

General Instructions for Reporting Personnel Employed Report

Provide the number of full-time equivalent personnel employed and contracted to provide special education and related services on or about December 1, 1999. Do not count teachers and other instructional personnel who are serving children from birth through age two.

For Section A, Special Education Teachers Employed to provide special education to children ages 3-5: Report the number of preschool teachers, itinerant/consulting teachers, and home/hospital teachers employed for children with disabilities in this age group. This count should include teachers of children with disabilities in separate schools and facilities. Do not include regular preschool teachers who work with children with disabilities.

For Section B, Special Education Teachers Employed to provide special education services to children and youth ages 6-21: Report teachers of separate classes, resource room teachers, itinerant/consulting teachers, and home/hospital teachers, as well as special education teachers in regular education classrooms. This count should include teachers of children with disabilities in separate schools and facilities. Do not include regular classroom teachers who work with children and youth with disabilities.

PLEASE NOTE: All personnel providing services to students with speech or language impairments will be counted in Section B. Personnel with a master's degree in speech-language pathology are to be counted under the Fully Licensed heading. Personnel without a master's in speech-language pathology are to be counted under the Not Fully Licensed heading.

For Section C, Other Special Education and Related Services Personnel: Report the number of FTE other special education/related services personnel, by type of personnel employed to provide special education and related services for children with disabilities ages 3-21.

The assignment of a teacher or staff member is determined by the primary disability of the student served, not by the teacher's license or endorsement. When teachers provide special education to students with different disabilities, apportion the full-time equivalencies of these teachers' time according to the primary

disabilities of the students served. For example, if a teacher has 20 students, 10 with learning disabilities, 5 with mental retardation and 5 with emotional disturbance, the report should indicate .50 teachers under learning disabilities, .25 teachers under mental retardation and .25 teachers under emotional disturbance.

The number of personnel should be reported in full-time equivalency of assignment. For example, a part-time resource room teacher working four hours per day (in a six-hour school day) is a .67 FTE. If that teacher has 20 students, 10 with learning disabilities, 6 with mental retardation, and 4 who have emotional disturbance, multiply the .67 by the percent of students with each disability to get the final FTEs.

learning disability	.5 x .67 = .34 FTE
mental retardation	.3 x .67 = .20 FTE
emotional disturbance	.2 x .67 = .13 FTE

Specific Column Instructions, All Sections (A, B, C)

Column (1) In Sections A and B, report the number of FTE personnel employed or contracted to provide special education and related services on or about December 1, 1999, who had a state license, with appropriate endorsement, for the position held. In Section C, use this column to report staff in personnel categories for which there are no licensure requirements but the staff members meet existing state standards or requirements for the position held. Also in Section C, use this column if there are no state requirements for a particular position.

Column (2) Report the number of FTE personnel employed or contracted to provide special education and related services on or about December 1, 1999, who were employed on a conditional license, that is, they have a teaching license but do not hold the proper endorsement for the position to which they were assigned or they did not meet other existing state requirements for the position. This includes long-term substitutes.

- Column (3) Add the numbers in columns 1 and 2 to obtain the total number of special education and related services personnel employed on or about December 1, 1999.
- Column (4a) Report the number of FTE personnel employed or contracted to provide special education and related services on or about December 1, 1999, who had appropriate state licensure for the position held, and who were employed in the same school district in the same position during the 1998-99 school year.
- Column (4b) Report the number of not fully licensed FTE personnel employed or contracted to provide special education and related services on or about December 1, 1999, who were employed on a provisional license, or other basis and who were employed by the same school district in the same position during the 1998-99 school year, and under the same circumstances.

Specific Row Instructions

Section C

This section should not include staff already accounted for in Sections A and B. Staff reported in Section C should be listed in column (1), fully licensed, if there are no licensure requirements but they meet the state standards or requirements for the position held. Also use this column if there are no state requirements for the position.

- Row (14) Fully qualified educational interpreters are persons who hold a Virginia Quality Assurance Screening Level III or IV from the Virginia Department for the Deaf and Hard of Hearing; any Registry of Interpreters for the Deaf level; or a Translitering Skills Certificate

from the Training Evaluation and Certification Unit, Inc. (TECUnit) for cued speech transliterators.

Row (16) Report the number of other professional staff employed and needed to provide special education and related services for children and youth with disabilities ages 3-21. Include personnel who provide specialized health services (nurses, psychiatrists, etc.), specialized food service, specialized pupil transportation, and other occupational technicians, etc.

