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 w

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-

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-nd ins[-)3 (nd)10 (nc)4 T (e)-

Scenario	What to Report	Annual Salary

Hourly/Per Diem Scenarios

Scenario	What to Report	Annual Salary (field 52)	Employment (FTE) (field 60)	Contract Work. Tm.

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.

Examples of Itinerant Staff Reporting

BOCES				District		
_____				____		

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, r

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 r

Principal Assignment Codes Used for PMF and APPR

LEAs should make use of the Assignment Date and Completion Date fields (fields 6, 7) when reporting staff

Example of Two Staff Tenure Record Dates:

ORIG_PROBATION PERIOD END DT	PROBATION PERIOD END DATE ACTUAL	TENURE STATUS CD	TENURE STATUS EFFECTIVE DT

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 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?

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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.

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

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

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,

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.

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Who Should Be Reported?

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.

Marking Period Code Template: This template defines the beginning and ending dates of the marking period when students' marks are sent home and links marking period to a term.