

Special Education Data Set

Collection 1 (Act 16)

Collection 2 (December Child Count)

Collection 4 (July Exiting/Transition)

June 2021



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Executive Summary

The Special Education December 1 Child Count and July collections were first collected via the Pennsylvania Information Management System (PIMS) in the 2012-13 school year. The Act 16 collection began in the 2014-15 school year. All other federally mandated Special Education data collections are submitted to PDE via the Intermediate Unit Penn Data managers.

Act 16 Collection (C1)

Act 16 of 2000 (24 PS § 13-1372 (8)) established the Reporting of Expenditures Relating to Exceptional Students. Per this Act, the Department of Education (PDE) asks each school district and charter school to report the prior school year's expenditures of students with disabilities. This data is submitted to the House and Senate Education and Appropriations Committees. (The law refers to special education students or students with disabilities as Exceptional students.)

December 1 Child Count (C2)

This collection is the unduplicated number of children with disabilities with a valid individualized education program (IEP) as of December 1 of the current school year. The data collected are required by the Individuals with Disabilities Education Act (IDEA), Section 618. The data is also used for monitoring the programs and activities under IDEA, the non-fiscal survey of the common core of data (local education agency (LEA) level), and by the Office for Civil Rights (School level).

July Collection (C4)

This collection is the unduplicated number of children ages 14 and older as of July 1 of the current school year and any other special education student that has a transition plan as part of their IEP. The transition data is collected in accordance with Act 26 of 2016, the "Work Experience for High School Students with Disabilities Act," and will be reported to Pennsylvania Department of Labor and Industry's Office of Vocational Rehabilitation (OVR) to provide pre-employment transition services to students with disabilities and facilitate the process of job and career development between LEAs and public and private employers to ensure the successful transition of high school students with disabilities into competitive integrated employment. The collection is also the unduplicated number of children with disabilities who are ages 14 through 21 and were in special education at the start of the reporting period July 1 and were not in special education at the end of the reporting period June 30. The data collected is required by the IDEA, Section 618. The data are also used for monitoring the programs and activities under IDEA.



PIMS Special Education Reporting

Who Must Report?

Reporting is the responsibility of the School District of Residence, not the local education agency (LEA), Intermediate Unit (IU), Approved Private School (APS), County Prison, Career Technical Center (CTC), or other entity.

Students enrolled in a Charter School should be reported by the Charter School.

1305 Foster Home students are reported by the school district in which the student resides with the foster parents.

Students educated in state adult and state juvenile correctional facilities are reported by the Pennsylvania Department of Corrections.

Gifted students are not included in the Special Education submissions.

Ward-of-state (WOS) students are not to be included in the December or July Special Education Snapshot collections. The Special Education Act 16 collection should include all special education students with a valid IEP any time during the previous school year. LEAs should include expenditures allocated to a special education student during the time that they were not a ward of the state. Any expenditures allocated while the student is a ward of the state should not be included on this template.

What Must Be Reported?

Act 16 Collection (C1)

For the previous school year, identify the educational expenditure cost range category (see Appendix AJ PIMS Manual Volume 2) for each student with a disability. The expenditure range is based on the total cost of the student's special education program directed by an individualized education program (IEP) for the entire school year (July 1 through June 30). This collection should include all special education students with a valid IEP any time during the previous school year. The LEA should include expenditures allocated to a special education student during the time that they were not a ward of the state. Any expenditures allocated while the student is a ward of the state should not be included on this template.

December 1 Child Count Collection (C2)

