

District of Columbia
Office of the State Superintendent of Education



Faculty and Staff Roster

Instruction Guide

School Year 2015-2016

Due Date: December 2, 2015

Division of Data, Accountability, and Research
November 2015

Table of Contents

I.	Introduction and Purpose	3
II.	Process Flow Diagram for Data Collection	3
III.	What’s New This Year? Changes from Previous Data Collections	3
IV.	Which Faculty and Staff do LEAs Report?	4
V.	Which Faculty and Staff to Exclude?	4
VI.	Determining Federal Faculty and Staff Roles.....	4
A.	Teachers.....	4
B.	Paraprofessionals.....	5
C.	Special Education Support Staff.....	5
D.	General Education Support Staff	5
E.	Administrators.....	6
VII.	Calculating Full Time Equivalent Percentages	6
VIII.	Splitting the FTE into Various Roles	6
IX.	Employees at Multiple Schools	6
X.	Frequently Asked Questions.....	7
XI.	Data Elements on the Template	8
XII.	QuickBase Application	10
XIII.	Glossary	12
XIV.	Contact Information for the Faculty and Staff Data Collection.....	19

I. Introduction and Purpose

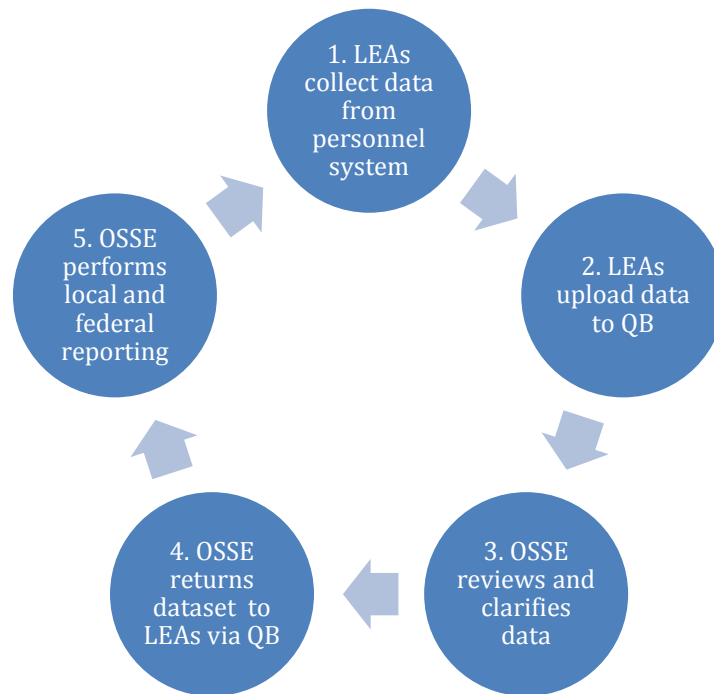
The U.S. Department of Education requires the annual collection of faculty and staff data. The Department of Education uses this data primarily for the Non-Fiscal Surveys of the Common Core of Data. Other offices as well as local departments of education use this data for reporting requirements.

LEAs will receive a spreadsheet via email by November 2, 2015 that they must complete and upload to the “Faculty and Staff” QuickBase application by December 2, 2015.

This data collection pertains to school and LEA SY15-16 rosters of faculty and staff, their titles, and full-time equivalent percentages. This list of employees will become the basis for other reports on teachers, principals, teaching assistants, and support staff.

This data collection runs from November 2, 2015 through December 2, 2015

II. Process Flow Diagram for Data Collection



III. What’s New This Year? Changes from Previous Data Collections

A. District of Columbia Staffing Collaborative

To assist LEAs with meeting the goal of attracting and retaining excellent teachers, OSSE is offering a voluntary collaborative of LEAs that will partner with a research organization to collect and analyze information on teacher pipelines and the retention of great teachers. To reduce the administrative burden, LEAs who will

participate in this project will only report staffing data to the research partner, and will be released from other staffing reporting requirements for OSSE in the rest of 2015-2016 as well as in the following years of the project.

If you are interested in participating or hearing more, please contact Etai Mizrav, Manager of Education Policy and Compliance at 202-727-3666 or etai.mizrav@dc.gov.

