



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

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To: Special Education Data Managers and Chief School Officers of: **Date:** November 2004
Boards of Cooperative Educational Services
Public School Districts
Special Act School Districts
Charter Schools
Approved Private Schools
Selected State Agencies
State-Operated Schools
State-Supported Schools

From: Inni Barone

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

Important: Due Date is February 2, 2005. All schools must submit this report electronically through the PD web-based system at <http://pd.nysed.gov> . Paper copies of this report will not be accepted.

Attached is a PD-6 form, Report of Personnel Employed or Needed to Provide Special Education and Related Services to Students with Disabilities. It must be completed by all school districts, Boards of Cooperative Educational Services, Charter Schools, selected State agencies, State-operated schools, State-supported schools, and approved private schools for students with disabilities. This report is designed to collect full-time equivalent (FTE) data on or about December 1, 2004, regarding special education personnel who are currently employed or are needed; as well as those personnel projected to be needed in five years (school year 2009-2010). The New York State Education Department is required to report these data to the United States Department of Education (USDOE) pursuant to 20 U.S.C. 1418, and 34 CFR 300.380. All schools have been issued a User ID and password and must submit this report through our website at <http://pd.nysed.gov>.

The PD-6 form has been designed in a manner fully consistent with USDOE requirements established for the special education data report and provides valuable information to the State to use in planning for adequate supply of qualified staff and for developing policy and programs that impact the recruitment and retention of qualified personnel.

As compared to the PD-6 form for 2003-2004, the PD-6 form for 2004-2005 is revised in the following ways:

- In previous years, Section A was used to report special education personnel who were employed to serve preschool students with disabilities, and Section B was used to report special education personnel who were employed to serve school-age students with disabilities. This year, the form is reformatted as follows:
 - ◆ Section A is for reporting teachers, teaching assistants and teacher aides who provide services to preschool students with disabilities;
 - ◆ Section B is for reporting teachers, teaching assistants and teacher aides who provide services to school-age students with disabilities; and
 - ◆ Section C is for reporting other special education personnel who provide services to preschool or school-age students with disabilities.
- New credential titles and personnel titles are added to the form to reflect changes in teacher certification regulations that went into effect on February 2, 2004 (See section 80-3 of the Regulations of the Commissioner of Education and visit the teacher certification website at <http://www.highered.nysed.gov/tcert/>). Please note, this year's form requests data for personnel who hold certification titles under section 80-2 or new certification titles under section 80-3 of the Regulations of the Commissioner of Education, and appropriate licensures.
- Directions have been added to report staff in the “Vacant but Funded Positions” column if the position is funded and needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the position OR the position is temporarily filled with staff who are not appropriately certified.
- Data are no longer required for the following personnel titles: Recreation Therapist or Therapeutic Recreation Specialist; Physical Therapist-Bilingual; Physical Therapist Assistant-Bilingual; Occupational Therapist-Bilingual; Occupational Therapist Assistant-Bilingual; Diagnostic and Evaluation Staff; Diagnostic and Evaluation Staff-Bilingual. Please note, if your school reported Physical Therapists, Physical Therapist Assistants, Occupational Therapists, and Occupational Therapist Assistants who were bilingual in the past, please report these staff in the same personnel categories without the bilingual designation.
- The Counselor and Counselor-Bilingual personnel titles have been renamed as Guidance Counselor and Guidance Counselor-Bilingual.
- Data regarding the number of students served by teachers are no longer required on this report.
- Data are requested for the number of employees, aged 50 or older, and not 55 or older as in the past.

During the 2004-2005 school year, Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) personnel may be available to conduct a limited number of regional training programs regarding the various special education data forms (i.e., the PD forms). If you feel that such training would be useful to the data managers in your area, please contact your local Special Education Training and Resource Center (SETRC). The data collected through the PD forms are used in one or more of the following reports and activities:

- Annual Performance Report for Special Education
- Pocketbook of Goals and Results for Individuals with Disabilities
- Chapter 655 Report to the Governor and the Legislature on the Status of the State’s Schools

- Special Education Quality Assurance Reviews
- School Report Cards
- BOCES Report Cards
- Charter School Report Cards
- Calculations to identify instances of possible race/ethnicity disproportionality
- Other reports required by State or federal statutes
- Summary reports for public information to be placed on the Department's website
- Evaluation of programs and policies

If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR Unit by using the contact information provided in the letterhead.

Specific questions regarding certification/licensure requirements should be directed to the Office of Higher Education, Office of Teaching Initiatives at (518) 474-3901 or e-mail your questions to tcert@mail.nysed.gov . You may also visit their website at <http://www.highered.nysed.gov/tcert/> . This office is located at New York State Education Department, 5N Education Building, Albany, New York, 12234.

