INSTRUCTIONS FOR COMPLETING
BASIC EDUCATION DATA SYSTEM (BEDS)
RELIGIOUS AND INDEPENDENT (NONPUBLIC) SCHOOL
DATA FORM – Fall 2024

Note: Data reported on this form are used to verify the accuracy of information submitted to the Office of Grants Management on the Nonpublic School Mandated Services Aid form (MSA-1). To be eligible for reimbursement for a mandate, all reports required in connection with that mandate must have been submitted by the established deadline. Reimbursement for mandated services will be delayed for nonpublic schools that have not submitted the required reports. Questions about mandated services claims should be directed to the Office of Grants Management at (518) 474-3936.

For questions concerning the completion of the Religious and Independent School Data Form, please submit a [Datasupport ticket](#).

General Instructions

- This form should be completed by the principal or chief executive officer of this school. The name and title of the person completing the form should appear in the space provided on the last page. All religious and independent schools are encouraged to submit their BEDS report electronically via the online [IRS Data Exchange (IDEx)](#) application on the [Business Portal](#). If your school opts to report via the online application, returning the paper form to the State Education Department (SED) is not necessary. If you submit a paper form to SED, **you should make a copy of the form for your files in the event that you need to be contacted for clarification**.
- One form should be completed for each school organized as a separate administrative unit and assigned its own unique BEDS Code. 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 building principal unless such locations have been assigned their own unique BEDS code. 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 principal regardless of the number of locations involved unless the location(s) has been assigned its own unique BEDS code. Locations

that have received their own BEDS codes are considered 'schools' and must report data separately.
- Read the instructions for each item before completing it.
- Be sure that all items pertinent to this school are completed.
- Any items which do not apply to this school should be left blank.
- All requested data are for the current school year (**2024-25**) unless specified otherwise.

Item 1: Enrollment in This School

As of BEDS Day, **October 2, 2024**, report all students enrolled and under the administration of this school even if some enrolled students are physically housed at other locations **without** unique BEDS codes. Any location with its own unique BEDS code must report its students separately.

In **Section 1A**, response areas are provided by race/ethnicity and gender for Prekindergarten students. Gender includes non-binary, a term used to describe a person who does not identify as exclusively male or female. You must enter the total number of Pre-K students in the box designated "Total number of Pre-K students in this school". Prekindergarten students with disabilities should be reported in Prekindergarten along with students who do not have disabilities. **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 in the next school year**. No three year old children should be reported in this section.

In **Section 1B**, response areas are provided by race/ethnicity and gender for grades Kindergarten through Ungraded Elementary students (UGE). Gender includes non-binary, a term used to describe a person who does not identify as exclusively male or female. You must enter the total number of Kindergarten-UGE students in the box designated "Total Kindergarten-UGE Enrollment". Note that response areas are provided for ungraded students with disabilities at the elementary level (ages 12 and below – School age children only). If you have ungraded

students other than students with disabilities, please group them according to age and assign them to a grade for purposes of this item.

In **Section 1C**, response areas are provided by race/ethnicity and gender for Grade 7 through Ungraded Secondary students (UGS). Gender includes non-binary, a term used to describe a person who does not identify as exclusively male or female. You must enter the total number of 7-UGS students in the box designated "Total 7-UGS Enrollment". Note that response areas are provided for ungraded students with disabilities at the secondary level (ages 13 and above-school age children only). If you have ungraded students other than students with disabilities, please group them according to age and assign them to a grade for purposes of this item.

Once **Item 1 A, B and C** are completed, you must enter the count of students in the "Total Enrollment" section.

If you are not sure of race or ethnicity, choose the classification that, in your judgment, best fits the individual.

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. Enrollment by race/ethnicity is collected in order to assist NYSED's mission to foster diversity, equity and inclusion for all students.

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.

Item 2: Count of Students by Residence

These data are being collected to enable the State Education Department to appropriate the proper amount of textbook aid for public school districts for the New York State Textbook Loan Program.