B. Data Collection Template Formatting

The template provided to LEAs for inputting data will no longer permit the renaming, removing, or altering of the worksheets.

C. Changes to Staffing Definitions

The definitions for Paraprofessionals and Teachers, ungraded, were revised.

IV. Which Faculty and Staff do LEAs Report?

Report all teachers and non-instructional staff in LEAs and schools filled by direct hire or by contracting. For questions on reporting substitutes and contractors, see [Section X. Questions](#).

V. Which Faculty and Staff to Exclude?

- Volunteers;
- Short-term substitute teachers; and
- Vacant positions

Do not report an occasional role filled by administrative staff as a substitute. **However**, if an administrative employee routinely teaches a class, they would have a secondary role as a teacher.

VI. Determining Federal Faculty and Staff Roles

LEAs are asked to align the employee's title with the following federal roles: Teacher, Paraprofessional, Support Staff, or Administrative personnel. Using the employee's title, the LEA will determine which federal role is appropriate. The LEA will need to list the faculty or staff's title, the percentage of time spent in that title, and their federal role for each title.

A list of the federal faculty and staff roles are included on the collection template.

A. Teachers

Teachers are separated into the categories below. If a teacher is a bilingual teacher, list by specialty or age group. List a teacher as Special Education or ESL if that is their primary role, regardless of whether they assist in an inclusion model or have a self-contained classroom and regardless of the grade they teach.

Note: For teachers, LEAs will need to know which grades or subjects they teach, in order to determine their role. See the Glossary for definitions of each federal role.

Teacher, Adults
Teacher, Elementary
Teacher, ESL
Teacher, Kindergarten
Teacher, Pre-Kindergarten
Teacher, Secondary
Teacher, Special Education
Teacher, Ungraded

B. Paraprofessionals

Paraprofessionals are assigned to assist a teacher with routine activities associated with teaching and are either instructional or non-instructional. If the Paraprofessional works with both General and Special Education students, divide their FTE percentage accordingly.

General Ed Instructional Parapro
Special Ed Instructional Parapro
Non-Instructional Parapro

C. Special Education Support Staff

Support staff or service providers may support Special Education students or General Education students. Divide support staff's FTE percentages accordingly and report their roles as follows:

SpEd Support Staff, Audiologist
SpEd Support Staff, Counselor/Rehabilitation Counselor
SpEd Support Staff, Interpreter
SpEd Support Staff, Medical
SpEd Support Staff, Occupational Therapist
SpEd Support Staff, Orientation/Mobility Specialist
SpEd Support Staff, Physical Therapist
SpEd Support Staff, Psychologist
SpEd Support Staff, Recreation and Therapeutic Recreation Specialists
SpEd Support Staff, Social Worker
SpEd Support Staff, Speech-Language Pathologists

D. General Education Support Staff

General Education Support Staff roles are considered:

Guidance Counselors
LEA Administrative Support Staff
Librarians
Library/Media Support Staff
School Administrative Support Staff
Student Support Staff
Other Support Staff

E. Administrators

At the School or LEA level, administrative staff typically performs leadership roles as listed below:

Instructional Coordinators and Supervisors

LEA Administrators

School Administrators

VII. Calculating Full Time Equivalent Percentages

LEAs are to report employees in terms of FTE percentages for each role at each school. If an employee has only one role, then the FTE percentage will be 100% if they are employed full-time. The FTE percentage will be less than 100% for part-time staff. The FTE is based on the amount of hours out of a given work day that a teacher spends in a given role.

The FTE percentage *may* go over 100% if the employee routinely works overtime or if a LEA uses 100% for a 9-month schedule and the employee works a summer schedule.

Examples:

If a teacher works 3 hours out of an 6 hour work day her FTE percent is = 50%

If a teacher works 2 hours out of an 6 hour work day his FTE percent is = 33%

VIII. Splitting the FTE into Various Roles

An employee will divide their time between roles at each school. For example, if a teacher is classified as both a Pre-Kindergarten teacher and an Elementary Teacher, determine how much contact time is spent with each group, in order to determine the FTE for each role (for example, 50% each; or possibly 30% and 70%), see the example below.

