M E M O R A N D U M

TO: Elementary and Secondary Principals
FROM: Christian Riso
RE: 2021-2022 Diocesan BEDS Spreadsheet Instructions
DATE: October 4, 2021

It is time again to prepare for the submission of your 2021-2022 NYSED online BEDS (Basic Educational Data System) data form. All principals must file their own school's BEDS form electronically using the NYSED Business Portal by November 19th. The most time consuming part of this procedure is the collection of school-specific data for the survey.

As a way to both assist you and streamline our Diocesan data collection, we have again created a BEDS Excel spreadsheet template for your school. You may wish to look back at last year's BEDS submission as a way to help you fill out this year's form.

All information reported on the BEDS form should be based on the **actual counts as of Wednesday, October 6, 2021**. In addition to submitting your BEDS survey online, please return the completed worksheet via email to Cathryn Harrower at charrower@buffalodiocese.org by November 19th, 2021. **Do not send your Diocese-provided Excel worksheet to NYSED**.

Your assistance with this procedure is greatly appreciated. If you have any questions about the BEDS reporting process, please contact me at criso@buffalodiocese.org or 716-847-5511. Thank you!

Instructions for Diocesan BEDS Spreadsheet – Fall 2021

When working with your Diocese-provided BEDS spreadsheet, please refer to the specific instructions for each item which can be found in the NYSED document "Instructions for Completing Basic Educational Data System (BEDS): Non-Public School Data Form – Fall 2021". I have used that document to help me create the following simplified procedures:

Item 1 (Enrollment) – Enter your student enrollment **as of Wednesday, October 6, 2021**, separated by Grade level (Pre-K4 to Gr. 12), race and gender. Gender includes non-binary, a term used to describe a person who does not identify as exclusively male or female. Report as prekindergarten only students who will be four years of age on or before December 1st, or who will otherwise be eligible to attend kindergarten next school year. Be sure to include UPK students in your Pre-K count. **No three year olds should be reported as PreK.** Totals will be calculated for you.
- Any person of Hispanic or Latino origins, in whole or in part, should be reported as Hispanic or Latino. Be sure that students of "Hispanic or Latino" origin are <u>not</u> included in any other category, including "Multi-Racial". **This differs from NCEA.**

Item 2 (Count of Students by District of Residence – for Textbook Aid Purposes) – All WNY Public School Districts are listed alphabetically with the NYSED 5-digit code next to it for your reference. Report in Part A your number of New York State resident students by district of residence, separated by Pre-K (including UPK students), K-6 and 7-12 levels. *Please be sure to only include 4 year old Pre-K and UPK students under the Pre-K column.*
- **"Out-of-State/Country Residents"** - If you have students enrolled who are residents of other states or countries (including International students) indicate their total numbers on the **"Out of State and/or Out-of-Country Residents"** line (Row 121).
- **"Other Ineligibles"** - If you have students enrolled who are found to be otherwise ineligible, including court-placed article 81 students, indicate their total numbers in Row 122 of this item.
- The *total count* of Pre-K, K-6, and 7-12 students reported in Item 2 **must match** the total Pre-K through Grade 12 enrollments reported in Item 1.

Item 3 (Professional Staff in School) - Provide unduplicated counts of full-time and part-time professional personnel in the appropriate level (elementary or secondary) categories. Furloughed or laid off staff should not be counted. The terms "full-time" and "part-time" refer to the extent of employment in the school rather than in a particular assignment. For example, a person working a portion of his or her time as a teacher and a portion as a guidance counselor, but working full time in the school, would be reported under "full-time" in the category they spend the majority ($>50\%$) of their time.

