Chapter 3: Staff Reporting Rules

Data on teachers and principals of public schools and BOCES and teachers and leaders of charter schools, including all courses taught by teachers and the students enrolled in these courses, must be reported in the SIRS.

These data are required by state and federal laws and regulations for numerous purposes, including teacher/leader evaluation requirements outlined in Education Law §3012-d; Annual Professional Performance Review (APPR) (https://www.engageny.org/tle-library; Teacher-Leader Effectiveness (TLE); and PMF (Personnel Master File), which includes files submitted to the U.S. Department of Education concerning course and student counts and teacher certification data. Many of these data sets are also required to be made publicly available and will be displayed in the NYS School Report Cards. Other information is necessary to support the policy development and reform agenda of the Board of Regents.

Reporting Requirements

All public school districts, BOCES, and charter schools are required to submit school year data using the templates below.

Student Management System and Human Resource Management System vendors support schools and districts in reporting these data to the SIRS. If your management system vendor has not yet provided you with the functionality to report all required data, please contact them directly, or contact your RIC or Big 5 City School District data center.

See the Teacher/Staff Data web page for further information.

For templates used to report staff data, see technical information by year on the vendor support web page.

The following templates are used to report staff data or data linked to staff:

Staff Snapshot Template Data (SIRS 320)

Staff Snapshot Template: A Staff Snapshot record must be reported to the State Data Warehouse (Level 2) before any other staff record type for that person can be reported (i.e., Staff Assignment, Staff Evaluation Rating, Staff Tenure, Staff Attendance, Course Instructor Assignment). This template must be used by school districts, charter schools and BOCES to report data for teachers and non-teaching professionals. In cases where an employee is on leave or suspended, but still employed, an active Staff Snapshot record may be reported using the INACTIVE staff status. For staff that are out for the entire school year, a record is not required.

LEAs must submit race and ethnicity data in Staff Snapshot. Edits will prevent a Staff Snapshot record from moving in the absence of these fields. Please note that Districts are required to report the Hispanic Indicator (Y/N) and associated Race code(s), using the State Race codes in the SIRS manual. Leaving Race code 1 blank is only allowable if the Hispanic Indicator is set to Y. A new Race code, DECLINE, was implemented in 2018-19, for both the

code and the description. This code should not be defaulted for all staff reported in Staff Snapshot and is only allowable on an individual basis if a staff person refuses to identify a race with their district. Refer to the Staff Snapshot template for edits on the vendor support web page.

All staff (including substitutes and non-teaching professionals) reported to the SIRS must have TEACH IDs. Information about TEACH accounts and TEACH IDs can be found on the Office of Teaching Initiatives web page.

Who Should Be Reported?

"All staff" in the Staff Snapshot template includes any staff person who must be reported to meet any reporting requirements. All teaching staff, including long-term substitute teachers serving as the teacher of record responsible for the course, should be included in this template. In addition, all non-teaching professional staff as defined by the PMF non-teaching assignment codes and descriptions should be included in Staff Snapshot. **A local educational agency (district, BOCES, or charter school) can report only one (1) Staff Snapshot record per staff member per year.** A staff member should be reported with the district code for a location code if the staff member is associated with more than one building in the LEA.

Staff Snapshot should be loaded in the fall as it will produce a list of all certified staff for your LEA based on data in the teacher certification database. This information can be viewed in the SIRS 329 Staff Certifications report and used to identify special education, ESL, and Bilingual certified teachers for purposes of course reporting.

Teaching Staff: Include all teaching staff that should be reported for APPR and PMF (course) purposes. Do not include individuals not employed on a regular basis (e.g. short-term substitutes), teachers working exclusively with non-public school students, teacher aides or assistants. ROTC teachers may be reported. Only teachers should be reported with TEACHER in the job description field. Administrators not providing direct instruction to students should not be reported as teachers.

Substitute or Interim Staff: Substitute staff, long-term or otherwise, are not covered by §3012-d for evaluation purposes *unless* they are serving as the teacher of record. Districts/BOCES must collect data elements to support teacher of record determinations (Please see Sections B2, B3, D1, and M2 of Guidance on New York's Annual Professional Performance Review Law and Regulations). Any staff to be included in other staff templates (e.g., Course Instructor Assignment, Staff Evaluation) must be included in Staff Snapshot. Interim building principals subject to evaluation must be reported in Staff Snapshot and Staff Assignment.

Non-Teaching Professional Staff: To determine which staff are considered "non-teaching professionals," refer to the non-teaching assignment codes found in the SIRS manual and the file posted on the Teacher/Staff Data web page. Leave Teacher Title and Principal Title blank (fields 8, 105) if they do not apply. Do not include clerical staff, bus drivers, maintenance, teaching assistants, teacher aides, or food service workers. All non-teaching professional staff employed in districts, BOCES and charter schools must be included in the Staff Assignment template. Attention should be given to the reporting of school counselors, nurses, and social

workers. Some of this information will be reported publicly on data.nysed.gov. These staff assigned specifically to a building should be reported using the building location code. Staff reported with the district code as the location will only be displayed on the public site at the district level.

Reporting Salary Data

Report the total amount paid for the staff member's primary assignment(s). If the staff member has more than one primary assignment (e.g. teacher and Director of Curriculum), report the combined salary for all primary assignments. Do not include any extra pay received for extra services outside the professional and instructional responsibilities. For example, do not include additional pay received for supervising extra-curricular activities beyond the normal assignments, such as for coaching or supervising clubs. Instructional and professional stipends related to the staff person's primary assignments should be included, such as for chairing a department or serving as both teacher and administrator. Staff members should also include stipends for college credits, in-services, mentoring, longevity/steps, and compensation activities that pertain to their pedagogical duties as long as it is part of the contracted annual salary. Do not include summer school pay or overtime pay. Round the annual salary amount to the nearest whole dollar. For staff working in multiple LEAs, each LEA that plans to load that staff record into Staff Snapshot must report the amount paid to the staff person. If an LEA is unable to provide an annual salary for staff they need to report (e.g. hourly, per diem substitutes), a day rate may be substituted for the annual salary. LEAs should make an effort to report hourly employees with the amount expected to be paid for the year (annualize the hourly salary if possible). Do not include salaries paid for private school work.

Salary Scenarios

Scenario	What to Report	Annual Salary (field 52)	Employment (FTE) (field 60)	Contract Work Days (field 53)	Annual Contract Months (field 110)
1) An employee has an annual contract salary of $100,000, is a 100% FTE, and works for the entire school year.	Report the annual contract salary amount.	$100,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.

Scenario	What to Report	Annual Salary (field 52)	Employment (FTE) (field 60)	Contract Work Days (field 53)	Annual Contract Months (field 110)
2) An employee has an annual contract salary of $50,000 and works for the entire school year. This employee works in the district half-time.	The FTE annual contract salary amount should be $50,000. Report this amount and complete the Employment basis in Staff Snapshot (field 60) as .5.	$50,000	0.5	# of days stated in the staff member's contract.	# of months staff member is expected to work.
3) An employee's annual contract salary amount was $40,000, but the person left the district before the end of the year (e.g. left on leave, resigned), and was only paid $20,000. Report what the district ended up paying or the contract amount at the beginning of the school year?	Report the annual contract salary amount for the staff person; do not reduce the amount based on actual expenditures because the person departed early.	$40,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.
4) An employee entered the district in December with an annual contract salary of $80,000 but will only be paid $50,000 by the end of the school year because the person started the position late in the school year.	Report the $80,000 annual contract salary amount for the staff person, regardless of actual expenditure.	$80,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.

