



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

*Individual
Collaborative
Report*

INSTRUCTIONS

Questions concerning this report should be referred to:
**The Massachusetts Department of Elementary and Secondary
Education**
Information Services & Technology/Data Collection
781-338-6824

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INDIVIDUAL COLLABORATIVE REPORT OCTOBER 1, 2009

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TABLE 3

STAFF

1. The information on this table is collected under the authority of state and federal laws, including Mass. General Laws Chapter 69, Section 1A, 1B, and 1I; Chapter 71, Section 37D; Chapter 71A and Chapter 72. It is used for statistical analysis, reporting and planning in relation to Massachusetts' schools and students. Some specific uses are noted under each table.

The Department of Elementary and Secondary Education needs more precise and detailed data on school's staff in order to get an accurate picture of the present supply and demand of educational personnel in Massachusetts and to make reasonable projections of this supply and demand in the future. The information collected on Table 3 will be shared with school systems, colleges, students and job seekers and will contribute to improve educational planning for Massachusetts and the New England Region.

Staff data has limited value for planning purposes unless it is stated in terms of certification category. It does not help to know that there is a shortage of secondary teachers, because no one trains to be a "secondary teacher." But it is important to know if there is a shortage of secondary physics or mathematics teachers.

The new certification regulations, effective as of October 1, 1994, continues to require each school committee to maintain "a list of the names of all staff members whose employment is governed by these regulations. This record shall indicate the role in which each person is employed and the credential he or she holds that authorized such employment" (7.02,22). Any school system with such a record will have a relatively easy time supplying the requested data for this report.

In the past years, special education staff data - which is required for the Massachusetts Comprehensive system for Personnel Development under Public Law 142 and is reported to the federal government - was gathered on a separate report. Because of the expanded format of Table 3, the Local Education Agency Application and Annual Program Plan for Special Education no longer requests information about special education staff patterns.

2. All information should be as of **October 1, 2009**.

3. Observe the following guidelines when completing this table:

a. INCLUDE

- all employees who were on the payroll on October 1;
- employees paid from the revolving school lunch fund, and any other revolving funds;
- both permanent and temporary employees (substitutes in any program should be reported on line 47)
- both full-time and part-time employees;
- student employees;
- school committee members who receive compensation;
- employees on leave;
- Contractors: personnel employed by contractors, or persons paid on a contract basis through school department funds.

b. DO NOT INCLUDE:

- employees who are paid by another municipal agency, even if they work at school. For example, do not include a school nurse who is paid by the Health Department.

4. Employees are to be reported by FULL-TIME EQUIVALENCY. There are several factors taken into account in computing full-time equivalency:

AREA OF RESPONSIBILITY- A full-time employee with responsibility in one area should be counted as 1.0 in that area. A full-time employee with responsibility in more than one area should be counted as a decimal in each area. For example, a teacher with two French classes and four Spanish classes per day should be counted as .3 (two-sixths rounded to the nearest tenth) under French and .7 (four-sixths rounded to the nearest tenth) under Spanish. The same applies to staff that is shared between special education and other programs. For example, a social worker spending two days a week in special education and three days a week with other students should be reported as .4 in Part B and .6 in Part H.

PART-TIME EMPLOYEES - A part-time employee should be entered as a decimal in the appropriate area; compute the decimal by dividing the amount of time worked by the amount of time required for a full-time position. For example: (1) for a teacher employed three hours per day when a full day is considered to be six hours, figure the decimal equivalent of $3/6$ (or 0.5 FTE's), (2) for a teacher employed one day per week, compute the decimal equivalent of $1/5$ (0.2 FTE's).

SCHOOL UNIONS - any staff members who are shared by two or more school systems should be reported as a decimal by each system. For example, a superintendent in charge of two systems would be reported as 0.5 by each.

DO NOT USE FRACTIONS. Use decimals rounded to one decimal place (e.g., round 3.75 to 3.8).

NOTE: WHEN A FULL-TIME EMPLOYEE'S TIME IS DIVIDED UP, THE SUM OF THE DECIMALS SHOULD EQUAL 1.0. USE ASSIGNMENTS AS OF OCTOBER 1, EVEN IF THEY ARE TEMPORARY.

