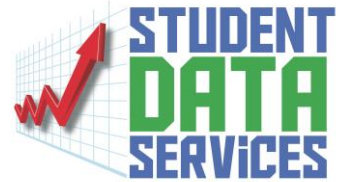**DISTRICT DATA COORDINATOR MEETING**
SEPTEMBER 16, 2022
AGENDA

A. WELCOME AND ANNOUNCEMENTS

* Welcome
* 2022-23 DDC Meeting Schedule
* 2022-23 Upcoming SDS Workshops
* DDC Contact Form
* SFTP Clean-up
  * All files prior to 2021-22 will be deleted on October 3, 2022
* User Accounts Maintenece across all Systems
  * User permissions have been posted to your SFTP site
* DataCentral
* Student Digital Resources Survey 2022-23
* COVID Updates – Return to School and FAQ
* Staffing Updates

B. STUDENT MANAGEMENT / SPECIAL EDUCATION SYSTEMS –

* Elaine Conlin Program - Administrator
  * (631)-844-5750   econlin@esboces.org
* Help Desk Email addresses
  * PowerSchool: PowerSchoolHelp@esboces.org
  * eSchool: esdHELP@esboces.org
  * Infinite Campus: InfiniteCampusHelp@esboces.org
  * School Tool: SchoolToolHelp@esboces.org
  * Synergy: SynergyHelp@esboces.org
  * Special Ed Helpdesk: SPEDhelp@esboces.org

C. SCHOOL DATA BANK SERVICES

* Vanessa Biagioli-Dittrich – Program Administrator
  * (631)-419-1688   vdittric@esboces.org
    * ➢ Full Service Scoring registration and Intake dates for 2023 NYS 3-8 Testing

D. REPORTING REMINDERS

* 2021-22 Staff Evaluation Reporting
* Reporting August Graduates
* Special Education Reporting – **Thursday, September 16th deadline** to load Special Ed. Events for VR 11, 12 and 14
  * Certification in PD System – deadline **Monday, September 20th**

E.   LEVEL 0 UPDATES

* Closing out 2021-22 Data

* Level 0 New for 2022-23
  * Opening Date for Level 0 – *September 21, 2022*
  * New Enrollment Codes
  * New Student Lite Codes for Specific Programs
  * Student Credit/GPA for Specific Programs
  * New Collection Template-Partner Project Fact
  * New Level 0 Features

* Level 0 New User Training (Virtual)– October 12, 2022 10:00 AM – 12:00 PM

* Level 0 Trainings – Welcome to the 'Zero Zone'
  * https://calendly.com/dwtshelp

I.   TEST SCANNING AND REPORTING

* Help Desk for Data Warehouse and Test Scanning – DWTShelp@esboces.org or 631-218-4195

* Updating Contact Forms – Test Scoring Contact

* Transition to Computer Based Testing starting in Spring 2023

* NYS Assessments, 3-8 ELA/Math & Sci, NYSAA
  * 2022-23 Elementary and Intermediate Testing Schedule
  * Implementation of Grade 5 Science **in Spring 2024**
  * NYSAA Birthdate Range Chart
  * Test Scoring Contact Form
  * Returning 2021-22 Answer Sheets
    * 2021-22 Answer sheets will be returned soon
    * Used 2022 Books and Answer Sheets must be retained for one year

* NYSITELL
  * ****DO NOT USE COPIES OF ANSWER SHEETS****
  * Ordering Answer Sheets
  * Summer NYSITELL students
    * Be sure to enter an enrollment record in Level 0 so scores can be assigned to students

* NYSESLAT
  * Ending 0231 students from 2021-22

* Regents Exams
  * August Regents Data
  * January 2023 / June 2023/ August 2023 Regents Examination Schedules
  * Excessive Printing of Regents Scan Sheets

K. UPDATES ON DATA TOOLS, REQUIRED COLLECTION, AND REPORTING

* Data Deadlines – http://datacentral.esboces.org Services → Data & Reporting → Public Schools → Deadlines

* **The weekly deadline for loading and locking data in Level 0 is Thursday at 5:00pm.**
  * Data will be pulled from Level 0 at 12:00 noon on Monday, Tuesday, Wednesday, and Thursday. No data will be pulled from Level 0 on Friday.

