THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF P-12 (SPECIAL EDUCATION)
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To: Special Education Data Managers and Chief School Officers of:
Public School Districts
Boards of Cooperative Educational Services
Special Act School Districts
Charter Schools
Approved Private Schools
Selected State Agencies
State-Operated Schools
State-Supported Schools

Date: September 2016

From: Kristen DeSalvatore, Coordinator of Federal Reporting

Subject: PD-6 – Report of Personnel Employed or Contracted to Provide Special Education and Related Services to Students with Disabilities.

Important: Due Date is February 1, 2017.

Attached is a PD-6 form, Report of Personnel Employed or Contracted to Provide Special Education and Related Services to Students with Disabilities. It must be completed by all school districts, including Special Act School Districts, Boards of Cooperative Educational Services (BOCES), Charter Schools, selected State agencies, State-operated schools, State-supported schools, and approved private schools for preschool and school-age students with disabilities. This report is designed to collect full-time equivalent (FTE) data on or about **October 5, 2016**, regarding special education personnel who are employed or contracted to provide special education and related services to preschool and school-age students with disabilities. The New York State Education Department is required to report these data to the United States Department of Education (USDOE) pursuant to the Individuals with Disabilities Education Act (IDEA) [P.L. 108-446, Section 618(a)(3)]. All schools have been issued a User ID and password and must submit this report through our website at http://pd.nysed.gov. Paper copies of this report will not be accepted.

The due date is February 1, 2017. Your timely and accurate completion of this report is required in order to ensure full compliance with federal reporting requirements.

As compared to the PD-6 form for 2015-2016, the PD-6 form for 2016-2017 is identical

The data collected through the PD forms and through the Student Information Repository System are used in one or more of the following reports and activities:

State Performance Plan and Annual Performance Report for Special Education
Public reporting of LEA results against State targets established in the State Performance Report.
Designations of school districts as “meets requirements”, “needs assistance”, “needs intervention” or “needs substantial intervention”.
Calculation of minimum amount of per-pupil IDEA funds to be sub-allocated or spent on services.
Chapter 655 Report to the Governor and the Legislature on the Status of the State’s Schools
Special Education Quality Assurance Reviews

School District Report Cards
Calculations to identify instances of possible race/ethnicity disproportionality
Re-direct IDEA funds for Coordinated Early Intervening Services
Other reports required by State or federal statutes
Evaluation of programs and policies

If you have any questions or are in need of assistance in completing this report, please contact the Information and Reporting Services (IRS) Unit by using the contact information provided in the letterhead.

Attachment

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
OFFICE OF P-12 (SPECIAL EDUCATION)
INFORMATION AND REPORTING SERVICES (IRS)
SPECIAL EDUCATION DATA COLLECTION, ANALYSIS AND REPORTING (SEDCAR)
89 Washington Ave – Rm 881 EBA
Albany, NY 12234-0001

PD-6 – Report of Personnel Employed or Contracted to Provide Special Education and Related Services to Students with Disabilities

General Instructions:

1. This report must be submitted through the web based PD data system website at http://pd.nysed.gov by February 1, 2017. Paper copies of this form will not be accepted.

2. To submit the report, the PD Contact Person for the school district or other educational program should log into the PD Data System, select "PD Forms" from the 2016-2017 drop down menu, and then select "Submit PD 6 Data." The data is entered by selecting the "Data Entry" link that is on the "PD 6 Table of Contents" page and manually entering the data on this page. The data is saved/submitted by clicking the "Click here to save and submit your data" button that is at the bottom of the "Data Entry" page.

3. School districts and other educational programs must certify their data once they are complete and accurate. The data is certified by clicking on the "Click here to view and certify your data" button on the PD 6 Table of Contents Page, scrolling to the bottom of this page, and clicking on the "Click Here to Confirm Your Data" button. After clicking this button, the school district or educational program will be directed to a confirmation page. The final step to certify the PD 6 data is to click on the "YES- Confirm Data" button on this page. If your school district or other educational program does not employ any requested special education personnel on or about October 5, 2016, you must certify "0" data..