For professional staff members who split their time evenly between teaching and nonteaching duties, or evenly between elementary and secondary grade levels, a decision should be made by the principal concerning the category in which they are to be counted. *Staff members should be counted in one category only (<u>Report whole numbers only</u>. You cannot report staff as half-time/0.5 FTE.)*
- <u>If you are the Principal of a PreK-8 school</u> you would enter "1" on the PK-6 full time line only since most of your time is with the PreK-6 (more students) – leave the 7-12 line blank. NYSED then assumes you are principal of the whole school.
- o Use the same logic for all other staff, only listing them once wherever most of their time is spent.
- o Do not count paraprofessional staff (i.e., teaching assistants, teaching aides, pupil personnel service aides, library aides, health aides, and volunteers) in this item.
- o Do not include personnel employed by the public school district to provide services to your students on the BEDS form (Title I, Special Ed, Nurse).

Item 3 (Professional Staff in School) – (continued)

1. The "Principal or Chief Executive Officer" category refers to the chief administrator of this school.
2. The "Assistant Principals" category includes all personnel who spend the majority of their time directly assisting the principal or chief executive officer in carrying out administrative policy.
3. Count as "Supervisors and Department Heads" those persons who devote more than half of their time to these activities. Persons who spend a majority of their time teaching, but who have minor administrative duties (less than half-time), should be reported under "Teachers."
4. The "Teachers" category should include all personnel who devote more than half of their time to teaching duties, including such subject areas as art, music, physical education, and reading, which are often considered to be in a special category.
5. Count as "Librarians" those persons who devote more than half of their time in monitoring the library media resources available in the school.
6. The category "Other Professional Staff" should include school nurses, psychologists, pupil personnel staff, therapists having a four-year degree, and other non-classroom professionals (except principals, supervisors, department heads, teachers, librarians and guidance counselors) who devote more than half of their time to nonteaching duties. Staff in this item are employed by your school, not the Public School District.

Item 4 (School Day Hours) – Please enter the time your school instructional day begins and the time your school's instructional day ends for each grade level you have in your school. Enter the hours that reflect the majority of your school days. Do not include before and after school programs.

Item 5 (Foreign Language Instruction) – Indicate whether or not your school offers foreign language instruction during the 2021-2022 school year. If yes, indicate the total number of students enrolled and the number of teachers in the languages and grade levels specified. ***Do not include Pre-K students in this category.***

- In this section you must list a teacher when you have student enrollment entered (this differs from the rules for Item 3). For schools with only one foreign language teacher for grades K-8, you will enter the same teacher twice, once as a PK-6 teacher and once as a grade 7-12 teacher.
  - o **In order to list a teacher as a grade 7-12 Foreign Language teacher, you must have at least one full-time (or part-time) Secondary teacher listed in Item 3.**

Item 6A - English Language Learners (ELL) (Formerly LEP) - Indicate whether or not this school has any students who are English Language Learners (ELL). Section 154.2(a) of the Regulations of the Commissioner of Education defines limited English proficiency as follows: "Pupils with limited English proficiency shall mean pupils who by reason of foreign birth or ancestry, speak a language other than English, and (1) either understand and speak little or no English; or (2) score below a state designated level of proficiency, on New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT);..."

- If YES, indicate the number of students who are ELL, separated by grade range.
  1. ***Do not include Pre-K students in this category.***
  2. Note: *Native speakers of English* who score below the statewide reference point on an English language assessment instrument should *not* be included in this item.

Item 6B, 6C, & 6D: Bilingual Education Programs
If a bilingual program is offered in your school, then you must select "Yes" for each type of program you offer (6B-Transitional; 6C One-Way Dual Language; and 6D Two-Way Dual Language); Select "No" if you do not offer a type of BE program. For each program you offer, identify the year the program began, describe the languages of instruction, and the grade span in which the program is currently offered. The two types of Bilingual programs are the Transitional Bilingual Education Program (Home language use decreases as English use increases), and 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 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%.