School, Site, LEA, Provider Info				Staff Member Information										Roles and FTE Percentages			
LEA Code	LEA Name	School Code	School Name	Last Name	First Name	Middle Name	Suffix	Alias or Maiden Name	Local Staff ID	SSN	DOB	Ethnicity	Race	Gender	Employee's Title	Federal Role	FTE Percentage
9473	OSSE Sample LEA 947321	OSSE Sample School	Christian	Doreen	R				OSSE12345	22222222	12/29/1943	Not Hispanic	White	F	Teacher	Teacher, Secondary	100%
9473	OSSE Sample LEA NONE	Central Office	Lara	Clem	P				OSSE43778	44444444	1/5/1956	Not Hispanic	American Indian	M	IT and Data analysis	LEA Administrators	100%
9473	OSSE Sample LEA 947321	OSSE Sample School	Smith	Jane	Q			Benson	OSSE23476	55555555	12/12/1960	Hispanic	Multiracial	F	Special Ed Teacher	Teacher, Special Edu	100%
9473	OSSE Sample LEA 947321	OSSE Sample School	Doe	John					OSSE94723	66666666	9/9/1999	Not Hispanic	Black	M	Math Teacher	Teacher, Secondary	70%
9473	OSSE Sample LEA 947321	OSSE Sample School	Doe	John					OSSE94723	66666666	9/9/1999	Not Hispanic	Black	M	Curriculum Develop	Instructional Coordin	30%
9473	OSSE Sample LEA 947321	OSSE Sample School	Page	Hannah					OSSE92347	33333333	8/1/1970	Not Hispanic	White	F	Kindergarten Teac	Teacher, Kindergarte	50%
9473	OSSE Sample LEA 947321	OSSE Sample School	Page	Hannah					OSSE92347	33333333	8/1/1970	Not Hispanic	White	F	PreK Teacher	Teacher, Pre-Kindergi	50%

A teacher may also serve as an Administrator. For example, a Curriculum Specialist or a Master Teacher may work administratively without a classroom part of the time, and have classroom responsibilities for part of the time. The FTE percentages will be split among the roles at the school.

IX. Employees at Multiple Schools

If an employee works at more than one school, enter one line item per school. Split the FTE percentage to divide the time spent at each school (for example, 50/50 or 60/40). The employee may have any number of roles at each school.

The employee's total FTE percentages will not normally exceed 100% unless they have been hired for more than half time at more than one school. Report a staff member at each school, on a different row in the template. If you have split the FTE within the school, list them as many times as is necessary to account for their roles and total FTE percentage. Be consistent with the spelling of staff member's names.

X. Frequently Asked Questions

What if there is no OSSE code for the school? If a staff member works only at the main office and there is no OSSE code for the building, please enter *Central Office*. For home or hospital teachers, please input *Home*. For transient teachers, please input *Transient*. If a staff member teaches an online class, please report the school code responsible for the online class.

What if a staff member works at more than one LEA? Each LEA will report their portion of the staff member's time.

Do we report substitute teachers? Maybe, only report a long-term substitute teacher. A long-term substitute is defined as one that works for four weeks or longer.

Do we report contractors? Include contracted staff for work that is considered part of the regular operations.

INCLUDE individuals who contract directly with a school district; this is not limited to cases in which the individual receives retirement and other benefits from the district or state. Examples may include bus drivers, school nurses, psychologists, physical therapists. Include staff employed by another entity that is contracted to provide work that can be considered part of the district's regular operations. These staff work within the district but are employees of the entity with which the district contracts. The district does not pay retirement or other benefits. Examples may include staff of the school, school security personnel provided by a private firm, or charter school teachers who are employees of a charter school operator.

EXCLUDE employees of contractors who provide a non-regular service; these are staff furnished by the contractor, on- or off-site, to provide the service. Examples may include carpenters, electricians, etc. working for a firm hired to refurbish a school building, or cooks and truck drivers who prepare and deliver meals once a week to schools under a contract with a food-service firm.