Students eligible for the New York State Textbook Loan Program must be residents of New York State who are enrolled in any of grades K-12, including ungraded elementary and ungraded secondary, in a New York State nonpublic school which complies with the compulsory attendance law. Pre-K students and students who are residents of another state or country are not eligible for the NYS Textbook Loan Program. **Please be sure to only include Pre-K students under the Pre-K column.**

Report in Part 2A your New York State resident students by district of residence and the number of students by Pre-K, K-6 and 7-12 levels. The K-6 category includes ungraded elementary and the 7-12 category includes ungraded secondary students. Using the drop-down menu, choose the appropriate school district and enter the enrollment. You can add new rows as needed by clicking the "add new row" button.

Note: **Please visit Schoolsearch if you need assistance in locating the correct NYC Geo District for NYC residents**. When using this site:

1. Enter the student's home address in School Name or Address field and Choose Grade 1 (no matter what grade the student is in.)
2. Find the GEO District the student should be counted in the gray box labeled "Zoned School" (first school) to appear in the listing.

3. Use that district to search for the 6-digit district code in the public school codes document.

NOTE: If you are a NYC Non-Public School and have more than 100 students enrolled, you may indicate all students' district of residence using the first six-digits of your BEDS Code.

If this school has students enrolled who are residents of other states or countries, indicate their total numbers in Part 2B of this item. If this school has students enrolled who are found to be otherwise ineligible, including court-placed Article 81 students, indicate their total numbers in Part 2B of this item.

In **Section 2C**, "Total Count of Students by District of Residence", indicate the total count of Pre-K, K-6 and 7-12 students reported in **Section 2A and 2B**. **Note:** Enrollments **must match** the total Pre-K through Grade 12 enrollments reported in Item 1A, B and C.

Item 3: Professional Staff in This School

Provide unduplicated counts of full-time (**Section 3A**) and part-time (**Section 3B**) 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 most appropriate category.

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. Report whole numbers only.**

Do not count paraprofessional staff (i.e., teaching assistants, teaching aides, pupil personnel service aides, library aides, health aides and volunteers) in this item.

The "Principal or Chief Executive Officer" category refers to the chief administrator of this school.

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.

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."

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.

Count as "Librarians" those persons who devote more than half of their time to monitoring the library media resources available in the school.

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*, *assistant principals*, *supervisors*, *department heads*, *teachers*, *librarians* and *guidance counselors*)** who devote more than half of their time to nonteaching duties.

Do not include personnel employed by the public school district to provide services to your students.

Item 4: School Day Hours

In Item 4 indicate by grade-level, the hour your school begins instructional time and the hour your school ends instructional time. Only report school day hours for grades with enrollment. Enter the hours that reflect the majority of your school days. Do not include before and after school programs.

If your school is conducting split sessions to accommodate a hybrid model of instruction or morning and afternoon PreK sessions, please report the start time for the first session of the day as 'School Day Begins' and the end time for the last session as 'School Day Ends'.

Use the following chart to convert school day hours for entry on the online form.

Chart to Convert School Day Hours

School Day Begins/Ends:	Convert to:
6:00 am	06.00
6:15 am	06.15
6:30 am	06.30
6:45 am	06.45
7:00 am	07.00

School Day Begins/Ends:	Convert to:
7:15 am	07.15
7:30 am	07.30
7:45 am	07:45
8:00 am	08.00
8:15 am	08.15
8:30 am	08.30
8:45 am	08.45
9:00 am	09.00
9:15 am	09.15
9:30 am	09.30
9:45 am	09:45
10:00 am	10.00
10:15 am	10.15
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4:45 pm	16:45
5:00 pm	17.00
5:15 pm	17.15
5:30 pm	17.30
5:45 pm	17.45
6:00 pm	18.00
6:15 pm	18.15
6:30 pm	18.30
6:45 pm	18.45
7:00 pm	19.00
7:15 pm	19.15
7:30 pm	19.30
7:45 pm	19.45
8:00 pm	20.00

School Day Begins/Ends:	Convert to:
8:15 pm	20.15
8:30 pm	20.30
8:45 pm	20.45
9:00 pm	21.00

Item 5: Foreign Language Instruction in This School

In **Section 5A**, indicate whether or not this school offers foreign language instruction during the 2024-25 school year. **If YES**, in **Section 5B and 5C**, indicate the total number of students enrolled and the number of teachers in the languages for Grades K-6 (include ungraded elementary) and 7-12 (include ungraded secondary).

