

INSTRUCTIONS – SCHOOL DISTRICT FORM: FALL 2020

Item 1: Children Instructed at Home

This is defined as a situation in which children of compulsory school age are instructed at home by a parent, or a tutor employed by the parent(s). Such students receive their basic instructional program in subjects required by State law and regulations and are not attending any public or nonpublic school. Do not include children receiving homebound instruction by the district or BOCES.

Indicate whether or not any children in this district are being educated at home.

If your district *does* have children instructed at home, enter the number of households in which instruction is taking place. Also indicate the number of those children in each of the specified grade levels.

In the last section, ‘Total Students in Elementary and Secondary’, report the number of students known to have a disability. Knowledge of disability may have come via screening by the Committee on Special Education, by a review of the student’s Individualized Home Instruction Plan in conjunction with discussion with the parent(s) or by verbal or written notice from another school, district or agency. The count of disabled students instructed at home should be answered with readily available data and without extensive research on the student’s testing, etc.

Item 2: Immigrant Children and Youth Enrolled in Nonpublic Schools

The State Education Department annually collects the number of “immigrant children and youth”, as defined by [Section 3201\(5\) of the Every Student Succeeds Act \(ESSA\)](#), present in New York State. The information is used each year by the Department to determine each local educational agency’s (LEA’s) eligibility and allocation for the Title III, Part A Immigrant Education program. Each LEA must count and report the number of “immigrant children and youth” currently enrolled in recognized nonpublic schools in the geographic area under the jurisdiction of, or served by this LEA, who were enrolled in the LEA on BEDS Day 2020 (October 7, 2020). Recognized nonpublic schools are those that have been assigned a BEDS code by the Department.

- a) Immigrant children and youth are defined as individuals who:
 1. are aged 3 through 21;
 2. were not born in any State; and

3. have not been attending one or more schools in any one or more States for more than 3 full academic years. The months need not be consecutive.

"State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad (including those born on military bases), the U.S. Virgin Islands, Guam, or any other U.S. territory that is not D.C. or Puerto Rico are considered immigrants.

If you have questions about completing this item, please contact the Office of Bilingual Education and World Languages at OBWL@nysed.gov or (518) 474-8775.

Item 3: Title 1 Paraprofessionals

To comply with the No Child Left Behind Act of 2001 (NCLB), New York State must report to the US Department of Education on the percentage of Title 1 paraprofessionals who meet the NCLB definition of “qualified.” NCLB required all Title 1 paraprofessionals to be “qualified” by January 8, 2006. If your district is not receiving Title 1 funds for the 2020-21 school year, or if your district does not employ any Title 1 paraprofessionals, enter zero for both questions in Item 3.

Definitions needed to complete these items are in NCLB Field Memo #03-2008 and its addendum.

This Field Memo is available at:

<http://www.p12.nysed.gov/accountability/archives/03-2008.html>

Questions about these items should be sent to conappta@nysed.gov

Item 4: Paraprofessional and Nonprofessional Staff in This District

Report in the categories listed, all paraprofessionals and support staff employed by this school district. Furloughed or laid off staff should not be counted. Report as teacher aides or 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 “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 5: Appeals to Graduate with a Lower Score on a Regents Examination

Beginning with students entering grade 9 in 2005, students who have taken and passed courses culminating in a Regents examination whose highest score on the Regents examination is below the passing score may appeal to graduate with a local or Regents diploma using the lower score. There are three appeal options for students.

APPEAL OPTIONS	Score Between
All Student Appeal	60-64
English Language Learner Appeal (applies only to the English Language Arts Regents)	55-59
Students with Disabilities Appeal (applies to students eligible for the low-pass safety net)	52-54

A student must have taken the specific Regents examination twice in order to appeal. Students who are granted an all students appeal (score of 60-64) on one examination and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a Regents diploma. Local diplomas will be granted to

students who fulfill all other course and testing requirements and are granted:

- a maximum of two appeals for Students with Disabilities (score of 52-54); or
- an English Language learner appeal (score of 55-59 on ELA Regents); or
- an English Language learner appeal (score of 55-59 on ELA Regents) and one all student appeal (score of 60-64); or
- two all students appeals (score of 60-64).

Forms and guidance regarding the appeals process are available at <http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination>

In **Sections 5A, 5B and 5C**, enter the number of appeals sought and the number of appeals granted for each of the specified Regents examinations during the 2019-20 school year. Students are exempt from June 2020 Regents examinations. If an appeal was sought prior to July 1 but granted on or after July 1, count the appeal only as sought; this appeal should be counted as granted in the following school year.

In **Section 5D**, enter the unduplicated number of students who were granted appeals on two Regents examinations during the 2019-20 school year, regardless of what year the appeals were sought. Students are exempt from June 2020 Regents examinations.

Item 6: Title 1 for Federal Reporting

All sections of Item 6 (A-B) should be completed, entering zeros where appropriate.

All Local Education Agencies (LEAs) that receive Title 1 funds are required to submit the information requested in this item.

If you have questions about completing any section of the “Title 1 Information for Federal Reporting” item, please contact the Title 1 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 6A**, indicate the number of children in each of the categories specified (Age 0-2 and Age 3-5 (Not K) that participated in district schools in any Title I-funded program during the 2019-20 school year. Student counts should be unduplicated, i.e., counted in only one of the three program areas listed.

In **Section 6B**, indicate by age/grade level the number of district resident school children attending nonpublic schools that participated in any Title I-funded program during the 2019-20 school year. Student counts should be unduplicated, i.e., counted in only one age/grade level. In non-graded situations, count children in the grade designation appropriate to their age level.

Item 7: 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 question, that LEAs may use Title III funds for in order to meet these requirements.

Indicate “Yes” or “No” for each type of activity the district offers that align with the descriptions provided.

Item 8: District Libraries

In the first section, indicate if schools within your district share libraries/library media centers with another school (either in the same building or in a different building). Report shared libraries even if temporarily closed or unstaffed due to COVID-19.

If ‘**Yes**’, enter the name and BEDS Code of the school housing the shared library in the first column.

In the second column, enter the name and BEDS Code of all schools in this district sharing this library/library media center. If more than one school shares this library/LMC, make a separate entry for each school.

Note: Do not enter the same BEDSCODE in column 1 and 2.

In the third column, enter the combined FTE of all certified Library Media Specialists in this shared library/library media center. Furloughed or laid off staff should not be counted. Report certified Library Media Specialists who have been temporarily reassigned as a result of library closure due to COVID-19.

Item 9: 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.