The distinction between staff reported and not reported is whether the service is part of the district's regular operation or if it is a non-regular service. For example, if a district contracts with a company for a school bus driving service (where the buses are used regularly), the drivers should be reported. If a district contracts with a company for lunchroom services onsite, the food servers who serve the students on daily basis should be reported as well. Employees of a construction company hired to build an addition to the school should not be reported.

XI. Data Elements on the Template

Data Element	Definition	Permitted Values	Required
School, Site, LEA Provider Info			
LEA Code	The 3- or 4-digit code assigned to the LEA by OSSE	See the list of codes contained in a separate tab in the template.	Y
LEA Name	The name of your Local Education Agency		Y
School Code	The 3- or 4-digit code assigned to the school by OSSE	See the list of codes contained in a separate tab in the template.	Y
School Name	The name of your school		Y
Staff Member Information			
Last Name	The staff member's last name	Ensure consistent and accurate spelling of staff and faculty names	Y
First Name	The staff member's first name	Ensure consistent and accurate spelling of staff and faculty names	Y
Middle Name	The staff member's middle name	Ensure consistent and accurate spelling of staff and faculty names	N
Suffix	Jr., Sr., III, etc.		N
Alias or Maiden Name	Alternate last name used by the staff member		N
Local Staff ID	The ID assigned to your staff member by your internal system.	Please refer to local staff IDs assigned in prior years. OSSE can provide them to you upon request. If you do not assign Local Staff IDs, please contact OSSE for instructions.	Y
SSN	The staff member's social security number.	Optional – this is extremely helpful as an identifier to avoid duplication of identities. It is not required.	N
DOB	The staff member's date of birth.	Format MM/DD/YYYY	Y
Ethnicity	The staff member's ethnicity.	Hispanic or Not Hispanic	Y
Race	The staff member's race.	Asian Black White Native Hawaiian/Other Pacific Islander American Indian/Alaska Native Multiracial	Y
Gender	The staff member's gender.	M, F	Y