4. Retain one copy (and supporting documentation) in your district/school/agency for reference and audit purposes. The required retention period ends June 30, 2024.

5. Carefully read the Instructions and Definitions on the following pages.

6. If you have questions about this report, please call (518) 474-7965, or e-mail your questions to datasupport@nysed.gov .

Instructions and Definitions for completing the PD-6 Report

1. The data entered in this report should reflect special education personnel information on or about **October 5, 2016.** This report must be submitted to the State Education Department through our website at http://pd.nysed.gov Paper copies of this report will not be accepted.

2. Complete Sections A and C for teachers, paraprofessionals and related services personnel who serve preschool students with disabilities and Sections B and C for teachers, paraprofessional and related services personnel who serve school-age students with disabilities.

3. Report information for requested personnel titles who were employed or directly contracted with, to provide special education services to students with disabilities, ages 3-21. (In almost all cases, these are the personnel to whom the district/school/agency issues paychecks.) **Please note that all BOCES special education personnel should only be reported by the BOCES, even though school districts**

contract with BOCES. Also, all staff of approved special education programs should be reported by the approved special education programs and not by schools that contract with the approved special education program for such staff.

4. Report information for special education personnel, regardless of funding source (i.e., Part B of IDEA (federal), State or local).
5. Do ***not*** report personnel providing special education and related services to children from birth to age two.
6. Full-Time Equivalency (FTE) is the numeric representation of the extent to which personnel are employed. A full-time teacher should be reported as 1.00 FTE. A part-time teacher working four hours per day (in a six hour day) would be calculated as .67 FTE. For staff who are employed on a per diem or hourly basis as needed during the year, provide the best estimation of their need over a one-year period by adding the total number of hours or days employed and divided by the number of hours or days that would constitute full-time employment for such staff.
7. For personnel who are certified/licensed in more than one area, and provide services to students in more than one area, pro-rate their FTE for each area in which they provide services, so that the total FTE reflects their actual FTE of employment.
8. Report the FTE number of personnel in the "Not Fully Certified" column if the position is needed to meet the identified needs of students with disabilities, but because appropriately certified staff are not available to fill the position, it is filled temporarily with not fully or appropriately certified personnel. Include in this column, long-term substitutes who lack the required certification for the specified title.
9. If you have any questions, please contact the Information & Reporting Services, Special Education office by telephoning (518) 474-7965. You may also e-mail your questions to datasupport@nysed.gov .

Specific Instructions, Section A

Line 1: **Special Education Teachers of Preschool Students with Disabilities**: Report the FTE of the number of teachers employed or contracted to provide special education services to preschool children with disabilities in Columns A, B or D, based on their certification status. Definitions of Columns A, B and D are provided in the table below. Special Education Teachers of Preschool Students with Disabilities include the following certification titles:

Teacher of Special Education;
Teacher of Special Education-Bilingual;
Teacher of Students with Disabilities, Birth to Grade 2;
Teacher of Students with Disabilities, Birth to Grade 2-Bilingual;
Teacher of the Speech and Hearing Handicapped (Certified Only);
Teacher of the Speech and Hearing Handicapped (Certified Only)-Bilingual;
Teacher of Speech and Language Disabilities (all grades) (Certified Only);
Teacher of Speech and Language Disabilities (all grades) (Certified Only) – Bilingual;
Teacher of the Deaf and Hearing Impaired;
Teacher of the Deaf and Hearing Impaired-Bilingual;
Teacher of Deaf and Hard of Hearing (all grades);
Teacher of Deaf and Hard of Hearing (all grades)-Bilingual;
Teacher of the Blind and Partially Sighted;
Teacher of the Blind and Partially Sighted-Bilingual;
Teacher of the Blind and Visually Impaired (all grades); and
Teacher of the Blind and Visually Impaired (all grades) Bilingual.

