

TABLE 2

PERSONNEL (In Full-Time Equivalency of Assignment) EMPLOYED
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR
CHILDREN WITH DISABILITIES

Child Count Date for **2009**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0518. The time required to complete this information collection is estimated to **average 2.3 hours per SEA and .46 hours per LEA response**, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

For States that have been approved for ED Facts-only submission, the State ED Facts Coordinators will submit these data via as specified by OSEP the ED Facts system. All other States must submit electronic versions of the completed data forms to OSEP's data contractor at IDEAData_PartB@westat.com. OSEP will provide electronic Data Transmission Spreadsheets (DTS) in Microsoft Excel format to facilitate this process. States that are approved to submit these data through ED Facts only are not required to use the DTS. Nevertheless, all States will receive the DTS as a courtesy as they may assist in preparing the data for submission.

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

Due Date: November 1, **2010**

Sampling Allowed: **No**

General Instructions

Provide the number of full-time equivalent personnel *employed* or *contracted* to provide special education and related services on or about the child count date. 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. That is, a part-time teacher working 4 hours per day (in a 6-hour school day) would be reported as .67 FTE. Decimals may be used. Place zeros (0) in categories where no personnel are employed. Enter (-9) in categories not used by the state.

In providing data for this collection, the State is to submit complete and unsuppressed data.

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 special education teachers are identified to be *highly qualified* for the capacity in which they serve. On the upper row, report teachers working with 3 through 5 year old children with disabilities; 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. This count should include teachers of children with disabilities in separate schools and facilities.

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 on only 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 the teachers are qualified for the position held. On the upper row, report paraprofessionals who work with 3 through 5 year old children with disabilities; on the lower row, report paraprofessionals who work 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 a translator, or (7) provide instructional support services under the direct supervision of a teacher.¹

NOTE: For reporting paraprofessionals whose service time is divided between students with disabilities and students in the general population, base the reported FTE on only 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 or 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. *Note that the number of speech-language 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 the child count date, report the number of FTE teachers who meet the State standard of *highly qualified** for the position.

¹ Definition adapted from 20 U.S.C. § 6319(g)(2)

*Teachers reported as *highly qualified* must meet the State standard based on the definition of highly qualified in 20 U.S.C. § 1401(10). Note that the statutes provide for separate criteria for classifying Special Education teachers as *highly qualified* when they do not have responsibility for teaching core academic subjects.

If teachers who work with children ages 3 through 5 are not included in the State's definition of highly qualified, report these personnel as highly qualified if they meet the definition of fully certified provided in the instructions for Section C.

- Column (2) For teachers employed or contracted to provide special education and related services on or about the child count date for **2009**, report the number of FTE teachers who do NOT meet the State standard for highly qualified for the position in which they are employed.
- Column (3) Add the numbers in columns (1) and (2) to obtain the total number of FTE special education teachers employed or contracted on or about the child count date for **2009**.

Specific Instructions, Section B

- Column (1) For paraprofessionals employed or contracted to provide special education and related services on or about the child count date for **2009**, 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. 1412(14)(B). If paraprofessionals are not included in the State's definition of qualified, report these personnel as qualified, if they meet the definition of fully certified provided in the instructions for Section C.

- Column (2) For paraprofessionals employed or contracted to provide special education and related services on or about the child count date for **2009**, 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) Add the numbers in columns (1) and (2) to obtain the total number of FTE paraprofessionals employed or contracted on or about the child count date for **2009**.

Specific Instructions, Section C

- Column (1) For personnel employed or contracted to provide related services on or about the child count date for **2009**, 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 the child count date for **2009**, 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 to

which they were assigned, or if they did not meet other existing State requirements for the position. This includes long-term substitutes.

Column (3) Add the numbers in columns (1) and (2) to obtain the total number of FTE related services personnel employed on or about the child count date for **2009**.