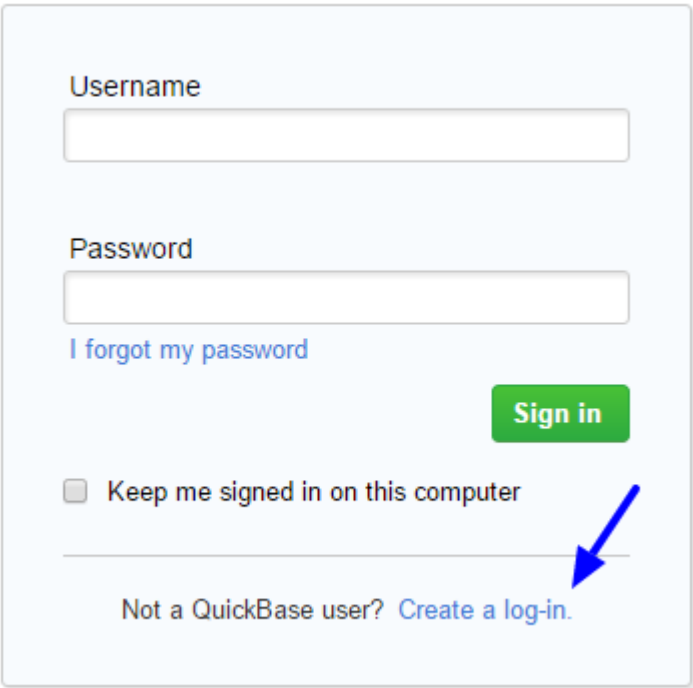
Faculty and Staff Roster Instructions

Data Element	Definition	Permitted Values	Required
Roles and FTE Percentages			
LEA's Employee's Title	The employee's title as used by the LEA	Examples: Principal, English Teacher, Bus Driver, Data Manager, Admin Assistant, Counselor	Y
FTE Percentage	The amount of time the staff member spends in performance of a role.	Percentage, less than or equal to 100%.	Y
Federal Role	Determine the staff member's federal role based on their status as teacher, admin, paraprofessional, support staff, or SpEd support staff. Then determine the role based on subject taught or grades taught.	Instructional Coordinators and Supervisors LEA Administrators School Administrators Instructional Parapro, General Ed Instructional Parapro, SpEd Non-Instructional Parapro SpEd Support Staff, Audiologist SpEd Support Staff, Counselor / Rehabilitation Counselor SpEd Support Staff, Interpreter SpEd Support Staff, Medical SpEd Support Staff, Occupational Therapist SpEd Support Staff, Orientation/Mobility Specialist SpEd Support Staff, Physical Therapist SpEd Support Staff, Psychologist SpEd Support Staff, Recreation and Therapeutic Recreation Specialist SpEd Support Staff, Social Worker SpEd Support Staff, Speech-Language Pathologist Guidance Counselors LEA Administrative Support Staff Librarians Library/Media Support Staff Other Support Staff School Administrative Staff School Administrative Support Staff Student Support Staff Teacher, Adults Teacher, Elementary Teacher, ESL Teacher, Kindergarten Teacher, Pre-Kindergarten Teacher, Secondary Teacher, Special Education Teacher, Ungraded	Y
Staff Member's total FTE at this facility	Total full-time equivalence for the staff member at the facility.	The total of all roles will not usually exceed 100% unless the employee routinely works more than one position. The number will be less than 100% if the staff member is employed part-time.	Y

XII. QuickBase Application

Completed spreadsheets are to be uploaded to QuickBase. To access QuickBase, see the instructions below:

1. Log-in to [QuickBase at https://octo.quickbase.com](https://octo.quickbase.com) with your username and password



Username

Password

[I forgot my password](#)

Sign in

Keep me signed in on this computer

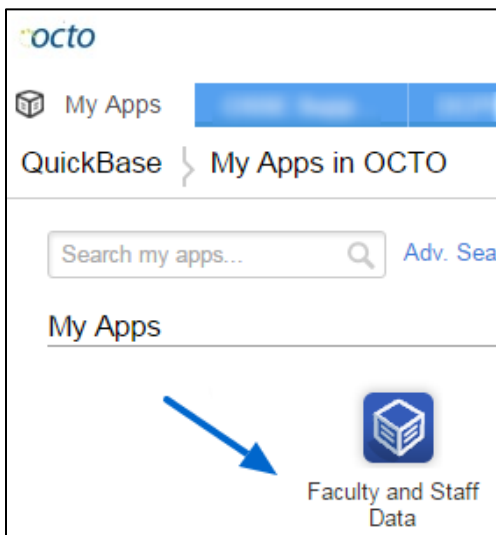
Not a QuickBase user? [Create a log-in.](#)

Data Confidentiality

In accordance with OSSE policy, data gathered through this collection are stored in OSSE databases. Faculty and staff data are not currently displayed in SLED. Social security numbers are used for identification purposes only.

To keep sensitive faculty and staff data confidential, do **not** email the spreadsheet to OSSE staff.

2. Once logged-in, click on the “**Faculty and Staff Data**” app



Click on the Edit icon, represented by a pencil icon to the left of the record



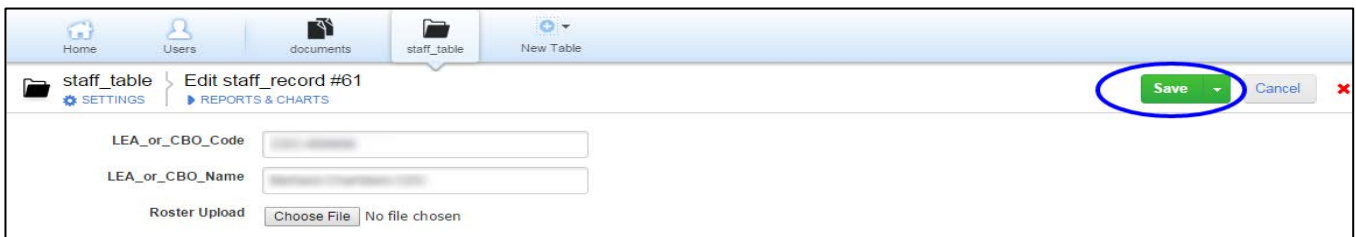
Click "Choose File" next to "Roster Upload"



Browse through your system to identify the file to upload and then click on that file

Click "Open" or double-click on the file name

Click "Save" (the record should now appear for your review)



