

INSTRUCTIONS FOR COMPLETING BASIC EDUCATION DATA SYSTEM (BEDS) CHARTER SCHOOL DATA FORM – Fall 2024

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 BEDS Online IMF application located on the [IRS Data Exchange \(IDEx\)](#). Your school's BEDS Coordinator or charter school leader will have details for entering data into the BEDS Online IMF application and your school's protocol for doing so.

- One Charter 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.
- Read the instructions for each item before completing it.
- 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.

Select the designation that is the primary focus of your school. You may select only one. The federal school type definitions are:

- *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.
- *Special Education School*: a school that focuses primarily on serving the needs of students with disabilities.
- *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.

- *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: Community Schools

The Community Schools strategy transforms a school into a place where educators, local community members, families and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in- and out-of-school resources, supports and opportunities so that young people thrive. The school community, led by the principal and community school coordinator/manager, works to develop a vision and goals for the school, student and family well-being and student learning. When educators, families, students and community partners share responsibility for developing the resources that address the unique needs of their schools and communities, they create conditions for working together that enable them to make transformative changes. These conditions include building strong trusting relationships, engaging in inclusive decision-making and creating a thriving community. It is in this environment that schools are able to generate optimal “whole child” conditions for student learning and development. This is accomplished through the integrated implementation of the key practices: powerful student and family engagement; collaborative leadership and shared power and voice; expanded and enriched learning opportunities; rigorous community-connected classroom instruction; and a culture of belonging, safety and care. (Community Schools Forward. (2023). *Framework: Essentials for community school transformation*.

<https://learningpolicyinstitute.org/project/community-schools-forward>)

Item 3: Alternative Education Programs

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.

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

- [AHSEP \(Alternative High School Equivalency Preparation\) Program](#)
- [ATP \(Alternative Transition Program\)](#)
- [P-Tech](#)
- [Full Day CTE Students](#)

Indicate whether or not students enrolled in this school have Alternative Education Programs available to them by selecting either **YES** or **NO**. If the school is an alternative school or contains an alternative program, indicate **Yes**.

If **YES**, in the next section indicate the factors that result in Alternative Education enrollment or referral. Check all that apply.

If **YES** in the first section, enter the number of students enrolled in:

- Alternative Education Programs **operated by this school**
- Other Alternative Programs (programs **operated by another** school, group, agency, institution, etc.)

Students attending an Alternative Education Program operated by another school or other educational entity on a **full-time** basis should **not** be counted as enrolled in this school and therefore, should **not** be counted in this item.

Item 4: Grades Offered

Please report grades offered as of BEDS Day, October 2, 2024. If Prekindergarten programs that are usually offered in the fall are delayed due to uncertainty about funding, please do not report as 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 your school 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: Federal Child Nutrition Program

The Federal Child Nutrition Program 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 status available about your school.

Indicate whether this school participates in the Federal Child Nutrition Program. The Federal Child Nutrition Program includes the National School Lunch Program (NSLP), School Breakfast Program (SBP) and the Special Milk Program (SMP).

Item 6: Career Plans

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 Career Plans are kept in either written or electronic form, indicate in the next section whether Individual Career Plans follow students from grade-to-grade. For the purposes of this question, NO must be checked 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 the first table provided, enter the number of students in grades K through 3, at the grade levels indicated, who are documenting self- and career-awareness information and career exploration activities.

For students in grades 4 through 12, use the table provided to indicate the number of students at each grade level group who are developing a Career Plan. In the first column, enter the total number of students 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 the second column, indicate the number of students in each grade level group 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 the last section of this item, enter the number of professional staff (classroom, non-classroom and administrators) 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 2023 through August 2024.

Item 7: Business/Employer/Community Involvement

In **7A**, indicate if any students in this school participated in any work-based experiences during the previous school year (2023-24).

In **7B**, enter the number of employers and the number of students by grade who participated during the previous year (2023-24) 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 to another. 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 closely 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.

In **7C**, indicate whether or not this school has a designated staff person responsible for coordinating work-based experiences. If there is a designated coordinator, 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 the next part of **7C**, provide an unduplicated count of the number of employers who participated in the work-based experiences noted in **7B**. Of these employers, 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.
- The number of employers who provided student internships or mentors to this school during the previous school year (**2023-2024**).

In the last part of **7C**, provide an unduplicated count of the number of community-based organizations who provided volunteering experiences noted in **7B**.

Item 8: Applications and Admissions

Indicate the number of students who applied for admission for the **fall 2024 school year** as first-time students to the school. Of the students who applied as first-time students, indicate the number of students who were admitted.

Item 9: Title I Information for Federal Reporting

Title I information 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 about your school.

Provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A Targeted Assistance Schools (TAS) program in each of the staff categories provided.

For staff who work with both TAS (Targeted Assistance Schools) and SWP (School-wide 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. 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.

For the paraprofessionals **only**, provide the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1112(c)(6) of ESEA. A qualified paraprofessional is one who meets applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

“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.

Item 10: Bilingual Education Programs

The Office of Bilingual Education and World Languages is collecting information on whether your school is providing a Bilingual Education (BE) program to all English Language Learners (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. CR Part 154-2.3(d) also mandates 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.**

*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.