* 2022-23 SIRS Data Collection and Reporting Requirements
  * BEDS Day – **Wednesday, October 5th**
  * 2022-23 Year-End Deadline – **TBD**

* Special Education Reporting - http://www.p12.nysed.gov/sedcar/data.htm#subschedule

Charles King	Elaine Conlin	Peter Desjardins	Sharon Mayrant
Divisional Administrator	Program Administrator	Program Administrator	Admin. Coordinator

L. **NYSED UPDATES**

* Use of Embargoed Data

* AIS Cut Scores 2022-23

* Mandatory McKinney-Vento Training

* Identifying FRPL Students

* Implementation of Required CBT Testing

* SIRS Updates

M. **OTHER BREAKING NEWS**

N. **ADJOURN**

THINGS TO DO NOW
1. Certify VR 11, 12, 14 in PD System
2. Start loading Demographic and Enrollment files to Level 0 **(2023)**
3. Finish loading 2021-22 Staff Evaluation Data to Level 0 (2022)
4. Start verifying students who qualify for Free or Reduced Price Lunch
5. Start parent surveys for the Digital Resource Data Collection

Charles King   Elaine Conlin   Peter Desjardins   Sharon Mayrant

Divisional Administrator   Program Administrator   Program Administrator   Admin. Coordinator

Eastern Suffolk **BOCES**

Educational Services That Transform Lives

Julie Davis Lutz, Ph.D.
Chief Operating Officer

Darlene Roces
Director, Regional Information Center

Charles King
Divisional Administrator, Student Data Services

Peter Desjardins
Program Administrator, Student Data Services

2022-2023 MEETING DATES

District Data Coordinator

Friday	September 16, 2022	9:00 a.m. – 12:00 p.m.
Friday	October 14, 2022	9:00 a.m. – 11:30 a.m.
Friday	November 18, 2022	9:00 a.m. – 11:30 a.m.
Friday	December 16, 2022	9:00 a.m. – 11:30 a.m.
Friday	January 13, 2023	9:00 a.m. – 11:30 a.m.
Friday	February 17, 2023	9:00 a.m. – 11:30 a.m.
Friday	March 17, 2023	9:00 a.m. – 11:30 a.m.
Wednesday	April 26, 2023	9:00 a.m. – 11:30 a.m.
Friday	May 19, 2023	9:00 a.m. – 11:30 a.m.
Friday	June 16, 2023	9:00 a.m. – 12:00 p.m.

****For 2022-23, we are anticipating all DDC meetings to be held in person, with an option to attend virtually. Zoom invites for all meetings will be sent to those who register shortly before each scheduled meeting****

Middle States Accredited

Instructional Support Center at Sequoya • Student Data Services
750 Waverly Avenue • Holtsville, NY 11742
Phone: 631-244-4240 • Fax: 631-240-8966 • E-mail: cking@esboces.org

Eastern Suffolk BOCES

Educational Services That Transform Lives

STUDENT DATA SERViCES

District Data Coordinator
Contact Information for 2022-2023

As per SED recommendations, the following person is designated as the Data Coordinator for the district to coordinate revisions to and maintenance of student management systems(s), the submission of data to Level 1, the verification of data reports, and the use of data to inform policy.

Please complete this form, even if there is no change of information.
Please indicate a primary contact and back-up contact.
Please return completed form to dyouberg@esboces.org or
fax @ (631)240-8966

District _____

Primary Contact _____**Title** _____

Building Address_____

Work Phone _____**Fax #** _____

Alternate Phone # _____**E-Mail**_____

Back-up Contact _____**Title** _____

Building Address_____

Work Phone _____**Fax #** _____

Alternate Phone # _____**E-Mail** _____

Signature _____ **Date** _____

Print Name and Title _____

Charles King	Peter Desjardins	Elaine Conlin	Sharon Mayrant
Divisional Admin	Program Admin	Program Admin	Admin Coord

TO:	District Superintendents
	Superintendents of Public Schools
	Public School Leaders
	Charter School Leaders
	RIC Directors and Level 1 Project Managers
FROM:	Rose LeRoy, Director of Educational Data and Research
SUBJECT:	Digital Equity Survey Data Collection and Reporting via SIRS
DATE:	September 7, 2021

You are receiving this information to assist Board of Cooperative Educational Services (BOCES), public school districts, and charter schools with the collection and reporting of student level Digital Equity data via the Student Information Repository System (SIRS).

