Fall BEDS Reference Manual

2024-2025

September 2024

Contents

Introduction

1. This document contains instructions for all data collected on the Fall BEDS forms from Public and Nonpublic schools. Therefore, you may not be required to provide some types of information (i.e. Public schools will not provide EL Program Placement data via BEDS).
2. When you have a question about how to complete a form, refer to the instructions for that particular form.
3. If you have a question concerning the data collected or how it will be used, contact the subject matter expert on the Contact page.
4. Data is collected for various state and federal reporting requirements.
5. Save copies of Fall BEDS forms for future use.
    *   Take screenshots of forms or copy/paste information into a Word document.
    *   Print the frame and save as a PDF.

Reporting Requirements by Entity

The table below indicates the required reporting forms by entity.

Fall BEDS Form Name	Public Districts	Public Buildings (K-3)	State Accredited Nonpublic Buildings	Independently Accredited Nonpublic Buildings	AEAs
Professional Development	Yes	No	No	No	Yes
Staffing	Yes	No	No	No	No
Immigrants	No	No	Yes*	Yes	No
EL Student Count	No	No	Yes*	Yes	No
Student Enrollment	No	No	Yes*	Yes	No
Kindergarten Programs	Yes	No	No	No	No
Biliteracy Seal Participation	Yes**	No	Yes**	Yes**	No

* State accredited non-public entities that **do not use SRI** to report data will be required to fill out the Fall BEDS forms for immigrants, EL student count, and student enrollment.

** Only schools that serve high school students will possibly participate in this program.

Contacts

For support or general questions about Fall BEDS, contact Shelly Wolterman, 515-226-3859, shelly.neese@iowa.gov

For more specific questions regarding content, contact the Department consultant listed below.

- **Kindergarten Programs:** Mary Breyfogle, 515-326-1030, mary.breyfogle@iowa.gov
- **Biliteracy Seal Participation:** Stefanie Wager, 515-419-2876, stefanie.wager@iowa.gov
- **EL, Immigrant:** Rachel Pettigrew, 515-380-5115, rachel.pettigrew@iowa.gov
- **Staffing:** Maryam Rod Szabo, 515-360-7369, maryam.rodszabo@iowa.gov
- **Student Enrollment, Professional Development:** Contact your School Improvement consultant

Reminders

Important Date

October 31– Fall BEDS deadline

General Reminders

1. Request for Fall or Spring BEDS access is done through the Iowa Education Portal.
2. Local administrators and Portal security officers may be able to approve access requests at district and building levels.
3. District and Building level access are available, with Browse (read only) or Update (edit) rights.
4. Contact the Portal Helpdesk at 515-725-2040 or ed.portal@iowa.gov for assistance with application access.
5. Districts can use the Status link on the application homepage to see if forms have been completed.

District Level Forms

Information in this section describes the district/system as a whole and should be completed at the central administrative offices. Nonpublic schools will complete the District Level forms when required.

Professional Development

Required to complete:

- Public Districts
- AEAs

Purpose and Legal Reference:

Professional Development data is collected for state teacher quality reporting. Iowa Administrative Code 281-83.6(284) and Iowa Code 284.6

Guidance:

Do not include items such as:

- mandatory trainings
- parent-teacher conference days
- teachers preparing in their classrooms
- staff orientations
- time spent preparing grades, report cards, lesson plans etc.

Directions:

1. Question 1 – Select areas of focus for professional development.
2. .Question 2 – The PD supplement amount is provided by the Department of Management.
   - Put in **whole numbers** in the funding categories.
   - The amounts **must add up** to the supplement amount.
   - **Do not use decimals, commas, or $ sign**

   Note: If your committee hasn't decided how to spend the allocation before the Fall BEDS due date, **report your best estimate**, or enter the amount in 'Other' and let us know the committee hasn't decided how to spend the funds by entering a comment in the comment box.

3. Question 3
   - Put in whole numbers (**do not include the percent sign**).
   - Numbers **must add** to 100.
   - **Do not use decimals, commas, or $ sign**
   -
4. The "Save" button will appear at the bottom of the form when filled out correctly.

Definitions:

High Quality Professional Development is defined as activities that target improvements in student learning and achievement.