5. **Description of Staff Categories:** - To the right of each line number is a position description and, where a certification category exists for the position, that category's certification code. **EMPLOYEES SHOULD ONLY BE PLACED IN CATEGORIES IN WHICH THEY ACTUALLY HAVE ASSIGNMENTS** - even if they are certified in a number of other categories as well.

Note: categories that do not require certification have no codes next to the position description. In addition, a number of new (1982) categories have been included and identified with an asterisk. If these provide a better match with a person's role, regardless of his or her actual certification, please use these new categories. For example, if a certified business teacher is more appropriately described as a secretarial science teacher (certification code 34 as of 1982), place that employee in the latter category. This will give the department a more accurate picture of actual staffing patterns.

Personnel serving under pre-1951 grandfather clause exemptions, or those with certificates, should be listed under the category which best describes their role. All professional personnel must be listed in one category or another. Substitutes should be placed in the "All Substitutes" category at the bottom of Part A.

Staff categories are presented in three sections: Instructional, Administrative, and Service/Operation/Maintenance.

SECTION I: INSTRUCTIONAL STAFF

There are five parts to this section. Part A includes regular education teachers; related instructional staff such as media specialist, guidance counselors, school psychologists, and librarians; and all substitute teachers regardless of the program(s) in which they are teaching. Part B covers teachers and related staff in special education programs. Part C requests data for all ESL and bilingual program teachers. Each bilingual teacher should be counted either in the elementary, secondary, special education, or occupational education category. If he or she divides time between two or more of these areas, full-time equivalents should reflect the percentage of time spent in each. Part D includes teachers and vocational counselors in occupational education. Part E counts instructional support staff, as described below.

TEACHER AIDES - Staff members who assist teachers or other professional staff members with routine instructional activities.

CLERKS AND SECRETARIES (INSTR.) - Clerks and secretaries who work for teachers or for any of the instructional employees above; includes clerical workers assigned to audiovisual, guidance, library, or psychological staff.

ALL OTHER INSTRUCTIONAL STAFF - All other employees whose duties involve dealing directly with or aiding in the teaching or improving the quality of teaching.

SECTION II: ADMINISTRATIVE STAFF

There are two parts to this section. Part F covers professional administrators, while Part G refers to administrative support staff.

SECTION III: SERVICE, OPERATION AND MAINTENANCE STAFF

This section is also in two parts. In Part H the following positions should be reported.

SOCIAL WORKERS - Professional staff members who assist students with problems involving family, school and community relationships. If these staff is shared with special education, their full-time equivalents in each section should reflect only the amount of time spent in the respective positions.

FOOD SERVICE STAFF - Staff members who prepare and serve food. Do not include clerical workers or aides.

HEALTH STAFF - Professional and technical employees who provide pupils and staff with appropriate medical, dental and nursing services. Includes audiologists, dental hygienists, dentists, nurses, physicians, and therapists. If these staff is serving in special education programs exclusively, they should be reported in Section I, Part B. But if they divide their time between special education and other students, their full-time equivalents should reflect the respective amounts of time involved with each responsibility. Do not include clerical workers or aides.

TRANSPORTATION STAFF - Staff members who are assigned to the conveyance of pupils to and from school. Includes bus drivers, dispatchers and monitors who are paid through school department funds. Do not include clerical workers or aides in this category.

OPERATION AND MAINTENANCE STAFF - All members whose duties involve keeping the physical plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment safe and in good working condition.

AIDES (SERVICE, OPERATION AND MAINTENANCE) - Aides assigned to any of the areas above.

CLERKS AND SECRETARIES (SERVICE, OPERATION AND MAINTENANCE) - Clerks and secretaries assigned to any of the areas above.

ALL OTHER SERVICE, OPERATION AND MAINTENANCE STAFF - All staff members not included in the categories above.

6. **Column Descriptions, Parts A, C through I:**

Column 2: FTE Staff: List here the number of FTE staff employed in each category on October 1, 2009.