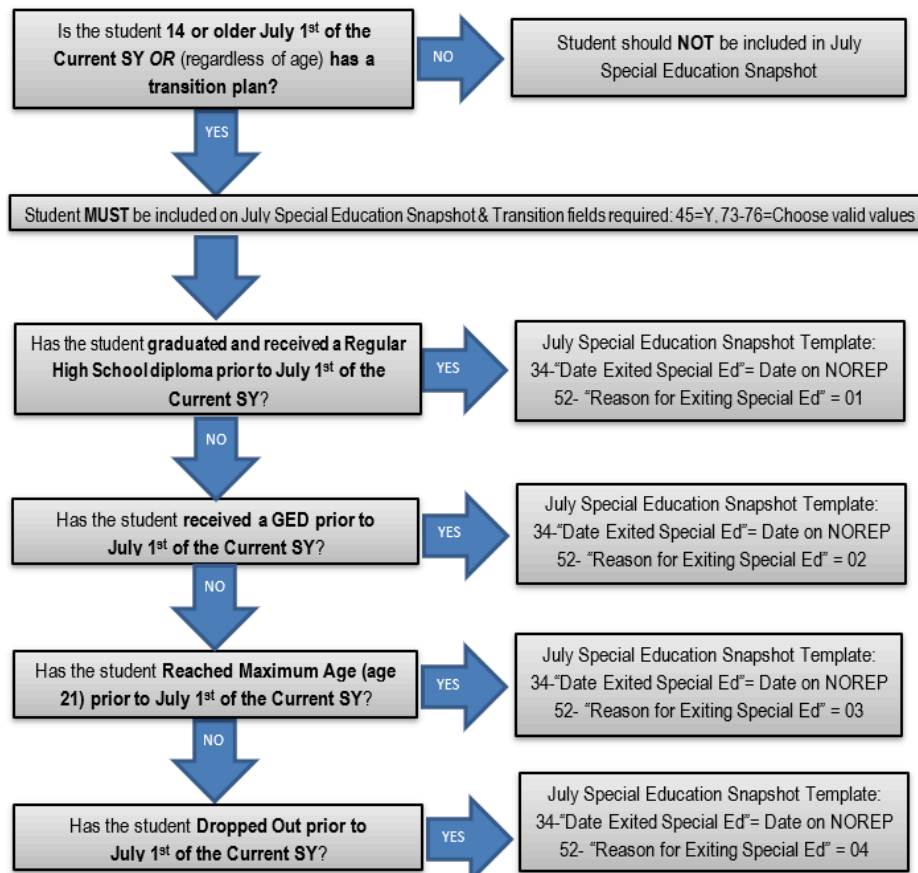
Report all special education students who have a valid IEP and are receiving special education services as of December 1 of the current school year.

July Transition/Exiting Collection (C4)

Submit all special education students 14 years of age or older as of July 1 of the current school year and any student who has a transition plan as part of their IEP. Also include the exit date (Field 34) and exit reason (Field 52), if any of the above students exited special education any time during the school year (July 1 through June 30). If a student transferred to another educational agency within Pennsylvania, use exit code 99. Do not include students with disabilities (as defined by IDEA) who were placed by the parents in private schools.

