

District of Columbia
Office of the State Superintendent of Education



FACULTY AND STAFF
HIGHLY QUALIFIED CLAIMS
DATA COLLECTION INSTRUCTIONS

2015-16
School Year

Division of Data, Accountability, and Research

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OSSE’s Division of the Chief Information Office adheres to all Office of the Chief Technology Officer (OCTO) policies and procedures for data security.

Do not email sensitive data to OSSE Staff. Please upload or download your data using the “Faculty and Staff” QuickBase application.

Contact Information for the Highly Qualified Claims 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

Leah.Diggs-Gnatiko@dc.gov

Division of Data, Accountability, and Research

Dr. Karmen Rouland, Director

Karmen.Rouland@dc.gov

If you need assistance with making **Highly Qualified determinations**, please contact

OSSE's Educator Quality and Effectiveness, Teaching and Learning Unit at

osse.hqtinfo@dc.gov

If you are interested in participating in the **Staffing Collaborative**, please contact

DC Data Staffing Collaborative

Education Policy and Compliance

[Etai Mizrav](#), Manager

Purpose

The Office of the State Superintendent of Education (OSSE) is required to collect data on highly qualified teachers, assistant teachers, paraprofessionals, and special education support staff to satisfy federal and District of Columbia reporting requirements.

A local education agency (LEA) must determine the Highly Qualified (HQ) status for teachers, paraprofessionals, and special education support staff within their schools; including teachers of adult students and pre-Kindergarten. Although teachers of adult students are not federally reported, they are reported within the District of Columbia.

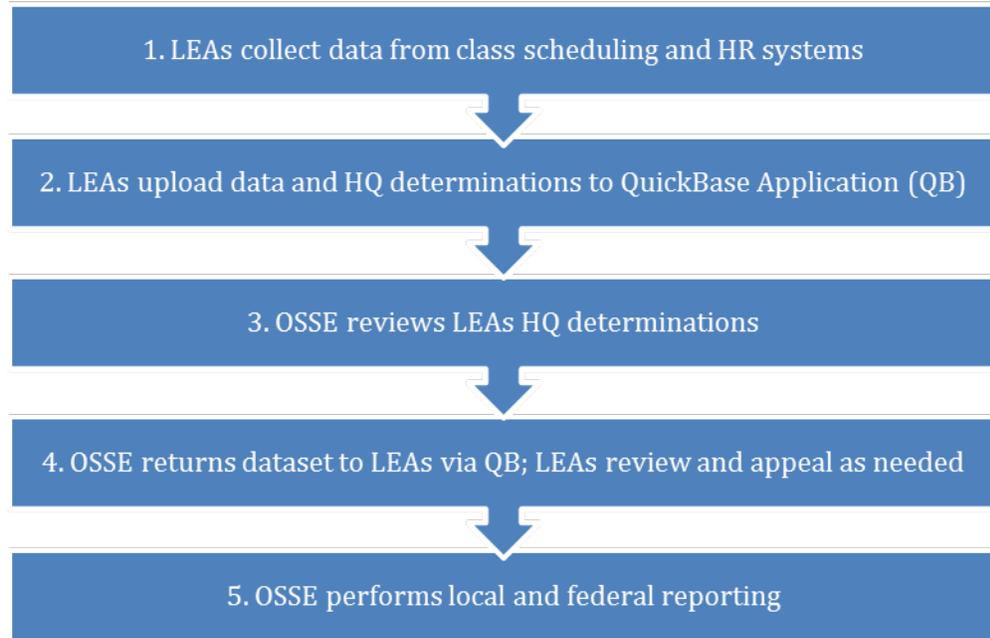
This data collection combines several federal and local reporting requirements. Below is a list of some of the reports that OSSE prepares with the data:

- Teacher Quality in Elementary and Secondary
- Classes taught by Highly Qualified Teachers
- Highly Qualified Teacher Ratios
- Special Education Staff: Teachers, Paraprofessionals, Special Education Support Staff
- Teacher and Principal Preparation Program
- District and School Report Cards

Some of these reports are displayed on LearnDC.org, DC's "report card" site. Learn DC currently shows the percent of courses taught by highly qualified teachers (and the percent not taught by highly qualified teachers), as well as teacher educational attainment levels, at the state, LEA and school levels

This data collection runs from Jan. 11, 2016 through Feb. 11, 2016.

