

**Instructions for Verifying and Certifying the Special Education FTE Staff
Certification (EF-S-05 Part 2):**

Reporting Begins: March 1, 2021 Reporting

Ends: April 15, 2021

These reports must be verified and certified in NEO.

The EF-S-05 Part 2 is used to verify the full-time equivalency (FTE) and qualification status of special education teachers, paraprofessionals (educational technicians), and the categories of related services personnel listed below who are employed or contracted to provide special education services to students with disabilities ages 3 through 20, **based on staff data collected in Dec, 2020**. For educational technicians and related services personnel, the FTE should reflect only the portion of time the staff work specifically with children with disabilities receiving special education and related services. The FTEs should be rounded to the hundredth decimal place. For example, if a district has two audiologists who each work 4 hours per day of a 6-hour school day, the district would report 1.33 FTE (rounding 1.334 to the nearest hundredth decimal place). The qualification status of teachers, paraprofessionals, and related services personnel is explained below.

Special Education Teachers:

Which teachers are included in the report?

Teachers who are employed by public or private agencies, regardless of funding source, and have responsibility for educating children with disabilities ages 3 through 20. This includes classroom teachers, preschool teachers, itinerant/consulting teachers, and home/hospital teachers.

Which teachers should not be included?

The data collection does not include FTEs of special education teachers who:

- Provide special education services to children with disabilities from birth through age 2,
- Are regular education teachers (school-age or preschool) even when their classroom instruction includes children with disabilities,
- Work exclusively with students without disabilities.

How to determine whether a teacher is qualified or not qualified:

Maine's definition of a qualified teacher:

- 1) The teacher has obtained full Maine certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the Maine special education teacher licensing examination, and holds a Maine license as a special education teacher, and
- 2) The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis, and
- 3) The teacher holds at least a bachelor's degree.

Paraprofessionals (Educational Technicians) and Related Services Personnel:

Educational Technicians I, II, III (Paraprofessionals) - Employees who provide instructional support, including those who:

- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- Assist with classroom management, such as organizing instructional and other materials
- Provide instructional assistance in a computer laboratory
- Conduct parental involvement activities
- Provide support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of a teacher - definition adapted from P.L 108-446, Section 612(14)(B), 34 C.F.R. Part 300.156(b)

How to count paraprofessionals and related services personnel who work with both students with disabilities and their non-disabled peers:

If paraprofessionals and related services personnel work part of their time with children without disabilities, and other times with children with disabilities, report only the proportion of their FTE that is related to their services to children with disabilities.

How to determine the qualification status of Paraprofessionals and Related Services Personnel:

Paraprofessionals and Related Services Personnel are “certified” if they

- Hold the appropriate State certification or licensure for the position held, or
- Are in positions for which *no* State requirements exist (i.e., no certification or licensure requirements).

Paraprofessionals and Related Services Personnel are “not certified” if they

- Are employed on an emergency, provisional, or other basis, and do not hold the State certification or licensure for the position to which they are assigned, or
- They do not meet other existing State requirements for the position.

Does the EF-S-05 Part 2 include all special education staff?

No, the data are not a comprehensive count of all types of personnel who provide services to children with disabilities. In addition to Teachers and Paraprofessionals (Educational Technicians), the report includes only the related services personnel types specified below.

Related Services Personnel Categories - The following are the types of related services personnel categories reported (Adapted from P.L. 108-446, Sections 618(a)(1)(A)(i) and 618(a)(3), 34 C.F.R. Part 300.34(c)):

1. Audiologists - 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 - 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.
3. Interpreters - provide services to children who are deaf or hard of hearing:

- Oral transliteration services; ○ Cued language transliteration services; and
 - Sign language interpreting services.
4. Psychologists - provide the following services to children with disabilities:
- 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, 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.
5. Occupational therapists - 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 - 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 - provide the following services to children with disabilities:
- Provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities;
 - Assessment of leisure function;
 - Therapeutic recreation services;
 - Recreation programs in schools and community agencies; and
 - Leisure education.
8. Social workers - 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 - provide the following services to children with disabilities:
- Medical services (adapted from 34 C.F.R. Part 300.34(5)) 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 specialists - 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 - provide the following services to children with disabilities:
- 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
 - 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 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.

