

FY-2013 Service Plan Instructions for Section D – Special Education Personnel Survey

Overview

The personnel survey comprising Parts 1, 2, and 3 of the Service Plan is designed to fulfill two purposes:

- 1) To count the full-time equivalents (FTEs) of special education teachers, paraprofessionals, and related services personnel as required by the U.S. Department of Education Office of Special Education Programs (OSEP) in order for the state to receive its federal IDEA-B funds; and
- 2) To help the Vermont Department of Education determine the extent of special education personnel shortages.

Section D is available as a downloadable Excel spreadsheet at http://education.vermont.gov/new/html/pgm_sped.html. **Section D should be submitted electronically to Lucinda Morabito at lucinda.morabito@state.vt.us by October 14.**

For questions about completing the special education personnel survey, please contact Lucinda Morabito at 802-828-3483 or at lucinda.morabito@state.vt.us.

Definitions

Special Education Teacher:

For the purposes of this data collection, OSEP is defining a special education teacher as a teacher employed to provide special education to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. This definition also includes teachers of children with disabilities in separate schools and facilities. This definition DOES NOT include *regular* education teachers who work with children with disabilities. Please note speech-language pathologists are reported in Part 2, not in Part 1.

Special Education Paraprofessional:

For the purposes of this data collection, OSEP is defining special education paraprofessionals as employees who provide instructional support, including those who:

- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide instructional assistance in a computer laboratory;
- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; and/or
- Provide instructional support services under the direct supervision of a teacher.

This definition DOES NOT include regular education paraprofessionals who work with special education children.

Highly Qualified (Column 1(a) in Part 1):

Report the FTEs of teachers or paraprofessionals **employed or contracted** to provide special education and related services who meet the Vermont state standard for highly qualified for the position. For additional information on highly qualified teacher and paraprofessional determinations, please visit the Vermont Department of Education Educator Licensing website at

<http://education.vermont.gov/new/html/licensing/hqt.html>. Below is a brief summary of the highly qualified requirements for special education teachers and paraprofessionals to be used for this data collection.

For this federal data report, a special education teacher is considered highly qualified if he/she meets the requirement or if there is no requirement for the work he/she performs. This is similar to the fully certified and not fully certified definitions below.

For special education teachers, the criteria for highly qualified depends on the work being performed. Therefore, an individual may be highly qualified for some of the work he/she performs but not for the rest. For this federal data report, a special education teacher is considered to be highly qualified when the special education teacher is in a consultation role with classroom teachers or in a team teaching situation where the classroom teacher is highly qualified. Also, there are no highly qualified requirements for subjects outside the core content areas or for doing case management work, so a special education teacher is considered highly qualified for the time he/she is performing these functions on Part 1.

However, when a special education teacher is providing primary instruction, the highly qualified determination is based on the number of credit hours the special education teacher has in the subject matter being taught and the student's present level of performance if the subject is one of the core content areas. Therefore, it is important to review the time spent providing primary instruction in core content areas to determine if the special education teacher meets the highly qualified criteria for the specific subjects he/she is teaching. See the Vermont Department of Education Educator Licensing website at <http://education.vermont.gov/new/html/licensing/hqt.html> for specifics by content area.

Special education paraprofessionals who provide instructional support should meet highly qualified requirements in a schoolwide Title I program and when funded with Title I monies in a targeted assistance school. The determination of whether a paraprofessional is highly qualified or not highly qualified is based on federal requirements. To be highly qualified, the paraprofessional must have a high school diploma and either 48 college-level credits or two years of study at an institution of higher education; an associate's degree; or a passing score on an approved academic assessment. See the *Highly Qualified Paraprofessional (HQP) Requirements & Frequently Asked Questions (FAQs)* document at <http://education.vermont.gov/new/html/licensing/hqt.html> for more information.

For this federal data report, special education paraprofessionals who are working in non-Title I schools should be reported as fully certified since the highly qualified requirements do not apply and there are no Vermont state certification requirements for these paraprofessionals.