Column 3: Bilingual Certification: Use this column to report the number of full-time equivalent staff in each category who have bilingual certificates - even though they may not be functioning as bilingual staff in those categories. Since it is assumed that teachers who are instructing in bilingual programs are certified, this column does not apply to Part C. However, if a teacher is spending, for example, one class per day instructing in a bilingual program but five classes per day teaching Spanish in a regular education program, enter .8 under column 3 in the category for Spanish teachers in Part A. This bilingual certification category is applicable only in Parts A and D in the Instructional Staff sections. In Parts C and E of that section and in Sections II and III it is not included.

Column 4: Bilingual Proficiency: While bilingual certification provides formal recognition of bilingual skills, there may be many employees who possess these skills but have not applied for certification. It is important for the Department to have a better understanding of the actual bilingual skill base among special education staff. This column applies only to Special Education staff in Part E. For all other parts of Section I and in Sections II and III the column is shaded out.

Please report, in full-time equivalents, the number of employees in special education categories who have usable skills in any language other than English - even if they are not using these skills in their special education position.

Columns 5 - 8: Attrition Between 2008-2009 and 2009-2010: For staff reported last year but no longer employed by the school system, report full-time equivalents below the appropriate headings in columns 5 - 7 which describe the circumstances under which they left. If none of these headings is suitable, report the staff under "Other" (Column 8). For example, if a position has been reduced from full-time, enter a .5 in column 8 and attach a brief explanation. For the purposes of this report, employees on leave are not to be considered terminated and should not be counted under attrition.

Column 9: Transferred Within System: Report, in full-time equivalents, any staff who was working in a category on October 2, 2009 but who have been transferred to a different position as of this October. If, for example, a full-time reading teacher last year is now functioning as a full-time elementary teacher, enter 1.0 under column 9 on the line for reading teachers on page 2. Full-time equivalents should also be used to report partial transfers between categories. For example, if a full-time guidance counselor last year is now working part-time in that position and part-time as a history teacher, .5 should be entered in column 9 on the line for guidance counselors. Likewise, for an employee who spent .7 of his/her time as a moderate special needs teacher and .3 as a severe special needs teacher, last year, but this year is now a full-time special education administrator. You must enter .7 under column 9 on the moderate special needs line and .3 on the severe special needs line.

Column 10: FTE Staff Newly Hired 2009-2010: Under this heading indicate the number of full-time equivalent staff in each position category who are employed this October but were not employed last October. Do not consider teachers who were transferred within the system as newly hired.

Column 11: Difficulty Filling Vacancies: It would be helpful to know how much difficulty, in your judgement, was involved in filling any vacancies which you may have advertised for the present school year. Taken together with the rest of the information on this report, this column will help identify the fields in which demand for teachers are the greatest, as well as those in which it is saturated. Please choose one of the following responses and enter the letter code in column 11.

Compared to the amount of effort usually required to hire an employee, this position was:

- A. extremely difficult to fill;
- B. more difficult than usual to fill;
- C. about average in difficulty;
- D. easier than usual to fill;
- E. extremely easy to fill.

7. Column Descriptions, Part B Special Education

Column 2: FTE Staff 2008-2009: List here the number of full time equivalent staff employed in each category on October 1, 2009.

Column 3: Headcount: Refers to actual number of persons on staff employed in each category on October 1, 2009.

Column 4: Bilingual Certification: Use this column to report the number of persons on staff in each category who have bilingual certificates - even though they may not be functioning as bilingual staff in those categories.

Column 5: Bilingual Proficiency: Please report the number of employees in special education categories who have usable skills in any language other than English - even if they are not using these skills in their special education position. Since bilingual certified staff is obviously proficient, they should be included in column 5 wherever they appear in column 4.

Column 6: Funded Vacancies, FTE: Please report the number of full-time equivalent positions in special education categories which have been funded but not filled on October 1, 2009.

Column 7: Funded Vacancies, Headcount: Please report the number of persons needed to fill the positions reported in column 6.

Column 8: Funded Vacancies, Bilingual: Please check here if you are seeking bilingual staff to fill the position(s) reported in column 6.