Identifying student digital equity, also referred to as student digital resources within the eScholar data model template, is essential for understanding, investigating, and promoting educational equity. Student home access to the Internet has become fundamental for schools across the nation as they plan strategies for continuous learning. To better serve students, families, and educators, it is imperative for the New York State Education Department (NYSED) to have access to data as reported by BOCES, public school districts and charter schools, and maintain an accurate and complete picture of the state of digital equity for each individual student, grades Kindergarten through 12, to provide confidence in understanding the true levels of a student's access to the Internet as well as the devices they use.

The Digital Equity data collection via SIRS is structured to provide a survey to parents as the critical first step in collecting student-level data beginning in the Fall of 2021. The student-level information will replace the Technology questions 8B and 8D previously collected as part of the Basic Education Data System (BEDS) Institutional Master File (IMF) BOCES, Public and Charter School Forms. The school and educator Digital Equity information will continue to be collected as part of the BEDS IMF.

Standards for Data Collection:

- NYSED has provided a standard set of questions and responses to be used to survey parents or guardians (**Appendix A**: Standard Survey Questions and Responses).

- Parents or guardians are encouraged to complete the survey for each child.

- A Digital Equity survey should be administered to all students in the fall and any student who transfers to your BOCES, district or charter school.

- When a student changes locations within the school district (i.e., enrolls in a new school), the Digital Equity data is to be revisited and a new record reported by the student's new school as needed.

- NYSED has provided standard guidance for reporting entities to use to assist parents as needed (**Appendix B**: Digital Equity Survey Question Guidance That may be used to Assist Parents with Responses).

- Further guidance is provided (**Appendix C**: Digital Equity Questions and Answers That May be Used to Assist Survey Administrators, RICs, and Big 5 Level 1 Centers).

- SIRS format requirements are defined in the eScholar Data Model template. All fields, with the exception of the Reporting Date, are required for this collection. The required Student Digital Resources template format is available on the [NYSED Office of Information and Reporting Systems Vendor homepage](#).

- Student Management System (SMS) vendors were notified at their annual summer vendor meeting of the collection responsibilities to house the survey responses and export survey results from their system for the reporting of data to SIRS.

- SMS vendors are encouraged by the Department to register and test their products each fall and as frequently as they would like through the NYSED Vendor Testing Site to best serve their customers. Such testing using Level 0 rules helps ensure vendor preparedness when they begin moving actual data. Formal testing results are publicly available. We encourage you to insist they support your vested best interests and deliverables as a contracted third-party vendor of your school, district or BOCES.

Collection Strategy

- As mentioned above, collection of Digital Equity surveys must take place in the fall of each school year and be updated at other times throughout the school year, such as with new student registration or student transfers.

- Distribution of the standard set of Digital Equity questions should be determined by each local reporting entity using various methods that meet the needs of your educational community (i.e., registration packets, annual new school year mailings, website, mailings, backpacks, parent meetings, school events/gatherings, online surveys, paper-based surveys, scan sheets, and Student Management System Portals).

- The RICs have worked in conjunction with the NYSED to create various technical solutions and support for this data collection. Please work with your Regional Information Center (RIC) or Level 1 Big 5 Center to assist with methods of administering, collecting, saving, and moving Digital Equity data to the NYSED Level 2 Data Warehouse.

- Include your data warehouse District Data Coordinator (DDC), Chief Information Officer (CIO) and District Privacy Officer (DPO) as you distribute, receive and store Digital Equity survey data in your SMS so they are aware and involved in the methods being used and to meet data privacy and security best practices.