XIII. Glossary

Class	A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time.
Core Academic Subjects	Core academic subjects are English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. OSSE includes Art, Music and Drama as Art core subjects. For Highly Qualified status of teachers, ESL and Special Education are treated as if they are core subjects; however, they are separate categories.
Full Time Equivalent (FTE)	<p>The amount of time the staff member spends in performance of a role. FTE should be counted in percentages. For example, if a teaching position is filled by four people, each working the same amount of time, each person would count as 25% FTE.</p> <p>If a staff member has more than one assignment, count the staff member in terms of the assignments. For example, if a school staff member worked three-quarters of the time as a teacher, and one-quarter of the time as a librarian, he or she would be counted as a 75% teacher FTE and a 25% librarian FTE.</p> <p>If a teacher works part of their time with children with disabilities (IDEA) and part of their time with children without disabilities, divide the FTE proportionally between their Special Ed role and General Ed role.</p>
HQT determination, more than one teacher per class	The teacher of record is the person who must be highly qualified. If a class is taught by a non-highly qualified teacher with the assistance of a high qualified consultative teacher, report the class as not taught by a highly qualified teacher
Short-term substitute teacher	A teacher employed for less than four weeks.
Teacher of record	An educator who provides instruction and evaluation that result in a student's recorded course grade.

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.

Administrative

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 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."

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.

Paraprofessionals:

Revised! Paraprofessionals/Instructional Aides: 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

General Education Instructional Paraprofessional: Assistant teacher who performs routine activities associated with teaching students in general education

Non-Instructional Paraprofessional: Assistant teacher who assists general education or special education students, and does not perform routine activities associated with teaching

Special Education Instructional Paraprofessional: Assistant teacher who performs routine activities associated with teaching students with disabilities according to IDEA

Special Education Service Providers or Support Staff

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.

Counselors and rehabilitation counselors 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.

Interpreters provide services to children, who are deaf or hard of hearing, including:

- Oral transliteration services;
- Cued language transliteration services; and
- Sign language interpreting services.

Medical/Nursing Staff 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).

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.

Orientation and Mobility Specialists personnel 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:
 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.

Physical Education Teachers, Recreation, and Therapeutic Recreation Specialists 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.

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.

Psychologists 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.

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.

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

Other Support Staff (General Education):

Guidance Counselor: 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 state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

INCLUDE supervisors and directors of guidance programs.

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.

Librarians: 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.

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.

Student Support Services 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; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff; 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 employees such as plant and equipment maintenance, bus drivers, security, and food service workers.

Teachers

Teacher, Adult: Teachers of an adult education program, regardless of the age of the students

Teacher, Elementary: Teachers of general level instruction classified by state and local practice as elementary and composed of any span of grades not above grade 8.

EXCLUDE pre-kindergarten and kindergarten teachers from this count.

OSSE categorizes grades 1-6 as Elementary, and above 6 as Secondary. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade.

Teacher, Special Ed: Special education teachers are teachers contracted or employed to provide special education to children with disabilities (IDEA). This includes preschool teachers, itinerant/consulting teachers, and home/hospital teachers.

Teacher, Home or Hospital: See Teacher: Special Ed

Teacher, Infants and Toddlers: Teachers of a group or class that is part of a public school program that is taught for children aged 0 through 2.

Teacher, Itinerant or Consulting: See Teacher: Special Ed

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.

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.

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

Teacher, Secondary: Teachers of a general level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

OSSE categorizes grades 1-6 as Elementary, and above 6 as Secondary. If you have questions, please contact OSSE. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade.

Revised! Teacher, Ungraded: Teachers of a group or class that is not organized on the basis of grade grouping and has no standard grade designation.

XIV. Contact Information for the Faculty and Staff Data Collection

If you need assistance with QuickBase, or with the data elements and processes for this data collection, please contact

Data Elements and Processes

Division of Data, Accountability, and Research

Leah Diggs Gnatiko, Paralegal Specialist

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Division of Data, Accountability, and Research

Dr. Karmen Rouland, Director

Karmen.rouland@dc.gov

If you are interested in participating in the staffing collaborative, please contact

DC Data Staffing Collaborative

Education Policy and Compliance

[Etai Mizray](#), Manager