

PD6 – Report of Personnel Employed or Contracted to Provide Special Education and Related Services to Students with Disabilities

About this Report

The PD6 form 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 collects full-time equivalent (FTE) data for special education personnel who are employed or contracted to provide special education and related services to preschool and school-age students with disabilities on October 5, 2022. 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)].

The due date is February 1, 2023. Your timely and accurate completion of this report is required to ensure full compliance with federal reporting requirements.

General Instructions

1. Personnel data must be submitted to the State Education Department through the web-based PD data system at <http://pd.nysed.gov>. Paper copies will not be accepted.
2. Log into the PD Data System and select the PD6 from the “PD Forms” menu. Manually enter your data and then click on the button to save and submit the report. If there are no FTE personnel to report, save and submit with zeroes in the cells.
3. Once the report has been saved and submitted, click on the button to certify the data as complete and accurate and then click on the button that appears on the next screen to confirm. If there are errors or the data is incomplete and the report has been certified, email datasupport@nysed.gov to clear the certification from the system.
4. Retain one copy of your completed form and its supporting documentation for reference and audit purposes. The required retention period ends June 30, 2030.
5. Carefully read the Instructions and Definitions that follow.
6. If you have questions or require assistance in completing this report, please contact Information and Reporting Services (IRS) Special Education by emailing datasupport@nysed.gov.

Instructions and Definitions for Completing the PD6

1. This report should reflect special education personnel information on **October 5, 2022**.
2. Report information for requested personnel titles who were employed or directly contracted with to provide special education services to students with disabilities age 3-21. Do not report personnel providing special education and related services to children from birth to age two.
3. Report special education personnel regardless of funding source (i.e., Part B of IDEA, State or local). In almost all cases, these are the personnel to whom the district, school, or agency issues paychecks. Do NOT include staff from any entity that will also complete a PD6; **BOCES special education personnel should only be reported by the BOCES, and staff of approved special education programs should be reported by the approved special education programs, and not by schools.**
4. Use Sections A and C to report teachers, paraprofessionals, and related services personnel who serve preschool students with disabilities. Use Sections B and C for teachers, paraprofessionals, and related services personnel who serve school-age students with disabilities.
5. Full-Time Equivalency (FTE) is the numeric representation of the extent to which personnel are employed. For example, a full-time teacher should be reported as 1.00 FTE, and 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, calculate the best estimation of their FTE over a one-year period by adding the total number of hours or days employed and dividing the total by the number of hours or days that would

constitute full-time employment for such staff.

6. For personnel who are certified or 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.
7. 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 it is filled temporarily with not fully or appropriately certified personnel because appropriately certified staff are not available to fill the position. Include in this column long-term substitutes who lack the required certification for the specified title.

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 paraprofessionals (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 NYSED Office of Teaching Initiatives. 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 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: To report psychologists whose service time is divided between students with disabilities and students in the general population, base the FTE on 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 therapists¹ 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 service
- (iii) Recreation programs in schools and community agencies and
- (iv) Leisure education.

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.

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

Note: To report social workers whose service time is divided between students with disabilities and students in the general population, base the FTE on the percentage of time the social worker works specifically with students receiving or being evaluated for special education and related services.

Line 9: Report an unduplicated count of the number of FTE personnel providing medical/nursing services². 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, excluding 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 counselors³ 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: To report counselors whose service time is divided between students with disabilities and students in the general population, base the FTE on 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)
 - (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.”

<i>Column</i>	<i>Item</i>	<i>Definition/Instructions</i>
A	Permanent Certification/ Licensure or Professional Certificate	<p>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.</p> <p>Also report in this column, individuals who are “teacher aides” since they are not required to have a credential to serve in this role.</p> <p>For questions related to certification requirements, please visit https://www.highered.nysed.gov/tcert/ or call (518) 474-3901 or send an e-mail message to tcert@nysed.gov.</p>
B	Provisional Certification or Initial Certificate	<p>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.</p>

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.

Column	Item	Definition/Instructions
C	Temporary Licenses, Continuing Certificates or Level I, II, III or Preprofessional Certificate	<p>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.</p> <p>Individuals who are “teacher aides” should be reported in Column A only since they are not required to have a credential for employment.</p>
D	Not Fully or Appropriately Certified	<p>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 it is filled temporarily with not fully or appropriately certified personnel because appropriately certified staff are not available to fill the position. Include 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.</p>
E	Total FTE of Staff Employed	<p>Calculate the total by adding the numbers of personnel reported in Columns A-D.</p>
F	Paraprofessionals who are “Qualified” (Subset of Column C)	<p>Only public school districts (not including Special Act Schools) and Charter Schools are to report paraprofessionals in this Column.</p> <p>Of the number of special education paraprofessionals reported in Columns A or C, report the FTE of those paraprofessionals who are “qualified”, “working in a program supported by Title I, Part A funds,” employed by an LEA receiving Title I, Part A funds and:</p> <ul style="list-style-type: none"> ▪ work in a “targeted assistance school” and are paid with Title I, Part A funds ▪ work in a “school-wide program school,” or ▪ provide instructional support to public school teachers who provide equitable services to eligible private school students. <p>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):</p> <ul style="list-style-type: none"> • has at least two years of college • has an associate’s or higher degree, or • has passed a formal State or local academic assessment. <p>EXCEPTIONS: Title I paraprofessionals need only have a high school diploma or a recognized equivalent to be “qualified” if their duties consist solely of:</p> <ul style="list-style-type: none"> • translating from languages other than English to enhance the participation of limited English proficient children in Title I programs, or • conducting parental involvement activities. <p>For additional information on qualifications for paraprofessionals, visit: https://www.highered.nysed.gov/tcert/certificate/ta.html.</p>

**Report of Personnel Employed or Needed to Provide Special Education and Related Services
to Students with Disabilities on or About October 5, 2022**

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, 2022**. Refer to the instructions for the definition of each line and column.

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 7, 2020**. Refer to the instructions for the definition of each line and column.

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" (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, 2022**. Refer to the instructions for the definition of each line and column.

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					