

**SPECIAL EDUCATION**

**SPECIAL EDUCATION
EMPLOYEE & PROGRAM
APPROVAL DATA DICTIONARY
School Year 2011/12**

The purpose of this handbook is to provide guidance to school district special education staff on coding and entering special education employee data into APSCN for the purpose of Federal reporting and program approval. The special education employee data are collected through APSCN and are a component of the special education module. In the guide, an attempt is made to be as inclusive as possible as it relates to Federal reporting requirements and program approval; however, not all situations will be covered here. If there are questions about how to code an employee after consulting this data dictionary, please contact your State Special Education Area Supervisor at 501-682-4225 or the Arkansas IDEA Data & Research Office at 501-683-7219.

KEY CONCEPTS

1. **Special education employee data are collected twice a year, Cycle 2 (October 1) for program approval and Cycle 4 (December 1) for federal reporting.** The employees listed must reflect who was employed on October 1 and December 1, respectively.
2. **Include only personnel employed to work specifically with students with disabilities.** DO NOT include personnel employed to work with all students with and without disabilities.
3. The Special Education Employee screen is available at all times. Please be sure to keep it updated as personnel changes occur.
4. Each personnel must be assigned to a building. This is the primary building of his/her job assignment. If his/her work duties are district wide then the district building code of "000" must be used. Early childhood programs are to use "000" as the building code.
5. **Personnel can be entered more than twice; however, be aware of a teacher's per period range and folder responsibilities when assigning them multiple jobs.**
6. Early childhood and school age personnel must be split accordingly. The grade level will distinguish the programs and **FTE must be adjusted not to exceed 1.00.**
7. The **Title Code** for Behavior Specialists that are used to conduct testing for eligibility or to meet requirements in accordance with a student's IEP should be reported under the license held (i.e. psychologist, social worker, etc.). If the behavior specialist in question is a teacher who holds only a special education teaching license, then the teacher is reported with a **Title Code** of 25 (other) and indicated as a "non teacher certified" (status E) under the certification status.
8. Clerks of any type are **NOT** to be reported.
9. Teachers who are **NOT** providing instruction but are providing evaluation services should be reported under Title Code 25 (other) and indicated as a "non teacher certified," (status E) under the certification status.
10. REMEMBER: There are four key fields - SSN, Grade, Title Code, and Building Code.
Warning: In order to change information in key fields you have to query and delete employee records and add them back in the employee module. You cannot update information in the four key fields.

**DATA FIELDS REQUIRED FOR FEDERAL REPORTING
AND PROGRAM APPROVAL**

FIELD: Special Education Employee Name (Cycle 2 and 4)

First Name, Middle Name, Last Name

FIELD: Teacher Licensure ID- (Cycle 2 and 4)

The Unique identification number assigned by ADE teacher licensure (10-digit number)

FIELD: SSN – (Cycle 2 and 4)

The nine-digit Social Security Number of the staff member being identified. DO NOT enter license/certification information here. The SSN is required to verify licensure and/or certification.

FIELD: Title Code of Service Provider – (Cycle 2 and 4)

The qualifying job description/licensure of the special education provider (including teachers).

Teachers: The selection is to be based on teacher assignment as well as Section 17.00 and Section 30.00 of the Special Education Program Standards.	Related Service Providers
03 – Early Childhood Teacher (Early Childhood only)	04 – Occupational Therapist
50 – Self-Contained 1:6 Teacher (School Age only)	05 – Physical Therapist
51 – Self-Contained 1:10 Teacher (School Age only)	06 – PE Adaptive Teacher
52 – Self-Contained 1:15 Teacher (School Age only)	07 – Recreational Therapist
53 – Resource Room Teacher (School Age only)	08 – Psychological Examiner
54 – Itinerant Instructor (school age and/or early childhood)	09 – Educational Examiner
55 – Consulting Teacher (School Age only)	10 – Psychologist
56 – Hospital/Homebound (School Age only)	11 – Medical/Nursing Staff
57 – Co-Teaching Teacher (School Age only)	12 – Audiologist
58 – Indirect Teacher (School Age only)	14 – School Social Worker
59 – Integrated Classroom Model Teacher (School Age only)	17 – Counselor
20 – Speech Therapist (school age and/or early childhood)	18 –Orientation and Mobility Service
Paraprofessional	19 – Educational Interpreter (Deaf)
13 – Classroom Instructional Aide/Paraprofessional	24 – School Psychology Specialist
Other Providers	
01 – Special Education Supervisor (LEA Supervisor/ EC Coordinator ONLY)	21 – Speech Language Assistant/Aide
02 – Other Special Education Administrators (non-clerical)	22 – Occupational Therapy Assistant/Aide
15 – Voc. Ed. Teacher – Job Coach	23 – Physical Therapy Assistant/Aide
16 - Work Study Coordinator/CCE /Secondary Transition	25 – Other : See below