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 11: Activities of Subgrantees Related to the Teaching and Learning of English Language Learners (ELL)

Section 3115 of the Elementary and Secondary Education Act (ESEA) requires that Local Education Agencies (LEAs) receiving Title III funding (subgrantees) must improve the education of English Language Learners by assisting children to learn English and meet the challenging State academic standards. The ESEA prescribes activities, as listed in

this item, that LEAs may use Title III funds for in order to meet these requirements.

In the first section, indicate if your charter school received ESEA Title III funding in the **previous school year, (2023-2024)**.

If **Yes**, indicate Yes or No for each type of activity the school offers that align with the descriptions provided. Check all that apply.

In the last section, if you selected Yes for Other Activities, select the type(s) of other activities that apply. Check all that apply.

Note: The term ‘LIEP’ means an instruction course – (A) in which an ELL student is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. Examples of LIEPs include Transitional Bilingual and Dual Language or Two-way Immersion programs, among others.

Item 12: Paraprofessional and Nonprofessional Staff

Report in the categories listed, all paraprofessionals and support staff employed by this charter school. 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 4 in the part-time column and 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 1 in the part-time column as teaching assistant with a 0.5 FTE and also 1 in the part-time column as a health aide with a 0.5 FTE.

Item 13: Technology

Glossary:

1:1: A school or district initiative designed to provide a dedicated device to each student.

Broadband: High-speed internet. Broadband includes DLS, Cable Modem, Fiber, Wireless, Satellite and Broadband over Powerlines (BPL). Dial-up internet is not broadband.

Capacity: Sometimes referred to as bandwidth. The amount of data that can be transmitted in a given amount of time (usually per second)

Network Infrastructure: The hardware (and some non-instructional software) that makes up the school's network. It may include switches, wireless access points, wiring, cabling, etc.

Peak Usage: The period of time (time of each day or an event such as computer-based testing) when the most people are accessing the internet at the same time and are using the most bandwidth.

Reliable: Consistent internet access is available to staff and students for the clear majority of instructional time with only limited unscheduled outages. If the internet goes down every time there is inclement weather for instance, the connection would not be considered reliable.

Sufficient: Adequate to meet instructional and learning needs. A school with a 1:1 initiative and high use of streaming media will have very different needs than a school with little or no technology available for student use. Sufficiency must be determined at the school level.

Device: A computing device, such as a laptop, desktop, Chromebook, iPad or full-size tablet. "Device," for the purposes of this survey is NOT a phone, smartphone, mini tablet, nor a mobile internet access point, such as a MIFI.

Mobile device: A portable, hand-held computing device such as a laptop, Chromebook, iPad, full-size tablet or hybrid tablet/laptop computer.

In **13A**, Technology in this School Building, indicate YES or NO for the following questions.

- Is your school's broadband capacity (bandwidth) sufficient to meet current needs for instruction, learning and assessment? Peak Usage should be used to determine if current needs are being met.
- Does your school's broadband access reliability meet current needs for instruction, learning and assessment?
- Is your school's network infrastructure (including WIFI) sufficient to meet current needs for instruction, learning and assessment? To determine if Internet speed slow-down or lack of Internet access is caused by insufficient network infrastructure/insufficient WIFI, consult your local IT department, local RIC, internet provider or a subject matter expert for assistance.
- Does your school have the broadband capacity available to meet projected future needs for instruction, learning and assessment? Projected future needs can also include implementation of large-scale technology initiatives (example 1:1, BYOD (Bring Your Own Device) or Computer-Based Testing for all 3-8 students).
- Is your school's network infrastructure (including WIFI) sufficient to meet projected future needs for instruction, learning and assessment? Projected future needs can also include implementation of large-scale technology initiatives, (example. 1:1 BYOD or Computer-Based Testing for all 3-8 students). The response to this question should indicate if the current network infrastructure is sufficient to avoid internet speed slow-downs or unscheduled interruptions based on projected future technology initiatives, large increases of enrollment, etc.

Note for Computer-Based Testing: A school does not have to be able to conduct CBT for all grades and subjects at the same time in order to be considered as having sufficient technology resources for conducting CBT.

In **13B**, Devices for Student Use, answer the following questions:

- Enter the number of MOBILE devices that are dedicated to an individual student (not shared) (13B.1).
- Enter separately the number of MOBILE and DESKTOP devices in your building that are available for student use but are NOT USUALLY

dedicated to one specific student (13B.2 and 13B.3).

Note for dedicated device: A student that has exclusive use of a device in a particular class is not considered to have a dedicated device. For example, a student that has exclusive use of a device while in a science classroom but then returns the device to a cart when he/she leaves the classroom so that another student can use it, has not been provided with a dedicated device for the purpose of these questions.

Only include student devices that are 5 years old or newer that have the capacity to run all educational programs necessary for learning at an acceptable level.

In the “Teacher Devices” section (13C), answer the following question.

- Enter the number of school owned mobile devices provided to teachers.

Item 14: Health Instruction

Please certify that health instruction provided to all students in this school includes instruction in mental health and the curriculum used to provide it includes mental health and the relationship of physical and mental health as required by Education Law § 804 and Commissioner’s regulations § 135.3. For additional information, see the Department’s [Health Education Curriculum](#) page.

Item 15: Person Completing Form

In case of questions, the person actually completing the BEDS form should provide their contact information (Name, Title, Email Address, Phone and FAX Numbers). This does not have to be the building CEO of record on SEDREF.