Not Highly Qualified (Column 1(b) in Part 1):

Report the number of FTE teachers or paraprofessionals **employed or contracted** to provide special education and related services who *do not* meet the Vermont state standard for highly qualified for the position in which they are employed.

Vacant Positions (Column 2 in Parts 1 and 2):

The number of unfilled vacancies in **funded** positions that exist during the school year. Do not count positions which are filled by personnel not fully qualified or fully certified, as these positions are already counted. Do not count any vacancies for which funds are not available.

Fully Certified (Column 1(a) in Part 2):

Report other staff and paraprofessionals in non-Title I schools that meet the existing Vermont state standards or requirements (certification or licensure) for the position held. If there are no Vermont state requirements for the position, then count the FTE as fully certified.

Not Fully Certified (Column 1(b) in Part 2):

Report other staff, excluding teachers and paraprofessionals, that do not meet the existing Vermont state standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes. See the *Frequently Asked Questions Regarding HQT* document at <http://education.vermont.gov/new/html/licensing/hqt.html> for more information.

Total Demand (Column 3 in Parts 1 and 2):

The Total Demand FTE is the sum of Column 1(a), Column 1(b) and Column 2.

How to Calculate Full-Time Equivalent (FTEs):

- 1) The first step in making an FTE calculation for an individual teacher, paraprofessional, or other staff member (regardless of HQT or certification status) is to define how many hours are in 1.0 FTE in the school district where he/she is employed. As an example, consider a hypothetical school district, School District Alpha, where there are 6.5 hours in a full-time work day and 175 work days in a school year. In this example, the number of hours in 1.0 FTE would be 1,137.5 (6.5 hours in a day multiplied by 175 days in a school year). For your calculation, use the hours per day and days per school year that are typical for the school district.
- 2) After defining the number of hours in 1.0 FTE, the next step is to determine how many hours a particular staff member works over the course of a school year. As an example, consider a special education teacher, Mary, who works in School District Alpha. If Mary works 3 hours per day for 175 days, then her total hours worked for the year are 525 (3 hours per day multiplied by 175 days).
- 3) The final step in determining the FTE value for a particular teacher or staff member is to divide the total number of hours the staff member worked by your calculation for the number of hours in 1.0 FTE. For example, the FTE value for Mary would be 0.46 (525 hours worked per year divided by 1,137.5 hours for a 1.0 FTE).
- 4) **Note that the calculation of FTE values is the same for all staff whether they work under a negotiated agreement or a separate service contract.** If an occupational therapist, Robert, is contracted by School District Alpha to work 5 hours per day for 20 days during the school year, the FTE value would be 0.0879 (100 hours worked per year divided by 1,137.5 hours for a 1.0 FTE).
- 5) **Round the number so that there are only two digits after the decimal point.** In the above example, the 0.0879 would be rounded to 0.09.

Part 1 – Special Education Teachers and Special Education Paraprofessionals Employed and Needed for School Year 2011–2012

Please enter the full-time equivalent (FTE) values in each column for all special education teachers and special education paraprofessionals employed during school year 2011–2012 by the supervisory union and all its member school districts. The FTEs need to be divided between the age group categories of children with disabilities ages 3–5 and ages 6–21. The FTEs for staff employed needs to be divided between staff highly qualified and not highly qualified based on the definition for this data collection (see Definitions for Section D above).

Special Education Teachers Section

To complete Column 1, it may be easiest to start with the FTE for each of the special education teachers employed or contracted for the school year. The FTEs for special education teachers need to be divided between time spent providing services to the two age groups (ages 3–5 and ages 6–21). The next step is to determine what FTE the special education teacher is not highly qualified for based on the duties he/she is providing. This would require determining which blocks of the special education teacher’s schedule involves providing primary instruction in a core content area for which he/she is not considered highly qualified based on the content area requirements for the students’ present levels of performance. This information on content knowledge requirements for special education teachers is available on the Vermont Department of Education Educator Licensing website at <http://education.vermont.gov/new/html/licensing/hqt.html>. The balance of the total FTEs for special education teachers employed but not reported as not highly qualified would be reported as highly qualified. The FTE for vacant positions is shown under Column 2 and the Total Demand is the total of the three columns to the left.