Hourly/Per Diem Scenarios

Scenario	What to Report	Annual Salary (field 52)	Employment (FTE) (field 60)	Contract Work Days (field 53)	Annual Contract Months (field 110)
1) An employee is an annualized hourly employee with an FTE of 100%, work days of 200, actual hours per day of 6.5, and an hourly rate of $15.00 (e.g. nurses, substitutes).	For hourly employees, use the actual number of hours worked (expected to work) as the multiplier. Work Days × Hours Per Day × Hourly Rate.	$19,500	1.0	200	10
2) An employee is an annualized hourly employee with an FTE of 50%, work days of 200, actual hours per day of 6.5 and an hourly rate of $15.00.	Same as above.	$9,750	0.5	200	10
3) An employee is an annualized daily employee with an FTE of 100%, actual work days of 200, and a daily rate of $100.00 (e.g., interim administrators).	For per diem employees, Work Days × Daily Rate x FTE.	$20,000	1.0	200	10
4) An employee is an annualized daily employee with an FTE of 50%, actual work days of 200, and a daily rate of $100.00.	Same as above.	$10,000	0.5	200	10
5) An employee works on a day-to-day basis (e.g. substitute teacher), has an hourly rate of	Equate to a daily rate using the actual number of hours worked	$140	1.0	1	1

Scenario	What to Report	Annual Salary (field 52)	Employment (FTE) (field 60)	Contract Work Days (field 53)	Annual Contract Months (field 110)
$20.00, standard hours per day of 7 and actual hours per day of 7.	(expected to work) as the multiplier. Hours Per Day × Hourly Rate.				

Definitions:

Annual contract salary - The total amount of compensation provided to the staff person for services to the district for teaching and non-teaching professional responsibilities. This amount should be based on the person's expected annual contract or agreement for the year. Instructional and professional stipends related to the staff person's primary assignments should be included, such as those for chairing a department, serving as both teacher and administrator, or teaching an extra class(es). Stipends related to extracurricular activities such as coaching and after school clubs should be excluded. Do not include summer school pay or overtime pay.

Hourly employee - A staff person paid an hourly wage for their services.

Daily employee - A staff person paid a daily wage for their services.

Day-to-day employee - A staff person who may not have a regular contract and works in the district as needed (e.g. substitute teachers).

Reporting Itinerant Staff

The Itinerant flag allows an LEA to report a staff person responsible for students in this LEA but employed by another LEA (district, BOCES, or charter school). The fields required to report itinerant staff on the Staff Snapshot template are District Code, Location Code, Status/Active Indicator, Itinerant Status, Staff ID, Birth Date, Staff First and Last Name, Snapshot Date, Position Title, and email (Fields 1, 2, 8, 14, 40, 41, 50, 56, 57, 65, 66, 76). If reporting an itinerant principal, Field 105 (Principal Title) is required. Typically, itinerant staff are teachers employed by another LEA but responsible for a course in this LEA. The instruction of these "traveling teachers" may take the form of traditional in-person classroom instruction or distance learning. In cases of itinerant or shared teachers/staff across LEAs, data sharing agreements may be needed. Report "N" if the staff person is employed by this LEA. Report "Y" if the staff is employed by another LEA/BOCES but is the staff person of record for a course. The receiving district where the course is being taught should report the course information in Course Instructor Assignment and Student Class Entry where applicable. The employer must report staff evaluation, attendance, and tenure data, as well as course data taught at the employer location.

Examples of Itinerant Staff Reporting

BOCES — Employs Staff — Teacher _does not_ teach BOCES courses		
Staff Snapshot (complete)	X	Itinerant, N
Staff Tenure	X	
Staff Evaluation	X	
Staff Attendance	X	
Course Instructor Assignment		
Student Class Entry Exit		

District — Does not Employ Staff — BOCES Teacher _does_ teach courses in this district		
Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure		
Staff Evaluation		
Staff Attendance		
Course Instructor Assignment	X	
Student Class Entry Exit	X	

District A or BOCES — Employs Staff — Teacher _does_ teach courses in this location		
Staff Snapshot (complete)	X	Itinerant, N
Staff Tenure	X	
Staff Evaluation	X	
Staff Attendance	X	
Course Instructor Assignment	X	
Student Class Entry Exit	X	

District B — Does not Employ Staff — District A or BOCES teacher _does_ teach courses in District B as well		
Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure		
Staff Evaluation		
Staff Attendance		
Course Instructor Assignment	X	
Student Class Entry Exit	X	

District A — Employs Staff (50%)		
Staff Snapshot (complete)	X	Itinerant, N
Staff Tenure	X	
Staff Evaluation	X	
Staff Attendance	X	
Course Instructor Assignment	X	
Student Class Entry Exit	X	

District B — Employs Same Staff from District A (50%)		
Staff Snapshot (complete)	X	Itinerant, N
Staff Tenure	X	
Staff Evaluation	X	
Staff Attendance	X	
Course Instructor Assignment	X	
Student Class Entry Exit	X	

District A or BOCES — Employs Non-Teaching Staff (Professional Counselor, Social Worker…) Not working in District A or BOCES in assignment role		
Staff Snapshot (complete)	X	Itinerant, N
Staff Tenure	X	Principal Only
Staff Evaluation	X	Principal Only
Staff Assignment		

District B — Does not Employ Non-Teaching Staff Professional Counselor, Social Worker, etc. (in-person or via technical connection)		
Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure		
Staff Evaluation		
Staff Assignment	X	

District A or BOCES — Employs Non-Teaching Staff (Professional Counselor, Social Worker…) Does work in District A or BOCES in assignment role		
Staff Snapshot (complete)	X	Itinerant, N

District B — Does not Employ Non-Teaching Staff Professional Counselor, Social Worker, etc. (in-person or via technical connection)		
Staff Snapshot (fewer fields)	X	Itinerant, Y

Staff Tenure	X	Principal Only		Staff Tenure		
Staff Evaluation	X	Principal Only		Staff Evaluation		
Staff Assignment	X			Staff Assignment	X	

While the itinerant field is designed to allow for the collection of complete course instruction by teachers, LEAs should also report itinerant non-teaching professional staff such as pupil personnel and school health services staff received from another district or BOCES. These staff would include nurses, school counselors, social workers and psychologists. Additionally, shared or itinerant superintendents should be reported. These staff would also need to be reported in Staff Assignment. BOCES staff not assigned on a permanent or consistent basis to a district should only be reported as BOCES staff. Those working in multiple districts may be reported solely by the BOCES.

Years of Teaching Experience (Total Years of Professional Educational Experience): Field 102 (Teaching and Non-Teaching Professionals)

Teachers new to a district, charter school, or BOCES should be asked to provide years of prior experience. LEAs should not be defaulting to 1 for new hires without consideration of prior experience. Combine all years of professional educational experience, including other public school districts, religious and independent (nonpublic) schools, and BOCES. Experience in non-teaching, professional PMF assignments as reported in Staff Assignment should be included. The non-teaching professional staff experience should be in the educational setting. The experience in higher education should be relatable to that in public school district. Classroom teaching, or a non-teaching position that could be mapped to one of the Staff Assignment non-teaching codes, would be considered relevant. Long-term substitute experience should be reported, this has generally been considered at least three (3) months or more in a school year. Experience should not be based on how prior teaching experience was compensated (per diem or contract). Experience as a teacher aide or assistant would not be included. Experience as an administrative intern, paid or unpaid would not be included. This year counts as one full year of experience. The Total Years Educational Experience (field 43) must be greater than or equal to the total years of educational experience in this district. Report as a whole number.

Staff Assignment Template (SIRS 318)

This template collects data for Personnel Master File (PMF BEDS) and Annual Professional Performance Review (APPR) purposes. This template also includes information to link principals to students enrolled in programs they supervise, including assignment start and end dates. Report one (1) record for each location, assignment, and grade-level combination related to the staff person. If a staff member is responsible for assignments within more than one building in the LEA, they should report each of those specific buildings. This includes pupil personnel (e.g. counselors, social workers) and health services staff (nurses). If they have district-wide responsibility, they may report the district code so that only one row would be reported.