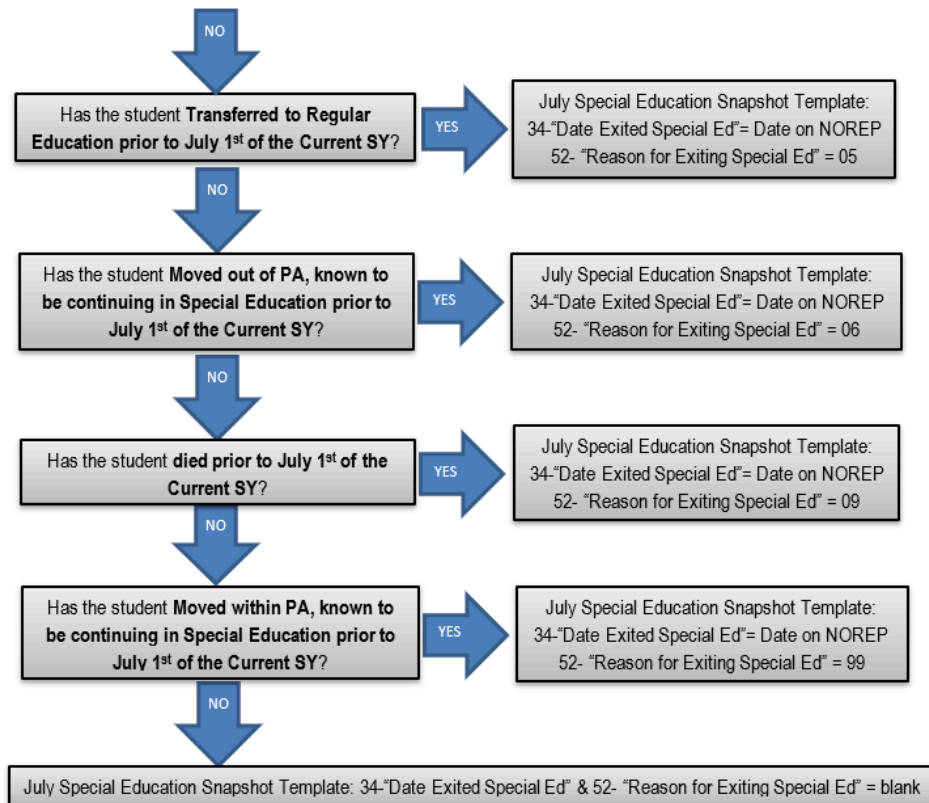


SPECIAL EDUCATION DATA SET





SPECIAL EDUCATION DATA SET





PIMS Special Education Templates

Student Fact Act 16 Template

The Student Fact template contains fields identifying LEA, Student ID, and Category Set Code. The specification for this template is in the Special Education domain of the PIMS Manual Vol. 1. The template captures one student per record. A corresponding student template must also exist for each student record in the Student Fact template for the school year being reported.

Special Education Snapshot Template

The Special Education Snapshot template is used for both the December 1 Child Count and July collections, and contains data directly related to a student's IEP and exiting information. The specification for this template is in the Special Education domain of the PIMS Manual Vol. 1. The template captures one student per record. A corresponding student template must also exist for each student record in the Student Fact template for the school year being reported.

Student Template

The Student template contains a list of students and their relevant demographic information. The specification for this template is in the Student domain of the PIMS Manual Vol. 1. The template captures one person per record. Several fields are used from the student template for Special Education reporting purposes. That list can be found in the Special Education domain of the PIMS Manual Vol 1.



Frequently Asked Questions

What are the special education services and placements that must be reported for submission of the Student and Special Education Snapshot templates?

Services include, but are not limited to, itinerant speech, hearing, vision, out of district placements, CTCs, county prisons, 1306 Institutionalized, Group Homes, private residential rehabilitation institutions (PRRIs), APSs, other public and private facilities, hospital/homebound, out of state facilities, instruction in the home, etc.

How is the address for special education students determined?

- If applicable, use the address of the contact that would be involved in the student's IEP.
- If student has multiple parent/guardian addresses, choose either address.
- For students in group homes, use the group home address.
- For foster students, use the foster parent address.

How is a special education student's grade level reported?

Report the actual grade level as indicated on their IEP.

What grade level is used to code special education students who are 18 to 21 years of age who have completed their 12th grade year and are continuing in school?

Grade 12

What code should be used in Field 38 (Special Education) in the student template?

Up to school year 20-21, field 38 must equal "Y – has IEP." The only exceptions are those students who transferred from special education to regular education. In these instances, Field 38 must equal "E – Exited IEP < 2 Years." Field 52 (REASON FOR EXITING SPECIAL EDUCATION) must equal "05 – Returned to Regular Ed." Field 38 must be changed to "N" two years from the actual date the student exited special education.

Beginning in school year 21-22, field 38 must equal "Y – has IEP." The only exceptions are those students who transferred from special education to regular education. In these instances, Field 38 must equal "E – Exited IEP and transferred to Regular Ed this school year." Field 52 (REASON FOR EXITING SPECIAL EDUCATION) must equal "05 – Returned to Regular Ed". Field 38 must be changed to "N" in the following school year.

What Educational Environment Code should be used for students attending an Approved Private School (APS)?

4010 Funding Approved students should be coded as 01 or 02. Non-4010 funded students should use code 06 or 16.

In what scenarios are Educational Environment Percentage (Field 49) required?



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If Education Environment (Field 44) is 19, 20, or 21, then Educational Environment Percentage is required. If not 19, 20, or 21, Educational Environment Percentage must be BLANK.

When should a student's special education status (Field 38) change to N?

Beginning in SY 21-22, if a student transfers to regular education, Field 38 should change from Y to E (Exited IEP and transferred to Regular Ed this school year). The school year after the student exits special education, the field should change to N. The challenge type (Field 34) should be blank if Field 38 is N.

How are the Special Education Referral and District of Enrollment Code fields completed for students at non-PIMS-reporting entities?

