

INSTRUCTIONS FOR COMPLETING BASIC EDUCATIONAL DATA SYSTEM CHARTER SCHOOL DATA FORM – Fall 2018

General Instructions

This form should be completed by the charter school leader and used only for the local gathering of data. Data represented in this form are required to be submitted to SED via the Online BEDS IMF Application. Your school's BEDS Coordinator or charter school leader will have details for entering data into the Online BEDS IMF Application and your school's protocol for doing so.

1. One School Data Form should be completed for each school organized as a separate administrative unit. Do not complete separate forms for classes that are held in temporary quarters, annexes, or other school buildings, that are under the supervision of a regular charter school leader. Such classes should be reported as part of the school in which the principal in charge serves. A rule of thumb is that one form should be completed for the total administrative unit under each charter school leader regardless of the number of locations involved.
2. Read the instructions for each item before completing it.
3. Be sure that all items pertinent to this school are completed.

Item 1: School Type

School Type is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this school type designation available about your school. You may select only one designation. Select the one that is the primary focus of your school. The federal school type definitions are:

- a) *Regular School*: a school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum
- b) *Special Education School*: a school that focuses primarily on serving the needs of students with disabilities
- c) *Vocational Education School*: a school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations

- d) *Alternative Education School*: a school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education or vocational education.

Item 2: Magnet School Status

Magnet school status is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this magnet school status available about your school. You may select only one designation.

A magnet school or program is a special school or program designed to:

- Attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (50% or more minority enrollment)
- Provide an academic or social focus on a particular theme (eg science/mathematics, performing arts, gifted/talented or foreign language).

Item 3: Alternative Education Programs

In Section 3A, Alternative Education Programs are designed for students who wish to pursue individualized approaches to achieving academic standards. Alternative Education Programs reported here must meet Part 100 requirements of Commissioner's Regulations for credit towards a local or Regents high school diploma. Indicate whether or not students enrolled in this school have Alternative Education Programs available to them.

In Section 3A.1, if the school is an alternative school or contains an alternative program, then you should indicate YES and report all or a portion of your enrolled students accordingly. Enter the number of students enrolled in Alternative Education Programs operated by this school or by another school, group, agency, institution, etc.

Students attending on a full-time basis an Alternative Education Program operated by another school, or other educational entity should not be counted as

enrolled in this school and, therefore, should not be counted in this item.

Item 4: Grades Offered

Grades offered is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this information available. Any grade selected as offered must have a reported enrollment in the Student Information Repository System (SIRS). However, you do not have to select a grade as offered for which you may have reported a nominal enrollment in SIRS. For example, you may be a 9-12 senior high school, but may have reported a few students in SIRS as enrolled in the eighth grade. You do NOT have to select eighth grade as a grade offered. In this scenario the USDOE would show you as offering only grades 9 through 12 even though you reported a few eighth graders in your school.

You do not have to differentiate between half-day and full-day kindergarten. You do not have to report an unbroken sequence of grades. For example, you may select kindergarten and grades 4, 5 and 6.

Item 5: Lunch, Breakfast and Milk Programs

In Section 5A.1, indicate whether or not this school participates in the federal free and reduced-price school meals program. The federal school meals program includes free and reduced-price breakfast and free milk programs as well as the lunch program.

If Section 5A.1 is YES, indicate which school meals provision this school has implemented. National School Meal Program regulations include certain provisions that reduce paperwork and that do not require a school to collect eligibility data and certify students each year.

Provision 2 requires schools to offer free meals to all students in exchange for collecting applications or conducting direct certification no more than once every four years. Provision 2 follows a four-year cycle that includes the base year in which certification data are collected. Additional four-year extensions may be granted if the school can substantiate economic need.

Community Eligibility Program (CEP) requires that at least 40 percent of students be determined eligible via direct certification. Local Education Agencies (LEAs) must apply to NYSED in order to participate in CEP, which is a four-year provision.

For Section 5A.3, a school need not participate in the federal school meals program to indicate YES if it can

substantiate qualifying students. In order to indicate YES for Section 5A.3, a school should have on file completed and approved lunch applications, direct certification or other documentation acceptable to the federal school meals program.