A Staff Snapshot record must be loaded to SIRS (Level 2) prior to reporting any Staff Assignment records for staff members. Staff Assignment is a delete and replace or purge and reload template.

Who Should Be Reported?

All non-teaching professional staff, including building principals, must be reported in this template. To determine which staff are considered "non-teaching professionals," refer to the non-teaching assignment codes found in the Assignment Codes and Descriptions in Chapter 5. If there is not an exact assignment description (i.e. title) for a staff person, choose the assignment from the PMF non-teaching codes that most closely matches the staff person's current assignment (e.g., for a staff member with a title of Assistant Coordinator of Staff Development, codes in "Other General Staff" or in specific content subject areas could be appropriate). All categories also include an "Other" code. Do not report clerical staff, bus drivers, maintenance, teaching assistants, teacher aides, or food service workers. All non-teaching professional staff employed in districts, BOCES and charter schools must be included in the Staff Assignment template.

Principal PMF assignment codes (1102 – 1110) will be used to link the principal to the students enrolled in the program/location they supervise to generate growth scores and for state and federal reporting purposes. Principals responsible for all grade levels within a location should be reported with a grade level of "ALL." If a principal is not responsible for all grade levels within a location, report multiple Staff Assignment records for the principal (one for each grade level the principal is responsible for). These codes should be used to report charter school leaders as well.

Beginning in 2023-24, two new fields on the eScholar template must be reported for select staff outlined below. Field 9 (Assignment Field) identifies the type of assignment the staff person has (e.g., In district, Contracted out private). Field 18 (Percent Time Assigned) collects the percentage of time the person is assigned such responsibilities in a particular location. The percent of time for a staff person cannot be more 100 percent. These staff may be reported with the grade level of ALL if responsible for more than one grade level in a building. See Staff Assignment Field Codes for a list of reportable codes for Field 9.

The staff positions in the table below are subject to these new reporting requirements. For nurse practitioners serving as school nurses, report with the school nurse code of 2211.

Staff Assignment Code	Staff Assignment Description
2210	SCHOOL NURSE-TEACHER
2211	SCHOOL NURSE (RN)
2212	LICENSED PRACTICAL NURSE (LPN)
2022	SCHOOL SOCIAL WORKER
2017	SCHOOL PSYCHOLOGIST
2117	SCHOOL COUNSELOR

The following scenarios should assist with reporting these Pupil Personnel Services staff- specifically school nurses, school counselors, school psychologists, and school social workers based on their primary place of employment and entities served.

Scenario	LEA of Employment	Receiving Public LEA where students are served
District, BOCES, or Charter School employed staff working in home district, BOCES, or charter school.	**Reports Staff Snapshot** record Itinerant = N (No). **Reports Staff Assignment** record with Assignment Field In district and Percent Time Assigned for each building served.	NA
District, BOCES, or Charter School employed staff working in another school district, BOCES, or charter school.	**Reports Staff Snapshot** record Itinerant = N (No). **Reports Staff Assignment** record with Assignment Field Contracted out public and Percent Time Assigned at the district or overall BOCES level code would be 0.	**Reports Staff Snapshot record** where Itinerant record = Y (Yes). **Reports Staff Assignment** record with Assignment Field Contracted in public and Percent Time Assigned for each building served.
District or BOCES employed staff working in a nonpublic school	**Reports Staff Snapshot** record Itinerant = N (No). **Reports Staff Assignment** record with Assignment Field Contracted out private and Percent Time Assigned at the district level would be 0.	Nonpublic schools do not report Staff Assignment data to the SIRS.
Privately Employed staff working in a district, BOCES, or charter school.	**Private entities do not report staff data to the SIRS.**	**Reports Staff Snapshot record** where Itinerant record = Y (Yes). **Reports Staff Assignment** record with Assignment Field Contracted in private and Percent Time Assigned for each building served.

Principal Assignment Codes Used for PMF and APPR

1102	PRINCIPAL ELEMENTARY SCHOOL
1104	PRINCIPAL MIDDLE SCHOOL
1106	PRINCIPAL JUNIOR HIGH SCHOOL
1107	PRINCIPAL K - 12 SCHOOL
1108	PRINCIPAL SENIOR HIGH SCHOOL
1109	PRINCIPAL JUNIOR/SENIOR H S
1110	PRINCIPAL SPECIAL SCHOOL

LEAs should make use of the Assignment Date and Completion Date fields (fields 6, 7) when reporting staff who assumed the responsibility of an assignment after the school year started.

All school districts and charter schools should report complete data for social workers, nurses and guidance counselors.

Staff Tenure Template (SIRS 322)

Education Law §3012-d requires information on tenure granting and denial based on the final quality rating categories included in the public reporting of staff evaluation data. In addition, tenure data is used to inform Department policy decision making in several areas related to educator quality and professional development.

This template includes each staff member's current tenure status as teacher and/or principal, effective date of the tenure status, and when their probation ends. Although teachers can be certified in multiple areas, teacher tenure is only granted once by an employer (although there may be some exceptions for teachers who leave an employer for a significant length of time and return). If they have more than one appointment, the tenure area is determined by the appointment that constitutes more than 40% of their time. The reported area of tenure should be consistent with their primary appointment(s) and certification area.

Who Should Be Reported?

Records should be reported by all LEAs with approved Annual Professional Performance Review (APPR) plans. Staff subject to APPR evaluations should be reported in this template (i.e. building principals/administrators and teachers). These staff should be reported as "TEACHER" or "PRINCIPAL" in Staff Snapshot fields 8 or 105 for the current year.

All tenure areas pertaining to a staff member and reported in the Staff Tenure template should be visible, including tenure areas the staff member holds but may not be providing instruction in during the current school year. All codes that apply must have been reported for each staff member. Report all teacher tenure areas for current year teachers and report principal tenure if they are a principal in the current year.

LEAs should determine which tenure area the teacher was awarded or is pursuing. Prior year tenure records for existing staff are present in the reports as the collection is not strictly school-year based. For example, a staff person reported in 2018-19 with the Tenure Area Code of TCH and then reported in 2019-20 with the Tenure Area Code of SEG (Special education-general) will have two records if the dates differ (see below). If the records are

identical except for the updated Tenure Area Code, the most current code should be visible. In 2018-19, Staff Tenure Snapshot template replaced the existing template to make the school year a key field and stop the carryover of prior year data. In addition, the template was designed to offer "delete and replace" functionality like Staff Assignment so LEAs can remove incorrect data.

Example of Two Staff Tenure Record Dates:

ORIG_PROBATION PERIOD END DT	PROBATION PERIOD END DATE ACTUAL	TENURE STATUS CD	TENURE STATUS EFFECTIVE DT
6/30/2005	6/30/2005	TENGRANT	7/1/2005
9/1/2016*	9/1/2016*	PROBATION	9/1/2013

*If Probation Period End Date (Actual) has not yet occurred, Original and Actual Dates will be the same.

Staff Attendance Template

In June 2015, the New York State Board of Regents approved the collection and reporting of individual teacher attendance data by school districts, Boards of Cooperative Educational Services (BOCES), and charter schools to better assist Local Education Agencies (LEAs) in working toward providing equitable access to effective educators for all students and help to inform Department policy. For more information about the Board meeting, see P-12 Education/Higher Education Joint Meeting .

LEAs will provide individual staff attendance to NYSED utilizing the eScholar Staff Attendance template for New York. An end of school year count of "days absent" will be provided for each teacher. This collection does not pertain to teaching assistants, teacher aides, or other staff.