Process Overview



Changes from Previous Years

A. District of Columbia Staffing Collaborative

To assist LEAs with 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 participate in this project will only report staffing data to the research partner, and will be released from other staffing reporting requirements for OSSE for the rest of the 2015-16 school year as well as subsequent 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.

Please also be aware that while this specific collection is still a requirement for the 2015-16 school year, it will not be required next school year and beyond because of changes in connection with the recently enacted Every Student Succeeds Act (ESSA). We will share information about any future reporting requirements on teacher qualifications as soon as it becomes available.

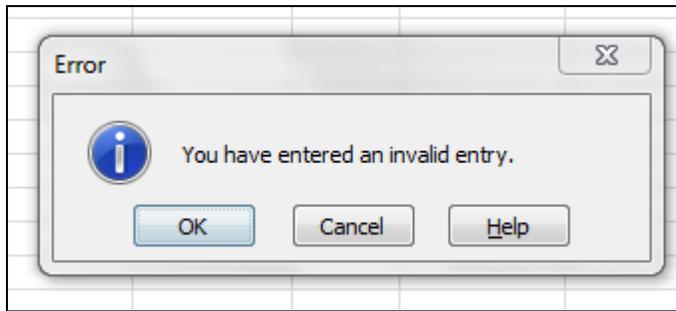
B. HQ Determinations

In previous years, LEAs completed the template and OSSE made the initial HQ determination. However, in order to keep this report consistent with other data collection requirements, LEAs will make the initial HQ determination for their teachers, paraprofessionals, and special education service providers. OSSE will verify these determinations and will contact LEAs regarding any anomalies.

C. Data Collection Template: Formatting & Mapping

This year, OSSE modified the template to restrict the inputting of invalid data, renaming, removing, or altering of the worksheets.

- Several columns (i.e. Federal Roles (Column Q), have restrictions on the data that may be entered. If an LEA inputs an invalid entry, the pop-up box below will appear.



- All columns on the template are required for data entry; to assist LEAs in providing all of the data necessary for making HQ determinations, the template will automatically highlight cells once data is entered.

Examples:

- Once a school name is entered into the template, columns Q, R, W, X, Y, and Z are highlighted.

D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
School Name	Last Name	First Name	Middle Name	Suffix	Alias or Maiden Name	Local Staff ID	SSN	DOB	Ethnicity	Race	Gender	Title Assigned by LEA	Federal Role	Teacher of Record	Class Section ID	Class Name	Class Subject Taught in this section	Grade(s)	Curriculum	Core Class	HQ Rules Used	Proof of Knowledge of Subject Matter
School																						

- When an LEA inputs “Applicable Bachelor’s Degree (or Higher)” in the Proof of Knowledge column, Bachelor’s Year, Intuition and Major are highlighted as a reminder to the LEA to input this information.

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Z	AA	AB	AC	AD	AE	AF	AG	AH	AI
Proof of Knowledge of Subject Matter	Years exp or year began	Years at LEA or year	Years at school or year	Associat e's Year Award	Associat e's Instituti	Associat e's Major	Bachelor 's Year Award	Bachelor 's Institu	Bachelor 's Major
APPLICABLE BACHELOR'S DEGREE (OR HIGHER)									

- Drop down menus are provided for “Teacher of Record” (Column R), “Curriculum” (Column W), “HQ Rules Used” (Column Y), and “Proof of Knowledge of Subject Matter” (Column Z).
- “Core Class Indicator” (Column X) will auto-populate based on “Curriculum” (Column W).

Which Staff Do LEAs Report?

This data collection requires information on the following roles as of the LEAs data retrieval in January 2016.

- Teachers
- Paraprofessionals
- Special Education Support Staff

LEAs should include both **employees** and **contractors**, and report the same information for contractors as employees. If an LEA hires a **contracting firm** to perform certain duties, and does not pay the contractor directly, do not report them. For more information on contractors, see Frequently Asked Questions.

Include **virtual classrooms** if applicable.

Long-term substitutes are defined as being in the classroom for four weeks or longer and are reported as teachers. For more information on substitute teachers, see Frequently Asked Questions.

Definition of Roles per Federal Reporting Guidelines

The following roles are the only acceptable values under Column (Q), “Federal Role.”