If the response in either section 5A.1 or 5A.3 is YES, then in Section 5B and 5C, enter by grade level grouping the number of *eligible students* for *free and reduced-price* school meals. Counts should be as of October 3, 2018 and are needed even if a Provision 2 or CEP agreement is in place. It is permissible to indicate YES in Section 5A-1 and enter all zeros in Section 5B and 5C if the school participates in the free and reduced-price school meals program, but either no students applied or no student who did apply met the eligibility requirements.

Each student with an approved application or other documentation should be counted only in the school in which he or she is enrolled, regardless of where they are fed.

In Section 5D indicate the total number of eligible students for free and reduced-price school meals program.

Item 6: Learning Standards and Professional Development

In Section 6A.1, indicate whether or not this school has one or more staff persons responsible for planning, coordination and/or delivery of professional development activities relating to the NYS Learning Standards and focusing on any or all of the seven curricular areas.

In Section 6A.1a, if you have one or more staff members sharing these responsibilities, indicate the combined time that they devote to these activities. For instance, if two people are each employed full-time, and one devotes $\frac{1}{4}$ time and the other $\frac{1}{2}$ time to these activities, then you should indicate $\frac{3}{4}$ time. If two or more persons' combined time exceeds one full-time equivalent, indicate "more than full time."

Item 7: Career Plans

In Section 7A.1 & 7A.2, if students in this school develop Individual Career Plans, indicate whether they are kept in documented form—either written or electronic. (Written or electronic documentation may result from conventional testing or from individual student self-reflection on in-school and out-of-school experiences.) If YES, then:

In Section 7A.2a, indicate whether Individual Career Plans follow students from grade-to-grade. For purposes of this question, NO must be indicated if Individual Career Plans are not transferred from one

grade to the next or from one school to another as students are promoted or transferred.

In Section 7A.2b & 2c, indicate the number of students at the grade levels indicated who are documenting self and career awareness information and career exploration activities.

In Section 7A.2d, 2e, 2f, indicate the number of students at the grade levels indicated that have developed a career plan that documents their progress in the Career Development and Occupational Studies (CDOS) areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills. Include ungraded students in age appropriate grade levels.

In Section 7A.2d(i), 2e(i), 2f(i), of the students reported in Section 7A.2d, 2e, 2f, indicate the number of students at the grade levels indicated with an Individualized Education Program (IEP) who are developing a Career plan that documents their progress in the CDOS areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills.

In Section 7A.3, enter the number of professional staff (classroom, non-classroom, administrators, etc.) who have participated in professional development activities related to the implementation of the comprehensive Career Plan process. Professional development activities to be considered may have taken place at any time from September 2017 through August 2018.

Item 8: Business/Employer/Community Involvement

In Section 8A.1, indicate if any students in this school participated in any work-based experiences during the 2017-18 school year.

In Section 8B, enter the number of employers and the number of students by grade who participated during the 2017-18 school year in each of the work-based learning experiences. If exact counts of participating students are not available, provide your best estimate. A student with a disability is a student identified as disabled by the district's Committee on Special Education. A student with a disability educated in a graded setting (e.g., grade 8 or grade 11) should be reported twice: once in the applicable grade and once under "Students with Disabilities." Students and employers may be reported in more than one type of work-based experience. The work-based experiences are defined as follows:

Job Shadowing

Visit(s) to a worksite where a student follows (shadows) an employee to learn about a particular occupation or industry. Shadowing may involve rotating from one department. It is an observation only activity, no hands on activities allowed.

Summer Internships

Structured experiences of several weeks or months during the summer where students work on specific tasks or special projects at a worksite related to school programs.

Workplace Mentors

Programs that pair students with a worksite role model to help them become accustomed to the rules, norms and expectations of the workplace. A mentorship is a formal relationship, with mentors serving as a resource to help students solve personal and work-related problems, provide support and encouragement, and offer career insight and guidance based on personal experiences. Student mentees may only observe unless they are enrolled in a state registered Work-Based Learning (WBL) program.

Community Service/Volunteering

Structured experiences where students learn and develop skills by participating in organized, hands-on community service work. Work activities are designed to meet actual community needs and are not linked to school-based learning activities. Community Service is generally an unpaid or volunteer experience that works directly with a community organization.