A teacher absence will be defined in the same manner as currently defined on the Basic Educational Data System (BEDS) Public School Data Form. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. LEAs decide which days should be included as instructional days. Absence includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Teacher absenteeism does not include administratively approved leave for professional development, field trips, or other off-campus activities with students. Days in which schools are closed (e.g. snow days) do not count as an absence for teachers. Teachers on leave for the entire year do not need to be reported. If a teacher is on leave of absence for a portion of the school year, this must be reported in the other staff and course templates with the assignments they are responsible for teaching.

Reporting Course Data

NYSED utilizes several templates to collect course information as required by state and federal law. These templates (Course Instructor Assignment and Student Class Entry Exit)

include information related to the Personnel Master File (PMF) For additional information, please refer to the sections pertaining to the specific templates.

Requirements for reporting online or virtual courses:

NYSED regulations require the granting district to ensure that instruction in online/blended learning courses in which students earn high school credits used toward graduation requirements be provided by or under the direction and/or supervision of a teacher certified in the subject area of instruction. Such courses must provide regular and substantive interaction between students taking the course and the certified teacher.[1]
The certified teacher must either be a certified teacher from the school district in which the student is enrolled; or a certified teacher from a Board of Cooperative Educational Services (BOCES) that contracts with the school district to provide instruction in the subject area where authorized pursuant to Education Law §1950; or a certified teacher from a school district who provides instruction in the subject area under a shared service agreement; or in the case of a charter school, a teacher of the subject area from a charter school.[2]

School districts and BOCES involved in the collaboration of virtual instruction should determine which entity will report the course data. The most common reporting methodology would be where receiving districts report the course data and report the outside teacher providing the instruction as an Itinerant teacher in Staff Snapshot.

A teacher providing instruction or directing/supervising instruction would be the teacher of record. Districts, BOCES, and charter schools responsible for teachers serving in this role should report them by linking them to the students they are assigned to instruct or supervise.

For online/distance learning college courses: This situation may include the use of itinerant instructors. If these courses are being taught by a teacher in another LEA, refer to the Itinerant Staff description under the Staff Snapshot guidance in this document. This includes instruction provided by or under the direction and/or supervision of a teacher certified in the subject area of instruction who has regular and substantive interaction with students taking the course. This teacher is a teacher of record.

For college courses taught by college instructors (and/or district teachers) used for granting high school credit: Instruction must be provided by or under the direction and/or supervision of a teacher certified in the subject area of instruction who has regular and substantive interaction with students taking the course. This teacher is a teacher of record.
Note: Even if the college teacher is teaching the course, if students are receiving credit, a district, charter school, or BOCES teacher should be reported as the teacher of record.

Course Instructor Assignment Template

Course Instructor Assignment collects staff data to comply with State and federal laws including information presented in the NYS School Report Cards. This template replaced the

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[1] Refer to §100.5(d) (10) of the Regulations of the Commissioner of Education to ensure any online courses you report meet all other requirements.
[2] Please see Regulations of the Commissioner of Education 153 for further detail regarding how the teacher needs to be associated to the district.

PMF BEDS assignment collection in TAA (discontinued in 2019-20) as the official source of course data. Teachers must be reported in this template as assigned to at least one course to be included in the teacher counts on data.nysed.gov.

To avoid sending duplicative course/sections in Student Class Entry Exit with the same students (in particular, grades 3-8 ELA) due to co-teaching situations, report one section with both teachers reported on the section.

For a complete list of all active course codes during the school year, refer to the [New York State Comprehensive Course Catalog](#).

Who Should Be Reported?

A record for all classroom teachers (district, BOCES, and, charter school teachers) must be reported here. All staff members reported in Staff Snapshot identified as "TEACHER" must be reported in this template. Do not report administrators not providing direct instruction to students as teachers in Staff Snapshot.

This template requires a start date identifying the date when the teacher became the "Teacher of Record" for the course and exited the course permanently. It is not intended to show each transaction regarding teacher absences or the inclusion of substitutes in the classroom. Districts should identify a permanent teacher of record for the course.

Incidental Teaching Assignment Indicator: Districts and BOCES can select six sections that each teacher can teach outside their certification area (Y). All courses must be identified with a Y or N. Incidental teaching assignments should not exceed 10 hours of instruction per week during the school year. Please note that teachers who do not hold special education certification cannot have incidental teaching assignments where special education certification is required. For additional information regarding certification requirements, refer to the regulations of the Commissioner of Education 80-5.3.

The Commissioner of Education has delegated the approval of incidental teaching to the Boards of Cooperative Education (BOCES). School Districts should contact their local BOCES for information on requesting approval and should not report a Y without such approval.

Reporting Primary, ENL and Special Education Instructors in Course Instructor Assignment

It is important for school districts, BOCES and charter schools to appropriately apply the special education and ENL indicators for staff serving in these roles. If special education or ENL certified teachers are not identified as such in Course Instructor Assignment by using the indicators, they will be matched for the reported course using the general education content area certification requirements and may be flagged as out of certification.

Districts have the option of scheduling the Special Education and ENL teachers (push-ins) into the content area course using the Course Instructor Assignment indicators. In instances where an ENL teacher is pulling students from classes for ENL services and such

services are rostered, districts should report the Course Instructor Assignment record using one of the ENL codes (01008 or 51008).

In cases where a student is receiving special education services outside of their regularly scheduled courses and such help is not regularly scheduled, course code 99008, Special Education Teacher – Unassigned should be reported. A Student Class Entry Exit record would not be required.

Frequently Asked Questions - Course Instructor Assignment Template

How do districts determine which assignment(s) to report?

Refer to the "New York State Comprehensive Course Catalog" for options and select the course code that most closely reflects the assignment(s). Be sure to use course code listings from the appropriate school year since the codes are sometimes revised and updated from year to year. Local courses should be mapped to the State-approved SIRS courses after consulting the course descriptions in the SCED course code catalog on the NYSED web site and the Course to Certification Crosswalk posted to districts, charter schools, and BOCES on the NYSED IRS Portal.

How are librarians reported?

New York State has created a course code specific to librarians. Use code: 99000- Library (Library Media Specialist).
Librarians should be reported in Course Instructor Assignment. NYSED would not expect a Student Class Entry Exit record for that course and section.
An elementary school library manager without library or school media certification should be reported using course code 99899 – Library Manager Elementary. This assignment identifies a staff person assigned to a prior to secondary building where no certified school media specialist exists. This staff person would be a person with another type of certification. Support staff are not required to be reported in SIRS.

How are speech teachers reported?

If the speech teacher is not providing instruction in one of these areas (Public Speaking, Communications, Forensic Speech- Inclusive, Forensic Speech- Debate, Forensic Speech- Individual Event, Speech- Independent Study, Speech- Workplace Experience, or Speech- Other) then they are considered a non-teaching professional- they should be reported in Staff Assignment.
Speech Therapists, Speech Language Pathologists, etc. are non-teaching professionals and are not reported in the course templates. Their information is reported in SIRS via Staff Snapshot and Staff Assignment by the district. Special education speech teachers should be reported in Course Instructor Assignment.

Can you give specific examples of how "specials" should be reported (e.g., Music, Art, Physical Education, etc.)?

"Specials" should be reported by grade level and content area, using the appropriate code. For example:

55181- Art (grade 1)
55182- Art (grade 2)

58035- Phys Ed (grade 5)

How should Common Branch courses be reported?

If grades are departmentalized, courses should be reported by grade level and content area. For example:

51032- Language Arts (grade 4)
52034- Mathematics (grade 4)

If grades are not departmentalized (i.e. the teacher provides instruction in all subject areas), courses should be reported by grade level:

73030- Kindergarten
73033- Grade 3

What course code should our district use for HSE/TASC?

For Prior-to-Secondary, use 72005- Dropout Prevention Program

For Secondary, use 22004- Dropout Prevention Program

How are resource room courses to be reported?

New York State has created course codes specific for resource room classrooms. Use codes:

99004- Resource Room K-6- Elementary
99005- Resource Room 7-12- Secondary

How should AP and IB courses be reported?

