

# December 1 File Formatting Information

## General Formatting Information for Export Files

All data export files must be in standard ASCII comma-separated variable (CSV) format, sometimes called “comma delimited text.” Each line must be terminated by a carriage return and line feed combination. Files should be named as indicated in this document and must be in an MS-DOS compatible file format.

**TABLE 1** Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 3-5 by LEA

**TABLE 2** Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 6-21 by LEA

**TABLE 3** Number of Related Services Personnel (in FTE) *Employed or Contracted* to provide related services for Children with Disabilities, Ages 3-21 by LEA

**TABLE 14** Children Parentally Placed in Private School that have been Determined Eligible under IDEA Regulations

An example of **Table 14** is shown below:

119357402,Smith,Matthew,2008-012-02,009,5,M,N,2121,Lawer Christian,2018-02-01,SD,Y

The file will contain a row for each student. The row will contain 13 values, each separated by a comma (for a total of 12 commas per row). Two consecutive commas will indicate a ‘blank’ value. Dates should be formatted as YYYY-MM-DD.

# December 1 Table Data Items and Layout

## TABLE 1

Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 3-5 by LEA

Special Education Paraprofessionals and Teachers Serving Children with Disabilities, Ages 3-5

		(1) Fully Certified/ Qualified	(2) Not Fully Certified/ Not Qualified
AUN of LEA	Special Education Paraprofessionals for Ages 3-5		
AUN of LEA	Special Education Teachers for Ages 3-5		

Note:

1. See Export Specifications for File layout. Data will need to be reported for each LEA within an IU. (Please recopy the data rows for each LEA.)
2. IU data should be reported under AUN 1xx000000 where xx is the IU number.
3. Include the number of full-time equivalent personnel *employed or contracted* to work with children with disabilities based on or around the December child count date.
4. IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
5. Report teachers as Fully Certified or Not Fully Certified.  
Report paraprofessionals as Qualified or Not Qualified.

6. Paras

**How are FTE of paraprofessional reported by qualification status?**

FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state's definition of qualified based on the criteria identified in 20 U.S.C. 1412(14)(B).

- If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
- If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
  - Hold the appropriate State certification or licensure for the position held, or
  - Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.

7. Teachers

**How are teacher FTE reported by Qualification Status (Special Education Teacher)?**

FTE is reported as either fully certified or not fully certified. Report teachers as fully certified based on the following qualifications:

A person employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school:

- Has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in section 200.56(a)(2)(ii) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law;
- Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- Holds at least a bachelor's degree.

Report teachers who do not meet the qualifications for fully certified (as listed above) for the position in which they are employed as not fully certified.

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## Export Specifications for Table 1

Table 1 –Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 3-5 by LEA

This table includes a count of special education teachers in full-time equivalency that are Fully Certified or Not Fully Certified and paraprofessionals that are Qualified or Not Qualified (serving children ages 3-5 by LEA).

Report: Special Education Teachers and Paraprofessionals (in Full-Time Equivalency) *Employed or Contracted* to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5

Number of Rows: 2 per LEA

Number of Values per Row: 3

Details: File shall consist of 2 rows per LEA (Special Education Paraprofessionals and Teachers) with each row containing 3 elements or data values (AUN, Fully Certified/Qualified and Not Fully Certified/Not Qualified). The Intermediate Unit must report the fraction of time to 2 decimal places, e.g., .34 = 1/3 time.

Row 1 per LEA contains number of Special Education Paraprofessionals for Ages 3-5

Value 1 – AUN of LEA

Value 2 – Qualified

Value 3 – Not Qualified

Row 2 per LEA contains number of Special Education Teachers for Ages 3-5

Value 1 – AUN of LEA

Value 2 – Fully Certified

Value 3 – Not Fully Certified

**TABLE 2**

**Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 6-21 by LEA**

Special Education Paraprofessionals and Teachers Serving Children with Disabilities Ages 6-21

		(1) Fully Certified/ Qualified	(2) Not Fully Certified/ Not Qualified
AUN of LEA	Special Education Paraprofessionals for Ages 6-21		
AUN of LEA	Special Education Teachers for Ages 6-21		

Note:

1. See Export Specifications for File layout. Data will need to be reported for each LEA within an IU. (Please recopy the data rows for each LEA.)
2. IU data should be reported under AUN 1xx000000 where xx is the IU number.
3. Include the number of full-time equivalent personnel *employed or contracted* to work with children with disabilities based on or around the December child count date.
4. IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
5. Report teachers as Fully Certified or Not Fully Certified.  
Report paraprofessionals as Qualified or Not Qualified.
6. Paras
 

**How are FTE of paraprofessional reported by qualification status?**  
FTE is reported as either qualified or not qualified. Qualification status depends on whether paraprofessionals are included in the state's definition of qualified based on the criteria identified in 20 U.S.C. 1412(14)(B).

  - If paraprofessionals are included, then paraprofessionals must meet the State standard for qualified based on the definition.
  - If paraprofessionals are not included in the definition, then paraprofessionals are considered qualified for the FTE if they either:
    - Hold the appropriate State certification or licensure for the position held, or
    - Hold a position for which no State requirements exist (*i.e.* certification or licensure requirements).

Paraprofessionals who do not meet the standards listed above for qualified are reported as not qualified.
7. Teachers
 

**How are teacher FTE reported by Qualification Status (Special Education Teacher)?**  
FTE is reported as either fully certified or not fully certified. Report teachers as fully certified based on the following qualifications:

A person employed as a special education teacher in the State who teaches elementary school, middle school, or secondary school:

- Has obtained full State certification as a special education teacher (including certification obtained through participating in an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in section 200.56(a)(2)(ii) of title 34, Code of Federal Regulations, as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except with respect to any teacher teaching in a public charter school who shall meet the requirements set forth in the State's public charter school law;
- Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- Holds at least a bachelor's degree.

Report teachers who do not meet the qualifications for fully certified (as listed above) for the position in which they are employed as not fully certified.

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## Export Specifications for Table 2

Table 2 – Number of Special Education Teachers and Paraprofessionals (in FTE) *Employed or Contracted* to work with Children with Disabilities, Ages 6-21 by LEA

This table includes a count of special education teachers in full-time equivalency that are Fully Certified or Not Fully Certified and paraprofessionals that are Qualified or Not Qualified (serving children ages 6-21 by LEA).

Report: Special Education Teachers and Paraprofessionals (in Full-Time Equivalency) *Employed or Contracted* To Provide Special Education and Related Services for Children with Disabilities, Ages 6-21

Number of Rows: 2 per LEA

Number of Values per Row: 3

Details: File shall consist of 2 rows per LEA (Special Education Paraprofessionals and Teachers) with each row containing 3 elements or data values (AUN, Fully Certified/Qualified and Not Fully Certified/Not Qualified). The Intermediate Unit must report the fraction of time to 2 decimal places, e.g., .34 = 1/3 time.

Row 1 per LEA contains number of Special Education Paraprofessionals for Ages 6-21

Value 1 – AUN of LEA

Value 2 – Qualified

Value 3 – Not Qualified

Row 2 per LEA contains number of Special Education Teachers for Ages 6-21

Value 1 – AUN of LEA

Value 2 – Fully Certified

Value 3 – Not Fully Certified

**TABLE 3**

**Number of Related Services Personnel (in FTE) *Employed or Contracted* to provide Related Services for Children with Disabilities, Ages 3-21 by LEA**

Related Services Personnel Serving Children with Disabilities Ages 3-21

<u>RELATED SERVICES PERSONNEL</u>	(1) Number of Related Services Personnel Employed Fully Certified	(2) Number of Related Services Personnel Employed Not Fully Certified
Audiologists		
Speech-Language Pathologists		
Interpreters		
Psychologists		
Occupational Therapists		
Physical Therapists		
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists		
Social Workers		
Medical/Nursing Service Staff		
Counselors and Rehabilitation Counselors		
Orientation and Mobility Specialists		

Note:

