

(A12B) CLASS AND STAFFING FORM

School Year 2020-2021

Data Collection Location: Complete this data collection through the Education Statistics System (ESS) in the MyNHDOE Single Sign-On System.

Instructions: Please complete this form based on classes and staffing as of October 1, 2020. ***Please note: There is a new category, “Instructional coordinators and supervisors”.***

Due Date: October 15, 2020

Certified: Yes – Superintendent must certify the data.

NUMBER OF CLASSES: Report the number of classes for grades R through 8. If a classroom is regular ed **multi-grade**, please prorate the class to the nearest hundredth based on the number of students.

For example, if there were 4 first graders and 16 second graders in a classroom, it would result in the following:

$$4 + 16 = 20 \quad 4 \text{ divided by } 20 = 0.20 \quad 16 \text{ divided by } 20 = 0.80$$

You would report 0.20 classes under grade 1 and 0.80 classes under grade 2.

For middle school grades, report the number of classes only if the students receive a majority of their instruction as a group in the same class. If students rotate classes during the day, please leave the field zero (note: “N/A” will not be accepted by ESS).

STAFFING:

- a. Round all FTEs to the nearest tenth.
- b. Include only filled positions; do not count vacant positions.
- c. In this section, the elementary column should include preschool, kindergarten, and grade 7 and 8 personnel. Please include **only grades 9-12** in the **secondary** school column.
- d. Record all personnel in **full-time equivalency (FTE)**. FTE is the amount of time allocated to an assignment stated as a proportion of a full-time position. It is computed by dividing the number of work hours for an individual by the number of full-time hours for that position. Part-time positions should also be reported in full-time equivalency. For example, if the normal teaching load is four courses, a teacher with only one course would be reported at .3 (.25 rounded to one digit).
- e. An employee having more than one assignment should be counted in terms of full-time equivalency in each assignment. For example, if the full-time work day is 7 hours and a person works 3.5 hours per day as a teacher and 2 hours as a guidance counselor he should be counted as 0.5 teacher and 0.3 guidance counselor.

If you have any questions or need assistance, please submit a help desk ticket at [ESS HELPDESK](#).

Specific SPED Staffing Information:

Please Contact Lisa Moody, Lisa.Moody@doe.nh.gov or 271-3738, with questions on the SPED Staffing section.

When school districts contract with special education teachers, paraprofessionals, and/or related services personnel to provide services for students with disabilities who are enrolled in charter schools, the school district must report the FTEs for these teachers, paraprofessionals and related services providers in the survey.

When a school district reimburses a charter school for special education teachers, paraprofessional and/or related services personnel for students with disabilities who are enrolled in charter schools, the school district must report the FTEs for these teachers, paraprofessionals and related services providers in the survey.

When a charter school employs special education teachers, paraprofessionals and/or related services personnel and is reimbursed by the school district, the charter school does not report on these individual personnel. In this situation, the school district must report the FTEs for these teachers, paraprofessionals and related service providers in the survey.

When a charter school contracts with special education teachers, paraprofessionals and/or related services personnel and is reimbursed by the school district, the charter school does not report on this individual personnel. In this situation, the school district must report the FTEs for these teachers, paraprofessionals and related services providers in the survey.

If a charter school employs or contracts with any personnel to provide special education or related special education services, to include paraprofessionals, and is not reimbursed by the school district, then the charter school must report the number of FTE individuals that provided the related services, to include paraprofessionals, in the Special Education Personnel survey.

Teaching Personnel

- Line 1. Record as FTE the number of full and part-time preschool teachers.
- Line 2. Record as FTE the number of full and part-time kindergarten teachers in the school.
- Line 3. Record as FTE the number of full and part-time regular education classroom teachers. Do not include any preschool or kindergarten teachers counted above or any special education teachers, supervisors, principals, librarians, guidance counselors, etc. Use full-time equivalents to apportion their assignment to both elementary and secondary if necessary.

PLEASE NOTE: Music, art, physical education, Title I and ELL teachers are considered classroom teachers. Please report in full time equivalents as defined above.

- Line 4. Record as FTE the number of full and part-time special education classroom teachers. Do not include any preschool or kindergarten teachers counted above. Include special education teachers whose classes may or may not be graded and those without classroom. Include special education teachers without classrooms who assist regular teachers with the development of instructional programs.

Lines 5 & 6. Record as FTE the number of persons employed, full or part-time, as instructional aides or paraprofessionals. Instructional aides or paraprofessionals are defined as staff members assigned to assist teachers with such activities as monitoring, clerking, operating equipment and/or providing limited instruction under the supervision of a certified teacher. Note: Include only paid staff, not volunteer aides.

(a) Regular Instructional Aides - Record as FTE the number of persons employed, full or part-time, as regular education instructional aides.

(b) Special Education Aides - Record as FTE the number of persons employed, full or part-time as special education aides. These aides assist special education teachers and students in either a special education classroom or regular education classroom. One-on-one aides, student support specialists and student coaches should be reported here.

Other Professional Personnel and Support Staff

Line 7. Record the FTE of principals employed by the school. Teaching administrators and head teachers should be prorated between this line and the appropriate teacher line.

Line 8. Record the FTE of assistant principals.

