

SPECIAL EDUCATION **PERSONNEL DATA COLLECTION INSTRUCTIONS**

PURPOSE

The purpose of this data collection is to obtain the number of **full-time equivalent (FTE)**:

1. special education teachers;
2. special education paraprofessionals employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21; and,
3. special education related services providers employed or contracted to provide related services for children with disabilities (IDEA) who are ages 3 through 21.

GENERAL GUIDANCE

What is the reporting period?

Include all special education teachers, special education paraprofessionals, and special education related services personnel employed on or around October 1.

Which special education teachers, special education paraprofessionals, and special education related services personnel should be reported in this data collection?

Include all special education teachers, special education paraprofessionals. For the types of special education related service personnel listed in the "Related Services Definitions" section, include the FTE of all personnel employed or contracted to provide special education and related services to children with disabilities (IDEA) ages 3 through 21 regardless of funding source (*i.e.*, Part B, State, and local), including personnel employed by private agencies.

How are data reported by FTE?

Report the FTE on only the percentage of time the special education teachers, special education paraprofessionals and special education related services providers work specifically with children with disabilities (IDEA) receiving special education and related services. For example, a special education paraprofessional who works 3 hours per day of a 6-hour school day is counted as 0.50 FTE. A special education paraprofessional works 4 hours per day of a 6-hour school day is counted as 0.67 FTE. As another example, if a school has two audiologists who each work 4 hours per day of a 6-hour school day, the school would report 1.33 FTE.

How are special education teachers, special education related services providers, and special education paraprofessionals who work with both children with disabilities (IDEA) and their non-disabled peers reported?

If special education teachers, special education paraprofessionals, or special education related services personnel work part of their time with children without disabilities, and other times with children with disabilities (IDEA), report only the proportion of their FTE that they work specifically with children with disabilities (IDEA) receiving special education and related services.

SPECIAL EDUCATION TEACHERS GUIDANCE

Special Education Teacher Definition

What is a special education teacher?

Special education teachers are teachers contracted or employed to provide special education to children with disabilities (IDEA). This includes preschool teachers, itinerant/consulting teachers, and home/hospital teachers.

SPECIAL PARAPROFESSIONALS GUIDANCE

Special Education Paraprofessional Definition

Who are special education paraprofessionals?

Special education paraprofessionals are employees who provide instructional support, to children with disabilities 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; and
- (7) provide instructional support services under the direct supervision of a teacher.

SPECIAL EDUCATION RELATED SERVICE PROVIDERS GUIDANCE

Does this data collection include all special education staff?

The data are not a comprehensive count of all types of special education personnel who provide services to children with disabilities (IDEA). Report only those special education related services personnel types listed in the "Related Services Definitions" section.

Special Education Related Service Providers Definitions

The following are types of special education related services personnel categories.

1. Audiologists - 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 - 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 regular full-time Special Education Teachers or Special Education Paraprofessionals.

3. Interpreters - 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 - 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 - 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 - 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 – 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 - 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 – personnel who provide medical and nursing services including:
 - Medical services¹ 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 – 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 – 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.

^[1] Adapted from 20 U.S.C. § 1401(26) and 34 C.F.R. Part 300.34(5)