LEAS should only be reporting AP and IB courses approved by the College Board and International Baccalaureate and have gone through the approval process. NYSED receives new AP and IB courses each fall from the SCED workgroup and will add them to the dimension tables made available to the school districts through their RICs. The assessment results would be reported in Assessment Fact. AP and IB course participation and assessment data reported to SIRS is made available on data.nysed.gov.

How do I report courses for self-contained settings or mixed grade levels?

If districts are not reporting content-specific courses for students in self-contained settings (i.e. breaking courses out), they have the option of utilizing generalized courses codes. Code 99007 does not differentiate grade levels.

Districts may report self-contained and other specific special education scenarios by utilizing the following codes:

99001 – Special Class (Self-Contained)- Pre-school
99002 – Special Class (Self-Contained) – K-6- Elementary
99003 – Special Class (Self-Contained)- 7-12- Secondary
99007 – Special Class (Self-Contained) All Alternate Assessments
99009 – Special Class (Self-Contained) - PreK
99010 – Bilingual Special Education Elementary
99011 – Bilingual Special Education Secondary
99012 – Blind & Visually Impaired

99013 – Deaf & Hard of Hearing
99014 – Speech & Language Disabilities
99015 – Bilingual Speech & Language Disabilities

For special education teachers that are not rostered to a general education course or serving in a self-contained or resource room environment: Course code 99008 – Special Education Teacher – Unassigned can be used in situations where a special education teacher is providing instructional assistance to a student or students where such assistance is not scheduled in a resource room, self-contained setting, or scheduled to specific courses such as in a "push-in" situation.

For districts that want to report "specials" for self-contained classroom settings, they can choose from the codes ending in 99 (e.g. Visual Arts – Other; Phys Ed—Other; Music - Other).

Note: Please be sure to choose the course that is aligned to the course level at which instruction is taking place. For example, primary instruction in art would be 55199-Visual Arts- Other and a Prior-to-Secondary course. This course can be taught with the various N-6 certifications as well as Art and Visual Arts certifications.

For students in secondary art instruction, use code 05199 – Visual Arts - Other. Only those certified in Art or Visual Arts would be certified to teach this course.

For courses that span across course levels including both prior to and secondary grade level students, use the course code associated with the teacher's certification.

What if I cannot find a course code for a course?
If none of the listed course code titles correspond precisely with the title(s) of your assignment(s), select the code number(s) that most accurately describes your assignment(s). School districts, BOCES and charter schools should map their local courses to the State adopted course codes. Consult the course to certification crosswalk posted to the NYSED IRSP for allowable course to certification combinations.

What course codes should districts use to report Academic Intervention Services (AIS) for Grades K-6?
Districts should use the following course code(s) based on the content area:
51996- Eng Lang & Lit- Supplemental
52996- Mathematics- Supplemental
53996- Life & Phys Sci- Supplemental
54996- Social Sci & Hist- Supplemental

Teacher certification for these courses is based on content area and grade level (Secondary or Prior-to-Secondary). If the student assistance aligns with the definition for Tutorial (course code 72005), districts may report that. Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

What course codes should districts use to report Academic Intervention Services (AIS) for Grades 7-12?
Districts should use the following course code(s) based on the content area:
> 01996- Eng Lang & Lit- Supplemental
> 02996- Mathematics- Supplemental
> 03996- Life & Phys Sci- Supplemental
> 04996- Social Sci & Hist- Supplemental

Teacher certification for these courses is based on content area and grade level (Secondary or Prior-to-Secondary). If the student assistance aligns with the definition for Tutorial (course code 22005), districts may report that. Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

How should Reading or Literacy certified teachers be reported?
> They should be reported with one of the reading codes, strategic reading, corrective reading, assisted reading).

Do the Physical Education certifications differ for Primary and Secondary PE classes?
No, there are only two certifications in New York State:
> Physical Education (Certification Code 6160)
> Physical Education and Hygiene (Certification Code 6170)

What course codes do districts use for students taking the NYSAA?
> Districts may use the Special Class (Self Contained) codes if that best represents the setting.

What certification is required for Braille- 24041?
This course is intended for students who are visually impaired. Teachers should hold a certificate in that related area (Blind, Blind and Partially Sighted, Partially Seeing Children or Youth Extension, Blind and Visually Impaired, Sight Saving Classes Physically Handicapped Child, Blind Children or Youth Extension, or Blind and Visually Handicapped).

What certification is required for Gifted and Talented- 99006?
This course must be taught by teachers holding a "Gifted Education Extension" certificate.

What is required to teach a Prior-to-Secondary Foreign Language?
In order to teach a foreign language at the prior-to secondary level, a teacher must hold one of the following:
K-6 certification in the foreign language; or
5-9/7-12 certification in the foreign language in addition to the Common Branch certification

How should two-year AP history courses be reported?
If students are enrolled in the course for two years, it should be reported as such.

Which courses may be taught by school counselors?
Your district can use one of the following course codes to report courses taught by school counselors.

22151 – Career Exploration
22152 - Employability Skills
22153 – Diversified Occupations
22209 – Personal Development

What course code should be used for a Pre-K-8th grade foreign language?
Please choose a Prior-to-Secondary foreign language code from one of the following listed below. Foreign languages should be taught by teachers certified in a foreign language. Course code 56039, Foreign Lang (no grade diff) may be taught by any teacher with a foreign language certification or extension.

56100- Spanish
56120- French
56140- Italian
56160- Portuguese
56200- German
56280- Greek
56300- Latin
56400- Chinese
56420- Japanese
56440- Korean
56500- Vietnamese
56520- Filipino
56600- Russian
56700- Hebrew
56720- Arabic
56760- Swahili
56800- American Sign Language
56820- American Indian Language

What course code should be used if a course has a variety of foreign languages at the Prior-to-Secondary level?
If there is a course that includes a variety of foreign languages at the Prior-to-Secondary level, please use:

56999- Foreign Language and Literature- Other

Courses Reported in Course Instructor Assignment not Requiring a Corresponding Student Class Entry Exit Record			
Course Code	**Course Name**	**Subject Area**	**Course Level**
51066	Strategic Reading	ELA	PRIOR TO SECONDARY
51067	Assisted Reading	ELA	PRIOR TO SECONDARY
51068	Corrective Reading	ELA	PRIOR TO SECONDARY
51996	Eng Lang & Lit-Supplemental	ELA	PRIOR TO SECONDARY

Courses Reported in Course Instructor Assignment not Requiring a Corresponding Student Class Entry Exit Record			
52996	Mathematics-Supplemental	Mathematics	PRIOR TO SECONDARY
53996	Life & Phys Sci-Supplemental	Science	PRIOR TO SECONDARY
54996	Social Sci & Hist-Supplemental	Social Studies	PRIOR TO SECONDARY
01066	Strategic Reading	ELA	SECONDARY
01067	Assisted Reading	ELA	SECONDARY
01068	Corrective Reading	ELA	SECONDARY
01996	English Language and Literature - Supplemental	ELA	SECONDARY
02996	Mathematics - Supplemental	Mathematics	SECONDARY
03996	Life and Physical Sciences - Supplemental	Science	SECONDARY
04996	Social Sciences and History - Supplemental	Social Studies	SECONDARY
99899	Library Manager Elementary	Miscellaneous	PRIOR TO SECONDARY
99000	Library (Library Media Specialist)	Miscellaneous	ALL GRADES
99008	Special Education Teacher - Unassigned	Special Education	ALL GRADES
99012	Blind & Visually Impaired	Special Education	ALL GRADES
99013	Deaf & Hard of Hearing	Special Education	ALL GRADES
99014	Speech & Language Disabilities	Special Education	ALL GRADES
99015	Bilingual Speech & Language Disabilities	Special Education	ALL GRADES
The course codes above would not require a corresponding Student Class Entry Exit record when such service is provided in an ad hoc basis where scheduling of students is not practical. LEAs may create a course and schedule such students once for the entire year if that option is feasible.			

