

Special Education PIMS Crosswalk

SameGoal generates PIMS Templates and tables required for each Pennsylvania state reporting submission. Requirement are well-documented in following state resources:

- PDE Data Management 2020-21
- PIMS User Manual Volume 1
- PIMS User Manual Volume 2

Submissions

- Oct-Act 16
- Dec-Child Count, Table 14 (includes PIMS Crosswalk)
- July-Child Count, Staff, Discipline

Oct-Act 16

The October PIMS submission requires a **Student Fact Template**.

SameGoal generates this template with all required fields except Field 7, ACT16 Fund Category (see PIMS User Manual Volume 1, page 210). Districts can download this template, then fill Field 7 for streamlined submission.

Dec-Child Count, Table 14

The December PIMS submission requires:

- Student Template
- Student Special Education Snapshot Template
- Table 14

How SameGoal addresses each:

- **Student Template.** SameGoal generates this template, but populates only fields required to correctly identify the student and/or related to special education. See PIMS User Manual Volume 1, page 145. These include:
 - Field 1-SUBMITTING AUN
 - Field 2-SCHOOL NUMBER
 - Field 3-SCHOOL YEAR DATE
 - Field 4-PASECUREID
 - Field 10-GRADE (Special education students' actual grade level found on IEP)
 - Field 34-CHALLENGE TYPE (Student's primary disability)
 - Field 38-SPECIAL EDUCATION (Whether student is a special education student)
- **Student Special Education Snapshot Template.** SameGoal generates this template in full. See PIMS User Manual Volume 1, page 204. A crosswalk from special education documents in SameGoal to PIMS fields in this template is provided below.

Field No	Max Length	R/O/CR	Name	Valid Value/Description	Location
1	9	R	SUBMITTING AUN	9-digit AUN The (Special Education) school district, the charter school where the student is enrolled, or corrections educating agency (NOT educating LEA, IU, APS, CTC, or other entity)	Settings > District Information > Details tab; "District AUN"
2	4	R	SCHOOL NUMBER	4-digit code PDE code for the school the student	Student Details tab; "Building Code"

				<p>attends within the district of residence.</p> <p>NOTE: District of Residence should indicate "9999" for students educated in other LEAs. If district of residence does not have a school with the appropriate grade level for student (e.g. 12th grade student whose district of residence does not have a high school), use "0000".</p>	
3	10	R	SCHOOL YEAR DATE	<p>YYYY-MM-DD</p> <p>A single date (June 30), the last day of the current school year indicating the whole school year. Example: 2021-06-30.</p>	Reports > Special Education > Special Education Snapshot Template (determined from FY selected from dropdown)
5	12	R	PASECUREID	<p>10-digit PAsecureID</p> <p>Student state reporting ID number.</p>	Student Details tab; "PAsecureID"
10	30	R	SPECIAL EDUCATION TEACHER NAME	<p>String (max length of 30)</p> <p>Legal last name of the teacher providing the majority of the special education services. Example: "Smith".</p>	IEP > "IEP Team" tab; "Special Education Teacher" last name in "Printed Name"

11	30	R	PRIMARY DISABILITY	4-digit code Valid values found in Appendix H of PIMS User Manual Volume 2	Set in 3 locations: <ul style="list-style-type: none"> • Evaluation Report > Section 6 tab; "6. CONCLUSIONS" option "C.1. Primary disability category" • Reevaluation Report > Section 2 tab; "Based on all evaluation data reviewed..." option "1.A.i Primary disability category" • Reevaluation Report > Section 2 tab; "Based on all evaluation data reviewed..." option "2.A. Primary disability category"
12	30	CR	SECONDARY DISABILITY	4-digit code Valid values found in Appendix H of PIMS User Manual Volume 2	Set in 3 locations: <ul style="list-style-type: none"> • Evaluation Report > Section 6 tab; "6. CONCLUSIONS" option "C.1. Secondary disability category"

					<ul style="list-style-type: none"> • Reevaluation Report > Section 2 tab; "Based on all evaluation data reviewed..." option "1.A.i Secondary disability category" • Reevaluation Report > Section 2 tab; "Based on all evaluation data reviewed..." option "2.A. Secondary disability category"
15	30	R	AMOUNT OF SPECIAL EDUCATION SERVICES	2-digit code Valid values: 01-Itinerant 04-Full-time 06-Supplemental Resource	IEP > Section 7; "B.1. Amount of special education supports"
17	30	R	TYPE OF SUPPORT	2-digit code Valid values: 01-Learning 02-Life Skills 03-Multi-disabilities 04-Emotional 06-Deaf or Hearing Impaired 07-Speech and Language 08-Physical 10-Blind or Visually Impaired 26-Autistic	IEP > Section 7; "B.2. Type of special education supports"
32	1	R	PRIMARY PLACEMENT TYPE	Y or N Whether student is	IEP > Section 8; "SECTION B". Value