Cooperative Career & Technical Education Work Experience Program (CO-OP)

The Cooperative Career & Technical Education Work Experience Program is a work-based learning program for students age 16 and above, consisting of 150-600 hours of paid, school-supervised work experience, supported by related in-school instruction in a specific career & technical discipline. Students may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-

Based Learning Programs for Career Development (8982). Productive work is allowed. USDOL hazardous occupations student learner exemptions allowed.

Career Exploration Internship Program (CEIP)

The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development (8982). Productive work is prohibited. USDOL hazardous occupations student learner exemptions not allowed.

General Education Work Experience Program (GEWEP)

The General Education Work Experience Program is a work-based learning option for non-CTE students, age 16 and above. The program consists of 150-600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction. Students typically earn ½ to 2 units of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration (8982). Productive work is allowed. USDOL hazardous occupations student learner exemptions not allowed.

Work Experience and Career Exploration Program (WECEP)

The Work Experience and Career Exploration Program is a work-based learning initiative sponsored by the U.S. Department of Labor and the New York

State Education Department. It is similar in design and operation as the General Education Work Experience Program, but designed specifically for at-risk students age 14-15. Students typically earn ½ to 1 unit of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Awareness (8981) or Career Development (8982). Productive work is allowed. USDOL hazardous occupations student learner exemptions not allowed.

In Section 8C.1, indicate whether or not this school has a designated person responsible for coordinating work-based experiences. If there is a designated coordinator, in Section 8C.1a, indicate the portion of a full-time job this person devotes to these coordinating activities. If two or more people share responsibility, indicate the combined time that they devote to these coordinating activities.

In Section 8C.2, provide an unduplicated count of the number of employers who participated in the work-based experiences noted in Section 8B.

In Section 8C.3, provide an unduplicated count of the number of community-based organizations who provided volunteering experiences noted in Section 8B.

In Section 8C.4 & 8C.5, indicate the number of employers who **formally** participated in curriculum-development or shared decision making committees in this school. The fact that a committee member is employed by a specific entity does not constitute formal representation of or contribution by that employing entity. An employer or business should have an acknowledged and agreed upon presence on the committee in order to be counted in this section.

Finally, In Section 8C.5, indicate how many employers provided student internships or mentors to this school during the 2017-18 school year.

Item 9: Applications and Admissions

In Section 9A.1, enter the number of students who applied for admission for fall 2018 as first time students to the school. In Section 9B.2, enter the number of first time students who were admitted out of those who had applied.

Item 10: Title I Information for Federal Reporting

A school receiving Title I funds must operate either a Targeted Assistance program or a Schoolwide program. In the past, districts and charter schools have reported Title I status via an online application available through the NYSED Business Portal. Beginning with the 2017-18 school year, this information is now collected via BEDS. Title I status information for 2017-18 and 2018-19 must be entered by charter schools. Information on Schoolwide programs can be found at <http://www.p12.nysed.gov/accountability/T1/titleia/wp.html>. A school that receives Title I funding but does not implement a Schoolwide program is considered, by default, to be operating a Targeted Assistance program. If you are not sure what your Title I status is, please contact your School Data Coordinator or Charter Leader for assistance.

In Section 10A.1, indicate whether your school received Title I funding for the 2017-18 school year. If YES, specify the type of Title I programs that was implemented.

In Section 10A.2, indicate whether your school **expects** to receive Title I funding in the **2018-19** school year. If YES, specify if your school **expects** to implement a Schoolwide or a Targeted Assistance program. Only one type of program may be chosen.

If you have questions about completing any section of the “Title I Information for Federal Reporting” item, please contact the Title I School & Community Services office at conappta@nysed.gov or (518) 473-0295.

General Instructions: Include all pupils served in academic intervention services (AIS) and/or supplementary (compensatory) instructional programs funded in whole or in part by Title 1. Include students served in regular school day, before school, after school, and/or board-approved extended day programs.

In Section 10B, if your school is a Title 1 Targeted Assistance Schools (TAS), indicate the number of students served during the 2017-18 school year in each of the subject areas listed. Students may be reported in more than one subject area, e.g., may be reported in both Mathematics and Vocational/Career. Enter zero if your school is not a Title 1 Targeted Assistance School (TAS).

In Section 10C, if your school is a Title 1 Targeted Assistance Schools (TAS), indicate the number of students served during the 2017-18 school year in each of the program support service areas listed. Students may be reported in more than one program support service area, e.g., may be reported in both

Health, Dental or Eye Care as well as in Other Support Services. Enter zero if your school is not a Title 1 Targeted Assistance School (TAS).