Special Education Paraprofessionals Section

The reporting for special education paraprofessionals is divided between paraprofessionals working in Title I schools and working in non-Title I schools. For paraprofessionals working in Title I schools, the FTE count must be divided between paraprofessionals that meet the highly qualified requirements and those that do not. For paraprofessionals working in non-Title I schools, the FTE count is shown as fully certified since the special education paraprofessionals are not required to meet the highly qualified requirements and there are no Vermont state certification requirements. The FTE count is further divided between the two age groups (ages 3–5 and ages 6–21) based on the time spent providing services for each. The FTE for vacant positions is shown under Column 2, and the Total Demand is the total of the three columns to the left.

Data Notes:

- 1) In all columns, please round all responses to the nearest two decimal points. For example, 1.345 should be recorded as 1.35.
- 2) When completing Vacant Positions (Column 2), only include FTEs of **funded** unfilled vacancies that existed during the school year. Do not count positions which are filled by personnel not fully qualified as these positions are already counted. Do not count any vacancies for which funds are not available.
- 3) Speech-language pathologists should NOT be included in Part 1. Speech-language pathologists are included in Part 2: Other Special Education and Related Service Personnel.
- 4) DO NOT include *regular* education teachers who work with children with disabilities in this section.
- 5) Include all teachers **employed or contracted** to provide services.

Part 2 – Other Special Education and Related Service Personnel Employed and Needed For School Year 2011–2012

Please enter FTE values in each column for all fully certified and not fully certified related service personnel employed to provide special education services to children with disabilities ages 3–21 for school year 2011–2012, including the supervisory union and all its member school districts. *Do not include any teachers or paraprofessionals reported in Part 1. All special education staff should be shown either on Part 1 or Part 2 but should not be reported on both as that would result in duplication of the staff counts.*

Report the FTE of staff employed for each category divided between fully certified and not fully certified. Fully certified staff in Column 1(a) include those staff meeting the existing Vermont state standards or requirements (certification or licensure) for the position held. If there are no Vermont state requirements for the position, then count the FTE as fully certified. Report as not fully certified staff those staff *not* meeting the existing Vermont state standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes. See the *Frequently Asked Questions Regarding HQT* document at <http://education.vermont.gov/new/html/licensing/hqt.html> for more information.

OSEP has modified which specific types of related service personnel are to be reported in the categories contained in Part 2. The modifications, as dictated by OSEP and ostensibly reflecting the reauthorized IDEA, are contained in the appendix to this section (Part 2 Appendix). Please review these row-by-row definitions and use them as a guide when completing this section.

Data Notes:

- 1) Please round all responses to the nearest two decimal points. For example, 1.345 should be recorded as 1.35.
- 2) When completing Vacant Positions (Column 2), only include FTEs of **funded**, unfilled vacancies that exist during the school year. Do not count positions which are filled by personnel not fully certified as these positions are already counted. Do not count any vacancies for which funds are not available.
- 3) In rows 18 and 19 (Other Professional Staff and Other Nonprofessional Staff), include an unduplicated FTE count of all professional and nonprofessional personnel providing special education and related services for children with disabilities not reported in Part 1 or elsewhere in Part 2 (this part).

Part 3 – Staff Shortages of Special Education Personnel For School Year 2011–2012

Report the FTE of positions that you have been unable to fill due to the lack of qualified applicants for the current school year (2011–2012). This information is used by the Vermont Department of Education to determine staffing needs. The positions reported should include the **funded** vacancies listed on Parts 1 and 2 as well as **any additional positions needed** by the supervisory union for the provision of special education services. The name of the supervisory union is omitted from the form to maintain confidentiality.

Data Notes:

- 1) Please round all responses to the nearest two decimal points. For example, 1.345 should be recorded as 1.35.
- 2) The FTE count reported on Part 3 should include the vacant positions from Parts 1 and 2 as well as any other additional positions needed.