- Instructional Paraprofessional, General Ed
- Instructional Paraprofessional, Special Ed
- Non-Instructional Paraprofessional
- SpEd Support Staff, Audiologist
- SpEd Support Staff, Counselor / Rehabilitation Counselor
- SpEd Support Staff, Interpreter
- SpEd Support Staff, Medical/Nursing Staff
- SpEd Support Staff, Occupational Therapist

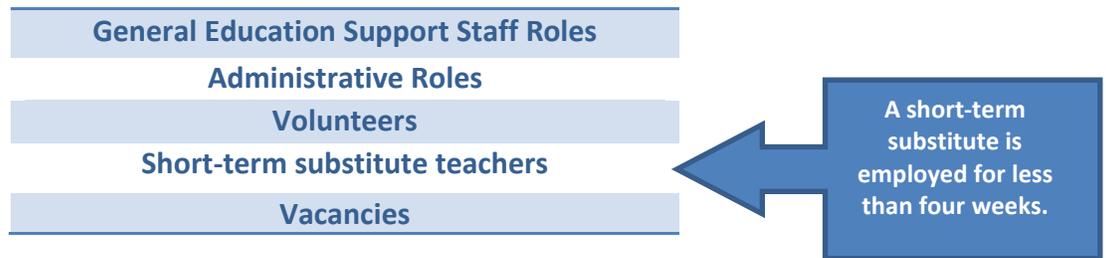
- SpEd Support Staff, Orientation/Mobility Specialist
- SpEd Support Staff, Physical Education Teachers and Recreation and Therapeutic Recreation Specialists
- SpEd Support Staff, Physical Therapist
- SpEd Support Staff, Psychologist
- SpEd Support Staff, Social Worker
- SpEd Support Staff, Speech-Language Pathologists
- Teacher, Pre-Kindergarten
- Teacher, Kindergarten
- Teacher, Elementary
- Teacher, Secondary
- Teacher, Ungraded
- Teacher, Adults
- Teacher, Special Education
- Teacher, ESL

If an LEA consists of only one school, please use the LEA roles rather than the school roles.

For information on staff roles see Appendix A: Common Core of Data’s Definitions of Staff Categories.

Which Staff Do LEAs Exclude?

For class assignments and highly qualified status, exclude the roles listed below:



If an LEA hires a **contracting firm** to perform certain duties, and does not pay the contractor directly, do not report them.

Highly Qualified Status Determination

LEAs will determine the Highly Qualified status of its staff according to Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB) rules. The status is assigned at the class level; it is determined using a combination of role, curriculum, employee’s education level, licensure, and knowledge of the subject matter. OSSE has developed a guide to provide assistance to LEAs in meeting the highly qualified requirements for teachers and paraprofessionals outlined in the Elementary Secondary

Education Act (ESEA), as amended by No Child Left Behind (NCLB). The guidebook can be found at <http://osse.dc.gov/publication/sy-2014-2015-highly-qualified-resource-guidebook>.

OSSE Data Policy

Per [OSSE's data policy](#), LEAs are required to maintain documentation for a period of at least five (5) years to support any and all data submissions and ensure the documentation is available to OSSE, the US Department of Education and/or other authorized entities for review upon request.

Proof of Subject Knowledge

If an employee claims subject matter knowledge or passage of an appropriate test for the subject taught, documentation must be on file at the LEA to support the assertion. Acceptable documentation includes official transcripts, foreign degree or coursework evaluations from an approved agency, complete Praxis score reports, copy of National Board certification, and workshop certificates or other documentation used to verify completion of HOUSSE requirements. Resumes are not acceptable for documenting any of the items in the HQ Status Determination section.

OSSE may verify passage of content knowledge exams, such as the ParaPro Assessment.

Teachers

For teachers, HQ status is assigned at the class level; it is determined using a combination of education level, licensure, and knowledge of the subject matter for each class taught.

The rules used to determine HQ status are different for special education, ESL teachers, elementary classroom teachers, and secondary teachers or teachers of a single subject at the elementary level. Highly Qualified status is reported for special education teachers and ESL teachers, regardless of the content of the classes taught. Elementary education, special education, and ESL are also counted as core courses. See Appendix B: Core Courses for information on core courses.

Highly Qualified status needs to be determined for core courses, at the classroom assignment level.

Example:

A teacher who teaches Algebra and Painting may have HQ status for Algebra, if their major was mathematics, but not Painting.