For all PIMS student template and student snapshot template submissions, a publicly funded student who is referred to a non-PIMS-reporting entity is to be reported as though they are enrolled in the sending LEA. They may be reported in an off-site location. This will ensure every publicly funded student is reported with a School Enrollment in at least one LEA. The scenarios below illustrate how special education students should be submitted:

Scenario 1

If a student is receiving services from the reporting District of Residence / Charter School,

- Student Template-Field 1 (Submitting AUN) = AUN of reporting LEA
- Student Template-Field 2 (School Number) = Location Code of reporting LEA
- Student Template-Field 65 (Graduation Status) = Blank
- Student Template-Field 117 (District of Residence AUN) = District of Residence AUN
- Student Template-Field 165 (School Number of Residence) = Location Code of Residence
- Student Template-Field 167 (Special Education Referral) = N
- Student Template-Field 217 (AUN of Enrollment) = Student Template-Field 1 (Submitting AUN)
- Special Education Snapshot Template-Field 70 (Service Provider) = Student Template-Field 1 (Submitting AUN)
- Special Education Snapshot Template-Field 71 (Location of Special Education Services) = Student Template-Field 2 (School Number) or actual building name where the student is receiving their special education services

Additionally, the reporting LEA (School District of Residence or Charter School) should submit enrollment records for this student. If the student is changing from regular education to special education or vice versa: They should submit an enrollment record WD11/WD12 (depending on if the student changed locations within the LEA) and immediately submit re-enrollment records with R11/R12.

Scenario 2

If a student is receiving 100 percent of their services from a PIMS-reporting LEA (another SD, CS, CTC, IU, APS, PRRI, SJCI),

For the LEA providing the special education services:



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- Student Template-Field 1 (Submitting AUN) = AUN of PIMS reporting LEA agency providing the students special education services
- Student Template-Field 2 (School Number) = Location Code of PIMS reporting LEA agency providing the students special education services
- Student Template-Field 65 (Graduation Status) = Blank
- Student Template-Field 117 (District of Residence AUN) = District of Residence AUN
- Student Template-Field 165 (School Number of Residence) = Location Code of Residence
- Student Template-Field 167 (Special Education Referral) = N
- Student Template-Field 217 (AUN of Enrollment) = Student Template-Field 1 (Submitting AUN)

Additionally, an Enrollment record (E01) will be uploaded by the PIMS-reporting LEA providing the special education services while the student is being educated by this LEA.

For the sending District of Residence / Charter School:

- Student Template-Field 1 (Submitting AUN) = AUN of Reporting LEA (Sending District of Residence / Charter School)
- Student Template-Field 2 (School Number) = 9999
- Student Template-Field 65 (Graduation Status) = Blank
- Student Template-Field 117 (District of Residence AUN) = District of Residence AUN
- Student Template-Field 165 (School Number of Residence) = Location Code of Residence
- Student Template-Field 167 (Special Education Referral) = Y
- Student Template-Field 217 (AUN of Enrollment) = AUN of PIMS reporting LEA agency providing the student's special education services
- Special Education Snapshot Template-Field 70 (Service Provider) = AUN of PIMS reporting LEA agency providing the student's special education services
- Special Education Snapshot Template-Field 71 (Location of Special Education Services) = Location Code of the building where the student is receiving the services OR actual building name where the student is receiving their special education services; only services being provided in PRRI or APS buildings may use code 0000

Additionally, if you are educating the student and then are changing to a special education referral student:

- a. Submit an updated Student Template record with School Number of Residence = 9999 and Special Education Referral = Y
- b. An Enrollment record must be submitted (WD02) indicating the student is being referred to another PIMS-reporting LEA for special education
- c. Sending District of Residence/Charter School will not report enrollment while the student is attending this placement

Scenario 3

If a student is receiving 100 percent of his/her services from a non-PIMS-reporting agency,

Note: Examples of these types of facilities may include:

(From Special Education Snapshot Template-Field 44 Educational Environment)

- 05-Public Separate Facility (Residential)
- 12-Public Separate Facility (Non-Residential)
- 06-Other Private Separate Facility (Residential)



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- 16-Other Private Separate Facility (Non-Residential)
- 18-Correctional Facility (Non-State)

