## Common Core of Data’s (CCD) Definitions of Staff Categories:

The definitions below align with the Common Core of Data’s (CCD) definitions of staff categories.

### Instructional Staff

**Teacher, Adult:** Teachers of an OSSE-approved adult education program, regardless of the age of the students.

**Teacher, Elementary:** Classify a teacher who teaches grades 1 through 6 as an elementary teacher. If a grade 6 teacher is in a middle school, they may be listed as a secondary teacher. However, a middle school that includes grades 4 or 5 must add additional rows to classify teachers of students in those grades as elementary teachers. Teachers who teach multiple grades in an elementary school that includes Kindergarten and Pre-K must also be separated out based upon the time spent teaching specific grade spans. All schools that serve students in grades 1-5 are required to report having elementary teachers.

**EXCLUDE** pre-kindergarten and kindergarten teachers from this count.

**Teacher, Kindergarten**: Teachers of a group or class that is part of a public school program and is taught during the year preceding first grade. All schools that serve kindergarten students are required to report having kindergarten teachers.

**Teacher, Pre-kindergarten:** Teachers of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten. All schools that serve Pre-kindergarten students are required to report having Pre-kindergarten teachers.

**INCLUDE** teachers of Head Start students if Head Start is part of an authorized public education program of an LEA.

**Teacher, Secondary:** Classify a teacher who teaches grades 7 through 12 as a secondary teacher. If a sixth grade teacher is in a middle school, they may be listed as a secondary teacher. However, a middle school that includes grades 4 or 5 must add additional rows to classify teachers of students in those grades as elementary teachers.

**Paraprofessionals - (General Education or Special Education):** Staff members assigned to assist a teacher with routine activities associated with teaching i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment and clerking.

**INCLUDE** tutors if the position does not require teaching credentials; only paid staff, whether direct hire or contracted staff.

**EXCLUDE** volunteer aides and vacant positions.

**Librarians/Media Specialists:** Professional staff member or supervisors assigned specific duties and school time for professional library services activities. Professional library service activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

**Library/Media Support Staff**: Staff member who renders other professional library and media services. Duties of these staff members include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

**INCLUDE** library aides and those involved in library/media support.

### Administrative Staff

**LEA Administrators**: Chief executive officers of education agencies.

**INCLUDE** superintendents, deputies, and assistant superintendents; other persons with district- wide responsibilities; e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, or supervisors of transportation, food services, or security.

**EXCLUDE** supervisors of instructional coordinators, supervisors of guidance counselors, and supervisors of student support staff. Staff are reported under “student support services staff.”

**Instructional Coordinators and Supervisors**: This includes curriculum specialists and master teachers. Staff supervising instructional programs at the school district or sub-district level.

**INCLUDE** supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators or supervisors and in-service training staff, including teacher mentors; Title I coordinators and home economics supervisors; and supervisory staff engaged in development of computer-assisted instruction

**EXCLUDE** school-based department chairpersons (these individuals are reported under “school administrator.”)

**LEA Administrative Support Staff:** Staff member who provides direct support to LEA administrators, business office support, data processing, secretarial, and other clerical staff, staff implementing software solutions and staff who provide hardware and software maintenance and data user support.

**School Administrators**: Staff members whose activities are concerned with directing and managing the operation of a particular school.

**INCLUDE** Principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

**School Administrative Support Staff:** Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons.

**INCLUDE** clerical staff and secretaries.

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### Support Staff

**School Counselors/Directors, Elementary (Grades PS-6)**: Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students’ abilities and assisting students in career and personal development. Classify a counselor who works with students in grades pre-K through sixth as an elementary guidance counselor. If a counselor works in a middle school that includes grade 6, that person may be included as a secondary counselor.

**School Counselors/Directors, Secondary (Grades 7-12)**: Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students’ abilities and assisting students in career and personal development. Classify a counselor who works with students in grades 7th-12th grades as a secondary guidance counselor. If a counselor works in a middle school that includes 6th grade, that person may be included as a secondary counselor.

**School Counselors/Directors**: Supervisors and directors of professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students’ abilities and assisting students in career and personal development.

### The following support staff may work specifically, or exclusively with students with disabilities.

**Special Education Support Staff, Audiologists** provide the following services to students with disabilities:

* Identification of students 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 students, parents, and teachers regarding hearing loss; and
* Determination of the students’ needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

**Special Education Support Staff, Counselors/Rehabilitation Counselors** provide the following services to students 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.
* Provides vocational rehabilitation services to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

**Special Education Support Staff, Interpreters** provide services to students, who are deaf or hard of hearing, including:

* Oral transliteration services
* Cued language transliteration services
* Sign language interpreting services

**Special Education Support Staff, Medical/Nursing** personnel provide 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).

**Special Education Support Staff, Occupational Therapists** provide the following services to students 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/ or
* Preventing, through early intervention, initial or further impairment or loss of function.

**Special Education Support Staff, Orientation and Mobility Specialists** personnel provide orientation and mobility services including:

* Providing services 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/ or
* Teaching students the following, as appropriate:
	1. 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);
	2. 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;
	3. To understand and use remaining vision and distance low vision aids; and
	4. Other concepts, techniques, and tools.

**Special Education Support Staff, Physical Therapists** provide the following services to students with disabilities:

* Screening, evaluation, and assessment of students 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/ or
* Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

**Special Education Support Staff, Psychologists** provide the following services to students 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 students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
* Planning and managing a program of psychological services, including psychological counseling for students and parents; and/ or
* Assisting in developing positive behavioral intervention strategies.

**Special Education Support Staff, Physical Education Teachers and Recreation, and Therapeutic Recreation Specialists** provide the following services to students with disabilities as a related service (this category is not for general physical education teachers, which should be categorized as teachers based on the grade span served):

* Special physical education, adaptive physical education, movement education, or motor development to students with disabilities; and/or
* Assessment of leisure function;
* Therapeutic recreation services, including art therapy;
* Recreation programs in schools and community agencies; and
* Leisure education.

**Special Education Support Staff, Social Workers** provide the following services to students with disabilities (general social workers should be classified as student support staff):

* 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
* Assisting in developing positive behavioral intervention strategies

**Special Education Support Staff, Speech-language Pathologists** provide the following services to students:

* Identification of students 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/ or
* Counseling and guidance of parents, students, and teachers regarding speech and language impairments.

**Student Support Staff:** Professional staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct students.

**INCLUDE** attendance officers; coaches, athletic advisors, and athletic trainers if position does not require teaching credentials.

**Support Staff, Other:** Any other support staff not defined above support staff not reported in instructional or student support.

**INCLUDE** equipment maintenance, bus drivers, security, and food service workers.