HQ Determination Reference Table: Teachers

Role	HQ Rules Used	Education Required	Licensure In Subject Taught Required	Proof of Knowledge of Subject Matter
ESL resource teacher	ESL Resource Teacher	Bachelor's degree or higher	DCPS yes / Charter schools exempted	Praxis II or State Certification in ESL or Completion of Coursework Required for Certification in ESL
ESL teacher single subject	ESL Self-Contained Class	Bachelor's degree or higher	DCPS yes / Charter schools exempted	Praxis II or Undergrad Major or Grad Major or Major Equivalent (30 semester hours) or National Board Certification in the subject taught
SPED inclusion teacher	SPED Inclusion Teacher	Bachelor's degree or higher	DCPS yes / Charter schools exempted	Bachelor's Degree only
SPED teacher single subject	SPED Self-Contained Class	Bachelor's degree or higher	DCPS yes / Charter schools exempted	Praxis II or Undergrad Major or Grad Major or Major Equivalent (30 semester hours) or National Board Certification in the subject taught
Elementary teacher single class KG to 3rd	Elementary KG to 3	Bachelor's degree or higher	DCPS yes / Charter schools exempted	Praxis II Early Childhood content exam only
Elementary teacher single classroom KG to 6th	Elementary	Bachelor's degree or higher	DCPS yes / Charter schools exempted	Praxis II Elementary exam or HOUSSE process plus more than 1 year of experience
Elementary teacher single core subject	Secondary or Elem Single Core Subject	Bachelor's degree or higher	DCPS yes / Charter schools exempted	HOUSSE process plus more than 1 year of experience or Praxis II or Undergrad Major or Grad Major or Major Equivalent (30 semester hours) or National Board Certification
Secondary teacher single core subject grades 7 to 12	Secondary or Elem Single Core Subject	Bachelor's degree or higher	DCPS yes / Charter schools exempted	HOUSSE process plus more than 1 year of experience or Praxis II or Undergrad Major or Grad Major or Major Equivalent (30 semester hours) or National Board Certification

Paraprofessionals

Highly Qualified status is reported for Paraprofessionals, regardless of the class content.

HQ Determination Reference Table: Paraprofessionals

Role	HQ Rules Used	Education Required	Licensure In Subject Taught Required	Proof of Knowledge of Subject Matter
Instructional Paraprofessionals, all schools, core subjects, regardless of Title I funding, core subjects	Parapro	HS diploma or GED	No	AA degree or 48 semester hours toward AA degree or Bachelors or higher or Praxis II ParaPro exam
Paraprofessionals, Special Ed	Parapro	HS diploma or GED	No	AA degree or 48 semester hours toward AA degree or Bachelors or higher or Praxis II ParaPro exam

Special Education Support Staff

LEAs report highly qualified status of Special Education Support Staff based on education level and/or OSSE/Department of Health licensure, regardless of the class content.

HQ Determination Reference Table: Special Education Support Staff

Role	HQ Rules Used	Education Required	Licensure In Subject Taught Required	Proof of Knowledge of Subject Matter
Special Ed Service Providers: Audiologists & Speech Language Pathologists; Occupational Therapists; Physical Therapists and Assistant Physical Therapists; Counselors; Medical or Nursing staff; Psychologists; Social Workers	Sped Support Staff Licensed	Bachelor's degree or higher	Yes - DOH license or OSSE license	DOH Licensure or OSSE Licensure
Special Ed Service Providers: Recreation and Therapeutic Recreation Specialists; Interpreters; Orientation and Mobility Specialists	Sped Support Staff Not Licensed	Bachelor's degree or higher	No	Bachelor's degree or higher

Data Collection Template

The data collection template will gather the following information:

- School and LEA Information
- Staff Member Information
- HQ Determination Section
 - Includes Federal Roles, Class Assignment, Grades Taught, Class Subject, and Curriculum
- Experience and Education
- LEA's HQ Determination

Notes on Class Assignment

- Report each class assignment for which a teacher or resource teacher has student contact.
- A class is defined as 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.
- The following employees should only be listed once:
 - Inclusion teachers
 - Elementary classroom teachers, unless they teach a single subject (such as music, art, science) to various classrooms
 - Paraprofessionals, unless a LEA splits the employee's FTE between general education and special education
 - Special education service providers
- Secondary teachers and teachers of elementary single-subject classes shall be listed as many times as they have classrooms that consist of different groups of students. Your LEA may refer to these divisions as class sections, classrooms, or classroom grades. Students of different grade levels may be combined into one classroom.