NOTE: Teachers and other personnel employed in regional programs must be included in this report. The participating school divisions must decide how to include these teachers in one or more of the divisions' reports (i.e. one of the participating divisions counts all the teachers in their report or the total number of teachers is split among the participating divisions). Teachers in regional programs should only be counted once.

TABLE 1

SECTION A

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH
 DISABILITIES, AGES 3-5

1999-00 SCHOOL YEAR

SCHOOL DIVISION:

NAME OF PERSON COMPLETING REPORT: _____

SPECIAL EDUCATION TEACHERS	EMPLOYED		TOTAL EMPLOYED (3)	RETAINED TEACHERS	
	FULLY LICENSED (1)	NOT FULLY LICENCED (2)		FULLY LICENSED (4a)	NOT FULLY LICENSED (4b)

TABLE 1
SECTION B

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH
DISABILITIES, AGES 6-21

1999-00 SCHOOL YEAR
SCHOOL

DIVISION: _____

AREA OF SPECIALIZATION (STUDENT DISABILITY)	EMPLOYED		TOTAL EMPLOYED (3)	RETAINED TEACHERS	
	FULLY LICENSED (1)	NOT FULLY LICENSED (2)		FULLY LICENSED (4a)	NOT FULLY LICENSED (4b)
EDUCABLE MENTAL RETARDATION (1)					
TRAINABLE MENTAL RETARDATION (2)					
SEVERE/PROFOUND DISABILITIES (3)					
HEARING IMPAIRMENTS (4)					
SPEECH OR LANGUAGE IMPAIRMENTS (5)					
VISUAL IMPAIRMENTS (6)					
SERIOUS EMOTIONAL DISTURBANCE (7)					
ORTHOPEDIC IMPAIRMENTS (8)					
OTHER HEALTH IMPAIRMENTS (9)					
SPECIFIC LEARNING DISABILITIES (10)					
DEAF-BLINDNESS (11)					
MULTIPLE DISABILITIES (12)					
DEVELOPMENTALLY DELAYED (13)					

AUTISM (14)					
TRAUMATIC BRAIN INJURY (15)					
TOTAL (16) (TOTAL ROWS 1-15)					

TABLE 1

SECTION C

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH
 DISABILITIES, AGES 3-21

1999-00 SCHOOL YEAR

SCHOOL DIVISION: _____

OTHER SPECIAL EDUCATION RELATED SERVICES PERSONNEL	EMPLOYED		TOTAL EMPLOYED (3)	RETAINED TEACHERS	
	FULLY CERTIFIED (1)	NOT FULLY CERTIFIED (2)		FULLY CERTIFIED (4a)	NOT FULLY CERTIFIED (4b)
VOCATIONAL EDUCATION TEACHERS (1)					
PHYSICAL EDUCATION TEACHERS (2)					
WORK-STUDY COORDINATORS (3)					
PSYCHOLOGISTS (4)					
SCHOOL SOCIAL WORKERS (5)					
OCCUPATIONAL THERAPISTS (6)					
AUDIOLOGISTS (7)					
TEACHER AIDES (8)		XXXXXXXXXX			XXXXXXXXXX

RECREATION AND THERAPEUTIC RECREATION SPECIALISTS (9)					
DIAGNOSTIC AND EVALUATION STAFF (10)					
PHYSICAL THERAPISTS (11)					
COUNSELORS (12)					
SUPERVISORS/ADMINISTRATORS (13)					

TABLE 1

NUMBER AND TYPE OF TEACHERS EMPLOYED (IN FULL-TIME EQUIVALENCY)
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH
DISABILITIES, AGES 3-21

1999-00 SCHOOL YEAR

SCHOOL DIVISION:

SECTION C (CONTINUED)

OTHER SPECIAL EDUCATION RELATED SERVICES PERSONNEL	EMPLOYED		TOTAL EMPLOYED (3)	RETAINED TEACHERS	
	FULLY CERTIFIED (1)	NOT FULLY CERTIFIED (2)		FULLY CERTIFIED (4a)	NOT FULLY CERTIFIED (4b)
INTERPRETERS (14)					
REHABILITATION COUNSELORS (15)		XXXXXXXX			XXXXXXXX
OTHER PROFESSIONAL STAFF (16)		XXXXXXXX			XXXXXXXX
NON-PROFESSIONAL STAFF (17)		XXXXXXXX			XXXXXXXX

TOTAL OTHER SPECIAL EDUCATION AND RELATED SERVICES STAFF (18) TOTAL ROWS 1-17)					
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