Course Instructor Assignment Data and the Annual Certification Match Process

Beginning in 2020-21, the NYSED annual teacher certification match process (previously done using data reported in the Teacher Access and Authorization application (TAA)), is performed using data supplied in Course Instructor Assignment and data held in the NYSED teacher certification database. Districts, charter schools and BOCES should be diligent in flagging special education and ENL (ESL) certified teachers with the appropriate CIA indicators. Bilingual teachers should be reported using the Primary Instruction Language code other than English.

The certification match process will be run weekly in SIRS and the data can be reviewed using the SIRS 328 Cognos report until the final match is performed in the Spring. Updated and corrected data in CIA will be reflected in the 328. Teachers who do not have the appropriate certification for the reported course will be deemed to be teaching out of certification. As part of the match process, NYSED will perform a match on the latest primary teacher assigned to the course/section. If multiple primary teachers are assigned to a section with the same start dates, match priority is given to a certified teacher over a non-certified teacher, excluding the latter from the SIRS report and subsequently, the out of certification reports. The same logic will be imposed for SWD and ENL teachers.

Teachers are required to have their certifications in place at the start of the school year. Due to a significant increase in certificate applications, including review of emergency certificates related to COVID-19, the department is not identifying teachers as out of certification for their courses if they have the appropriate certificate in place prior to the final certification match during the school year. Refer to the SIRS Timeline for this date.

Districts should review the course to certification crosswalk (Crosswalk) mapping distributed via the NYSED IRSP. Certification data held by staff reported in Staff Snapshot can be reviewed using the SIRS 329 report. Teachers with expiring certifications during the school year, should ensure they make provisions several months in advance to provide the Office of Teaching Initiatives (OTI) with the necessary documentation needed to issue certifications.

Student Class Entry Exit Template

Student Class Entry Exit collects student course data to comply with State and federal laws, including information presented in the School Report Cards. Districts should report unique sections within buildings as this information is used to report average class sizes. Average class size is computed for the [courses mapped to a State assessment](#). If districts are splitting grades K-2 into subject area courses, they should use the PRE-K-2 course codes (73029, 73030, 73031, 73032) and schedule a homeroom to allow for the calculation of an average class size at these grade levels. Courses should be reported using the location ID of the school. Districts should not report multiple sections of the same course with the same students. For grade 3-8 Math and ELA courses, if districts have been extracting both the Reading and Writing components of ELA with the same course code, they should suppress one or map the writing portion of the course to a Prior-to-Secondary writing course.

Who Should Be Reported?

All students in every course must be reported in this template (district, BOCES, charter teachers), including students where the reporting LEA has "Instructional Reporting" (0055 Enrollment) only responsibilities. (i.e. Non-district students that are mainstreamed into one or more LEA classrooms from another district/program provider (i.e. BOCES)).

Dual/Concurrent Credit Indicator: This code indicates that the student has completed a course that culminates in both postsecondary and high school credit, regardless of whether they actually obtain the postsecondary credit. Y=Yes, N=No. Dual/concurrent credit is indicated where a) all students within a course are being instructed in the school through an approved institution of higher education or b) students attend a college course for dual credit at an institution of higher education. The Dual/Concurrent Enrollment indicator should be set to "Y" for students who successfully complete all the academic requirements to be eligible to receive college credit. Report the course in the year that the credits are earned.

Note: If students receive college credit for the course, they should be reported as "yes." If they cannot receive college credit (because it requires payment or some other requirement that the student will not meet), yet they still completed all the academic requirements to be eligible to receive college credit, they should be reported as "yes."

Advanced Placement (AP) courses on their own are not considered dual/concurrent enrollment. College instructors cannot be reported as the Teacher of Record. A district, BOCES, or charter school must report a staff person as the Teacher of Record for the course.

A dual or concurrent credit course is defined as a course offered by a partnership between at least one institution of higher education and at least one school district, BOCES or charter school through which a secondary school student who has not graduated from high school is able to enroll in one or more postsecondary courses and may be able to earn postsecondary credit that is transferable to the institutions of higher education in the partnership and applicable toward completion of a degree.

Staff Evaluation Rating Template (SIRS 331)

This template is used to collect staff evaluation data for each teacher and principal who is subject to evaluation under Education Law §3012-d. It includes the Overall Evaluation rating categories (Highly Effective, Effective, Developing, or Ineffective) and required and optional subcomponent scores for the Student Performance and Teacher Observation/Principal School Visit categories.

One set of scores and ratings should be submitted for each educator (see staff evaluation criteria codes). For evaluation plans approved prior to January 1, 2020, educators whose evaluations are based on grades 3-8 ELA/math state assessments or any state-provided growth scores reported data must include only transition scores and ratings (based on Alternate SLOs); those whose evaluations are not based on 3-8 ELA/math state assessments or state-provided growth scores reported data must include only original scores and ratings (based on Original SLOs). For evaluation plans approved after December 31, 2019, original scores and ratings based on the measures and assessments included in the

approved evaluation plan/variance should be reported. Those entities submitting staff evaluation data must also submit staff tenure data.

For Staff Evaluation Data Template examples, please visit the [Resources for Staff Evaluation Data Collection and Submission](#) page.

A Staff Evaluation record cannot be reported in Level 0 historical unless the LEA reported that staff person in Staff Snapshot during that school year. Staff Snapshot is not reported in L0 historical.

Student Class Grade Detail Template

Required fields for this template were streamlined in 2018-19; refer to the eScholar templates for detail. A Student Class Grade Detail record must be submitted for all students in K-12 courses who have a Student Class Entry Exit record, unless ***all*** the following are true:

No grade or other outcome is awarded for the class;
No credit is earned for the class; and
The linkage is not reflected on the student's report card or transcript.

It is of particular importance to report data for students receiving credit for dual credit courses where the school districts would be using that as a metric for College, Career, and Civic Readiness as part of New York's ESSA plan. In cases, where the BOCES reports the CTE SCGD records for dual credit courses, the CCCR credits will be attributed to the school district accountable for these students. All reported courses must include a course outcome: "P" for "pass;" "F" for "fail;" or "N" for "not complete" (for any reason). Credits attempted/earned are required to be reported for all secondary-level courses (Grades 7–12 and ungraded secondary). See the [New York State Comprehensive Course Catalog](#) for course codes.

Students who earned credit through a make-up credit program (i.e., by re-taking the course, attending summer school, taking the course online, etc.) must be reported as such in the Credit Recovery Code field.

The following table should be used as a guide for reporting grades and GPAs.

