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12234

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To: Special Education Data Managers and Chief School Officers of: **Date:** November 2005
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, 2006.

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, 2005, regarding special education personnel who are currently employed according to their certification status and vacancies. 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 2, 2006.**

As compared to the PD-6 form for 2004-2005, the PD-6 form for 2005-2006 is revised in the following ways:

- The column for Modified License has been removed. These licenses are no longer valid and were only issued in the 2003-04 and 2004-05 school years. Please see <http://www.vesid.nysed.gov/specialed/publications/persprep/templicense.htm> for additional information.
- A new column, “Not Fully Certified” has been added to collect the full-time-equivalent number of teachers who 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 certified personnel. Please note, last year's directions were to report such personnel in the "Vacant but Funded Positions" column.

- "Supplementary Certificates" have been added as another credential type to be included in the "Provisional Certification or Initial Certificate" column. For additional information regarding this certificate, please see <http://www.regents.gov/2004Meetings/December2004/1204heppca7.htm>
- In some cases two certification/position titles are listed in the same line. These are for the pre and post February 2004 K-12 certificates for disability specific titles (blind/visually impaired, deaf/hearing impaired, speech and language).
- Directions have been revised to direct approved private schools for students with disabilities to report general education teachers who are not certified as special education teachers to be reported in the "Not Fully Certified" column. In previous years, directions were to count such teachers in the "Other Professional Staff" title.
- Teachers of English as a Second Language and Teachers of English as a Second Language-Bilingual are eliminated from list of personnel titles for which data are required.

During the 2005-2006 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:

- 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 District 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
- 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.

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

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, 2006.
2. Retain one copy (and supporting documentation) in your district/school/agency for reference and audit purposes. The required retention period ends June 30, 2013.
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, 2005. 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 SEDCAR will be directed to the contact person identified in the PD web based data entry system at <http://pd.nysed.gov>. Please keep the contact person information current, including the e-mail address as most communication will occur via e-mail.

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, 2005. 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 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 *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 general education teachers who are the grade level or content area teachers of record and provide instruction to students with disabilities in the general education classrooms.

As another example, if approved private schools for students with disabilities employ general education teachers to teach content area curriculum to students with disabilities and if such teachers are certified as special education teachers, they should be reported under the appropriate special education certification category. If they are not certified to teach students with disabilities in special education classrooms, they should be reported under the "Not Fully Certified" column. Please note that in previous years, instructions were provided to report such teachers 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, prorate 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 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 certified personnel. Include in this column, long-term substitutes who lack the required certification for the specified title.
11. 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.
12. 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: Supplementary Certificates; Transition B Certificates; Internship Certificates; Exchange Permits; Conditional Provisional Certificates; Conditional Initial Certificates; and long term substitutes working towards required certification.
C	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.
D	Not Fully 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 certified personnel. Include in this column, long-term substitutes who lack the required certification for the specified title. Also report in this column teaching assistants who are not fully certified.
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. Do not report personnel included in Columns A, B, C, 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.
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."

Additional Information Regarding Some Personnel Titles

Teacher of the Speech and Hearing Handicapped-with SLP License or Teacher of Speech and Language Disabilities-(all grades) with SLP License (Lines 05, 29)

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).

Non-Professional Staff (Line 67)

This personnel category may include secretaries and clerks having special education assignments. This category should **not** be used to report teacher aides. Teacher aides are to be reported in Lines 16, 17, 41 and 42. Do **not** report janitorial and maintenance personnel in this category.

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, 2005

Section A (pages 4-5): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for Preschool Students with Disabilities, on or About December 1, 2005*

Personnel		Employed or Contracted				E	F
		A	B	C	D		
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 Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
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 the Speech and Hearing Handicapped (with SLP License) / Teacher of Speech and Language Disabilities (all grades) (with SLP License)**						
06	Teacher of the Speech and Hearing Handicapped (Certified Only)/ Teacher of Speech and Language Disabilities (all grades) (Certified Only)**						
07	Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual/ Teacher of Speech and Language Disabilities (all grades) (with SLP License) – Bilingual**						

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

**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 4-5): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for Preschool Students with Disabilities, on or About December 1, 2005*

Personnel		Employed or Contracted			D	E	F
		A	B	C			
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Not Fully Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
08	Teacher of the Speech and Hearing Handicapped (Certified Only)-Bilingual/Teacher of Speech and Language Disabilities (all grades) (Certified Only)- Bilingual**						
09	Teacher of the Deaf and Hearing Impaired/Teacher of Deaf and Hard of Hearing (all grades)**						
10	Teacher of the Deaf and Hearing Impaired-Bilingual/Teacher of Deaf and Hard of Hearing (all grades)-Bilingual**						
11	Teacher of the Blind and Partially Sighted/Teacher of the Blind and Visually Impaired (all grades)**						
12	Teacher of the Blind and Partially Sighted – Bilingual/Teacher of the Blind and Visually Impaired (all grades)- Bilingual**						
13	Teaching Assistant**						
14	Teaching Assistant – Bilingual**						
15	Teacher Aide***						
16	Teacher Aide – Bilingual***						