For the sending District of Residence / Charter School:

- Student Template-Field 1 (Submitting AUN) = AUN of Reporting LEA (Sending District of Residence / Charter School)
- Student Template-Field 2 (School Number) = 9999
- Student Template-Field 65 (Graduation Status) = Blank
- Student Template-Field 117 (District of Residence AUN) = District of Residence AUN
- Student Template-Field 165 (School Number of Residence) = Location Code of Residence
- Student Template-Field 167 (Special Education Referral) = N
- Student Template-Field 217 (AUN of Enrollment) = Student Template-Field 1 (Submitting AUN) - Sending District of Residence / Charter School
- Special Education Snapshot Template-Field 70 (Service Provider) = AUN of the special education service provider as indicated on the IEP or Notice of Recommended Educational Placement; if the AUN doesn't exist, enter the actual name of the service provider
- Special Education Snapshot Template-Field 71 (Location of Special Education Services) = Location Code of the building where the student is receiving the services OR actual building name where the student is receiving their special education services; only services being provided in PRRI or APS buildings may use code 0000
- School Enrollment Template-Field 2 (School Number) = 9999

Additionally, the reporting LEA (Sending District of Residence / Charter School) should submit enrollment records for this student if the student is changing from regular education to special education or vice versa. In this case, an enrollment record (WD12) and immediate re-enrollment (R12) should be submitted since the student is attending a facility that does not report to PIMS.

Which students are considered placed by a non-educational agency?

Children with disabilities placed in residential facilities or group homes by a non-educational agency (e.g. court systems; departments of corrections; departments of children, youth, and families; departments of social services; etc.). For the December 1 collection, report Y if a non-educational agency made the current placement. For the July collection, report the placement as of June 30 or as of exit date.

How are students in therapeutic foster care reported?

This setting is considered a residential placement (1306), therefore the parents' district of residence reports, not where the foster care is provided unless it is in the same district where the natural parents reside.

Which students should be reported for the Act 16 collection?

For the Act 16 collection LEAs should report costs for ALL special education students served during the previous school year regardless of whether they were reported in December C2 collection.

Where can I find guidance for reporting Act 16 Special Education Costs?



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Go to the PDE website and search “Act 16.”

Which students should be included in the July Special Education Collection?

The July submission should include all special education students 14 years of age or older as of July 1 of the current school year or any student who has a transition plan as part of their IEP. If any of the above students exited special education, also report exit date and exit reason.

What fields are used and analyzed by PDE in the Special Education Snapshot for the July submission?

Field 1 – SUBMITTING AUN

Field 2 – SCHOOL NUMBER

Field 3 – SCHOOL YEAR DATE

Field 5 – PASECUREID

Field 11 – PRIMARY DISABILITY

Field 32 – PRIMARY PLACEMENT TYPE

Field 34 – DATE EXITED SPECIAL EDUCATION

Field 35 – SNAPSHOT DATE

Field 45 – TRANSITION IEP STATUS CODE

Field 52 – REASON FOR EXITING SPECIAL EDUCATION

Field 71 – LOCATION OF SPECIAL EDUCATION SERVICES

Field 73 – TRANS IEP (COMP INT PAID WORK EXP)

Field 74 – TRANS IEP (JOB COACHING)

Field 75 – TRANS IEP (COMP INT EMP GOAL)

Field 76 – TRANS IEP (COMP INT EMP)

Are all special education students that exited to be reported in July?

If a student exited and returned during the school year, do not report the exit. If an exited student is less than 14 years of age as of July 1 of the current school year, and does not have a transition plan, do not report the student.

What exit code should be used for a student that received a high school diploma during their last year of school?

All students that receive a high school diploma should be coded as a graduate (01) regardless of age.

Very few students statewide should be reported as Reached Max Age (03). This code is reserved for special education students that did not meet the goals for their IEP during their final school year and were 20 or 21 years of age as of December 1 of the current school year.

Which students should be reported as Moved, known to be continuing? (06, outside PA or 99, within PA)

These students moved out of the catchment area or otherwise transferred to another district and are KNOWN to be continuing in an educational program. There does not need to be evidence



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that the students are continuing in special education, only that the students are continuing in an educational program. Do not include students with disabilities who were placed by the parent in private schools.