Grades and GPA Conversion Chart
(Student Class Grade Detail and Student Credit GPA)
For P-TECH, Smart Scholars ECHS, Smart Transfer

Letter Grade	Numeric Grade	GPA Scale
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7

Social Studies Course Code and Assessment Mapping

Course Code	Course	Action	Notes	Assessment	Assessment Code	Assessment Name
04051	World History—Overview	None	Districts will use this course for 9th grade Global courses.	None/Local	N/A	N/A
04052NF	World History and Geography (New Framework)	None	Districts will use this course for 10th grade Global courses.	New Framework Exam Global History and Geography II (Grade 10)	08208	Regents NF Global History – Aug
					01208	Regents NF Global History – Jan
					06208	Regents NF Global History – Jun
04101F	U.S. History and Government (Framework)	None	Districts will use this code for all students taking the exam.	Exam in United States History and Government (Framework)	08072	Regents US History&Gov't (Framework) – Aug
					01072	Regents US History&Gov't (Framework) - Jan
					06072	Regents US History&Gov't (Framework) – Jun

Staff Assignment Codes and Descriptions

Code	Description
0101	SUPERINTENDENT
0102	ASSISTANT SUPERINTENDENT
0300	EXECUTIV DEPUTY SUPERINTENDENT
0301	DEPUTY OR ASSOCIATE SUPT
0302	ASSOC SUPT ELEMENTARY EDUCATION
0304	ASSOC SUPT SECONDARY EDUCATION
0308	ASSOC SUPT ADMINISTRATION
0310	ASSOC SUPT MIDDLE-LEVEL EDUCATION
0312	ASSOC SUPT CURRICULUM
0314	ASSOC SUPT INSTRUCTION
0316	ASSOC SUPT PERSONNEL/RECRUITMT
0318	ASSOC SUPT RESEARCH

Code	Description
0320	ASSOC SUPT SPECIAL EDUCATION
0322	ASSOC SUPT BUSINESS
0399	ASSOC SUPT
0402	ASST SUPT ELEMENTARY EDUCATION
0404	ASST SUPT SECONDARY EDUCATION
0406	ASST SUPT OCCUPATIONAL EDUCUCATION
0407	ASST SUPT BILINGUAL EDUCATION
0408	ASST SUPT ADMINISTRATION
0410	ASST SUPT MIDDLE-LEVEL EDUCATION
0412	ASST SUPT CURRICULUM
0414	ASST SUPT INSTRUCTION
0416	ASST SUPT PERSONNEL/RECRUITMNT
0418	ASST SUPT RESEARCH
0421	ASST SUPT SPECIAL EDUCATION
0422	OTHER ASSISTANT SUPERINTENDENT
0499	ASST SUPT
0702	DIRECTOR ELEMENTARY EDUCATION
0704	DIRECTOR SECONDARY EDUCATION
0706	DIRECTOR OCCUPATIONAL EDUCATION
0710	DIRECTOR OF MIDDLE-LEVEL EDUCATION
0712	DIRECTOR CURRICULUM
0714	DIRECTOR INSTRUCTION
0715	DIRECTOR MATH-SCI-TECH (MST)
0716	DIRECTOR PERSONNEL/RECRUITMENT
0717	DIRECTOR OF DIVERSITY, EQUITY AND INCLUSION
0718	DIRECTOR RESEARCH
0719	DIRECTOR OF OPERATIONS
0720	AIS/RTI COORDINATOR
0721	DIR/COORD OF BUILDING/GROUNDS
0726	DIRECTOR INSERVICE TRAINING
0727	DIRECTOR GIFTED/TALENTED
0729	DIRECTOR STAFF DEVEL/TRAINING
0730	OTHER DIRECTOR OR COORDINATOR
0900	ASST SUPT STATE-FED AIDED PGMS
0902	DIRECTOR STATE-FED AIDED PGMS
0904	DIST COORD STATE-FED AID PGMS
0912	OTHER STATE-FED AIDED PROG ADM
1000	ASST SUPT FOR BUSINESS
1004	BUSINESS MANAGER I AND II
1005	SCHOOL BUSINESS EXEC I, II, III
1008	BUSINESS OFFICIAL
1009	SCHOOL BUSINESS ADMINISTRATOR

Code	Description
1010	OTHER BUSINESS MANAGEMENT
1011	TREASURER
1099	SCHOOL BUSINESS MANAGEMENT
1102	PRINCIPAL ELEMENTARY SCHOOL
1104	PRINCIPAL MIDDLE SCHOOL
1106	PRINCIPAL JUNIOR HIGH SCHOOL
1107	PRINCIPAL K - 12 SCHOOL
1108	PRINCIPAL SENIOR HIGH SCHOOL
1109	PRINCIPAL JUNIOR/SENIOR H S
1110	PRINCIPAL SPECIAL SCHOOL
1202	ASST PRINCIPAL ELEMENTARY SCH
1204	ASST PRINCIPAL MIDDLE SCHOOL
1206	ASST PRINCIPAL JUNIOR HIGH SCH
1207	ASST PRINCIPAL K - 12 SCHOOL
1208	ASST PRINCIPAL SENIOR HIGH SCH
1209	ASST PRIN JUNIOR/SENIOR H S
1210	ASST PRINCIPAL SPECIAL SCHOOL
1300	OTHER SCHOOL OR BLDG ADMINISTR
1401	LABOR RELATIONS/NEGOTIATOR
1409	CHIEF INFORMATION OFFICER (CIO)
1411	DATA COORDINATOR
1420	MENTOR TEACHER
1421	RESOURCE TEACHER
1422	TEACHER TRAINER-COMMON BRANCH
1424	TEACHER TRAINER-LANG, SOC STUD
1426	TEACHER TRAINER-MATH, SCIENCE
1427	TEACHER TRAINER-COMPUTERS
1428	OTHER GENERAL STAFF
1429	TEACHER ON SPECIAL ASSIGNMENT
1502	DIRECTOR/COORDINATOR SPEC EDUC
1504	ASST DIR/COORD OF SPECIAL ED
1505	SPECIAL ED-INSERVICE TRAINER
1506	SPECIAL EDUCATION SUPERVISOR
1507	SPEC ED-CHAIR-COMM ON SPEC ED
1508	SPEC ED-DEPT HEAD/CHAIRPERSON
1509	SPEC ED-ASST PRINCIPAL-NYC
1510	CHAIR/COMM-PRESCHOOL SPEC EDUC
1512	SCHOOL BASED SUPPORT TEAM-NYC
1514	EDUCATION EVALUATOR
1516	OTHER-NOT SPECIAL ED TEACHER
1520	AUDIOLOGIST
1522	SPEECH LANG PATHOLOGIST
1524	INTERPRETER

Code	Description
1526	PSYCHOLOGIST
1528	SOCIAL WORKER
1530	OCCUPATIONAL THERAPIST
1532	PHYSICAL THERAPIST
1534	MEDICAL/NURSING SERVICES
1536	COUNSELING, INCL. REHAB
1538	ORIENTATION/MOBILITY SPEC
1599	SPECIAL EDUCATION ADMINISTRATOR
1602	DIRECTOR DATA PROCESSING SERVC
1610	OTHER DATA PROCESSING ADMIN.
2000	ASST SUPT FOR PUPIL SERVICES
2002	DIRECTOR PUPIL SERVICES
2005	DEAN OF STUDENTS
2006	DISTRICT SPRVSG ATTNDNC OFFICR
2012	ATTENDANCE TEACHER
2013	ATTENDANCE TEACHER-BILINGUAL
2017	SCHOOL PSYCHOLOGIST
2018	SCHOOL PSYCHOLOGIST-BILINGUAL
2019	DIRECTOR SCHOOL SOCIAL WORKERS
2022	SCHOOL SOCIAL WORKER
2023	SCHOOL SOCIAL WORKER-BILINGUAL
2102	DIR, COORD, SUPV OF GUIDANCE
2117	K-12 SCHOOL COUNSELOR
2118	K-12 SCHOOL COUNSELOR-BILINGUAL
2199	PUPIL PERSONNEL SVC-GUIDANCE
2203	DIRECTOR SCH HEALTH SERVICES-PHYSICIAN
2204	DIRECTOR SCH HEALTH SERVICES-NURSE PRACTITIONER
2210	SCHOOL NURSE-TEACHER
2211	SCHOOL NURSE (RN)
2212	LICENSED PRACTICAL NURSE (LPN)
2213	DENTAL HYGIENIST
2214	PHYSICIAN ASSISTANT
2298	OTHER SCH HEALTH SERVICES
2300	OTHER PUPIL PERSONNEL SERVICES
2410	OTHER PREKINDERGARTEN ADMIN
2510	OTHER KINDERGARTEN ADMINIST
2608	RESOURCE TEACHER COMMON BRANCH
2610	OTHER COMMON BRANCH ADMINIST
3002	DIRECTOR OF READING
3007	READING CONSULTANT
3008	CHAIRPERSON OF READING

