

Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Students with Disabilities

Authorization: P.L. 108-446, Section 618(a)(3); 34 CFR §§ 300.640, 300.642(b), 300.645

General Instructions

Provide the number of full-time equivalent (FTE) personnel *employed* and *contracted* to provide special education and related services on or about October 1 of the reporting year. The figures must include data from all agencies having responsibility for educating children with disabilities, including personnel employed by private agencies. Report personnel employed to serve students with disabilities ages 3-21 regardless of funding source (i.e., Part B of IDEA, State, or local). Do not count teachers and other instructional personnel who serve children from birth through age 2, unless they also serve children with disabilities ages 3 through 21.

The number of personnel should be reported in full-time equivalency of assignment. Full-time employees are reported as 1.0 FTE. Part-time employees are reported according to the amount of time they work. For example, a half-time employee is reported as 0.5 FTE and a quarter-time employee is reported as 0.25 FTE. A part-time resource room teacher working 4 hours per day (in a 6-hour school day) is a .67 FTE. Up to 2 decimal places may be used.

Section A is for reporting the number of FTE special education teachers contracted or employed to work with children who are receiving special education, according to whether or not the teachers are fully certified. On the upper row, report teachers working with children with disabilities ages 3 through 5; on the lower row, report teachers working with children ages 6 through 21.

Special education teachers include teachers employed to provide special education to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. (Do NOT include regular preschool teachers who work with children with disabilities.)

NOTE: For reporting special education teachers whose service time is divided between students with disabilities and students in the general population, base the reported FTE only on the percentage of time the special education teacher works specifically with students receiving special education and related services.

Section B is for reporting the number of FTE special education paraprofessionals contracted or employed to work with children who are receiving special education, according to whether or not they are qualified. On the upper row, report paraprofessionals working with children with disabilities ages 3 through 5; on the lower row, report paraprofessionals working with children ages 6 through 21.

Paraprofessionals are employees who provide instructional support, including those who:

(1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as translators, (7) provide instructional support services under the direct supervision of a teacher. (Do not include paraprofessionals who work with children with disabilities in a regular early childhood program.)

NOTE: For reporting paraprofessionals, whose service time is divided between students with

disabilities and students in the general population, base the reported FTE only on the percentage of time the paraprofessional works specifically with students receiving special education and related services.

Section C is for reporting the number of FTE related services personnel, by type of personnel contracted and employed to provide related services for children with disabilities ages 3 through 21, according to whether or not they are fully certified for the position held. *Note that the number of speech pathologists employed has been included in this section.*

This report is not intended to be a comprehensive count of all types of personnel providing services to children with disabilities. Report only those personnel specified below.

Specific Instructions – Section A

Column (1) For teachers employed or contracted to provide special education and related services on or about October 1 of the reporting year, report the number of FTE teachers who meet the State standard of *fully certified** for the position.

*Teachers reported as *fully certified* must meet the State standard, based on the definition of fully certified in 34 CFR §300.156(c). Note that the regulations provide for separate criteria for classifying special education teachers as *fully certified* when they do not have responsibility for teaching core academic subjects.

Federal definition: Section 9214(d)(2) of the ESSA amended section 612(a)(14)(C) of the IDEA by incorporating the requirement previously in section 602(10)(B) that a person employed as a special education teacher in elementary school, middle school, or secondary school must: 1) have obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination and hold a license to teach in the State as a special education teacher, except that a special education teacher teaching in a public charter school must meet the requirements set forth in the State's public charter school law; 2) not have had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and 3) hold at least a bachelor's degree. Each State must continue to comply with these certification requirements during the current school year.

AZ definition: A fully certified teacher is a teacher with a bachelor's degree, full state certification (intern, provisional, or standard teaching certificate), and who demonstrates subject matter competency in the academic subject areas they are assigned to teach. With the exception of special education, charter school teachers are exempt from the certification.

A special education teacher must have a bachelor's degree and full state certification as a special education teacher. Special education teachers of record in core academic subject areas are required to meet the same subject matter competency requirements of elementary, middle grade, junior high, and secondary teachers.

Early childhood special education teachers must be fully certified. However, they are fully certified based on their holding the Early Childhood Special Education certificate.

Column (2) For teachers employed or contracted to provide special education and related services

on or about October 1 of the reporting year, report the number of FTE teachers who do NOT meet the State standard for fully certified for the position in which they are employed.

Column (3) The numbers in Columns (1) and (2) will be automatically calculated to obtain the total number of FTE special education teachers employed or contracted on or about October 1 of the reporting year.

Specific Instructions – Section B

Column (1) For paraprofessionals employed or contracted to provide special education and related services on or about October 1 of the reporting year, report the number of FTE paraprofessionals who meet the State standard of *qualified** for the position.