Do not include the following titles in Sections A or B; Include them in Section C only:

Teacher of the Speech and Hearing Handicapped (with SLP License);
Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual;
Teacher of Speech and Language Disabilities (all grades) (with SLP License); and
Teacher of Speech and Language Disabilities (all grades) (with SLP License)-Bilingual.

Line 2: **Special Education Paraprofessional for Preschool Students with Disabilities:** Report the FTE of the number of paraprofessional (including bilingual teaching assistants) employed or contracted to provide services to preschool students with disabilities in Columns C or D, based on their certification status. Definitions of Columns C and D are provided in the table below.

Specific Instructions, Section B

Line 1: Special Education Teachers of School-age Students with Disabilities: Report the FTE of the number of teachers employed or contracted to provide special education services to school-age students with disabilities in Columns A, B or D, based on their certification status. Definitions of Columns A, B and D are provided in the table below. Special Education Teachers of School-age Students with Disabilities include the following certification titles:

Teacher of Special Education;
Teacher of Special Education-Bilingual;
Teacher of Students with Disabilities (birth–grade 2);
Teacher of Students with Disabilities (birth–grade 2)-Bilingual;
Teacher of Students with Disabilities (grades 1-6);
Teacher of Students with Disabilities (grades 1-6)-Bilingual;
Teacher of Students with Disabilities (grades 5-9) Content Specialist;
Teacher of Students with Disabilities (grades 5-9) Content Specialist-Bilingual;
Teacher of Students with Disabilities (grades 5-9) Generalist;
Teacher of Students with Disabilities (grades 5-9) Generalist-Bilingual;
Teacher of Students with Disabilities (grades 7-12) Content Specialist;
Teacher of Students with Disabilities (grades 7-12)-Content Specialist-Bilingual;
Teacher of the Speech and Hearing Handicapped (Certified Only);
Teacher of the Speech and Hearing Handicapped (Certified Only)-Bilingual;
Teacher of Speech and Language Disabilities (all grades) (Certified Only);
Teacher of Speech and Language Disabilities (all grades) (Certified Only)-Bilingual;
Teacher of the Deaf and Hearing Impaired;
Teacher of the Deaf and Hearing Impaired-Bilingual;
Teacher of the Deaf and Hard of Hearing (all grades;
Teacher of the Deaf and Hard of Hearing (all grades)-Bilingual;
Teacher of the Blind and Partially Sighted;
Teacher of the Blind and Partially Sighted-Bilingual;
Teacher of the Blind and Visually Impaired (all grades); and
Teacher of the Blind and Visually Impaired (all grades)-Bilingual;

Do not include the following titles in Sections A or B; Include them in Section C only:

Teacher of the Speech and Hearing Handicapped (with SLP License);
Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual;
Teacher of Speech and Language Disabilities (all grades) (with SLP License); and
Teacher of Speech and Language Disabilities (all grades) (with SLP License)-Bilingual.

Line 2: **Special Education Paraprofessionals for School-age Students with Disabilities:** Report the FTE of the number of paraprofessionals (including bilingual paraprofessionals) employed by the school or contracted to provide services to school-age students with disabilities in Columns C or D, based on their certification status. Definitions of Columns C and D are provided in the table below. In Column E, provide the FTE of a subset of

paraprofessionals reported in Column C who are "qualified" according to the NCLB definition of "qualified". See definition of Column F and resources for determining if paraprofessionals are "qualified" in the table below.

Specific Instructions, Section C

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

Line 1: Report an unduplicated count of the number of FTE audiologists who provide the following services to children with disabilities:

(a) "Identification of children with hearing loss;
(b) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
(c) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
(d) Creation and administration of programs for prevention of hearing loss;
(e) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
(f) Determination of the children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification."

Line 2: Report an unduplicated count of the number of FTE Teachers of Speech and Hearing Handicapped with SLP License and Teachers of Speech and Language Disabilities with SLP License, including these titles with the bilingual extension. These speech and language pathologists provide the following services to students 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 who do not have a SLP license in Section C. These teachers should be reported in Sections A and B only.