Item 7 (Lunch, Breakfast and Milk Programs - Federal Child Nutrition Program) –
- In Section A, indicate whether or not this school participates in the Federal Child Nutrition Program. The Federal Child Nutrition Program includes free and reduced-price breakfast and free milk programs as well as the lunch program.
- If Section 7A is YES, for 7A.1 indicate which school meals provision this school has implemented (Provision 2, Community Eligibility Program (CEP), or neither).
- If Section 7A is NO because your school does NOT participate in the Federal Child Nutrition Program, for Section 7A.2 indicate whether the school collects free and reduced price student eligibility information. In order to indicate 'Yes' to this question, a school must have on file completed and approved lunch applications, Direct Certification, or other documentation acceptable to the Federal Child Nutrition Program to identify children as qualified to receive a free or reduced lunch (surveys).
- If the response in either Section 7A or 7A.2 is YES, then in Section 7B & C enter by grade level grouping the number of *eligible students* for *free* and *reduced-price* school meals. **Do not include Pre-K students in this category.**
  - o Counts should be as of October 6, 2021 and are needed even if a "Provision 2" or CEP agreement is in place. Schools implementing Provision 2 or CEP should use current year data (via Direct Certification and the collection of other household economic need data).
    - **CEP schools should not enter all students here, only those students who would be eligible based on their income/Direct Certification.**
- Section D will be calculated automatically for you; this is the total number of eligible students for free and reduced-price school meals.

Item 8 (Students Supported by Public Funds under Contract with a Public School District) – Mark "N/A". This would only apply if a student with disabilities was sent to your school and paid for by their public school district. None of our schools are set up this way (Special Act schools such as the Cantalician Center and Baker Victory Services/OLV Charities would complete this section).

Item 9 (Technology) - *Do not count computers that are in storage because they have been deemed outdated and have no further intended use in this school.*
- In Section 9A (1-4), enter the number of computing devices being used by students for instructional purposes, less than five years old, into the four device types listed.
  - o Only include devices that are less than five years old.
  - o Do not include computers or other devices that are for administrators only.
  - o Computers that are viable but have no current assignment or use should be assigned to categories based on their need and probable use.
- In Section 9A.1, select the category that best describes what percentage of teachers have at least one computer in their classroom. Select only one category.
- In Section 9A.2, select the category that best describes who uses the computers within the classroom. Select only one category.
- In Section 9A.3, indicate if the school allows students to use their own devices during school hours for instructional purposes.
- In Section 9C (1-8), enter the number of other computing devices not reported on line 9A **that are owned by your school** into one of the eight categories (not for BEDS).

Item 9B (Internet Connectivity) – Select which statement best describes the internet access currently available in your school. Select only one category.

Item 10 (Distance Learning) – School reopening plans must consider the possibility of remote instruction in the 2021-2022 school year. Indicate which format(s) of distance learning is (are) being, or will be, used by your school to provide continuity of education to your students (check all that apply). All Catholic schools should have at least one of the distance learning formats checked.
- If you select "Other," please describe the method used at your school.

Item 11 (Fire Inspection Certification) – All schools MUST complete this section.
- Schools within the City of Buffalo should choose the last option.
- Schools with fewer than 25 students should also choose the last option.

Item 12 (Physical & Behavioral Indicators of Child Abuse and Maltreatment Training) – Indicate if your teachers have been trained on the "Physical and Behavioral Indicators of Child Abuse and Maltreatment Training". See http://www.nysed.gov/nonpublic-schools/child-abuse-prevention-training for more information on this training mandate.

Item 13 (Person Completing Form) – This does not have to be the building principal.

Final Instructions
- ➢ Once you have completed this worksheet after October 6, 2021, go to the Business Portal at http://portal.nysed.gov/ and login to access the IRS Data Exchange (IDEx) application where you will find your 2021-2022 BEDS Report. Make sure you have your NYS (SEDDAS) Username and password ready. This is the same number you use to order NYS examinations and submit your Mandated Services online. If you have forgotten your password, contact me or NYSED to reset it for you.
- ➢ **The BEDS survey must be submitted to NYSED online by November 19th, 2021**.
- ➢ Once you have entered the survey online, please make any corrections to the spreadsheet if you made any changes while entering your information online and then forward a copy to Cathryn Harrower at charrower@buffalodiocese.org.

Thank you for using the BEDS Excel spreadsheet to prepare for your online submission. Please contact me if you need assistance at 716-847-5511.