				placed in a residential facility or group home by a non-educational agency	<p>is "Y" if one of the following is selected:</p> <ul style="list-style-type: none"> • "Approved Private School (Residential)" • "Other Private Facility (Residential)" • "Other Public Facility (Residential)"
34	10	CR	DATE EXITED SPECIAL EDUCATION	<p>YYYY-MM-DD</p> <p>The date the student exited the special education program.</p>	<p>Notice of Recommended Educational Placement/Prior Written Notice (NOREP) when "1. Type of action taken" has "Exiting special education" checked.</p> <p>When "8. PARENTAL CONSENT" is "I approve this action/ recommendation." and "Date of Receipt" is populated, "Date of Receipt" is used.</p> <p>When "8. PARENTAL CONSENT" and "Date of Receipt" fields are not populated (no parent response returned), "Date Sent" plus 10 calendar days is used.</p>

35	10	R	SNAPSHOT DATE	YYYY-MM-DD December 1 or June 30 of fiscal year end. Example: 2020-12-01 or 2021-06-30 for FY21.	Reports > Special Education > Special Education Snapshot Template (determined from "Reporting Period" selected)
44	8	R	EDUCATIONAL ENVIRONMENT	2-digit code Valid values found in Appendix U of PIMS User Manual Volume 2 01-Approved Private School (Non-Residential) 02-Approved Private School (Residential) 05-Public Separate Facility (Residential) 06-Other Private Separate Facility (Residential) 09-Hospital/Home Bound 12-Public Separate Facility (Non-Residential) 14-Out of State Facility 15-Instruction in the Home 16-Other Private Separate Facility (Non-Residential) 18-Correctional Facility 19-Inside the regular class 80% or more of the day 20-Inside regular class no more than 79% of day and no	IEP > Section 8. Section A sets values 19-21. Section B sets values 01-18.

				less than 40% of the day 21-Inside regular class less than 40 percent of the day	
45	1	CR	TRANSITION IEP STATUS CODE	Y or N Whether the student has a transition plan as part of their IEP.	IEP > Section 3; "Student has a transition plan"
49	3, 0	CR	EDUCATIONAL ENVIRONMENT PERCENTAGE (SCHOOL AGE PROGRAM)	2-digit number Actual percentage of time student is educated in regular classrooms in public school buildings with nondisabled students.	IEP > Section 8; SECTION A "% of day". Not applicable (set to the empty string) for students not educated in regular buildings as indicated in SECTION B.
52	16	CR	REASON FOR EXITING SPECIAL EDUCATION	2-digit code Valid values found in Appendix V of PIMS User Manual Volume 2 01-Graduated with Regular High School Diploma 02-Received a GED 03-Reached Maximum Age (age 21) 04-Dropped Out 05-Transferred to Regular Education 06-Moved out of PA, known to be continuing 09-Died 99-Moved within	Notice of Recommended Educational Placement/Prior Written Notice (NOREP) when "1. Type of action taken" has "Exiting special education" checked; "Exit Reason".

				PA, known to be continuing	
70	50	R	SERVICE PROVIDER	9-digit AUN Special education service provider AUN. If AUN doesn't exist, actual name of the service provider (max length 50).	IEP > Section 6; "Special Education Service Provider AUN:"
71	100	R	LOCATION OF SPECIAL EDUCATION SERVICES	4-digit code PDE code for the school where special education services are provided. If student is at a location that does not have a designed school code, actual name of building (max length 100)	IEP > Section 6; "Location of Special Education Services"
73	1	CR	TRANS IEP (PAID WORK BASED LEARNING)	Y or N Whether IEP contains new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting. Required when "TRANSITION IEP STATUS CODE" is "Y".	IEP > Section 3; "IEP contains new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting."
74	1	CR	TRANS IEP (JOB SUPPORTS/COACHING)	Y or N Whether IEP contains services	IEP > Section 3; "IEP contains services

				that include job supports/coaching. Required when "TRANSITION IEP STATUS CODE" is "Y".	that include job supports/coaching."
75	1	CR	TRANS IEP (CAREER DEV/JOB EXPLORATION)	Y or N Whether IEP contains services that include career development and job exploration. Required when "TRANSITION IEP STATUS CODE" is "Y".	IEP > Section 3; "IEP contains services that include career development and job exploration."
76	1	CR	TRANS IEP (MODIFIED)	Y or N Whether the transition IEP has been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting. Required when "TRANSITION IEP STATUS CODE" is "Y".	IEP > Section 3; "Transition IEP has been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting."

- **Table 14.** SameGoal does not currently generate this table.

July-Child Count, Staff, Discipline

The July PIMS submission (July child count) includes only students exiting special education during the school year (7/1-6/30). This submission requires:

- Student Template (generated in same manner as Dec)
- Student Special Education Snapshot Template (generated in same manner as Dec)
- Supplemental Tables
 - Staff (Tables 1-3)
 - Initial Evals (Table 8A) (on cyclical monitoring year)
 - Discipline (Table 9A)