Notes on Class Subject:

- Teachers who teach in languages other than English will be reported according to the subject and curriculum they teach.
- - **Example:** A bilingual teacher teaches math, reading, social studies, etc., input the class subject as math, reading, social studies, etc.
- Special Education and ESL resource teachers should be listed with SPED or ESL subject taught and curricula when they are operating as teachers in a collaborative, consultative, pullout or inclusion capacity, i.e., the student receives primary instruction from a different teacher who is the teacher of record.

- When matching a course to an assignment code, keep in mind that course content, not method of delivery or students served, determines an appropriate match as outlined in the examples below.

Examples:

- Resource Math taught to special education students is a Math class
- ESL Science is a Science Class
- Bilingual Math is a Math Class
- Self-contained Special Education, Grades 1-3 is an Elementary Education class

Data Elements: Teachers Template

Column	Title	Acceptable Value(s)	Notes
SCHOOL AND LEA INFORMATION			
A	LEA Code	3- or 4- Digit, OSSE-Assigned LEA Code	See LEAs and Schools List tab on data collection template
B	LEA name	Any	See LEAs and Schools List tab on data collection template
C	School code	3- or 4- Digit, OSSE-Assigned School Code	See LEAs and Schools List tab on data collection template
D	School name	ANY	See LEAs and Schools List tab on data collection template
STAFF MEMBER INFORMATION			
E	Last name	Any	
F	First name	Any	
G	Middle name	Any	
H	Suffix	Any	
I	Alias or maiden name	Any	
J	Local staff id	Any	Exclude if LEA does not assign unique identifiers to their staff
K	SSN	XXX-XX-XXXX	Optional and used only for identification purposes. Will not be shared on SLED.
L	DOB	Date	
M	Ethnicity	Hispanic, Not Hispanic	
N	Race	American Indian, Asian, Black, Hispanic, Multiple, Pacific Islander, White	
O	Gender	M, F	
HQ DETERMINATION SECTION			
P	Title Assigned by LEA	Any	
Q	Federal Role	Teacher, Pre-Kindergarten Teacher, Kindergarten Teacher, Elementary Teacher, Secondary Teacher, Ungraded Teacher, Adults Teacher, Special Education Teacher, ESL	See <i>Appendix A</i> for more information.
R	Teacher of Record	Y,N	Teachers of record are usually the teacher who assigns the course grade to the student.

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Column	Title	Acceptable Value(s)	Notes
S	Class Section ID	Any	Exclude if LEA does not use Section IDs (Ex. ALG101)
T	Class Name	Any	(Ex. Intro to Algebra)
U	Class Subject Taught	Any	(Ex. Algebra)
V	Grades taught in this section	<p align="center">SPECIFIC GRADES IN THIS CLASS TOGETHER</p> <p>EX. If 7th and 8th Graders take Algebra separately, during two different time periods, with the same teacher, list classes separately.</p> <p>EX. If 7th and 8th Graders take Algebra together, during the same time period, with the same teacher, list both grades together under single class listing.</p>	If this information is incomplete, OSSE will return it to you to be completed.
W	Curriculum	Art, ESL, Career and Technical Education, Early Childhood Education Elementary Education, English Language Arts, Foreign Language Health and Physical Education, Home Economics, Mathematics, Military Science, Other, Science, Social Studies Special Education	Must choose from drop-down list.
X	Core class indicator	Y, N, ESL, SPED	This cell will be auto-filled based on your selection from the "Curriculum" column.
Y	HQ Rules Used	Adults, Elementary, ESL Resource Teacher, ESL Self-Contained Class, Not a Teacher of Record, Not Core, Secondary or Elem Single Core Subject, Sped Inclusion	Select which set of rules the teacher is using to claim HQ status. Must choose from drop-down list.
Z	Proof of knowledge of subject matter	Praxis II, Applicable Bachelor's degree (or higher), HOUSSE, State certification in ESL, Completion of coursework required for certification in ESL, National Board Certification	Select method by which the teacher claims knowledge of the subject taught. Must choose from drop-down list.
EXPERIENCE AND EDUCATION			
AA	Years' experience or year began working in education	Year or Integer	
AB	Years at lea or year began working at lea	Year or Integer	
AC	Years at school or year began working at school	Year or Integer	