Item 6: English Language Learners (ELL)

In **Section 6A**, 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 the 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 by grade range who are ELL. K-6 includes ungraded elementary and 7-12 includes ungraded secondary.

Schools are required to collect test data on all students who score below a state-designated level of proficiency on a standardized test of English reading. Students who score below a state-designated level must be provided English as a New Language (ENL), Transitional Bilingual Education (TBE) or One-Way or Two-Way Dual Language services.

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.

Items 6B, 6C, 6D: Bilingual Education Programs

Bilingual Program is defined as an instructional program comprised of three components: instruction

in Home Language Arts and English Language Arts; English as a New Language; and bilingual core content area instruction. The purpose of providing ELL students with instruction in their home language and in English is to enable them to progress and develop academically in all content areas while achieving competence in the English language. (8 NYCRR §154-2.2(b)).

The Office of Bilingual Education and World Languages is collecting information on whether your school is providing a Bilingual Education (BE) program to all ELLs. They are also collecting the year in which the program began.

If a bilingual program is offered in your school, 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 composed of students who come from the same primary/home language and/or background. The teacher or teachers provide instruction in both English and the primary/home 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 percentages 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 7: Federal Child Nutrition Program

In **Section 7A**, indicate whether or not 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).

If your school participates in the Federal Child Nutrition Program OR collects student eligibility information, enter the number of *eligible students* for *free* and *reduced-price* school meals by grade level in **Sections 7B and 7C**. Counts should be as of October 2, 2024 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 DC and the collection of other household economic need data).

Each student with an approved application or other documentation should be counted only in the school in which he or she is enrolled, regardless of where they are fed.

In **Section 7D** indicate 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

This item applies only to private schools approved for reimbursement with public funds for educating children with disabilities. In this item, report the number of students, by grade, who are attending this school as of **October 2, 2024** and whose tuition is supported by public funds under contract with a public school district. Do not include students attending this school pursuant to Article 81 of the Education Law. The total number of students reported in this item cannot exceed the number reported in Item 1 – Enrollment in This School.

Item 9: Technology

In **Section 9A**, enter the number of instructional computing devices, less than five years old, that are in use in your school. For this purpose, computing devices refer to desktop computers, laptops, tablets nine (9) inches or greater (i.e. iPads) and/or Chromebooks. *Note: **Only include devices used for instructional purposes that are less than five years old. Do not include computers or other devices that are for administrators only.***

NOTE: Do not count computers in storage because they have been deemed outdated and have no further intended use in this school.

In **Section 9A**, select the category that best describes what percentage of teachers have computers in their classrooms: 0 to 20%; 21 to 40%; 41 to 60%; 61 to 80% or 81 to 100%. Select only one category.

In the next section of **9A**, select the category that best describes who uses the computers within the classroom. Select only one category.

In the final section of **9A**, indicate whether this school allows *students* to use their own devices during school hours for instructional purposes.

In **Section 9B**, Internet Connectivity, select which statement best describes the internet access currently available in your school.

Item 10: Fire Inspection Certification

Please note: Only schools outside of New York City, Buffalo, Syracuse, Rochester or Yonkers City School District and schools with enrollment of 25 or more students are required to submit an Annual Fire Inspection Report to the Office of Religious and Independent School Services (ORISS). Please check which statement is the most accurate for the current school year (2024-25). For further information please go to Religious and Independent School Fire Reports.

Item 11: Physical and Behavioral Indicators of Child Abuse and Maltreatment Training

In **Item 11**, Physical and Behavioral Indicators of Child Abuse and Maltreatment Training, indicate '**Yes**' or '**No**' as to whether all school employees who are mandated reporters per SS law Article 6 § 413, bus drivers and non-certified administrators and teachers have been trained regarding the Physical and Behavioral indicators of Child Abuse and Maltreatment as outlined in Education Law Section 1132.

If NO, indicate which month your school will be completing this training.

Item 12: Health Instruction

Please certify whether 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 13: Person Completing Form

In case of questions, the person actually completing the BEDS form must provide their contact information (Name, Title, Email address, phone and FAX Numbers). This does not have to be the superintendent or building principal.