1. See Export Specifications for File layout. Data will need to be reported for each LEA within an IU. (Please recopy the data rows for each LEA.)
2. IU data should be reported under AUN 1xx000000 where xx is the IU number.
3. Include the number of full-time equivalent personnel *employed* or *contracted* to provide related services to children with disabilities based on or around the December child count date.
4. IU contracted staff are reported by the IU. District/Charter contracted staff should be reported by the District/Charter.
5. While we realize there are many other Related Services Personnel positions within a LEA, those listed above are the only positions required for reporting to OSEP.
6. Report Related Services personnel as Fully Certified or Not Fully Certified.
7. Related Services

**How are staff reported by certification status?**

Include the FTE of personnel as 'fully certified' if they:

- Hold appropriate State certification or licensure for the position held; or
- Hold positions for which *no* State requirements exist (i.e., no certification or licensure requirements).[\[1\]](#)



Include the FTE of personnel as 'not fully certified' if they:

- Did not hold standard State certification or licensure for the position to which they were assigned, or
- Did not meet other existing State requirements for the position.

These “not fully certified” individuals may be personnel employed on an emergency, provisional, or other basis (e.g. long term substitutes) if they do not hold standard state certification or licensure for the position to which they were assigned or if they did not meet other existing state requirements for the position

The following are types of related services personnel categories that are the permitted values for “Staff Category (Special Education Related Service).”

1. Audiologists (**AUDIO**) - provide the following services to children with disabilities:
  - Identification of children with hearing loss;
  - Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
  - Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
  - Creation and administration of programs for prevention of hearing loss;
  - Counseling and guidance of children, parents, and teachers regarding hearing loss; and
  - Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
2. Speech-language pathologists (**SPEECHPATH**) - provide the following services to children with disabilities:
  - Identification of children with speech or language impairments;
  - Diagnosis and appraisal of specific speech or language impairments;
  - Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
  - Provision of speech and language services for the habilitation or prevention of communicative impairments; and
  - Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Note – This does not include speech teachers who are reported in FS070 Special Education Teachers or FS112 Special Education Paraprofessionals.

3. Interpreters (**INTERPRET**) - provide services to children who are deaf or hard of hearing, including:
  - Oral transliteration services;
  - Cued language transliteration services; and
  - Sign language interpreting services.

4. Psychologists (**PSYCH**) - provide the following services to children with disabilities or in evaluations for special education eligibility:
- Administering psychological and educational tests, and other assessment procedures;
  - Interpreting assessment results;
  - Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
  - Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
  - Planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - Assisting in developing positive behavioral intervention strategies.

Note – For reporting psychologists whose service time is divided between children with disabilities (IDEA) and children in the general population, base the reported FTE on only the percentage of time the psychologist works specifically with children receiving (or being evaluated for) special education and related services.

5. Occupational therapists (**OCCTHERAP**) - provide the following services to children with disabilities:
- Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
  - Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - Preventing, through early intervention, initial or further impairment or loss of function.
6. Physical therapists (**PHYSTHERAP**) - provide the following services to children with disabilities:
- Screening, evaluation, and assessment of children to identify movement dysfunction;
  - Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
  - Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
7. Physical education teachers and recreation and therapeutic recreation specialists (**PEANDREC**) – provide the following services to children with disabilities:
- Special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities; and/or
  - Assessment of leisure function;
  - Therapeutic recreation services;
  - Recreation programs in schools and community agencies; and
  - Leisure education.
8. Social workers (**SOCIALWORK**) - provide the following services to children with disabilities:

- Preparing a social or developmental history on a child with a disability;
  - Group and individual counseling with the child and family;
  - 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;
  - Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
  - Assisting in developing positive behavioral intervention strategies.
9. Medical/Nursing service staff (**MEDNURSE**) – personnel who provide medical and nursing services including:
- 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.
  - Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).
10. Counselors and rehabilitation counselors (**COUNSELOR**) – provide the following services to children with disabilities:
- 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.
  - 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.
  - Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
11. Orientation and mobility specialists (**ORIENTMOBIL**) – personnel who provide orientation and mobility services including:
- Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
  - Teaching students the following, as appropriate:
    - 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);
    - To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
    - To understand and use remaining vision and distance low vision aids; and
    - Other concepts, techniques, and tools.