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Column	Title	Acceptable Value(s)	Notes
AD	Associate's year awarded	Year	
AE	Associate's Institution	Any	
AF	Associate's Major	Any	
AG	Bachelor's Year Awarded	Year	
AH	Bachelor's Institution	Any	
AI	Bachelor's Major	Any	Must include if it is proof of knowledge (Column Z)
AJ	Master's Year Awarded	Year	
AK	Master's Institution	Any	
AL	Master's Major	Any	Must include if it is proof of knowledge (Column Z)
AM	PhD Year Awarded	Year	
AN	PhD Institution	Any	
AO	PhD Major	Any	Must include if it is proof of knowledge (Column Z)
LEA's HQ Determination			
AP	LEA'S HQ Determination	Y, N	See instructions for making HQ determinations

Data Elements: Paraprofessionals Template

Column	Title	Acceptable Value(s)	Notes
SCHOOL AND LEA INFORMATION			
A	LEA Code	3- or 4- digit, OSSE-assigned lea code	See LEAs and Schools List tab on data collection template
B	LEA Name	Any	See LEAs and Schools List tab on data collection template
C	School Code	3- or 4- digit, OSSE-assigned school code	See LEAs and Schools List tab on data collection template
D	School Name	Any	See LEAs and Schools List tab on data collection template
STAFF MEMBER INFORMATION			
E	Last Name	Any	
F	First Name	Any	
G	Middle Name	Any	
H	Suffix	Any	
I	Alias or Maiden Name	Any	
J	Local Staff ID	Any	Leave blank if LEA does not assign unique identifiers to their staff
K	SSN	XXX-XX-XXXX	Optional and used only for identification purposes. Will not be shared on SLED.
L	DOB	Date	
M	Ethnicity	Hispanic, not Hispanic	
N	Race	American Indian, Asian, Black, Hispanic, Multiple, Pacific Islander, White	
O	Gender	M, F	
HQ DETERMINATION SECTION			
P	Title Assigned by LEA	Any	
Q	Federal Role	Instructional Paraprofessional, General Ed, Instructional Paraprofessional, Special Ed, Non-Instructional, Paraprofessional	See <i>Appendix A</i> for more information.
R	Teacher of Record	Y,N	Teachers of record are usually the teacher who assigns the course grade to the student.
S	Class Section ID	Any	Exclude if LEA does not use Section IDs (Ex. ALG101)
T	Class Name	Any	(Ex. Intro to Algebra)
U	Class Subject Taught	Any	(Ex. Algebra)
V	Grades Taught in this Section	SPECIFIC GRADES IN THIS CLASS TOGETHER EX. If 7 th and 8 th Graders take Algebra separately, during two different time	If this information is incomplete, OSSE will return it to you to be completed.

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Column	Title	Acceptable Value(s)	Notes
		<p>periods, with the same teacher, list classes separately.</p> <p>EX. If 7th and 8th Graders take Algebra together, during the same time period, with the same teacher, list both grades together under single class listing.</p>	
W	Curriculum	<p>Art, ESL, Career and Technical Education, Early Childhood Education, Elementary Education, English Language Arts, Foreign Language, Health and Physical Education, Home economics, Mathematics, Military science, Other, Science, Social Studies, Special Education</p>	Must choose from drop-down list.
X	Core Class Indicator	Y, N, ESL, SPED	This cell will be auto-filled based on your selection from the "Curriculum" column.
Y	HQ Rules Used	Paraprofessional	Select which set of rules the teacher is using to claim HQ status. Must choose from drop-down list.
Z	Proof Of Knowledge Of Subject Matter	Associate's Degree, 48 credits towards bachelor's degree, Parapro Assessment	Select method by which the teacher claims knowledge of the subject taught. Must choose from drop-down list.
EXPERIENCE AND EDUCATION			
AA	Years' experience or year began working in education	Year or integer	
AB	Years at LEA or year began working at lea	Year or integer	
AC	Years at school or year began working at school	Year or integer	
AD	Associate's year awarded	Year	Must include if it is proof of knowledge (column z)

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Column	Title	Acceptable Value(s)	Notes
AE	Associate's institution	Any	Must include if it is proof of knowledge (column z)
AF	Associate's major	Any	
AG	Bachelor's year awarded	Year	
AH	Bachelor's institution	Any	Must include if it is proof of knowledge (column z)
AI	Bachelor's major	Any	
AJ	Master's year awarded	Year	
AK	Master's institution	Any	
AL	Master's major	Any	
AM	PhD year awarded	Year	
AN	PhD institution	Any	
AO	PhD major	Any	
LEA'S HQ DETERMINATION			
AP	LEA'S HQ Determination	Y, N	See instructions for making HQ determinations