Professional Development priorities must address the Iowa Teaching Standards; career development needs of teachers (District, Attendance Center, and Individual Teacher Career Development Plans); research-based instructional strategies and alignment with the Comprehensive School Improvement Plan student achievement goals.

Professional Development should include analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching. The intent of quality professional development is the improvement in instructional practice to affect student learning.

Well-designed professional development involves teachers in collective learning around district and building priorities and includes collaborative learning opportunities.

Biliteracy Seal Participation

Required to complete:

- Public Districts
- Nonpublic Schools

Only districts or schools that serve high school students will possibly participate in this program.

Purpose and Legal Reference:

The Seal of Biliteracy is an award given by a district to recognize students who have **attained proficiency in two or more languages, one of which is English**, by high school graduation. Participation in the program by a school district, attendance center, or accredited nonpublic school shall be voluntary. A participating school district or school shall notify the department of the names of the students who have qualified for the seal.
Iowa Code 256.9 (59)
For more information: [Department's Biliteracy Seal webpage](#)

Guidance:

This form is for districts and schools to indicate their intent (or not) to participate in the Biliteracy Seal program for the current school year.

Directions:

1. Not participating? Click the "Not Participating During This Current School Year" checkbox.
   If your school does not serve high school students, check this box.

2. Participating this school year? Complete all fields in the form to indicate intent to participate, then click the "Save" button.

Note:
Student-level data elements are in student information systems. Districts and state-accredited schools that submit student data via SRI will be sending data about students who earn the seal in the spring collection. Nonpublic schools that do not submit data via SRI will have a form in the Spring BEDS application to collect the student data.

Kindergarten Programs

Required to complete:

- Public Districts

Purpose and Legal Reference:

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa's youngest students.

Iowa Code 281.12.1(11)

Directions:

1. Report the number of buildings offering the specific type of kindergarten program within the district for the current school year. All buildings offering a kindergarten program should be accounted for in the column labeled "Number of Buildings"
2. If the district's kindergarten program type is NOT listed in the choices provided, describe the program in the "Comments" box provided. These programs types may be unique to a community or fill a particular void or need.
3. Report the number of __ # of buildings offering a program option for two years of kindergarten using state aid.
4. Click the "Save" button at the bottom of the page.

Staffing

Required to complete:

- Public Districts

Purpose and Legal Reference:

This form will collect data on unfilled positions that were posted on Teach Iowa or IowaWORKS.

Teach Iowa Scholar program rule 261.110

Federal regulations 34 CFR 682.210(q), 34 CFR 674.53(c), and 34 CFR 686.12

Guidance:

Report the positions posted between August 20, 2023 - August 20, 2024 that were posted by your district on the job board, and that you were unable to fill or filled by individuals who were not properly licensed prior to the beginning of 2024-2025 academic year.

Only report the accurate number of FULL-TIME teacher, administrator or paraeducator positions that your district was unable to fill or filled with temporary/substitute staff upon BOEE approval. Do not duplicate the position if the same job was reposted, and only include positions that have been advertised but unable to fill.

If a position was filled by a person with an Executive Director Decision license after a diligent search to find a fully licensed teacher for the position, include that position in the Other text box with EDD in parentheses.

Directions:

1. Check the box if there were no unfilled positions for the duration of August 20, 2023 - August 20, 2024.
2. If there were unfilled positions, choose the position/grade level category from the first dropdown menu.
3. A second dropdown menu will be generated, depending on the selection of the first menu. Choose the corresponding position title or subject area.
4. Include a count for the number of postings for this position.
5. Click Add Row to add an additional posting.
6. If advertised positions are not found in the menus, add them in the Other Not Listed Below text box. When done adding postings, click the Save button.
7. Editing:
   a. To delete a position or change the count, click the remove button. You many need to refresh the web page or click Home in the application menu box then open the Staffing form again in order to remove the row.
   b. To re-add a position, you may need to refresh the web page or click Home in the application menu box and open the Staffing form in order to see the title/subject again in the menu.

Building Level Forms

The information in this section describes the building level reports and should be completed by the person(s) responsible for the particular information being requested.

Immigrants

Required to complete:

- State-accredited Nonpublic schools NOT submitting student level data in SRI (Student Reporting in Iowa)
- Independently Accredited Nonpublic Schools.

Purpose and Legal Reference:

The Immigrant form collects data on students born outside the United States.

