

## INSTRUCTIONS – BOCES SUMMARY FORM – Fall 2021

### Item 1: Full-time BOCES Enrollment

In **Section 1A**, report the total *full-time* enrollment in BOCES in the specified categories. Include only students who attend BOCES on a full-time basis. *Do not* report students enrolled in BOCES for part of the day or week and attend regular district classes for the remainder of the day or week.

Students reported as Prekindergarten should be four years of age on or before December 1 or otherwise eligible to attend kindergarten next school year. Report all Pre-kindergarten programs – Universal, including prior Targeted Pre-K (TPK) funded programs, and other Prekindergarten Programs – which BOCES operates. Prekindergarten students with disabilities should be reported in the Prekindergarten category along with students without disabilities.

In the **Ungraded Secondary Students with Disabilities** category, report only **school age** children age 12 or over.

Record the enrollment for each level by racial/ethnic group and by gender. Gender includes non-binary, a term used to describe a person who does not identify as exclusively male or female. Once data are saved in 1A, the total line will be populated.

The racial/ethnic designations used in this item do not denote scientific definitions of anthropological origins. For the purpose of this report, a student should be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. No person should be counted in more than *one* racial/ethnic group.

- a) *American Indian or Alaska Native* – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- b) *Black or African American (not Hispanic origin)* – A person having origins in any of the black racial groups of Africa.
- c) *Asian* – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
- d) *Native Hawaiian or Other Pacific Islander* - a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- e) *Hispanic or Latino* – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- f) *White (not Hispanic origin)* – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

- g) *Multi-Racial (not Hispanic origin)* – A person having origins in two or more of the categories of people classified as American Indian or Alaska Native, Black or African American (not Hispanic origin), Asian, Native Hawaiian or Other Pacific Islander, or White (not Hispanic origin). Note: Any person of Hispanic or Latino origins, in whole or in part, should be reported as Hispanic or Latino.

*Note:* The “Asian or Pacific Islander” category has been split into separate “Asian” and “Native Hawaiian or Other Pacific Islander” categories.

In **Section 1B**, distribute the total number of Prekindergarten students reported in Section 1A into the Prekindergarten program areas shown. Universal Prekindergarten Programs are operated by BOCES under a contract with a public school district(s) pursuant to Section 3602-e of Education Law. “Other Prekindergarten Programs” may include programs operated under (but not limited to) the following funding sources: Even Start, Migrant Education, Native American Education, Federal and State Magnet Schools, special legislative funding and Pre-kindergarten Special Education funding pursuant to Section 4410 of Education Law.

In **Section 1C**, enter the total number of Prekindergarten students.

In **Section 1D**, enter by grade level the number of full-time general education students under the age of 21 who are enrolled at this BOCES in Alternative Education Programs leading to a local or Regents high school diploma.

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 100.5 requirements of Commissioner’s Regulations for credit towards a local or Regents high school diploma.

Students reported here should not be reported in Section A of this item and should not have been reported as enrolled by any public or nonpublic school.

The following programs **should not be included**. Please contact the respective program offices for further information:

- AHSEP (Alternative High School Equivalency Preparation) Program - <http://www.p12.nysed.gov/sss/ssae/AltEd/>
- ATP (Alternative Transition Program) - <http://www.p12.nysed.gov/sss/ssae/AltEd/>
- P-Tech - <http://www.nysed.gov/postsecondary-services/pathways-technology-nys-p-tech-program>
- Full Day CTE Students <http://www.nysed.gov/career-technical-education>

## **Item 2: Paraprofessional and Nonprofessional Staff in This BOCES**

Report in the categories listed all paraprofessionals and support staff employed by this BOCES. Furloughed or laid off staff should not be counted. Report as teacher aides and library support staff only persons engaged in activities which, in the absence of such staff, would ordinarily be performed by teachers or librarians. Report as teaching assistants only persons who actually hold licenses or certificates as teaching assistants. These credentials may include Teaching Assistant Level I, Level I Renewal, Level II, Level III or Preprofessional. Also include holders of teaching certificates employed as teaching assistants.

“Part-time” employees include (1) those whose assignments require less than the normal school (or work) day for that assignment, or normal school (or work) week for that assignment and (2) those persons employed on a full-time basis who divide their time between two or more duties.

In the third column, indicate the full-time equivalence (FTE) of the amount of time worked by the *part-time* staff in each category. The FTE column should be completed only if part-time staff have been reported. The FTE should be shown to the nearest tenth (one decimal place).

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. Similarly, an individual who spends half-time as a teaching assistant and half-time as a health aide would be reported as 0.5 for teaching assistant and 0.5 for health aide.

## **Item 3: Title I Paraprofessionals**

To comply with the **Every Student Succeeds Act (ESSA)**, New York State must report to the US Department of Education on the percentage of Title 1 paraprofessionals who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. If your district is not receiving Title 1 funds for the current school year (2021-22) or if your district does not employ any Title 1 paraprofessionals, enter zero for both questions in Item 3.

Questions about these items should be sent to [conappta@nysed.gov](mailto:conappta@nysed.gov)

## **Item 4: Person Completing Form**

In case of questions, the person completing the BEDS form should provide their contact information (Name, Title, Email Address and Phone Number). This does not have to be the superintendent.