The table below indicates how the special education NEO staff positions are categorized into the Related Services Personnel Categories listed above:

NEO STAFF POSITION	RELATED SERVICES PERSONNEL CATEGORY
Athletic Trainer	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists
Audiologist	Audiologists
Board Certified Behavior Analyst	Psychologist
Certified Employment Specialist	Counselors and Rehabilitation Specialists
Counselor or Rehabilitation Counselor	Counselors and Rehabilitation Specialists
Director of Guidance	Counselors and Rehabilitation Specialists
Employment Coordinator	Counselors and Rehabilitation Specialists
Guidance Counselor	Counselors and Rehabilitation Specialists
Health Assistant	Medical/Nursing Service Staff
Interpreter	Interpreters
Interpreter or Transliterater for the Deaf	Interpreters
Licensed Clinical Professional Counselors	Counselors and Rehabilitation Specialists
Nurse	Medical/Nursing Service Staff
Occupational Therapist	Occupational Therapists
Occupational Therapy Aides	Occupational Therapists
Orientation and Mobility Specialists	Orientation and Mobility Specialists
Other Special Education Services Provider	Counselors and Rehabilitation Specialists
Physical Therapist	Physical Therapists
Physical Therapists Assistant	Physical Therapists
Physician/Doctor	Medical/Nursing Service Staff
Psychometrics/Psychological Ex	Psychologist
Recreation/Therapeutic Recreation Specialist	Physical Education Teachers and Recreation and Therapeutic Recreation Specialists

School Psychologist	Psychologist
School Social Worker	Social Workers
Sign Language Interpreter	Interpreters
Special Education Consultant	Counselors and Rehabilitation Specialists
Speech - Language Pathologist	Speech - Language Pathologist
Speech - Language Pathology Aides and Assistants	Speech - Language Pathologist
Speech & Hearing Clinician	Speech - Language Pathologist

Using NEO to Verify and Certify the Report:

The EF-S-05 Part 2 is in NEO. Personnel with the role of “Special Education Director” or “Local Special Education Administrator” for the Special Education Module may access the report, but only the Special Education Director can certify.

Follow the steps below to access, verify, and certify the reports:

- Go to the NEO Special Education Module at <https://neo.maine.gov/DOE/NEO/specialed>
- Enter your NEO user name and password. If you do not have login information or have trouble logging in, contact the MEDMS Help Desk at 624-6896 or email the helpdesk at MEDMS.Helpdesk@maine.gov.
- Click on the Forms tab at the top of the page and select Special Education FTE Staff Certification (EF-S-05 Part 2).
- The Organizations you are certifying will appear under Reporting Organization.
- After selecting an Organization, you will see a table of the FTEs for special education teachers, paraprofessionals, and related services personnel for the staff snapshot taken in **December, 2020**. To see the individual records of staff members that make up the FTEs in these tables, click on “View Details”. If the FTEs already populated in the tables are not accurate, click on the ‘Edit’ button and provide the correct values in the Modified Staff FTE fields. If modifying the FTEs, use the tab key on your keyboard to move from field to field within the report.
- **Important: If FTEs are modified, click on the ‘Save’ button (at the bottom of the table, beside the ‘Certify and Submit to DOE’ button). Clicking on ‘Certify and Submit to DOE’ before hitting the ‘Save’ button will submit and certify the old, unmodified data.**
- The Special Education Director should verify the FTEs in these tables and ensure that all required updates are made. The final special ed staff FTEs listed in this report should match the special ed staff FTEs that existed on **December 1, 2020**.

- To certify the report, click “Certify and Submit to DOE” at the bottom of the page.

Questions:

For questions regarding the EF-S-05 Part 2, contact Brandi Giguere at brandi.a.giguere@maine.gov or 446-6526. For NEO questions and issues, contact the Help Desk at MEDMS.Helpdesk@maine.gov or 624-6896.