How do I report a special education student with a transition plan that moved to another LEA in Pennsylvania during the school year?

The student should be reported in the C4 July collection using the exit code 99 (Moved within PA, known to be continuing). LEAs should also report the transition fields based on the status as of the date of exit.

How are special education students who receive a High School Equivalency (GED) reported?

Pennsylvania does not allow students to receive a high school equivalency without first dropping out of school, except those in correctional facilities. All other students who received a high school equivalency are considered dropouts. Even those who are reported as receiving a high school equivalency in the student template are considered non-graduates.

Is there guidance for the Transition fields in the Special Education Template?

See link below for updated Act 26 support documents and training.

<https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Additional-Resources/Act-26>

How is competitive integrated employment defined?

Integrated employment is defined by federal law:

The term 'competitive integrated employment' means work that is performed on a full-time or part-time basis (including self-employment)

(A) for which an individual -

(i) is compensated at a rate that -

(I)(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and

(bb) is not less than the customary rate paid by the *employer* for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same *employer* and who have similar training, experience, and skills; or

(II) in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and



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who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(ii) is eligible for the level of benefits provided to other employees;

(B) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

(C) that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

29 U.S.C. § 705(5).

What submission is your IDEA federal funding based on?

December 1 Collection

The C2 collection is directly tied to LEA IDEA funding. Child Accounting and Act 16 help determine state funding.

A student is deemed a Ward of State who is placed in a foster family in District A. The student is educated by the IU in a classroom in District B. Who reports the student?

District A

A Ward of State placed in a foster setting is considered 1305 and reported by the District where the foster parent resides.

A special education student was placed into foster care in District A. The natural parents live in District B. The student got into trouble and violated his parole. He was then placed into the local county jail where District A is the host district. The local IU is the service provider. Who reports the student?

District B

When a foster child is placed into a correctional institution (1306.2), the foster relationship is severed. The student is no longer considered a foster student. The District of Residence is responsible for special education reporting.

A special education student is a resident of District A. The student is educated in a classroom in the local CTC. The student is receiving services from a private agency. The students never leave the classroom and have no contact in the CTC with their non-disabled peers. What is the educational environment and the educational environment percentage?



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21 Inside Regular Class, Less Than 40% of the Day - 0%

The student is placed in a CTC which is a regular public school building. Section A of the IEP should be completed. Section A educational environments must be 19, 20, and 21. Since the student has no interaction with his nondisabled peers, the percentage is 0.

The student's IEP ends on November 29. Due to scheduling issues, the annual IEP meeting can't be held until December 4. Should the student be included in the December 1 collection?

No

IEP is no longer valid. A student should only be included in the December 1 child count submission if he or she has an active IEP on December 1. Try not to schedule IEP meetings during the end of November/beginning of December.

A student is placed by the district into an APS (residential). The student is not in a PDE-approved 4010-placement. What is the educational environment?

06 - Other Private Separate Facility

PDE pays 60% of the tuition and the LEA pays 40% for 4010 students. Only approved 4010 placements should be reported as APS placements (code 01 or 02). Non 4010 placements are considered Other Private Facilities (06 or 16).

A student was placed into therapeutic foster care with a foster family in District A. The student attends school in District A. The student's district of residence is District B. What district reports the student and what is the student's residency status?

District B - 1306

Therapeutic Foster Care placements are considered 1306. Some foster facilities have a separate license for therapeutic care.

A special education student from District A is placed by Child and Youth Services in the long-term private residential facility who does not submit to PIMS. The IU educates the student and provides the special education services. Who reports the student?

District A

District of Residence reports the student.

A special education student from District A is placed by Child and Youth Services in the long-term private residential facility who does not submit to PIMS. The IU educates the student and provides the special education services. Who reports the enrollment record?

IU



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The IU is providing the majority of the student's core academics. They submit the enrollment record. The District of Residence student template should have a Y in Field 167 (Special Education Referral) and the AUN of the IU in Field 217 (AUN of Enrollment).

A special education student from District A is placed by Child and Youth Services in the long-term private residential facility who does not report to PIMS. The IU educates the student and provides the special education services. Who is the service provider and location of Special Ed services?