Include the following titles in Section C only, not in Sections A and B:
Teacher of the Speech and Hearing Handicapped (with SLP License);
Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual;
Teacher of Speech and Language Disabilities (all grades) (with SLP License); and
Teacher of Speech and Language Disabilities (all grades) (with SLP License)-Bilingual.

Line 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.

Line 4: Report an unduplicated count of the number of FTE psychologists who provide the following services to students with disabilities:

(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 needs of children as indicated by psychological tests, interviews, 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 FTE on only the percentage of time the psychologist works specifically with students receiving (or being evaluated for) special education and related services.

Line 5: Report an unduplicated count of the number of FTE occupational therapists who provide the following services to students 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."

Line 6: Report an unduplicated count of the number of FTE physical therapists[1] who provide the following services to students 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."

Line 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."

[1] 34 Code of Federal Regulations §303.12(d)(9)

Line 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.

Line 9: Report an unduplicated count of the number of FTE personnel providing medical/nursing services[2]. 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).

Line 10: Report an unduplicated count of the number of FTE guidance counselors and rehabilitation counselors.

Guidance counselors[3] 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 counselor's whose service time is divided between students with disabilities and students in the general population, base the 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.

Line 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 to 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);

[2] Definition adapted from 20 U.S.C. Section 1401(26).

[3] Nonregulatory definition adapted from NCES - Staff Data Handbook: Elementary, Secondary, and Early Childhood Education, 1995.

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

Column	*Item*	*Definition/Instructions*
A	**Permanent Certification/ Licensure or Professional Certificate**	Report the FTE number of personnel who have Permanent Certification or Professional Certification, pursuant to sections 80-2 and 80-3 of the Regulations of the Commissioner of Education or the required license, in the specified personnel category. Also report in this column, long-term substitutes who have the required certification. Also report in this column, individuals who are "teacher aides" since they are not required to have a credential to serve in this role. For questions related to certification requirements, please visit http://www.highered.nysed.gov/tcert/ or call (518) 474-3901 or send an e-mail message to tcert@.nysed.gov.
B	**Provisional Certification or Initial Certificate**	Report the FTE number of personnel who have Provisional Certification or Initial Certificate, pursuant to sections 80-2 and 80-3 of the Regulations of the Commissioner of Education, in the specified personnel category. The following credentials should also be included in this category: Supplementary Certificates; Transition B Certificates; Internship Certificates; Exchange Permits; and Conditional Initial Certificates.
C	**Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate**	This column is for reporting the number of Paraprofessionals who are "teaching assistants" only. Report individuals in this column regardless of an individual's job title, if an individual's job duties include providing instructional support, the individual is serving as a "teaching assistant" and must be certified (or have met comparable New York City requirements prior to February 2, 2004). Report the number of FTE personnel with a Level I, II, III or Preprofessional Certificate. Also include in this column the FTE number of personnel for whom a temporary license or a continuing certificate has been requested and issued by the Department. Individuals who are "teacher aides" should be reported in **Column A only** since they are not required to have a credential for employment.
D	**Not Fully or Appropriately Certified**	Report the FTE number of personnel in positions that are needed to meet the identified needs of students with disabilities, but because appropriately certified personnel are not available to fill the position, the position is filled temporarily with not fully or appropriately certified personnel. Include in this column, long-term substitutes who lack the required certification for the specified title. Also report in this column paraprofessionals (i.e., teaching assistants) who are not fully certified.