Rows (1)-(11) For each related services personnel category (rows 1-11), report the total number of FTE personnel employed to provide related services to children with disabilities ages 3-21, according to whether or not they are fully certified for the position held. *Do not include personnel already accounted for in Sections A or 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:

- (i) "Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of the 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-language pathologists providing the following services to children with disabilities:

- (i) "Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments."

Do not include speech teachers reported in Section B.

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, cued language 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:

- (i) "Administering psychological and educational tests, and other assessment

- procedures;
- (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
 - (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - (vi) 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 on only 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 children with disabilities:

- (i) “Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- (ii) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- (iii) Preventing, through early intervention, initial or further impairment or loss of function.”

Row (6) Report an unduplicated count of the number of FTE physical therapists² who provide the following services to children with disabilities:

- (i) Screening, evaluation, and assessment of children “. . . to identify movement dysfunction;
- (ii) Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- (iii) 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 teachers and recreation and therapeutic recreation specialists.

Include physical education teachers who provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities.

Include recreation and therapeutic recreation specialists who provide the following:

- (i) “Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.”

² 34 Code of Federal Regulations §303.12(d)(9)

- Row (8) Report an unduplicated count of the number of FTE social workers who provide the following services to children with disabilities:
- (i) “Preparing a social or developmental history on a child with a disability;
 - (ii) Group and individual counseling with the child and family;
 - (iii) 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;
 - (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - (v) Assisting in developing 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 on only 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 services³. 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 (e.g., cochlear implants).

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

Counselors⁴ 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.”

NOTE: For reporting counselors whose service time is divided between students with disabilities and students in the general population, base the reported FTE on only the percentage of time the 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 a student 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:

- (i) “Services provided to blind or visually impaired students by qualified personnel to

³ Definition adapted from 20 U.S.C. § 1401(26).

⁴ Nonregulatory definition adapted from NCES - Staff Data Handbook: Elementary, Secondary, and Early Childhood Education, **2001**.

enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community;” and

(ii) Teaching students the following, as appropriate:

- (A) “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);
- (B) 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;
- (C) To understand and use remaining vision and distance low vision aids; and
- (D) Other concepts, techniques, and tools.”

TABLE 2

PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES

2009

STATE: _____

SECTION A. SPECIAL EDUCATION TEACHERS SERVING CHILDREN WITH DISABILITIES.

	(1) HIGHLY QUALIFIED	(2) NOT HIGHLY QUALIFIED	(3) TOTAL
SPECIAL EDUCATION TEACHERS FOR AGES 3 – 5			
SPECIAL EDUCATION TEACHERS FOR AGES 6 – 21			
TOTAL			

PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES

2009

STATE: _____

SECTION B. SPECIAL EDUCATION PARAPROFESSIONALS SERVING CHILDREN WITH DISABILITIES.

	(1) QUALIFIED	(2) NOT QUALIFIED	(3) TOTAL
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 3 – 5			
SPECIAL EDUCATION PARAPROFESSIONALS FOR AGES 6 – 21			
TOTAL			

ORIGINAL SUBMISSION/REVISION
 CURRENT DATE: _____

TABLE 2 (Continued)

PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES

2009

STATE: _____

SECTION C. RELATED SERVICES PERSONNEL SERVING CHILDREN WITH DISABILITIES AGES 3-21.

RELATED SERVICES PERSONNEL	(1) FULLY CERTIFIED	(2) NOT FULLY CERTIFIED	(3) TOTAL
1. AUDIOLOGISTS			
2. SPEECH-LANGUAGE PATHOLOGISTS			
3. INTERPRETERS			
4. PSYCHOLOGISTS			
5. OCCUPATIONAL THERAPISTS			
6. PHYSICAL THERAPISTS			
7. PHYSICAL EDUCATION TEACHERS AND RECREATION AND THERAPEUTIC RECREATION SPECIALISTS			
8. SOCIAL WORKERS			
9. MEDICAL/NURSING SERVICE STAFF			
10. COUNSELORS AND REHABILITATION COUNSELORS			
11. ORIENTATION AND MOBILITY SPECIALISTS			