drugs	C. Number of Removals for Weapons	D. Number of Removals for Serious Bodily Injury	Yes/No (Y/N)	A. Totaling 10 Days or Less Yes/No (Y/N)	B. Totaling > 10 Days Yes/No (Y/N)	C. Totaling 10 Days or Less Yes/No (Y/N)	D. Totaling > 10 Days Yes/No (Y/N)	A. Total Disciplinary Removals	B. Totaling 1 Day Yes/No (Y/N)	C. Totaling 2-10 Days Yes/No (Y/N)	D. Totaling > 10 Days Yes/No (Y/N)

Follow the specifications below when completing the Table 9A:

- Special Education Reporting LEA AUN should be the 9 digit AUN number, not the name of the school district
- Charter Schools should use their own AUN, not the District of Residence AUN
- Birth Date should be in the format YYYY-MM-DD
- Gender should be M or F for Male or Female
- Ethnic Background must be a valid code (1, 3, 4, 5, 6, 9, 10)
- LEP should be 01, 03, 04, 05, 06, 07, 08, 99 (EL Status codes as referenced in the PIMS manual)
- Disability Category should be the 4-digit code (see Disability Category in the Child Count Data Items section of this manual)
- Primary Placement Type should be a Y or N
- For columns 1A, 2, 3A, 3B, 4C, 4D, 5B, 5C, 5D., enter Y or N for Yes or No.

Export Specifications for Table 9A

Table 9A – Children with Disabilities Subject to Disciplinary Removal from July 1, 2022 through June 30, 2023 by Student

Required for Report: Children with Disabilities subject to discipline removal. Student Level Data in Table 9A supports Tables 9-12.

Totals in Table 9A must match totals in Tables 9-12.

Number of Rows: One row for each child subject to disciplinary removal.

Number of Values per Row: 26

Details: File shall consist of as many rows as students subject to disciplinary removal with each row containing 25 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 Disciplinary Removal, Ages 3-21

Value 1 – IU

Value 2 -- Special Education Reporting LEA AUN

Value 3 – PAsecureID

Value 4 – Last Name

Value 5 – First Name

Value 6 – Middle Name or Initial

Value 7 – Birth Date

Value 8 – Gender

Value 9 – Ethnic Background

Value 10 – LEP

Value 11 – Grade

Value 12 – Disability Category

Value 13 – Primary Placement Type

Value 14 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Yes/No (Y/N)

Value 15 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Drugs

Value 16 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Weapons

Value 17 - Unilateral Removals to an Interim Alternative Educational Setting by School Personnel – Number of Removals for Serious Bodily Injury

Value 18 – Removals to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury – Yes/No (Y/N)

Value 19 – Out-of-School Suspension/Expulsions Totaling 10 Days or Less – Yes/No (Y/N)
Value 20 - Out-of-school Suspension/Expulsions Totaling > 10 Days – Yes/No (Y/N)
Value 21 - In-School Suspensions Totaling 10 Days or Less – Yes/No (Y/N)
Value 22 – In-School Suspensions Totaling >10 Days – Yes/No (Y/N)
Value 23 – Total Disciplinary Removals
Value 24 – Disciplinary Removals Totaling 1 Day – Yes/No (Y/N)
Value 25 – Disciplinary Removals Totaling 2-10 Days – Yes/No (Y/N)
Value 26 – Disciplinary Removals Totaling > 10 Days – Yes/No (Y/N)

When viewing this table, please keep in mind that due to the width of this data file, it was necessary to split the file for documentation purposes only. Even though the table appears to have more than one section, it is one data file.

Intermediate Unit Sign-off Sheet

July 2023 Submission Sign-Off Process

- 1) The Verify Reports should be reviewed for correctness. The IU should print off the Authorization Form for signature by the IU Executive Director. Boxes for Table 1 through Table 12 should be checked.
- 2) The Authorization Form should be emailed to penndata@psu.edu within one week of receipt of the Verify Reports, **unless otherwise specified by PaSDC**. Include copies of pages that note any data changes made.
- 3) Authorization forms and individual IU reports will be retained by the PaSDC.

__ 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.

Authorization Form for July Submission

Check **ONE** of the following two groups of Verify Reports:

- ☐ Exiting
 - ☐ Basis of Exit

- ☐ Discipline
 - ☐ Disability
 - ☐ Race

- ☐ Personnel
 - ☐ Table 1
 - ☐ Table 2
 - ☐ Table 3

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.

- ☐ Exiting
 - ☐ Basis of Exit

- ☐ Discipline
 - ☐ Disability
 - ☐ Race

- ☐ Personnel
 - ☐ Table 1
 - ☐ Table 2
 - ☐ Table 3

Signature

Date

Name and Title printed

Appendix A: 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
Quehanna Boot Camp
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.