- To assist further with additional outreach ideas, a "Helpful Blueprint for State Education Leaders" can be found at the Council of Chief State School Officers (CCSSO) website:

  https://ccsso.org/sites/default/files/2020-07/7.22.20_CCSSO%20Home%20Digital%20Access%20Data%20Collection%20Blueprint%20for%20State%20Leaders.pdf

As of December 2021, and after the close of the 2021-22SY data collection, the Department will analyze preliminary data as reported by each reporting entity to the NYSED Level 2 Data warehouse. Additional data extracts will be produced upon request, at any time throughout the 2021-22SY data collection as needed for program, Department, Legislative and FOIL requests. Therefore, as with all student level data as reported to the Department via SIRS, all reporting entities should practice due diligence to input, update, verify and maintain accurate data in their source data systems and work with their RIC or Big 5 Level 1 Center to move data on a regular basis throughout the school year.

For assistance with Digital Equity data collection via SIRS, please contact your local RIC or Big 5 Level 1 Center. For questions about reporting data in SIRS, please contact the Office of Information and Reporting Services at Data Support.

Thank you for everything you do for the children of New York.

Appendix A

Digital Equity Standard Survey Questions and Responses

To the Parent/Guardian of (Student Name)

Collecting accurate data regarding digital resource access for our New York students will greatly help educators to better serve their students and families. In order to accomplish this, the New York State Education Department is asking parents or guardians to complete a Digital Equity survey (for each student in the family) in grades Kindergarten – Grade12. This survey will provide information on student access to devices and internet access in their places of residence. To assist us in this process, please answer each question below and follow any additional instructions provided for submitting or returning the survey.

Thank you for your time and cooperation.

Question 1: Did the school district issue your child a dedicated school or district-owned device for their use during the school year?

Responses: YES   NO

Question 2: What is the device your child uses **most often** to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

Responses: DESKTOP   LAPTOP TABLET CHROMEBOOK   SMARTPHONE   NO DEVICE

Question 3: Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

Responses: SCHOOL   PERSONAL   NO DEVICE

Question 4: Is the primary learning device (identified in question 2) shared with anyone else in the household?

Responses: SHARED   NOT SHARED   NO DEVICE

Question 5: Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?

Responses: YES   NO

Question 6:   Is your child able to access the internet in their primary place of residence?

Responses: YES   NO

Question 7:   What is the primary type of internet service used in your child's primary place of residence?

Responses: RESIDENTIAL BROADBAND   CELLULAR   MOBILE HOTSPOT   COMMUNITY WIFI   SATELLITE   DIAL UP   DSL   OTHER   NONE

Question 8:   In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?

Responses: YES   NO

Question 9:   What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?

Responses: AVAILABILITY   COST   NONE OTHER

Appendix B

Digital Equity Survey Question Guidance

That May be Used to Assist Parents with Responses

Overall:

"Device" is defined as a computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. "Device" for the purposes of this survey, is NOT a phone or mini tablet, nor is it a mobile internet access point, such as a MIFI.

"Dedicated" devices are devices that are not shared, where the student is allowed to take the device when they leave the school building to participate in learning outside of school. They are for single student use and are not shared with other students or household members.

"Sufficient" access means that the student does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities, as measured during peak household usage.

"Reliable" access should be judged against the goal of "All the Time" access, as indicated in the National Educational Technology Plan. The Plan states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Question 1: Did the school district issue your child a dedicated school or district owned device for their use during the school year?

"Yes" means the school district issued the student a dedicated device to use at home.

"No" means that the school district has not issued a dedicated device to the student to use at home.

Question 2: What is the device your child uses **most often** to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

Choice can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.

DESKTOP   LAPTOP   TABLET   CHROMEBOOK   SMARTPHONE   NO DEVICE

Please select a response other than "No Device" if you previously responded "Yes" to Question 1.

Question 3: Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

"School" means that the school district provided the device for the student to use.

"Personal" means that the student uses a device not provided by the school district.

"No Device" means the student does not have a device to use.

You should answer "No Device" if you previously responded "No Device" to Question 2.

Question 4: Is the primary learning device (identified in question 2) shared with anyone else in the household?

"Shared" means multiple students/people share the device for school or work. This can be a school provided device or another device, whichever the student is most often using to complete their schoolwork.