Attachment

cc: Rebecca H. Cort
SETRC Professional Development Specialists
Office of Teaching Initiatives

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

Instructions:

1. Submit this report through our website at <http://pd.nysed.gov> by February 2, 2005.
2. Retain one copy (and supporting documentation) in your district/school/agency for reference and audit purposes. The required retention period ends June 30, 2011.
3. Carefully read the Instructions and Definitions on the following pages.
4. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to yesidcar@mail.nysed.gov. Specific questions regarding certification/licensure requirements should be directed to the Office of Higher Education, Office of Teaching Initiatives at (518) 474-3901 or through e-mail at tcert@mail.nysed.gov. You may also visit their website at <http://www.highered.nysed.gov/tcert/>

Check this box if you did not employ or directly contract with any special education or “other personnel” to provide services to students with disabilities, ages 3 to 21, on or about December 1, 2004. If this box is checked, and you have submitted this information through our website at <http://pd.nysed.gov> your report is complete.

<i>District/School/Agency Information</i>												
(Enter 12-digit SED Code Below)												
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>												
DISTRICT/SCHOOL/AGENCY NAME												
ADDRESS												
<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>												

<i>Contact Person Information *</i>	
NAME	
TITLE	
TELEPHONE	FAX
E-MAIL ADDRESS	

**All correspondence from the address at the top of this page will be directed to the contact person designated on the PD-1/4, PD-1A/4A, PD-1C/4C, PD-2, PD-2A/4, or PD-3A/4 report.*

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 December 1, 2004. 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 personnel who serve preschool students with disabilities and Sections B and C for personnel who serve school-age students with disabilities. Sections A and B contain a listing of all special education teacher titles, including teaching assistants and teacher aides. Section C contains a listing of all other personnel titles.
3. Report information for *all* personnel who were employed or directly contracted with, to provide special education services or programs to students with disabilities, ages 3-21. (In almost all cases, these are the personnel to whom the district/school/agency issues pay checks.) **Please note that all BOCES special education personnel should only be reported by the BOCES, even though other schools 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 *all* 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 services to children from birth to age two.
6. Do *not* report general education teachers who work with preschool or school-age students with disabilities unless these teachers were hired specifically to work with students with disabilities.

For example, do not report ESL teachers unless they are specifically hired to work with students with disabilities.

As another example, approved private schools should report general education teachers they employ to teach content area curriculum to students with disabilities. These general education teachers should be reported under "Other Professional Personnel".
7. Report information for personnel with bilingual certification or licensure separately from other personnel. One is not a subset of the other.
8. Full-Time Equivalency (FTE) is the numeric representation of the extent to which personnel are employed or needed. 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, divided by the number of hours or days that would constitute full-time employment for such staff.
9. 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.
10. Report the FTE number of funded but unfilled positions in the "Vacant but Funded Positions" column if the position is needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the position OR the position is temporarily filled with staff who are not appropriately certified.
11. If you have any questions, please contact the Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) unit by telephoning (518) 486-4678. You may also e-mail your questions to yesidcar@mail.nysed.gov

Specific questions regarding certification/licensure requirements should be directed to the Office of Higher Education, Office of Teaching Initiatives at (518) 474-3901 or through e-mail at tcert@mail.nysed.gov You may also visit their website at <http://www.highered.nysed.gov/tcert/>

Column Definitions/Instructions

<i>Column</i>	<i>Item</i>	<i>Definition/Instructions</i>
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 and all staff who do not require certification or licensure to meet existing State standards (or for whom no State standards exist, i.e., teacher aides, non-professional staff, etc.)
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: Transition B Certificates; Internship Certificates; Exchange Permits; Conditional Provisional Certificates; Conditional Initial Certificates; and long term substitutes working towards required certification.
C	Modified Temporary License	Report the FTE number of personnel for whom schools/districts have requested and received approval from the Department for Modified Temporary License.
D	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	This column is for reporting the number of Teaching Assistants only. Report the FTE number of 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.
E	Vacant, but Funded Positions	Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified. Do not report personnel included in Columns A, B, C or D in this count. Also, this item should not reflect the number of additional personnel that may be "desirable" but are not currently required or funded. Include in this column, long-term substitutes who are not working towards the required certification for the specified title.
F	Current Demand	For each personnel category, adding the numbers of personnel reported in Columns A-E derives Current Demand. This item should <i>not</i> reflect the number of additional personnel that may be "desirable but are not currently required and funded."
G	Employees Aged 50 or Older	For each personnel category, report the FTE number of employed personnel who are aged 50 or older on December 1, 2004. Do not include any personnel who are contracted by the district/school/agency.
H	Five Year Projection	This projected five year Total Demand (i.e., the total FTE, which will be needed) for each personnel category should be computed. The formula below may be used for generating projection data, however, other projection methodologies developed or adopted at the local level, may also be used. (Department approval is not required for the implementation of alternative projection methodologies.) $\frac{\text{5 Year Projected Student Enrollment Per Personnel Category}}{\text{Average Number Students Assigned to Each Staff in this Personnel Category}} = \text{Five Year Projection}$ Please note that if you report a five-year projection of "0", you will receive a message at the time of data entry requesting confirmation that "0" is your five-year projection.