Data Elements: Special Education Service Provider Template

Column	Title	Acceptable Value(s)	Notes
SCHOOL AND LEA INFORMATION			
A	LEA CODE	3- or 4- DIGIT, OSSE-ASSIGNED LEA CODE	See LEAs and Schools List tab on data collection template
B	LEA NAME	Any	See LEAs and Schools List tab on data collection template
C	School Code	3- or 4- DIGIT, OSSE-ASSIGNED SCHOOL CODE	See LEAs and Schools List tab on data collection template
D	School Name	Any	See LEAs and Schools List tab on data collection template
STAFF MEMBER INFORMATION			
E	Last Name	Any	
F	First Name	Any	
G	Middle Name	Any	
H	Suffix	Any	
I	Alias or Maiden Name	Any	
J	Local Staff ID	Any	Exclude if LEA does not assign unique identifiers to their staff
K	SSN	XXX-XX-XXXX	Optional and used only for identification purposes. Will not be shared on SLED.
L	DOB	Date	
M	Ethnicity	HISPANIC, NOT HISPANIC	
N	Race	AMERICAN INDIAN, ASIAN, BLACK, HISPANIC, MULTIPLE, PACIFIC ISLANDER, WHITE	
O	Gender	M, F	
HQ DETERMINATION SECTION			
P	Title Assigned by LEA	Any	
Q	Federal Role	Audiologist, Counselors and rehabilitation counselor, Interpreter Medical/nursing staff , Occupational Therapist, Orientation and Mobility Specialist, Physical Education Teachers, Recreation, and Therapeutic Recreation Specialist, Physical Therapist, Psychologist, Social worker, Speech-Language Pathologist	See <i>Appendix A</i> for more information.
R	HQ Rules Used	SPED Support Staff	
S	License Required?	Y,N	

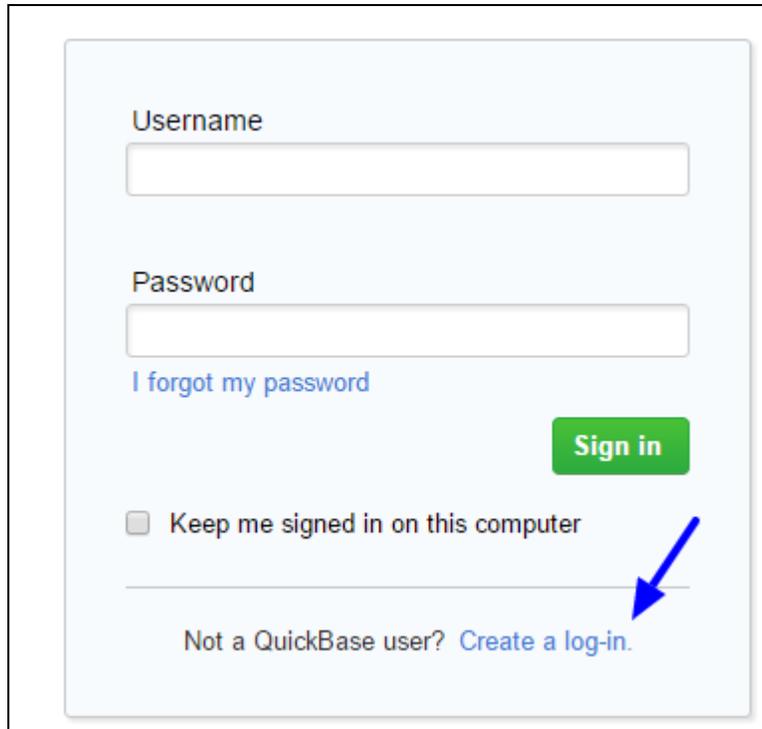
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Column	Title	Acceptable Value(s)	Notes
T	License Provider	Any	
U	License Subject	Any	
V	License Expiration Date	Date	
EXPERIENCE AND EDUCATION			
W	Bachelor's Year Awarded	Year	Must include if education is proof of knowledge (column z)
X	Bachelor's Institution	Any	
Y	Bachelor's Major	Any	
Z	Master's Year Awarded	Year	
AA	Master's Institution	Any	
AB	Master's Major	Any	
AC	PhD Year Awarded	Year	
AD	PhD Institution	Any	
AE	PhD Major	Any	
LEA'S HQ DETERMINATION			
AF	LEA'S HQ Determination	Y, N	See instructions for making HQ determinations