"Not Shared" means dedicated to one student. This can be a school provided device or another device, whichever the student is most often using to complete their schoolwork.

"No Device" means the student does not have a device to use.
You should answer "No Device" if you previously responded "No Device" to Questions 2 and 3 respectively.

Question 5: Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?

"Yes" means the student has a sufficient device (a computer or computing device such as a laptop, desktop, Chromebook, or full-sized iPad or other tablet), that is able to connect to the internet (even if an internet connection is not always available); has a screen size of at least 9.7"; has a keyboard (on-screen or external) and a mouse, touchscreen, or touchpad; and can run all applications, allowing for full participation in learning without or with very limited issues.

"No" means that the student does not have a device that meets the criteria above.

You should answer "No" if you previously responded "No Device" to Questions 2, 3, and 4 respectively.

Question 6: Is your child able to access the internet in their primary place of residence?

"Yes" means the student has internet access in their primary residence where the student typically resides.

"No" means the student does not have internet access in their primary residence.

Note: If student has multiple residences that share equal time, answer this question according to the residence that has the more limited access

Question 7: What is the primary type of internet service used in your child's primary place of residence?

"Residential Broadband" means a high-bandwidth connection to the Internet at your home by using a cable (fiber or coaxial) connected to an Internet service provider such as Spectrum, AT+T, Frontier, etc.

"Cellular" means wireless Internet access delivered through cellular towers to computers and other devices. Uses your cell phone provider for internet access.

"Mobile Hotspot" means a wireless access point created by a dedicated hardware device or a smartphone feature that shares the phone's cellular data. For example, a cellphone or a device like a Kajeet, Verizon Jetpack, Netgear Nighthawk or MiFi.

"Community WiFi" means allowing Internet connection to visitors and guests using an existing Wi-Fi infrastructure in the community such as a library, café, hotel, etc.

"Satellite" means a wireless connection through the use of a satellite dish located on your property.

"Dial up" means a service that allows connectivity to the Internet by using a modem and a standard telephone line.

"DSL" Digital Subscriber Line means a high-speed bandwidth connection from a phone wall jack on an existing telephone network that works within the frequencies so you can use the Internet while making phone calls.

"Other" means none of the other choices apply.

"None" means that you do not have Internet access in your home.

You should answer "None" if you previously responded "No" to Question 6.

Question 8: In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?

"Yes" means the student experiences very few or no interruptions in learning activities caused by poor internet performance in their primary place of residence.

"No" means the student regularly experiences interruptions and is unable to complete all learning activities due to poor internet performance in their primary place of residence or lack of internet access.

You should answer "No" if you previously responded "No" and "None" to Questions 6 and 7 respectively.

Question 9: What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?

"**Availability**" means you cannot actually get fiber (or satellite or cell service) at your home.

"**Cost**" means the service available to your neighborhood is cost prohibitive.

"**None**" means that your child has sufficient and reliable access to the internet.

"**Other**" means none of the other choices apply.

You should answer "None" if you previously responded "Yes" to Question 8.

Appendix C
Digital Equity Questions and Answers
That May be Used to Assist Survey Administrators, RICs, and Big 5 Level 1 Centers

Q1. What is the purpose of this survey and how is the data being used?
A1. This data will be used on an ongoing basis throughout the year to help identify specific needs and target resources and funding opportunities when they become available. The data are also used to inform State policy and legislative initiatives. In addition to informing Department policy the CARES Act reporting has indicators that collects information on whether LEAs within the State used CARES Act funds to provide home Internet access for any students along with data on the student to device ratio.

Q2. Can any information from the previous digital equity survey be shared to help parents understand the importance of completing this survey?
A2. If a school, district or BOCES believes prior information is going to be helpful to the parent or guardian, it can be shared. Information from the previous Digital Equity Surveys can be found on the NYSED Digital Equity webpage.

Q3. What is the reason for the initial December 6, 2021, collection deadline?
A3. The Department will be providing an annual update the to the Board of Regents.