Additional Information Regarding Some Personnel Titles

Teacher of the Speech and Hearing Handicapped-with SLP License or Teacher of Speech and Language Disabilities-with SLP License (Items 07, 08, 39 and 40)

This category includes certified teachers of the speech and hearing handicapped or teachers of speech and language disabilities who also hold a New York State license as a Speech Language Pathologist (SLP).

Other Professional Staff (Items 84)

Schools that serve only students with disabilities (e.g., private residential or day schools, State-operated schools, etc.) and hire general education teachers who work solely with students with disabilities, should report these general education teachers as Other Professional Staff.

Non-Professional Staff (Items 85)

This personnel category may include secretaries and clerks having special education assignments. It does **not** include janitorial and maintenance personnel.

The following website will provide you useful information related to certification requirements:

<http://www.highered.nysed.gov/tcert/>

Report of Personnel Employed or Needed to Provide Special Education and Related Services to Students with Disabilities on or About December 1, 2004

Section A (pages 5-6): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for Preschool Students with Disabilities, on or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
Certification/License/Position		Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
01	Preschool Teacher of Special Education					Report below on Line 02			Report below on Line 02
02	Teacher of Students with Disabilities (birth-grade 2)****								
03	Preschool Teacher of Special Education-Bilingual					Report below on Line 04			Report below on Line 04
04	Teacher of Students with Disabilities (birth-grade 2)-Bilingual****								
05	Teacher of English as a Second Language					Report below on Line 06			Report below on Line 06
06	Teacher of English to Speakers of Other Languages (all grades)****								
07	Teacher of the Speech and Hearing Handicapped (with SLP License)					Report below on Line 08			Report below on Line 08
08	Teacher of Speech and Language Disabilities (all grades) (with SLP License)****								
09	Teacher of the Speech and Hearing Handicapped (Certified Only)					Report below on Line 10			Report below on Line 10
10	Teacher of Speech and Language Disabilities (all grades) (Certified Only)****								
11	Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual					Report below on Line 12			Report below on Line 12
12	Teacher of Speech and Language Disabilities (all grades) (with SLP License) – Bilingual****								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.

****New certification standards for these titles went into effect February 2, 2004 (see section 80-3 of the Regulations of the Commissioner of Education).

Section A-Continued (pages 5-6): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for Preschool Students with Disabilities, on or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
Certification/License/Position		Permanent Certification/ Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
13	Teacher of the Speech and Hearing Handicapped (Certified Only)-Bilingual					Report below on Line 14			Report below on Line 14
14	Teacher of Speech and Language Disabilities (all grades) (Certified Only)-Bilingual****								
15	Teacher of the Deaf and Hearing Impaired					Report below on Line 16.			Report below on Line 16.
16	Teacher of Deaf and Hard of Hearing (all grades)****								
17	Teacher of the Deaf and Hearing Impaired-Bilingual					Report below on Line 18			Report below on Line 18
18	Teacher of Deaf and Hard of Hearing (all grades)- Bilingual****								
19	Teacher of the Blind and Partially Sighted					Report below on Line 20			Report below on Line 20
20	Teacher of the Blind and Visually Impaired (all grades)****								
21	Teacher of the Blind and Partially Sighted – Bilingual					Report below on Line 22			Report below on Line 22
22	Teacher of the Blind and Visually Impaired (all grades)- Bilingual****								
23	Teaching Assistant****								
24	Teaching Assistant – Bilingual****								
25	Teacher Aide***								
26	Teacher Aide – Bilingual***								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.

***Report teacher aides in Column A.

****New certification standards for these titles went into effect February 2, 2004 (see section 80-3 of the Regulations of the Commissioner of Education).

Section B (pages 7-9): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for School-Age Students with Disabilities, on or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
Certification/License/Position		Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
27	Teacher of Students with Disabilities (birth-grade 2)****								
28	Teacher of Students with Disabilities (birth-grade 2)-Bilingual****								
29	Teacher of Special Education					Report below on Lines 31-36			Report below on Lines 31-36
30	Teacher of Special Education-Bilingual								
31	Teacher of Students with Disabilities (grades 1-6)****								
32	Teacher of Students with Disabilities (grades 1-6)-Bilingual****								
33	Teacher of Students with Disabilities (grades 5-9)****								
34	Teacher of Students with Disabilities (grades 5-9)-Bilingual****								
35	Teacher of Students with Disabilities (grades 7-12)****								
36	Teacher of Students with Disabilities (grades 7-12)-Bilingual****								
37	Teacher of English as a Second Language					Report below on Line 38			Report below on Line 38
38	Teacher of English to Speakers of Other Languages (all grades)****								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.