The term "immigrant children and youth," which is defined in Section 3201(5) of the ESEA, refers to individuals who: (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years. Note that "State" is defined in Section 3201(13) of the ESEA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico may not be included as "immigrant" students under Title III. Finally, note that the term "immigrant" as used in Title III is not related to an individual's legal status in the United States.

Title III section 3121(7) (20 u.s.c. 6841) and ESEA section 3113(b)(2)

Guidance:

1. Who is reported as an immigrant child or youth?
   For purpose of Title III an immigrant child or youth:
   - was born outside of the United States (the 50 states, including Puerto Rico and the District of Columbia),
   - is between the ages of 3-21,and has not being attending schools in the States for more than 3 full academic years. (Full academic year = enrolled through the academic year, no interruptions.)

2. Should students be asked if they are immigrants?
   No, students should not be asked if they are immigrants. This information should come from your registration information or the Home Language Survey. It is not appropriate to ask the students this question.

3. How could you find out if a student is an immigrant or not?
   Find out the student's place of birth. If the student was not born in the United States (including Puerto Rico and the District of Columbia) then the student could be an immigrant.

4. Does the immigrant student have to be limited English proficient or an English language learner?
   No, immigrant identification does not have anything to do with English language proficiency. It is an issue of place of birth, age, and time enrolled in school.

Examples:

The following are some examples of students that qualify as immigrants as long as they are between the required ages and years in school in the States.

- a child or youth born in England (first language is English),
- a child or youth whose parents are US citizens (for example, he/she speaks English but was born in Italy), and
- a child or youth who was adopted from another county.

The following students are NOT immigrants:

- a child born on U.S. military bases,
- a foreign exchange student, and
- a student who has attended school in the U.S. for more than three full academic years.

Directions:

This count should be taken on October 1.

1. For each immigrant students' language click the "Add Language" button. Select a language (can start typing the name in the drop-down menu) and enter a by-grade count of immigrant students.
2. Leave zeros for grades that do not have immigrant students or are grades not served by the school.
3. To remove a row, set the values to zero and click Save. Click the Save button when complete.
4. If your school does not have any immigrant students enrolled, check the 'No Immigrants' box.

EL Student Count

Required to complete:

- State-accredited Nonpublic schools NOT submitting student level data in SRI (Student Reporting in Iowa)
- Independently Accredited Nonpublic Schools.

Purpose and Legal Reference:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. The AEA and/or LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by the AEA and/or LEA.

Iowa Code 280.4 (Uniform School Requirements); IAC 281-60

Guidance:

English Learner refers to a student who has a native language other than English and whose proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Directions:

This count should be taken on October 1. For each language represented in your school, select the language and enter a count of EL students by grade.

- Be sure that students with a native language of English are not included.
- Once a by-grade count for all home languages has been entered, enter the total of the number of students receiving instruction in their native language.
- If there are no EL students, check the "No EL Students" box and click "Update."

Student Enrollment

Required to complete:

- State-accredited Nonpublic schools NOT submitting student level data in SRI (Student Reporting in Iowa)
- Independently Accredited Nonpublic Schools.

Purpose and Legal Reference:

Enrollment data is collected in accordance for state reporting purposes.

Public Law 114-95, 2015 (ESSA), Section 1111

Guidance:

This form collects the breakdown of students served by race/ethnicity, gender and grade.

All students in the student information system should be marked with a yes/no for Hispanic ethnicity. At least one of the five races must be marked yes.

Self-identification is the preferred choice of selecting an individual's race and ethnicity. In the case of elementary and secondary students, self-identification includes the selection of race and ethnicity categories by a student's parents or guardians. If a parent or student declines to select the student's race and ethnicity, identification by observers should be used.

Directions:

1. Hispanic ethnicity: Enter the number of males and females by grade who are of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
2. Race: Enter the number of males and females by grade for each race.
   - American Indian or Alaska Native – have origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
   - Asian – have 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.
   - Black or African American – have origins in any of the black racial groups of Africa.
   - Native Hawaiian or Other Pacific Islander – have origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
   - White – have origins in any of the original peoples of Europe, the Middle East, or North Africa.
   - Have more than one race marked yes.

Nonpublic schools must also complete the Certified Enrollment/NP application in the Portal! This application collects different enrollment data.