Notes for Title Code of Service Provider

1. Enter Title code based on ALL job assignments. A teacher/related service provider should be listed for each title code/job assignments.
2. The Integrated Classroom Model (ICM) means a general education classroom in which instruction is provided to general and special education students for the **entire instructional day by a teacher dually licensed in general and special education**. An ICM teacher can have **NO** other job assignments. The maximum classroom composition is limited to 2/3 general education students and 1/3 students with disabilities. This classroom must have a half-time paraprofessional.
3. The use of **Other Special Education Administrators** includes special education coordinators who work directly under the LEA Supervisor, LEA Supervisors who do not have the administrative endorsement, and LEA Supervisors who are pursuing an administrative endorsement through ALP. This title is for special education administrative personnel, **NOT** clerical staff (data entry or due process clerks) or principals/assistant principals.
4. **Other:** This field is for the following personnel who are actively involved in providing services including evaluations but their credential/licensure does not match one of the related service provider codes. Examples for this title code include behavior specialists that hold a teacher license only or teachers who conduct evaluations but do not provide direct instruction.

This code may NOT be used for clerical staff of any type, including due process clerks, even if the clerical staff holds a valid teacher license.

FIELD: Licensure Endorsement/Teacher Endorsement Code – (Cycle 2 and 4)

The appropriate licensure endorsement or certification number for the teacher or provider.

- Teachers have a set of codes for their license indicating the disciplines in which they are certified. For example 230 (sped P-4), 231 (sped 4-12).
- For those providers working on an additional licensure plan, type “ALP” plus the correct endorsement code (ALP231) in this field.
- All related services providers required by law to have a certification/license/registration **MUST** have a current certification/license/registration. The LEA should have a copy of this information on record and be prepared to produce the information when requested.

FIELD: Certification Status: Teacher/Provider – (Cycle 2 and 4)

The certification status of the special education teacher or provider. This is personnel who have met SEA-approved or SEA-recognized certification, licensing, registration or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

NOTE: Any teacher coded as A-C must have an ALP on file. The LEA should be prepared to submit the documentation upon request.

- A. 1st Year Teaching Special Education, Not Fully Certified in Special Education**
- B. 2nd Year Teaching Special Education, Not Fully Certified in Special Education**
- C. 3rd Year Teaching Special Education, Not Fully Certified in Special Education**

D. Fully Certified/Highly Qualified Special Education Teacher/Speech Pathologist

- Teachers must have ADE license endorsement for special education.
- Speech Pathologists must be licensed by the Arkansas Board of Examiners - Speech-Language Pathology and Audiology or have an ADE teacher licensure endorsement code of 198 or 317

E. Non-Teacher Certified

- All paraprofessionals must have completed the special education core modules to be considered certified
- This code includes special education supervisors, early childhood coordinators, and special education administrators who meet the minimum qualifications of the job (Title Code 01)
- This status also includes “Other Special Education Administrators (Title Code 02).

F. Private Provider Certified

- Contract Personnel who hold a Certification/License for his/her job assignment
- This includes contracted teachers not employed by the district

G. Non-Teacher Not Certified

- This includes all paraprofessionals who have NOT completed the special education core module.
- This includes LEA special education supervisors and early childhood coordinators who do not meet the minimum qualifications of a LEA Supervisor or EC Coordinator. There should be an ALP on record (Title Code 01).
- This status also includes “Other Special Education Administrators (Title Code 02).

H. Private Provider Not Certified

- Contract Personnel who do NOT hold a Certification/License for his/her job assignment.

I. Other Certification Status, Not Fully Certified

- This code is specifically for **student interns**. These students are conducting testing, providing services, and reviewing records under the direct supervision of a certified/ licensed speech pathologist or psychological examiner in preparation of receiving their license. Student interns in the area of speech pathology may have a pending certification/license number which should be provided.
- If a district believes it has another situation for which this code can be used, its State Special Education Area Supervisor should be consulted prior to its use.
- Anyone identified with this code is considered not fully certified.

FIELD: Building Code – (Cycle 2 and 4)

Each personnel must be assigned to a building. This is the primary building of his/her job assignment and must be the valid three (3) digits following the LEA number in the ADE School District directory.

For example, Alma School district is 1701000 and Alma Primary School is 1701004. Therefore the 3 digit building code is 004.

- School age: If work duties are district wide and are not assigned to a specific building the district code of “000” must be used.
- Early childhood programs are to use “000” as the building code.

FIELD: Grade Levels – (Cycle 2 and 4)

Indicate the grade level(s) the teacher is assigned.