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> with your username and password



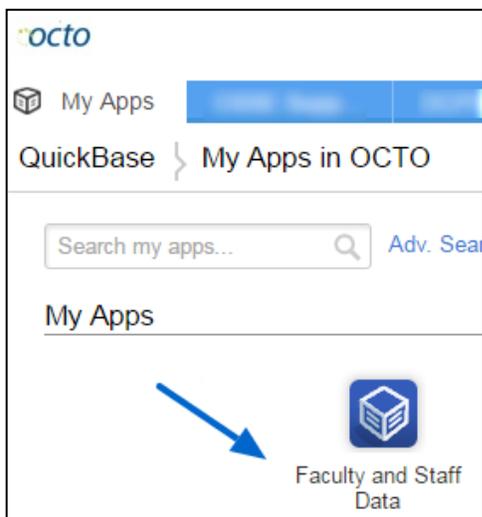
The screenshot shows the QuickBase login interface. It includes a 'Username' input field, a 'Password' input field, a green 'Sign in' button, a blue link for 'I forgot my password', a checkbox for 'Keep me signed in on this computer', and a link for 'Not a QuickBase user? Create a log-in.' A blue arrow points to the 'Create a log-in' link.

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.

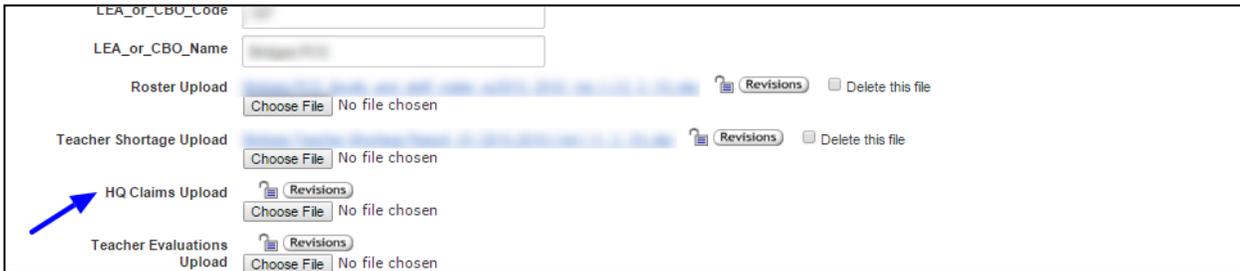
2. Once logged in, click on the “Faculty and Staff Data” app



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



4. Click "Choose File" next to "HQ Claims Upload"



5. Browse through your system to identify the file to upload and then click on that file
6. Click "Open" or double-click on the file name
7. Click "Save" (the record should now appear for your review)



If you need access to QuickBase or help using the application, please contact the OSSE Division of Data, Accountability and Research.

Frequently Asked Questions

Where can we locate a previous year's submission?

Contact the Division of Data, Accountability and Research (DAR) for prior years' HQ Claims or prior years' rosters. Upon request, DAR will upload the data to the Faculty and Staff QuickBase Application.

How can we find out more information on a Special Education Service Provider's license?

The District of Columbia's Department of Health (DOH) Licensure may be found for your Special Education support staff by looking up names on the District DOH website:

<https://app.hpla.doh.dc.gov/Weblookup/>

What if a teacher received their degree outside of the United States?

Degrees and college credits earned outside of the United States must be evaluated for equivalency to US standards. Evaluation agencies that are accepted by OSSE may be found at www.naces.org.

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? 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. 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.

- **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 schoolteachers 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.

Appendix A: 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.

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

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.

Appendix B: Core Courses

CURRICULUM	CORE	NOTES
Art	Y	Includes Dance, General Art, Music, Performing Arts, Visual Art
ESL	Y	
Career and Technical Education	N	Includes Technology, Computer Science, Business
Early Childhood Education	N	Grades PK3, PK4
Elementary Education	Y	Grades KG, 1-6 generally
English Language Arts and Reading	Y	May include Journalism
Foreign Languages	Y	
Health and Physical Education	N	
Home Economics	N	
Mathematics	Y	
Military Science	N	
Other or Not Listed	N	
Science	Y	
Social Studies	Y	Includes History, Geography, Civics and Government, Economics
Special Education	Y	
Bilingual Ed		List class subject taught, regardless of language used for instruction