Line 9. **NEW!** Record the FTE of instructional coordinators and supervisors who supervise programs at the school/district. Include supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators or supervisors and in-service training staff, including teacher mentors; Title I coordinators and home economics supervisors; and supervisory staff engaged in development of computer-assisted instruction.

Line 10. Record the FTE of guidance counselors/directors. Guidance counselors/directors are those professional staff providing the following types of activities: counseling with students, parents and other staff members; evaluating student abilities; assisting students with educational/career choices, personal/social development, etc.

Line 11. Record the FTE of librarians/media specialists employed by the school. Librarians/media specialists are those professional staff providing the following types of activities: selecting, acquiring, preparing, cataloging, and circulating books and other media materials; planning the use of the library/media center by students, teachers and other members of the instructional staff; and guiding individuals in their use of library books and materials.

Line 12. Record the FTE of library/media support staff employed by the school. Do not count student aides or volunteers. Library /media support staff are those staff members who render other library services.

Line 13. Record the FTE of non-teaching education professionals who have not been reported as teachers such as nurse, resource officer, OT/ PT therapist, reading specialist, speech pathologist, and psychologist.

Line 14. Record the FTE of clerical support staff employed in the school such as clerical workers in the principal's office, guidance office, etc. Do not count the clerical support staff assigned to the superintendent's office as these are counted on a different form.

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Line 15. Record the FTE of other support service staff employed in the school. This includes all support services staff not reported in other categories such as social workers, data processing, maintenance, bus drivers, security and food service workers, etc.

Line 16. Record the FTE of special education classroom teachers employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. **NOTE: Please be sure to indicate number of FTE's for 3 – 5 year olds and number of FTE's for 6 – 21 year olds per IDEA reporting requirements**

Line 17. Report the FTE of special education paraprofessionals employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Paraprofessionals are employees who provide instructional support to children with disabilities including those who:

- (1) Work under the supervision of a certified special education teacher;
- (2) Are supervised and observed by a certified special education teacher under whom they work as often as deemed necessary by the SCHOOL DISTRICT, but no less than once each week;
- (3) Implement a plan designed by the certified educator;
- (4) Monitor the behavior of children with whom they are working; and
- (5) Assist in the provision of special education and related services.

NOTE: Please be sure to indicate number of FTE's for 3 – 5 year olds and number of FTE's for 6 – 21 year olds per IDEA reporting requirements

Line 18. Report the FTE of Audiologists employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Audiologists - provide the following services to children with disabilities:

- (1) Identification of children with hearing loss;
- (2) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (3) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (4) Creation and administration of programs for prevention of hearing loss;
- (5) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

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(6) Determination of the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Line 19. Report the FTE of Speech-Language Pathologists employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Speech-language pathologists - provide the following services to children with disabilities:

- (1) Identification of children with speech or language impairments;
- (2) Diagnosis and appraisal of specific speech or language impairments;
- (3) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (4) Provision of speech and language services for the habilitation or prevention of communicative impairments;
- (5) 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.

Line 20. Report the FTE of Interpreters employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Interpreters - provide services to children who are deaf or hard of hearing, including:

- (1) Oral transliteration services;
- (2) Cued language transliteration services; and
- (3) Sign language interpreting services.

Line 21. Report the FTE of Psychologists employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Psychologists - provide the following services to children with disabilities or in evaluations for special education eligibility:

- (1) Administering psychological and educational tests, and other assessment procedures;
- (2) Interpreting assessment results;
- (3) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (4) 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;

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(5) Planning and managing a program of psychological services, including psychological counseling for children and parents; and

(6) 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.

- Line 22. Report the FTE of Occupational Therapists employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Occupational therapists - provide the following services to children with disabilities:
- (1) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
 - (2) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - (3) Preventing, through early intervention, initial or further impairment or loss of function.
- Line 23. Report the FTE of Physical Ed and Recreation/Therapeutic Recreation Specialists employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Physical education teachers and recreation and therapeutic recreation specialists provide the following services to children with disabilities:
- (1) Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
 - (2) Assessment of leisure function;
 - (3) Therapeutic recreation services;
 - (4) Recreation programs in schools and community agencies; and
 - (5) Leisure education.
- Line 24. Report the FTE of Social Workers employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Social workers provide the following services to children with disabilities:
- (1) Preparing a social or developmental history on a child with a disability;
 - (2) Group and individual counseling with the child and family;
 - (3) 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;

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(4) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(5) Assisting in developing positive behavioral intervention strategies.

Line 25. Report the FTE of Medical/Nursing Service Staff employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Medical/Nursing service staff provide medical and nursing services including:

(1) 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.

(2) 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).

Line 26. Report the FTE of Counselors and Rehabilitation Counselors employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Counselors and rehabilitation counselors – provide the following services to children with disabilities:

(1) 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.

(2) 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.

(3) Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Line 27. Report the FTE of Orientation and Mobility Specialists employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Orientation and mobility specialists – personnel who provide orientation and mobility services including:

(1) 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;

(2) 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);

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(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.

Line 28. Report the FTE of Physical Therapist Service Staff employed or contracted to work with children with disabilities (IDEA) who are ages 3 through 21. Physical therapists provide the following services to children with disabilities:

(1) Screening, evaluation, and assessment of children to identify movement dysfunction;

(2) Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and

(3) Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

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