Code	Description
3010	OTHER READING ADMINISTRATOR
3102	DIRECTOR OF ENGLISH
3108	CHAIRPERSON OF ENGLISH
3110	OTHER ENGLISH ADMINISTRATOR
3202	OVERALL DIRECTOR FOREIGN LANG
3208	CHAIRPERSON ALL FOREIGN LANG
3210	OTHER ADMIN ALL FOREIGN LANG
4102	DIRECTOR OF MATHEMATICS
4108	CHAIRPERSON OF MATHEMATICS
4110	OTHER ADMIN - MATHEMATICS
4201	CURRICULUUM COORDINATOR - SCIENCE
4202	DIRECTOR OF SCIENCE
4203	ELEMENTARY LEVEL SCIENCE COORD
4208	CHAIRPERSON OF SCIENCE
4210	OTHER SCIENCE
4302	DIRECTOR OF SOCIAL STUDIES
4308	CHAIRPERSON OF SOCIAL STUDIES
4310	OTHER ADMIN- SOCIAL STUDIES
4402	DIRECTOR OF ART
4408	CHAIRPERSON OF ART
4410	OTHER (NOT ART TEACHER)
4507	HEALTH COORDINATOR
4508	CHAIRPERSON HEALTH EDUCATION
4510	OTHER ADMIN HEALTH EDUCATION
4603	DIRECTOR OF PHYSICAL EDUCATION
4608	CHAIRPERSON/PHYSICAL EDUCATION
4610	OTHER ADMIN IN PHYSICAL EDUC
4611	CERTIFIED ATHLETIC TRAINER
4702	DIRECTOR OF MUSIC
4708	CHAIRPERSON OF MUSIC
4710	OTHER MUSIC ADMINISTRATOR
4802	DIRECTOR/COORD OF AGRICULTURE
4808	CHAIRPERSON OF AGRICULTURE
4810	AGRICULTURE OTHER
4902	DIRECTOR OF BUSINESS EDUCATION
4908	CHAIRPERSON BUSINESS EDUCATION
4910	OTHER ADMINISTRATOR-BUS ED
5002	DIRECTOR OF FAMILY CONSUMER SCI
5008	CHAIRPERSON OF FAMILY CONSUMER SCI
5010	OTHER FAMILY CONSUMER SCI ADMIN
5102	DIRECTOR OF TECHNOLOGY (I.A.)
5108	CHAIRPERSON-TECHNOLOGY
5110	OTHER TECHNOLOGY ADMIN

Code	Description
5202	DIRECTOR-TRADE/TECHNICAL EDUCA
5208	CHAIRPERSON-TRADE/TECHNICAL ED
5210	OTHER TRADE/TECH ED ADMIN
5402	DIRECTOR OF HUMANITIES
5408	CHAIRPERSON OF HUMANITIES
5410	OTHER HUMANITIES ADMINISTRATOR
5602	DIRECTOR/BILINGUAL EDUCATION
5607	RESOURCE TEACHER/BILINGUAL ED
5610	OTHER BILINGUAL ED ADMIN
5701	DIRECTOR-SAFETY EDUCATION
5702	DIRECTOR OF DRIVER EDUCATION
5707	CHAIRPERSON-SAFETY EDUCATION
5708	CHAIRPERSON-DRIVER EDUCATION
5710	OTHER ADMIN SAFETY EDUCATION
5902	DIRECTOR HEALTH OCCUPATIONS ED
5908	CHAIRPERSON HLTH OCCUPATION ED
5910	OTHER ADMIN HLTH OCCUPATION ED
6402	DIRECTOR/COORD OF THEATRE
6408	CHAIRPERSON OF THEATRE
6410	OTHER ADMIN - THEATRE
6702	DIRECTOR/COORD OF DANCE
6708	CHAIRPERSON OF DANCE
6710	OTHER DANCE
7102	DIRECTOR OTHER SUBJECT AREA
7108	CHAIRPERSON OTHER SUBJECT AREA
7110	OTHER ADMIN-OTHER SUBJECT AREA
7402	DIRECTOR/COORD/SUPV-LIBRARY
7403	DIR - SCH LIBR SYS(BOCES/BIG5)
7408	CHAIRPERSON- LIBRARY
7410	OTHER LIBRARY SERVICES
7502	DIRECTOR INSTRUCTIONAL TECH
7510	OTHER LEARNING TECHNOLOGY
8202	DIRECTOR COMPUTER STUDIES/INST
8208	CHAIRPERSON COMPUTER STUDIES
8210	OTHER ADMIN COMPUTER STUDIES
8602	DIRECTOR OF ENL
8607	RESOURCE TEACHER OF ENL
8610	OTHER ENL

Staff Assignment Field Codes and Descriptions (Field 9)

Code	Description	Definition
In district	In district	Staff person is providing direct services to students in their own LEA.
Contracted in public	Contracted in public	Staff person was contracted from another public LEA to come to this LEA to provide direct services.
Contracted in private	Contracted in private	Staff person was contracted from a private entity, not a school district, BOCES, or charter school to come to this LEA to provide direct services.
Contracted out public	Contracted out public	Staff person employed in this LEA is contracted to provide direct services to another district, BOCES, or charter school.
Contracted out private	Contracted out private	Staff person employed in this LEA is contracted to provide direct services to a nonpublic school.

Assignment Grade Level Codes and Descriptions

For use in the Staff Assignment Template

Code	Description
PS	PRES
PKF	PREKF
PKH	PREKH
KF	KDGF
KH	KDGH
01	1st
02	2nd
03	3rd
04	4th
05	5th
06	6th
07	7th
08	8th
09	9th
10	10th

Staff Attendance Codes and Descriptions

Code	Description
B	Bereavement Leave
J	Jury Duty
M	Maternity/Paternity Leave
O	Other
P	Personal Leave
S	Sick Leave

Staff Education Level Codes and Descriptions

Code	Description
0	No higher education
1	Freshman year completed
2	Sophomore year completed
3	Associate degree
4	Junior year completed
5	Bachelor's degree
6	Bachelor's+30 or more hours
7	Master's degree
8	Master's+30 or more hours
9	Doctorate

Staff Evaluation Criteria Codes and Descriptions (3012-d)

For each educator, report subcomponent scores and the overall rating using the following codes:

Code	Description	Rating Points
REQSP	Required student performance subcomponent score	value from 0-20
OPTSP	Optional student performance subcomponent score (as applicable)	value from 0-20
REQOB	Required teacher observation/principal school visit subcomponent score	value of 0.00 or from 1.00-4.00
OPTOB	Optional teacher observation/principal school visit subcomponent score (as applicable)	value from 1.00-4.00
OCR01	Overall rating - Ineffective	leave blank
OCR02	Overall rating - Developing	leave blank
OCR03	Overall rating - Effective	leave blank
OCR04	Overall rating - Highly Effective	leave blank

Code	Description
SEB	Special education-blind
SED	Special education-deaf
SEH	Special education-speech and hearing
SEG	Special education-general
HTA	Health
HEG	Home economics-general
IAG	Industrial arts-general
MTA	Music
OTH	Other
PET	Physical education
RRT	Remedial reading
STA	Speech
ESL	English as a second language
AGT	Agriculture
HOT	Health Occupations
HEO	Home economics-occupational
OBE	Occupational business education and distributive occupation subjects
TST	Technical/Trade subjects
SMS	School media specialist (including library or educational communications)

Tenure Status Codes and Descriptions

Code	Description
NOTTENELIG	Not tenure eligible
PROBATION	Probationary
PROBEXT	Probation extended
TENGRANT	Tenure granted
TENDEN	Tenure denied

Term Codes and Descriptions

Code	Description
0	Term 0
1	Term 1
2	Term 2
3	Term 3
4	Term 4
5	Term 5
6	Term 6
7	Term 7
S	Summer School