PS = Early Childhood/Preschool
E = Elementary
JE = Junior High and Elementary
MS = Middle School
ME = Middle and Elementary
JS = Junior and Senior High
JH = Junior High
SE = Senior High and Elementary
SH = Senior High
JM = Junior High and Middle School
SM = Senior High and Middle School
ALL = Elementary through Senior High

FIELD: Special Education Classroom Paraprofessional – (Cycle 2 and 4)

Indicate if the teacher/speech pathologist (title code for teachers are **03, 20, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59**) has an aide assigned to him/her.

- A Speech Pathologist with a Speech Language Assistant/Aide (SLA) selects SP or SF codes. Only title code 20 should use SP or SF

P = Part-time aide **SP** = Part-time SLA
F = Full-time aide **SF** = Full-time SLA
NA = Not Applicable

Note: ONLY the title codes provided above should be used to answer this question. All other title codes require NA to be entered. Code 13 (Classroom Instructional Aide/ Paraprofessional) should NEVER be used as a title code for this question.

FIELD: Provider FTE (Cycle 2 and 4) – Provider Full-Time Equivalency (FTE) of individuals providing special education services in decimal format. Do not enter the actual number of instructional hours. List the appropriate FTE of each person based on a 40-hour workweek (i.e., 1.0, .5). An individual providing 9 hours of services would use an FTE of 0.22. If an employee is considered as full-time, but does not work 40 hours, indicate him/her as full-time (1.0). For example, a teacher works 36 hours a week, which is considered fulltime, indicate the teacher's FTE as 1.00. (SEE NEXT PAGE FOR EXAMPLE FTE)

Hour	FTE	Hour	FTE	Hour	FTE	Hour	FTE
0.5	0.01						
1	0.02	11	0.27	21	0.52	31	0.77
2	0.05	12	0.30	22	0.55	32	0.80
3	0.07	13	0.32	23	0.57	33	0.82
4	0.10	14	0.35	24	0.60	34	0.85
5	0.12	15	0.37	25	0.62	35	0.87
6	0.15	16	0.40	26	0.65	36	0.90
7	0.17	17	0.42	27	0.67	37	0.92
8	0.20	18	0.45	28	0.70	38	0.95
9	0.22	19	0.47	29	0.72	39	0.97
10	0.25	20	0.50	30	0.75	40	1.00

FIELD: Teacher Caseload/Folder Count – (Cycle 2)

Provide the count of children with disabilities in which the special education teacher is responsible for the folder.

A speech pathologist should report the actual number of children seen (i.e. Caseload).

NOTES:

- This is an unduplicated count by folder responsibilities.
- This count does NOT include students taught in a resource Secondary Transition Courses or other high school resource non-credit electives. These students will be reported separately.

How to determine caseload (See Section 17.03 of the Arkansas Special Education Program standards and/or -Section 30.00 Early Childhood standards for details)?

Speech Pathologists:

An unduplicated count of children, up to 45, served in accordance with their IEPs. Children receiving speech services and additional special education services will be coded on both a teacher and a speech pathologist's caseload.

Early Childhood:

An unduplicated count of children served in accordance with their IEPs by a teacher. See Section 30.03 of the Special Education Early Childhood standards for specifics on caseloads for center-based programs and itinerant/home teachers.

School age:**Indirect/Consulting**

The folder responsibilities for a teacher who provides indirect/consulting services **fulltime** may be up to 40. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.7.1).

The folder responsibilities for a teacher providing indirect/consulting services **half-time** or **part-time** must be reduced proportionately in accordance with Section 17.03.7.2 or 17.03.7.3, respectively.

Self-Contained 1:6

The folder/caseload responsibilities may be up to 6 children; however, an approved caseload waiver will allow for an increase up to 8. (See Section 17.03.1.2, Chart #2-17, and Sections 17.17.03.3 and 17.03.3.3).

Self-Contained 1:10

The folder/caseload responsibilities may be up to 10 distinct children; however, an approved caseload waiver will allow for an increase up to 12. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.3.2).

Self Contained 1:15

The folder/caseload may be up to 15 children which may be any combination of self contained and resource as long as the number of children receiving resource services within a self-contained 1:15 class does not exceed 5. The number of children served as resource in a 1:15 setting must be adjusted downward if the number of self-contained children served in this setting exceeds 10. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.2.2).

Examples:

- All 15 are self contained students.
- Out of 15 possible children, 8 are self contained with up to 5 being resource, making the Caseload 13.
- Out of 15 children, 12 are self contained with up to 3 being resource, making the Caseload 15.

Co-Teaching (See Section 17.06)

The folder/caseload responsibilities for a teacher who is co-teaching **fulltime** may be up to 30. (See Section 17.06.4).