"IU" (service provider) - "Name of long-term private residential facility" (location)

The IU is providing the service in the long-term private residential facility. The location of special education services should show the name of the building/facility, not the type of classroom.

A special education student takes part in a district-run cyber program. The student spends his/her entire school day in their home. Which code should be used for Educational Environment (Field 44)?

19 (80% or more inside regular classroom)

Special education students in cyber programs are considered to be in a regular classroom.

A special education student that is a resident of District B is placed by Children and Youth into a group home in District A. The student receives his/her services in a District A building in an IU classroom. Which LEA reports the student for the December special education collection and which code should be used for Primary Placement Type (definition below) in the special education template? A student placed in a residential facility or group home by a non-educational agency (e.g. court systems; departments of corrections; departments of children, youth, and families; department of social services; etc.)

District B/Y

District of Residence reports (1306). Student placed by non-educational agency (Y)

A special education student was receiving services in a private non-residential facility (Dan's School) since the beginning of the school year. Based on an IEP team decision, the student will be receiving services at his/her local middle school (1234) starting December 2, 2019. The student will spend 85% of his/her school day in a regular classroom. Which code should be used for Educational Environment (Field 44) and Location of Special Education Services (Field 71)?

19/1234

12/1/19 is a Sunday. Report students based on their placement on 12/2. Educational Environment (80% or more of the school day).



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A student deemed a Ward of State (WOS) is placed in a foster family in District A. The student is educated by the IU in a classroom in District B. Who reports the student?

District A

A WOS placed in a Foster setting is considered 1305 and reported by the District where the foster parent resides.

A special education student from District A is placed in a private residential facility named Jupiter. The IU educates the student and provides the special education services. Jupiter is not a PIMS-Reporting Agency. Who reports the enrollment record?

IU

The IU is providing the majority of the student's core academics. They submit the enrollment record. The District of Residence student template should have a Y in Field 167 (Special Education Referral) and the AUN of the IU in Field 217 (AUN of Enrollment).

A special education student receives his/her services in a classroom in Dan's Vo-Tech Center (building code 2345). Special education services are provided by Mercury Private Services (AUN 315000000). What values should be entered in Service Provider (Field 70) and Location of Special Education Services (Field 71)?

315000000/2345

ALWAYS use a valid 4-digit building code and AUN when applicable.

A special education student is placed in a mental health facility in District A. The student's parents reside in District B. The IU is providing special education services. The placement determination was made by medical staff not the IEP team. Who reports the student?

District B

District of Residence reports (1306) regardless of placement.

A homeschooled student is receiving services from his resident District A. The student does not attend the District for any services and is not enrolled. Which code should be used for Education Environment (Field 44)?

Student should not be reported

Student is not enrolled and does not have a valid IEP and should not be reported for any special education collections.

A special education student, a resident of District A (115234567), is placed in a contracted non-residential AEDY facility (Apollo) located within District A's boundaries. The placement was based on behavior issues and not for special education purposes.



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The student is receiving services through the AEDY facility (312000000). Prior to the placement the student was receiving services in the high school (1234) in a regular classroom 100% of the day. What values should be entered in Service Provider (Field 70), Location of Special Education Services (Field 71) and School Number (Field 2)?

312000000/Apollo/1234

Apollo is the service provider. Services being provided at the facility. AEDY program is considered an extension of the high school (1234).

A special education student and resident of District B has been placed under a settlement agreement in lieu of FAPE at The Center for Special Learning located in District A. District B is paying for his education and transportation. Who should report this student?

Student should not be reported

Students in these situations do not have a valid IEP and cannot be reported for any special education collections.

When uploading to PIMS an LEA receives a DQE error (If EE=19, 20 or 21 then Field 71 must be valid 4-digit code) for two students with Educational Environment codes of 19 (Inside regular classroom 80% or more). Field 71 (Location of Special Education Services) has a text value of the name of a community-based setting. What should the LEA do to correct this error?

Request a data exception

Community-based settings are considered to be in a regular setting with non-disabled peers. Note that the setting is community-based and the exception will be approved.



Reports

PIMS Reports

Cognos reports for this data set can be found at the following location:

Public Folders > eScholar Framework for Cognos - Production > Special Education

There is also a subfolder for Act 16 reports. Cognos reports will no longer be available after June 2021.