Q4. Can the survey be administered to students in the classroom?
A4. Best practice would have the student's parent or guardian fill out the survey to get the most accurate data possible, but this is a local decision by the school, district or BOCES.

Q5. Would the NYSED accept partial survey data on a student if the parent doesn't complete the survey?
A5. No. Every question requires a response. If no response is provided for the question(s), the data will not pass the validation business rules and the survey results for that student will not move to the Department.

Q6. Will parents be given an option to answer "no response" for the survey questions?
A6. No, this is not an option. All questions must be answered.

Q7. What if the parent refuses to take or complete the survey?
A7. Every question requires a response. If the survey is not complete the data will not pass the validation business rules and the survey results for that student will not move to the Department. The student will appear on a "Missing Survey Report" that will be provided by both Level 0 and Level 2 to school districts, BOCES, and schools to assist them with their review.

Q8. Will the survey be offered in languages other than English?

A8. The school, district or BOCES should plan to accommodate the language needs within the school community.

Q9. When developing the survey am I required to use the standard survey questions and responses in the order as shown in Appendix A?
A9. Yes.

Q10. Will questions on the survey be consistent across the state?
A10. Yes.

Q11. Should the school, district or BOCES fill out portions of the survey before it goes to the parent?
A11. Yes, the school, district or BOCES can prepopulate student demographic information, such as the student's name, local student id, location, and school, district or BOCES information.

Q12. Schools may already have device data for the student. Could a school, district or BOCES "prefill" the device data for parents on applicable students?
A12. Yes, for Question 1 only, if you have an accurate way to provide that information to parents before they take the survey.

Q13. Is it Important to have a survey for every kindergarten thru grade 12, including ungraded students?
A13. Yes, every K-12, including ungraded students, should have survey information reported. If a student has multiple residences that share equal time, use the residence that has the more limited access.

Q14. What happens if parents submit the survey twice for the same student?
A14. If multiple surveys are submitted for the same student in the same location, the last survey reported by the school, district or BOCES will be the survey information sent to SIRS**.**

Q15. Who is responsible to survey Foster Care students?
A15. The school, district or BOCES where the student is placed for main instruction.

Q16. Who is responsible to survey full day Out of District Placed (OODP) students?
A16. The OODP location where the student is placed for main instruction.

Q17. Who is responsible to survey students that attend a school and a BOCES program?
A17. The school or district that has accountability for the student is responsible for reporting the survey data. BOCES would only report students that are receiving full-day instruction.

Q18. How do we report students who change locations/buildings within the district or BOCES?
A18. Students changing a location/building within the district or BOCES should be re-surveyed for updated information.

Q19. What are the consequences if the Student Management System (SMS) vendor is not ready to accept and process this data until later in the school year?
A19. If the SMS vendor isn't ready, their data will not be reported to SIRS, however the school, district or BOCES can enter their data directly into Level 0. Districts should be working with their SMS vendors to coordinate a process for loading survey data into their student system.

Q20. Is collecting the data the responsibility of the SMS vendor?
A20. No, it's the school, district or BOCES responsibility.

Q21. Does the SMS Parent Portal serve as a method to provide survey information from parents?
A21. This is vendor specific depending on the capabilities of the system.

Q22. Once the data is in the SMS, will there be an opportunity to edit a record if the information changes?
A22. This is vendor specific depending on the capabilities of the system.

Q23. Who is responsible to collect and maintain the survey data?
A23. See questions and answers 15 thru 18.

Q24. What is the best way to provide outreach to staff and parents to help them understand the potential benefits to their child when the data is reported?
A.24 Outreach to parents is a local decision, but it is encouraged to utilize resources provided by the Department (e.g., at registration, backpack letters, open house, letters mailed home). Refer to the June 8, 2021 memo titled "New Student-Leve Digital Equity Data Collection": http://www.nysed.gov/memo/curriculum-instruction/new-student-level-digital-equity-data-collection

Additional outreach strategies can be found at: https://ccsso.org/sites/default/files/2020-07/7.22.20_CCSSO%20Home%20Digital%20Access%20Data%20Collection%20Blueprint%20for%20State%20Leaders.pdf

Q25. Should there be some type of standards agreed upon and/or required concerning the collection? (e.g., IDEA compliance, multiple languages offerings, security minimum standards, etc.)
A25. Yes. Please consult your District Privacy Officer (DPO).