In Section 10D, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A Targeted Assistance Schools (TAS) in each of the staff categories provided. For staff who work with both TAS (Targeted Assistance Schools) and SWP (Schoolwide Programs), report only the FTE attributable to their TAS responsibilities.

FTE is the ratio between the hours of work required in a part-time position and the hours of work normally required in a full-time position in the same setting. For example, 4 teacher aides who work half-time should be reported as 2.0 in the FTE column. Enter FTE to the nearest tenth.

“Paraprofessionals providing instructional support” are employees who provide instructional support in a program supported with Title I, Part A funds (ESEA, Title I, Section 1119(g)(2)). Instructional support includes: (1) providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) providing assistance with classroom management, such as organizing instructional and other materials; (3) providing support in a library or media center; or (4) providing instructional services to students.

“Other paraprofessionals” are paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance (ESEA, Title I, Section 1119(e)).

For the paraprofessionals **only**, provide the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1119 (c) and (d) of ESEA. A qualified paraprofessional is one who has (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness)(Section 1119(c) and (d).) For more information on qualified paraprofessionals please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the first column of Section 10E, enter the number of full-time equivalent (FTE) paraprofessional staff

funded by a Title I, Part A School Wide Programs (SWP). Enter FTE to the nearest tenth. In the second column, enter the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

Item 11: Bilingual Education Programs

The Office of Bilingual Education is collecting information on whether your school is providing a Bilingual Education (BE) program to all ELLs.

Under CR Part 154-2.3(d) regulations school districts (LEAs) have the responsibility of providing either a Bilingual Education (BE) program or English as a New Language (ENL) program to all ELLs/MLLs. CR Part 154-2.3(d) also mandate the conditions under which districts must create BE programs.

Part 154-2.3(d)(2) states that “Each school district in which the sum of each school’s Annual Estimate of Enrollment of English Language Learners equals 20 or more English Language Learners of the same grade level, all of whom have the same home language that is other than English, shall provide a sufficient number of Bilingual Education programs in the district in the following school year, such that there are Bilingual Education programs available in the district for at least seventy percent (70%) of the estimated English Language Learners students who share the same home language other than English and grade level districtwide.”¹

If a bilingual program is offered in your school, then schools must enter the type of program, language of instruction, and the grade span in which the program is currently offered. There are generally two types of Bilingual programs, one is called a Transitional Bilingual Education Program (Home language use decreases as English use increases), and the other is called either a One-Way or Two-Way Dual Language Program

One-Way Dual Language Program is primarily composed of students who come from the same home/primary language and/or background. The

teacher provides instruction in both English and the home/target language.

Two-Way Dual Language Program includes both native English speakers and ELLs. The teacher or teachers provide instruction in both English and the home/primary language. In the majority of Dual Language Programs, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language. Depending upon the model, the percentage of English and home/target language instruction will vary. For example, in a 90%-10% model, a greater percentage of instruction is in the target language other than English and increases over time until reaching 50%-50%.

The goal of these programs is for students to develop literacy and proficiency in English and in the home/target language.

Item 12: School Emergency Response Planning

- 12A.1 Education Law § 2801-a: School Safety Plans. The statute includes a new requirement that each charter school submit certification to NYSED that all school staff have undergone annual training in the emergency response plan, and that the school safety training materials include components on violence prevention and mental health.
- 12A.2 Education Law § 2801-a: School Safety Plans. The amendments requires school-wide safety plans to include the designation of a chief emergency officer who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan.
- 12A.3 To comply with the requirement in Commissioner’s regulation §155.17 and Education Law §2801-a, that each charter school shall file a copy of its school-wide safety plan with the Commissioner, each charter school must post their district-wide safety plan, including the school code of conduct, on the school website and submit the web address/URL of the School-Wide Safety Plan as part of the Basic Educational Data System (BEDS) collection. The

¹ CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same

language in two contiguous grades and in grades 9-12 when there are 20 or more ELLs in any single grade.

annual School Safety and Educational Climate (SSEC) submission already collects the URL for the District Code of Conduct.

Item 13: Person Completing Form

In case of questions, the person actually completing the BEDS form should provide their contact information. This does not have to be the building CEO of record on SEDREF.