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

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

***Report teacher aides in Column A.

Section B (pages 6-8): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for School-Age Students with Disabilities, on or About December 1, 2005*

Personnel		Employed or Contracted			D	E	F
		A	B	C			
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Not Fully Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
17	Teacher of Students with Disabilities (birth-grade 2)**						
18	Teacher of Students with Disabilities (birth-grade 2)-Bilingual**						
19	Teacher of Special Education				Report below on Lines 21-28	Report below on Lines 21-28	
20	Teacher of Special Education-Bilingual						
21	Teacher of Students with Disabilities (grades 1-6)**						
22	Teacher of Students with Disabilities (grades 1-6)-Bilingual**						
23	Teacher of Students with Disabilities (grades 5-9) Content Specialist**						
24	Teacher of Students with Disabilities (grades 5-9)-Content Specialist-Bilingual**						
25	Teacher of Students with Disabilities (grades 5-9) Generalist**						
26	Teacher of Students with Disabilities (grades 5-9) Generalist-Bilingual**						
27	Teacher of Students with Disabilities (grades 7-12)**						
28	Teacher of Students with Disabilities (grades 7-12)-Bilingual**						

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

**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 6-8): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for School-Age Students with Disabilities, on or About December 1, 2005*

Personnel		Employed or Contracted			D	E	F
		A	B	C			
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Not Fully Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
29	Teacher of the Speech and Hearing Handicapped (with SLP License)/ Teacher of Speech and Language Disabilities (all grades) (with SLP License)**						
30	Teacher of the Speech and Hearing Handicapped (Certified Only)/ Teacher of Speech and Language Disabilities (all grades) (Certified Only)**						
31	Teacher of the Speech and Hearing Handicapped (with SLP License)-Bilingual/ Teacher of Speech and Language Disabilities (all grades) (with SLP License) – Bilingual**						
32	Teacher of the Speech and Hearing Handicapped (Certified Only)-Bilingual/ Teacher of Speech and Language Disabilities (all grades) (Certified Only)- Bilingual**						
33	Teacher of the Deaf and Hearing Impaired/ 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".

**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 6-8): Special Education Teachers, Teaching Assistants and Teacher Aides Employed or Needed for School Age Students with Disabilities, on or About December 1, 2005*

Personnel		Employed or Contracted			D	E	F
		A	B	C			
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Not Fully Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
34	Teacher of the Deaf and Hearing Impaired-Bilingual/ Teacher of Deaf and Hard of Hearing (all grades)-Bilingual**						
35	Teacher of the Blind and Partially Sighted/ Teacher of the Blind and Visually Impaired (all grades)**						
36	Teacher of the Blind and Partially Sighted - Bilingual/ Teacher of the Blind and Visually Impaired (all grades)- Bilingual**						
37	Teaching Assistant**						
38	Teaching Assistant – Bilingual**						
39	Teacher Aide***						
40	Teacher Aide – Bilingual***						

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

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

***Report teacher aides in Column A.

Section C (pages 9-10): Other Personnel Employed or Needed to Provide Services to Preschool and School-Age Students with Disabilities, On or About December 1, 2005*

Personnel		Employed or Contracted			D	E	F
		A	B	C			
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Not Fully Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
41	School Psychologist						
42	School Psychologist – Bilingual						
43	School Social Worker						
44	School Social Worker – Bilingual						
45	Rehabilitation Counselor						
46	Audiologist						
47	Work-Study Coordinator						
48	Physical Education Teacher						
49	Physical Education Teacher – Bilingual						
50	Vocational Education Teacher						
51	Vocational Education Teacher – Bilingual						
52	Physical Therapist						
53	Physical Therapist Assistant						
54	Occupational Therapist						
55	Occupational Therapist Assistant						

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

Section C (pages 9-10)-Continued: Other Personnel Employed or Needed to Provide Services to Preschool and School-Age Students with Disabilities, On or About December 1, 2005*

Personnel		Employed or Contracted			D	E	F
		A	B	C			
	Certification/License/Position	Permanent Certification/Licensure or Professional Certificate	Provisional Certification or Initial Certificate	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	Not Fully Certified/Licensed	Vacant, But Funded Positions	Total Current Demand (A+B+C+D+E)
56	Guidance Counselor						
57	Guidance Counselor – Bilingual						
58	Interpreter for Students With Hearing Impairments/Deafness						
59	Orientation and Mobility Instructor						
60	Orientation and Mobility Instructor – Bilingual						
61	Registered Nurse						
62	Registered Nurse – Bilingual						
63	Licensed Practical Nurse						
64	Licensed Practical Nurse – Bilingual						
65	Supervisor/Administrator						
66	Other Professional Staff						
67	Non-Professional Staff						

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