****New certification standards for these titles went into effect February 2, 2004 (see section 80-3 of the Regulations of the Commissioner of Education).

Section B- Continued (pages 7-9): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for School-Age Students with Disabilities, on or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
Certification/License/Position		Permanent Certification/ Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
39	Teacher of the Speech and Hearing Handicapped (with SLP License)					Report below on Line 40			Report below on Line 40
40	Teacher of Speech and Language Disabilities (all grades) (with SLP License)****								
41	Teacher of the Speech and Hearing Handicapped (Certified Only)					Report below on Line 42			Report below on Line 42
42	Teacher of Speech and Language Disabilities (all grades) (Certified Only)****								
43	Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual					Report below on Line 44			Report below on Line 44
44	Teacher of Speech and Language Disabilities (all grades) (with SLP License) – Bilingual****								
45	Teacher of the Speech and Hearing Handicapped (Certified Only)-Bilingual					Report below on Line 46			Report below on Line 46
46	Teacher of Speech and Language Disabilities (all grades) (Certified Only)-Bilingual****								
47	Teacher of the Deaf and Hearing Impaired					Report below on Line 48			Report below on Line 48
48	Teacher of the Deaf and Hard of Hearing (all grades)****								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.

****New certification standards for these titles went into effect February 2, 2004 (see section 80-3 of the Regulations of the Commissioner of Education).

Section B- Continued (pages 7-9): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for School Age Students with Disabilities, on or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
Certification/License/Position		Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
49	Teacher of the Deaf and Hearing Impaired-Bilingual					Report below on Line 50			Report below on Line 50
50	Teacher of Deaf and Hard of Hearing (all grades)- Bilingual****								
51	Teacher of the Blind and Partially Sighted					Report below on Line 52			Report below on Line 52
52	Teacher of the Blind and Visually Impaired (all grades)****								
53	Teacher of the Blind and Partially Sighted – Bilingual					Report below on Line 54			Report below on Line 54
54	Teacher of the Blind and Visually Impaired (all grades)- Bilingual****								
55	Teaching Assistant****								
56	Teaching Assistant – Bilingual****								
57	Teacher Aide***								
58	Teacher Aide – Bilingual***								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.

***Report teacher aides in Column A.

**** New certification standards for these titles went into effect February 2, 2004 (see section 80-3 of the Regulations of the Commissioner of Education).

Section C (pages 10-11): Other Personnel Employed or Needed to Provide Services to Preschool and School-Age Students with Disabilities, On or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
Certification/License/Position		Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
59	School Psychologist								
60	School Psychologist – Bilingual								
61	School Social Worker								
62	School Social Worker – Bilingual								
63	Rehabilitation Counselor								
64	Audiologist								
65	Work-Study Coordinator								
66	Physical Education Teacher								
67	Physical Education Teacher – Bilingual								
68	Vocational Education Teacher								
69	Vocational Education Teacher – Bilingual								
70	Physical Therapist								
71	Physical Therapist Assistant								
72	Occupational Therapist								
73	Occupational Therapist Assistant								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.

**** New certification standards for these titles went into effect February 2, 2004 (see section 80-3 of the Regulations of the Commissioner of Education).

Section C (pages 10-11)-Continued: Other Personnel Employed or Needed to Provide Services to Preschool and School-Age Students with Disabilities, On or About December 1, 2004*

Personnel		Employed or Contracted							Five-Year Projection
		A	B	C	D	E**	F	G	H
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Modified Temporary License	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Vacant, But Funded Positions	Current Demand (A+B+C+D+E)	Employees Aged 50 or Older	Projected Demand 2009-2010
74	Guidance Counselor								
75	Guidance Counselor – Bilingual								
76	Interpreter for Students With Hearing Impairments/Deafness								
77	Orientation and Mobility Instructor								
78	Orientation and Mobility Instructor – Bilingual								
79	Registered Nurse								
80	Registered Nurse – Bilingual								
81	Licensed Practical Nurse								
82	Licensed Practical Nurse – Bilingual								
83	Supervisor/Administrator								
84	Other Professional Staff								
85	Non-Professional Staff**								

*All personnel reported in Columns A-H are to be reported in terms of "Full-Time-Equivalency".

** Report the FTE number of funded positions that are unfilled in this column if the positions are needed to meet the identified needs of students with disabilities, but appropriately certified personnel are not available to fill the positions OR the positions are temporarily filled with staff who are not appropriately certified.