Part 2 Appendix

Definitions by row of the specific types of “related services personnel serving children with disabilities” that are to be reported in the categories contained in Part 2 are as follows:

ROW 1: Speech-Language Pathologists

Provide an unduplicated FTE count of ANY speech-language 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/or
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

ROW 2: Vocational Education Teachers

Provide an unduplicated FTE count of ONLY those vocational educational teachers employed specifically to work with children with disabilities.

DO NOT include vocational education teachers employed to work with all students, i.e., students with and without disabilities.

ROW 3: Physical Education Teachers

Provide an unduplicated FTE count of ANY physical education teachers who provide special physical education, adaptive physical education, movement education, or motor development to children with disabilities.

ROW 4: Work-Study Coordinators

Provide an unduplicated FTE count of ONLY those work-study coordinators employed specifically to work with children with disabilities.

DO NOT include work-study coordinators employed to work with all students, i.e., students with and without disabilities.

ROW 5: Psychologists

Provide an unduplicated FTE count of ANY 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 relation to learning;
- Consulting with other staff member in planning school program 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/or
- Assisting in developing positive behavioral intervention strategies.

ROW 6: School Social Workers

Provide an unduplicated FTE count of ONLY those social workers employed specifically to work with children with disabilities who provide the following services:

- 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, or 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 education program; and/or
- Assisting in developing positive behavioral intervention strategies.

DO NOT include social workers employed to work with all students, i.e., students with and without disabilities.

ROW 7: Behavior Specialists

Provide an unduplicated FTE count of ONLY those behavior specialists employed specifically to work with children with disabilities.

DO NOT include behavior specialists employed to work with all students, i.e., students with and without disabilities.

ROW 8: Occupational Therapists

Provide an unduplicated FTE count of ANY occupational therapists that 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/or
- Preventing, through early intervention, initial or further impairment or loss of function.

ROW 9: Audiologists

Provide an unduplicated FTE count of ANY 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 teacher regarding hearing loss; and/or
- Determination of the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

ROW 10: Recreation and Therapeutic Recreation Specialists

Provide an unduplicated FTE count of ANY recreation and therapeutic recreation specialists who provide the following services to children with disabilities:

- Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and/or
- Leisure education.

ROW 11: Medical/Nursing Services

Provide an unduplicated FTE count of ANY personnel providing:

- 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; and/or
- 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).

DO NOT report personnel in this row who have been reported elsewhere.

ROW 12: Physical Therapists

Provide an unduplicated FTE count of ANY physical therapists that 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/or
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

ROW 13: Counselors

Provide an unduplicated FTE count of ONLY those counselors employed specifically to work with children with disabilities.

DO NOT include counselors employed to work with all students, i.e., students with and without disabilities.

ROW 14: Supervisors/Administrators

Provide an unduplicated FTE count of supervisors/administrators providing special education and related services to children with disabilities ages 3–21. Include school district and supervisory

union special education professionals whose activities are concerned with directing and managing the operation of a particular special education school or program.

ROW 15: Interpreters

Provide an unduplicated FTE count of ANY interpreters who provide services to children who are deaf or hard of hearing, including:

- Oral transliteration services;
- Cued language transliteration services; and/or
- Sign language interpreting services.

ROW 16: Rehabilitation Counselors

Provide an unduplicated FTE count of ANY 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 programs funded under the Rehabilitation Act of 1973, as amended.

ROW 17: Orientation and Mobility Specialists

Provide an unduplicated FTE count of ANY personnel providing orientation and mobility services, including:

- Services provided to blind or visually-impaired students to enable those student to attain systematic orientation to and safe movement within their environments in school, home, and community; and/or
- 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;
 - 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/or
 - Other concepts, techniques and tools.

ROW 18: Other Professional Staff

Provide an unduplicated FTE count of all professional personnel providing special education and related services for children with disabilities not reported in Part 1 or elsewhere in Part 2.

ROW 19: Other Nonprofessional Staff

Provide an unduplicated FTE count of all non-professional personnel providing special education and related services for children with disabilities not reported in Part 1 or elsewhere in Part 2.