*Paraprofessionals reported as *qualified* must meet the State standard for qualified based on the criteria identified in 20 U.S.C. Section 1412(14)(B).

Federal definition: Each paraprofessional who is hired by the LEA and works in a program supported by Title I, Part A funds has a secondary school diploma or its recognized equivalent and has completed at least two years of study at an institution of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.

AZ definition: An instructional paraprofessional provides one-on-one tutoring; assists with classroom management; provides instructional computer assistance; provides support in the library or media center; or provides direct instructional services under the direct supervision of a teacher in a Title I school-wide or targeted assistance program.

The following paraprofessional assignments are not included:

- ◆ playground, bus, and cafeteria aides;
- ◆ special education aides who attend only to the health care of students;
- ◆ translators;
- ◆ those whose sole responsibility consists of conduction of parental involvement activities; and
- ◆ those working in non-instructional roles.

Column (2) For paraprofessionals employed or contracted to provide special education and related services on or about October 1 of the reporting year, report the number of FTE paraprofessionals who do NOT meet the State standard for *qualified* for the position in which they are employed.

Column (3) The numbers in Columns (1) and (2) will be automatically calculated to obtain the total number of FTE special education paraprofessionals employed or contracted on or about October 1 of the reporting year.

Specific Instructions – Section C

Column (1) For personnel employed or contracted to provide related services on or about October 1 of the reporting year, report the number of FTE personnel who are considered fully certified for the position. This category includes: (a) personnel who hold appropriate State certification or licensure for the position held; and (b) personnel who hold positions for which no State requirements exist (i.e., no certification or licensure requirements).

Column (2) For personnel employed or contracted to provide related services on or about October 1 of the reporting year, report the number of FTE personnel NOT fully certified. These persons, who may have been employed on an emergency, provisional, or other basis, should be reported in this column if they did not hold standard State certification or licensure for the position for which they were assigned, or if they did not meet other existing state requirements for the position. This includes long-term substitutes.

Column (3) The numbers in Columns (1) and (2) will be automatically calculated to obtain the total number of FTE related services personnel employed or contracted on or about October 1 of the reporting year.

Rows (1-11) For each related services personnel category (Rows 1–11), report the total number of FTE personnel employed to provide related services for children with disabilities ages 3–21, according to whether or not they are fully certified for the position held.

Do not include teachers or paraprofessionals already accounted for in Sections A and B.

All definitions included in Section C are based on 34 CFR § 300.34, unless otherwise noted.

Row (1) Report an unduplicated count of the number of FTE audiologists who 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 children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Row (2) Report an unduplicated count of the number of FTE speech pathologists providing 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.

Do not include speech teachers reported in Section A.

Row (3) Report an unduplicated count of the number of FTE interpreters who provide services, as used with respect to children who are deaf or hard of hearing, including oral transliteration services, and sign language interpreting services.

Row (4) Report an unduplicated count of the number of FTE psychologists who 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 related to learning;
- ❖ consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, 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 students with disabilities and students in the general population, base the reported FTE only on the percentage of time the psychologist works specifically with students receiving (or being evaluated for) special education and related services.

Row (5) Report an unduplicated count of the number of FTE occupational therapists who provide the following services to students 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.

Row (6) Report an unduplicated count of the number of FTE physical therapists who provide the following services to students 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.

Row (7) Report an unduplicated count of the number of FTE physical education and recreation and therapeutic recreation specialists.

Include physical education teachers who provide special physical education, movement education, or motor development to children and youth with disabilities. Include recreation and therapeutic recreation specialists who provide the following:

- ❖ assessment of leisure function;
- ❖ therapeutic recreation services;
- ❖ recreation programs in schools and community agencies; and
- ❖ leisure education.

Row (8) Report an unduplicated count of the number of FTE social workers who provide the following services to children with disabilities:

- ❖ preparing 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 the development of positive behavioral intervention strategies.

NOTE: For reporting social workers whose service time is divided between students with disabilities and students in the general population, base the reported FTE only on the percentage of time the social worker works specifically with students receiving special education and related services.

Row (9) Report an unduplicated count of the number of FTE personnel providing medical/nursing services. Include 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. Also, include personnel who provide 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 (i.e., cochlear implants).

Row (10) Report an unduplicated count of the number of FTE counselors and rehabilitation counselors.

Counselors are professionals who 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.” Do NOT include counselors employed to work with all students, with and without disabilities. Include only counselors who are employed specifically to work with children with disabilities.

NOTE: For reporting counselors, whose service time is divided between students with disabilities and students in the general population, base the reported FTE on the percentage of time a counselor works specifically with students receiving special education and related services.

Include rehabilitation counselors who 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. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Row (11) Report an unduplicated count of the number of FTE personnel providing orientation and mobility services including:

- ❖ services provided to blind or visually impaired students 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 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.