## Export Specifications for Table 3

Table 3 – Number of Related Services Personnel (in FTE) *Employed or Contracted* to provide Related Services for Children with Disabilities, Ages 3-21 by LEA

This table includes the count and types of Related Services Personnel in full-time equivalency that are Fully Certified or Not Fully Certified (serving children ages 3-21 by LEA). The fraction of the teacher's time must be reported to 2 decimal places.

Report: Related Services Personnel (In Full -Time Equivalency of Assignment) *Employed or Contracted* To Provide Related Services for Children with Disabilities, Ages 3-21

Number of Rows: 11 per LEA

Number of Values per Row: 3

Details: File shall consist of 11 rows (Type of Personnel) per LEA, with each row containing 3 elements or data values (AUN, Fully Certified, Not Fully Certified), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, e.g., .34 = 1/3 time.

Row 1 per LEA contains number of Audiologists

Value 1 – AUN of LEA

Value 2 – Number of Audiologists Employed Fully Certified

Value 3 – Number of Audiologists Employed Not Fully Certified

Row 2 per LEA contains number of Speech-Language Pathologists

Value 1 – AUN of LEA

Value 2 – Number of Speech-Language Pathologists Employed Fully Certified

Value 3 – Number of Speech-Language Pathologists Employed Not Fully Certified

Row 3 per LEA contains number of Interpreters

Value 1 – AUN of LEA

Value 2 – Number of Interpreters Employed Fully Certified

Value 3 – Number of Interpreters Employed Not Fully Certified

Row 4 per LEA contains number of Psychologists

Value 1 – AUN of LEA

Value 2 – Number of Psychologists Employed Fully Certified

Value 3 – Number of Psychologists Employed Not Fully Certified

Row 5 per LEA contains number of Occupational Therapists

Value 1 – AUN of LEA

Value 2 – Number of Occupational Therapists Employed Fully Certified

Value 3 – Number of Occupational Therapists Employed Not Fully Certified

Row 6 per LEA contains number of Physical Therapists

Value 1 – AUN of LEA

Value 2 – Number of Physical Therapists Employed Fully Certified

Value 3 – Number of Physical Therapists Employed Not Fully Certified

Row 7 per LEA contains number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists

Value 1 – AUN of LEA

Value 2 – Number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists Employed Fully Certified

Value 3 – Number of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists Employed Not Fully Certified

Row 8 per LEA contains number of Social Workers

Value 1 – AUN of LEA

Value 2 – Number of Social Workers Employed Fully Certified

Value 3 – Number of Social Workers Employed Not Fully Certified

Row 9 per LEA contains number of Medical/Nursing Service Staff

Value 1 – AUN of LEA

Value 2 – Number of Medical/Nursing Service Staff Employed Fully Certified

Value 3 – Number of Medical/Nursing Service Staff Employed Not Fully Certified

Row 10 per LEA contains number of Counselors and Rehabilitation Counselors

Value 1 – AUN of LEA

Value 2 – Number of Counselors and Rehabilitation Counselors Employed Fully Certified

Value 3 – Number of Counselors and Rehabilitation Counselors Employed Not Fully Certified

Row 11 per LEA contains number of Orientation and Mobility Specialists

Value 1 – AUN of LEA

Value 2 – Number of Orientation and Mobility Specialists Employed Fully Certified

Value 3 – Number of Orientation and Mobility Specialists Employed Not Fully Certified



## Export Specifications for Table 14

**Table 14** is a count of the number of school age children with disabilities parentally placed with an Equitable Participation Services Plan.

Report: Children Parentally Placed with an Equitable Participation Services Plan on December 1

Number of Rows: One row for each child with an Equitable Participation Services Plan

Number of Values per Row: 13

Details: File shall consist of as many rows as students subject to parental placement with each row containing 13 elements or data values, with the values in each row separated by a comma.

Each row contains data for a Child with Disabilities Subject to Parental Placement

Value 1 – District of Residence

Value 2 – Last Name

Value 3 – First Name

Value 4 – Birthdate

Value 5 – Grade

Value 6 – Race/Ethnicity

Value 7 – Gender

Value 8 – EL Status

Value 9 – Disability Category

Value 10 – Private School Student Attends

Value 11 – Date Determined to be Eligible

Value 12 – Evaluation Completed by IU/SD

Value 13 – EP Service Plan Y/N