The folder/caseload responsibilities for a teacher who is co-teaching **part-time** must be reduced proportionately to their job assignment with consideration of the per-period range.

Resource (non-departmentalized)

A fulltime resource teacher may have folder/caseload responsibilities up to 25 children. The folder/caseload responsibilities may increase to 28 with an approved caseload waiver. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.3.2)

A part-time resource teacher's folder/caseload responsibilities must reduce proportionately in accordance with his/her job assignments with consideration of the per-period range.

Resource (departmentalized)

A teacher in a resource setting that is departmentalized by subject area may have folder/caseload responsibilities up to 48 children. (See Section 17.03.5.4)

A part-time resource teacher's folder/caseload responsibilities must reduce proportionately in accordance with his/her job assignments with consideration of the per-period range.

Examples for Split Assignments

Co-teaching and Resource (non-departmentalized based on six instructional periods and one planning period):

A teacher with split job assignments of **co-teaching** (2 periods; FTE = .25) **and resource (non-departmentalized)** (4 periods; FTE = .75) may have folder/caseload responsibilities for 10 children who are in the co-taught classroom in accordance with their IEPs and folder/caseload responsibilities for 17 children in the resource classroom.

Note: If the teacher with the folder/caseload responsibilities has the child in more than one classroom setting (co-taught math and resource language arts) the child should be counted as part of the resource folder/caseload responsibilities.

Co-teaching and Resource (departmentalized based on six instructional periods and one planning period):

A teacher with a split caseload between **co-teaching** (2 periods; FTE = .25) **and resource (departmentalized by subject)** (4 periods; FTE = .75) may have folder/caseload responsibilities for 10 children who are in the co-taught classroom in accordance with their IEPs and folder/caseload responsibilities for 32 children in the resource classroom.

Note: If the teacher with the folder/caseload responsibilities has the child in more than one classroom setting (co-taught math and resource language arts) the child should be counted as part of the resource folder/caseload responsibilities.

FIELD: Number of High School Students served in a Secondary Transition Course – (Cycle 2)
Provide the total number of students on the roster for the Secondary Transition Course(s) taught by the teacher. This is a maximum of 30 per class. This field ONLY applies to Title Code 53: Resource Teacher with Grade levels SH, SE, SM, JS, or All.

NOTE: If a special education teacher only teaches secondary transition courses at the SH level, the caseload for the teacher in the teacher caseload count field would be zero.

FIELD: Number of High School Students Served in Other Resource Non-Credit Elective Courses – (Cycle 2)

Provide the total number of students on the roster for the Other Resource Non-Credit Elective Courses. This is a maximum of 30 per class. This field ONLY applies to Title Code 53: Resource Teacher with Grade levels SH, SE, SM, JS, or All.

NOTE: If a special education teacher only teaches non-credit elective courses other than transition at the SH level, the caseload for the teacher in the teacher caseload count field would be zero.

If a teacher's assignment is to instruct fulltime non-credit resource classes, (he/she has zero regular resource, self contained, indirect, or co-teaching classes), he/she is not allowed to hold any folders and the caseload is zero.

FIELD: Primary Disability being served by the special education teacher or provider – (Cycle 2)

The type of disability of the students the person is teaching.

MR – Mental Retardation

SI – Speech/Language Impairments

HI – Hearing Impaired

VI – Visual Impairments

ED – Serious Emotional Disturbance
OHI – Other Health Impairments
DB – Deaf-Blindness
AU – Autism
CC – Cross Categorical
NA – Not Applicable

OI – Orthopedic Impairments
SLD – Specific Learning Disabilities
MD – Multiple Disabilities
TBI – Traumatic Brain Injury
PS – Non-categorical for Preschool/
developmental delay

SCHOOL AGE ONLY

FIELD: Per Period Range – (Cycle 2)

The minimum number of SWD a teacher is providing instruction to in accordance with the IEP in the classroom and the maximum number of SWD a teacher is providing instruction to in accordance with the IEP in the classroom *throughout a day*.

This only applies to teachers with a caseload count. Do not include resource non-credit elective counts.

For example:

Resource Class: In period 2, a teacher has 2 SWD in the class in accordance with their IEPs but in period 5 the same teacher has 8 SWD in the class in accordance with their IEPs. Therefore, the per-period range would be from a low of 2 students to a high of 8 students (2:8). With an approved waiver the per-period maximum is 10.

Co-Taught Class: In period 3, a teacher has 3 SWD in the class and all 3 are in the class in accordance with their IEPs for the receipt of co-teaching instruction. In period 7 the same teacher has 13 SWD in the class, but only 7 are in the class in accordance with their IEPs specifically to benefit from co-teaching. Therefore, the per-period range would be from a low of 3 students to a high of 7 students (3:7).