PIMS reports for this data set can be found in PIMSReportsV2 under the Special Education folder. There are subfolders for Act 16 and December 1/Exiting/Transition.

Sandbox Reports

All reports related to this data set are in one Sandbox folder – Special Education.

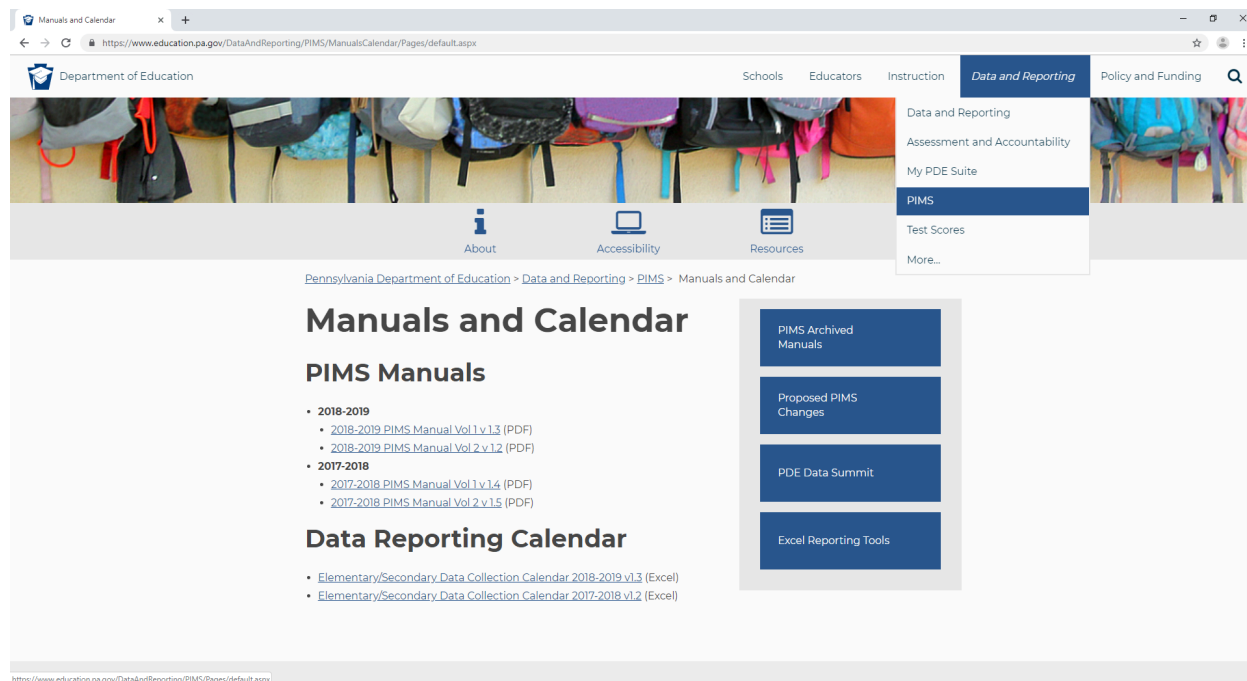


Appendices

Appendix A – PIMS Elementary/Secondary Data Collection Calendar

The dates for the collection and correction window are available in the *Elementary/Secondary Data Collection Calendar* located on PDE's website. To access:

1. Go to [PDE Website](#)
2. Under Data & Reporting, Select PIMS
3. Click Manuals and Calendar



Appendix B – References

- It is recommended that LEAs reference the current school year Resource Guide located on the Special Education Data Reporting website at <http://penndata.hbg.psu.edu> for additional information and explanation.
- PIMS Manuals, this How-To guide & other PIMS resources are located on [PDE PIMS Website](#).

Appendix C – Contact

- It is highly recommended that PIMS staff consult with the LEA Special Education Office and their IU Special Education Data Manager to ensure accurate reporting.
- PIMS Application Support (Questions related to PIMS uploads): 1-800-661-2423.
- Act 16 questions can be sent to RA-EDSEACT16@pa.gov.
- December Child Count and July collection questions can be sent to: Dan Ficca c-dficca@pa.gov or Jodi Rissinger jrissinger@pa.gov in the Bureau of Special Education.