

## INSTRUCTIONS – BOCES SUMMARY FORM – Fall 2018

### Item 1: Full-time BOCES Enrollment

In Section 1A, 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.

Record the enrollment for each level by racial/ethnic group and be gender. 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 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 1C, enter the total number of Prekindergarten students.

In Item 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 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: Other Staff in This BOCES

In Section 2A, 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 3: 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 2018-19 school year, or if your BOCES does not employ any Title I paraprofessionals, enter zero for both Items 3A.1 and 3A.2.

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](mailto:conappta@nysed.gov)

**Item 4: Uncertified Substitute Teacher**

Commissioner’s Regulation, 80-5.4 requires the chief school officer of each school district and the district superintendent of each Board of Cooperative Educational Services to submit an annual report on the employment of all uncertified substitutes to the Commissioner.

In Section 4A.1, report the number of uncertified substitute teachers who were employed by this district beyond the 40-day limit during the 2017-18 school year. Report employment day counts greater than 40 days but less than or equal to 90 days. Days of employment need not be consecutive.

In Section 4A.1a, Superintendents must certify for substitutes employed for more than 40 days and 90 days or less, that the district has conducted a good faith recruitment effort and that there were no available properly certified teachers to perform the duties of the positions.

In Section 4A.2, report the number of uncertified substitute teachers who were employed by this district for more than 90 days during the 2017-18 school year. Days of employment need not be consecutive.

In Section 4A.2a, Superintendents must certify for substitutes employed for more than 90 days, that the district has conducted a good faith recruitment effort and that there were no available properly certified teachers to perform the duties of the positions.

**Item 5: School Emergency Response Planning**

5A. Education Law § 2801-a: School Safety Plans. The statute includes a new requirement that each district submit certification to NYSED that all district and school staff have undergone annual training in the emergency response plan, and that the school safety training materials include

components on violence prevention and mental health.

5B. Education Law § 2801-a: School Safety Plans. The amendments requires district-wide safety plans to include the designation of a chief emergency officer who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan.

5C. To comply with the requirement in Commissioner’s regulation §155.17 and Education Law §2801-a, that each district shall file a copy of its district-wide safety plan with the Commissioner, each district must post their district-wide safety plan, including the school code of conduct, on the district website and submit the web address/URL of the District-Wide Safety Plan as part of the Basic Educational Data System (BEDS) collection in October 2018. The annual Violent and Disruptive Incident Reporting (VADIR) submission already collects the URL for the District Code of Conduct.