INSTRUCTIONS – BOCES SUMMARY FORM – Fall 2014

Item 1 Full-time BOCES Enrollment

In Section A, report the total *full-time* enrollment in the BOCES in the specified categories. Include only students who attend the 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 TPK funded programs, and other Prekindergarten Programs – which the BOCES operates. Prekindergarten students with disabilities should be reported in the Prekindergarten category along with students without disabilities.

Begin by recording the total enrollment for each level and then indicate the number of students in that level by gender who are in each of the racial/ethnic groups listed.

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 B, distribute the total number of Prekindergarten students reported in section A into the Prekindergarten program areas shown. Universal Prekindergarten Programs would be operated by the 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 C, 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 programs leading to a local or Regents high school diploma. Students reported in this item should not be reported in Section A of this item and should not have been reported as enrolled by any public or nonpublic school.

Item 2 Professional Staff in This BOCES

In this item, provide an *unduplicated* count of all professional staff in this BOCES.

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.

The category "Other Professional Staff" should include administrators (except principals and assistant principals), guidance counselors, school nurses, psychologists and other professionals who devote more than half of their time to nonteaching duties.

Professional staff members who split their time evenly between teaching and nonteaching duties should be reported only once.

The total number of professional staff reported in this item must equal the number of personnel completing Basic Educational Data System (BEDS) Personnel Forms. Persons who complete an electronic teaching form (ePMF) and a paper (bubble sheet) nonteaching form should be counted only once in the category that accounts for the greater portion of their time.

Begin by recording the total number of full-time and part-time professional staff members in this BOCES in each of the designated categories. Full-time professional staff members are those persons who spend their entire school day and school week in this BOCES. Part-time professional staff members are those persons who are employed less than the normal school day or less than the normal school week.

The racial/ethnic designations for this item are the same as defined in Item 1.

Item 3 Other Staff in This BOCES

In this item, report in the categories listed all paraprofessionals and support staff employed by this BOCES. 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.

"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 4 Teacher Vacancies

In the first column, enter the total number of positions recruited for by preferred certification area; in the following columns indicate the disposition of that recruiting effort for the start of the 2014-15 school year. For example, if you recruited for three teachers who had "English 5-9" certificates and were able to hire two who had "English 5-9" certificates and a third who had an "English 7-12" certificate, then you should report all three as certified for the assignments, with two having the preferred certificate and one not having the preferred certificate. Reporting this hypothetical "English 7-12" teacher as certified for the assignments but not having the preferred certificate is contingent on the school being able to assign the teacher classes for which the "English 7-12" certificate applies.

As a general rule, report strictly by the preferred certificate desired and recruited for and in anticipation of the classes that would have been assigned to that teacher if a teacher with the preferred certificate had been hired. If a teacher not having the preferred certificate was hired, and the school found it necessary to adjust class assignments among teachers to accommodate the certificate(s) possessed by the newly hired teacher, then the teacher should be reported as "Not Certified for the Assignment(s)".

Any position not filled by a new hire should be counted as "Left Vacant", even if it was "filled" or resolved by using a long-term substitute, expanding class sizes, increasing course loads of existing teachers, using administrators to teach, or other means used to "get by".

Item 5 Prekindergarten Teachers

Indicate the number of full- and part-time teachers reported in Item 2 (Professional Staff in This BOCES) who teach exclusively at the Pre-K level.

Item 6 Title I Paraprofessionals

To comply with the No Child Left Behind Act of 2001 (NCLB), New York State must report to the U.S. Department of Education on the percentage of Title I paraprofessionals who meet the NCLB definition of "qualified." NCLB required all Title I paraprofessionals to be "qualified" by January 8, 2006. If your BOCES is not receiving Title I funds for the 2014-15 school year, or if your BOCES does not employ any Title I paraprofessionals, enter zero for both Items 6a and 6b.

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/nclb/guidance/memos/03-2008.html

Questions about these items should be sent to
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