Column	*Item*	*Definition/Instructions*
E	**Total FTE of Staff Employed**	This item is calculated by adding the numbers of personnel reported in Columns A-D.
F	**Paraprofessionals who are "Qualified" under NCLB (Subset of Column C)**	Of the number of special education paraprofessionals reported in Columns A or C, report the FTE of those paraprofessionals who are "qualified" (as defined in NCLB) and are "working in a program supported by Title I, Part A funds" and are employed by an LEA receiving Title I, Part A funds and: ▪ work in a "targeted assistance school" and are paid with Title I, Part A funds; or ▪ work in a "school-wide program school"; or ▪ provide instructional support to public school teachers who provide equitable services to eligible private school students. **Only public school districts (not including Special Act Schools) and Charter Schools are to report paraprofessionals in this Column.** A "qualified" Title I paraprofessional has a high school diploma or a recognized equivalent when hired and meets <u>one of the following</u> (unless covered by an exception): • has at least two years of college; or • has an associate's or higher degree; or • has passed a formal State or local academic assessment. EXCEPTIONS: Title I paraprofessionals need only have a high school diplomas or a recognized equivalent to be "qualified" if their duties consist solely of: • translating from languages other than English to enhance the participation of limited English proficient children in Title I programs; or • conducting parental involvement activities. For additional information on "qualified" under NCLB, please see NCLB NYS field memos, which are posted at http://www.highered.nysed.gov/nclbhome.htm.

Report of Personnel Employed or Needed to Provide Special Education and Related Services to Students with Disabilities on or About October 5, 2016

Section A: Teachers and Paraprofessionals for Preschool Students with Disabilities

Directions: Report the full time equivalent (FTE) numbers of special education teachers and paraprofessionals (teacher aides and teaching assistants) employed or contracted to provide services to preschool children with disabilities on or around **October 5, 2016**. Please see definition of each line and column beginning on page 2.

Note: Public school districts, Special Act school districts, Charter Schools, BOCES and State-operated schools (Rome and Batavia) will NOT complete line 01 since they will provide these data through the BEDS personnel forms for teachers. **All schools and programs must complete line 02.**

Personnel		Employed or Contracted				
		A	B	C	D	E
	Certification/License/Position	Permanent Certification/ Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Pre-professional Certificate	Not Fully or Appropriately Certified	Total (A+B+C+D)
01	Special Education Teachers for Preschool Students with Disabilities					
02	Special Education Paraprofessionals for Preschool Students with Disabilities*					

*****Report "teacher aides" under column A, report "teaching assistants" under Columns C or D.

Section B: Teachers and Paraprofessionals for School-Age Students with Disabilities

Directions: Report the full time equivalent (FTE) numbers of special education teachers and paraprofessionals (teacher aides and teaching assistants) employed or contracted to provide services to school-age students with disabilities on or around **October 5, 2016**. Please see definition of each line and column beginning on page 2.

Note: Public school districts, Special Act school districts, Charter Schools, BOCES and State-operated schools (Rome and Batavia) will NOT complete line 01 since they will provide these data through the BEDS personnel forms for teachers. **All schools and programs must complete line 02.**

Personnel		Employed or Contracted					
		A	B	C	D	E	F
	Certification/License/Position	Permanent Certification/ Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Pre-professional Certificate	Not Fully or Appropriately Certified	Total (A+B+C+D)	Paraprofessionals who are "Qualified" under NCLB (Subset of Columns A plus C)
01	Special Education Teachers for School-Age Students with Disabilities						
02	Special Education Paraprofessionals for School-Age Students with Disabilities*						

*Report "teacher aides" under Column A, report "teaching assistants" under Columns C or D.

Section C: Special Education Related Services Personnel

Directions: Report the full time equivalent (FTE) numbers of special education related services personnel employed or contracted to provide services to preschool and/or school-age students with disabilities on or around **October 5, 2016.** Please see definition of each line and column beginning on page 2.

Personnel		Employed or Contracted				
		A	B	C	D	E
	Certification/License/Position	Permanent Certification/ Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Pre-professional Certificate	Not Fully or Appropriately Certified	Total (A+B+C+D)
01	Audiologists					
02	Speech-Language Pathologists (with SLP License)					
03	Interpreters					
04	Psychologists					
05	Occupational Therapists					
06	Physical Therapists					
07	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists					
08	Social Workers					
09	Medical/Nursing Service Staff					
10	Guidance Counselors and Rehabilitation Counselors					
11	Orientation and Mobility Instructors					