Eastern Suffolk
BOCES

Educational Services That Transform Lives

STUDENT
DATA
SERViCES

DIGITAL RESOURCE SURVEY SERVICE

The completion of this form indicates subscription to the Student Data Services Digital Resource Survey Service for the 2022-23 school year.

DISTRICT NAME: _____

CONTACT NAME: _____

TITLE: _____

E-MAIL ADDRESS: _____

PHONE: _____

SERVICE OPTION (must select one option)

☐ **Option #1 - Full Printing, Scanning and Reporting**
$500 set-up fee + $1.50 per student (student count will be determined by previous year's district wide January BEDS Day count)

☐ **Option #2 - Select Printing, Scanning and Reporting**
$500 set-up fee + $1.50 per student (student count is based on file provided in original student lite file and subsequent files throughout the year)

☐ **Option #3 - Digital File** - $1,000 per district

This service allows Student Data Services to load Digital Resource Survey data directly to Level 0 and Level 1.

The _____ School District understands that they are responsible for locking data in Level 0 and verifying the accuracy of all data.

_____   _____
Signature   Date

Please email the completed form to dwtshelp@esboces.org
Please call (631) 419-1676 with any questions

KATHY HOCHUL
Governor

MARY T. BASSETT, M.D., M.P.H.
Commissioner

KRISTIN M. PROUD
Acting Executive Deputy Commissioner

BETTY A. ROSA
Commissioner

<u>2022-2023 Frequently Asked Questions related to COVID-19</u>

Based on the August 11, 2022, Centers for Disease Control and Prevention's (CDC)
[Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning | CDC](#)

These questions were received by the New York State Education Department (NYSED) and New York State Department of Health (NYSDOH) from schools and districts across New York State. This document is meant to be used in conjunction with guidance provided by the CDC, the New York State Department of Health (NYSDOH), and your school or district's local Department of Health. Additional resources can be found at:

- NYSED COVID-19 Resource Page: http://www.nysed.gov/coronavirus
- Student Support Services: [NYSED:SSS:School Health Services](#)NYSDOH Schools and Youth Website: https://coronavirus.health.ny.gov/schools-youth
- NYSDOH Vax to School website: [ny.gov/vaxtoschool](#)

Further questions may be directed to NYSDOH by email at SchoolQuestionsCOVID@health.ny.gov.

<u>Quarantine</u>

1. **Do students and staff have to quarantine following exposure to someone with COVID-19?**

No. Quarantine is no longer recommended for people who are exposed to COVID-19. In schools, people who were exposed to COVID-19 should follow [recommendations](#) to wear a well-fitting mask and get tested. School administrators should confer with local health departments as applicable to determine how to manage exposures based on the local context and benefits of preserving access to in-person learning. Accommodations may be necessary for exposed people who cannot wear a mask or have difficulty wearing a well-fitting mask. Schools can also consider recommending masking and/or testing for a classroom in which a student was recently exposed who is unable to consistently and correctly wear a mask. School administrators should confer with local health departments as appropriate to discuss whether more stringent measures should be considered.

The CDC recommends that those exposed to COVID-19, regardless of vaccination status or history of prior COVID-19 infection wear a well-fitting mask for 10 days in public indoor settings (including school settings) and test on or after day 5 or sooner if [symptoms](#) develop.

<u>Isolation</u>

2. **When should a student or staff member be sent home or stay home?**

Students and staff with symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting or diarrhea should be sent home or directed to stay home. If at schools, the individual should wear a well-fitted mask while arrangements are made to go home even if they have not yet had a test. Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin.

3. **What are the current isolation requirements for students and staff who test positive for COVID-19?**

Schools should ensure that people with COVID-19 [isolate](#) from others until able to leave school and not attend school until they have completed isolation. If a student or staff member is suspected of or has tested positive for COVID-19 and are waiting to go home, they should wear a well-fitting mask and distance from others and students should be supervised by an adult. Once isolation has ended, people should wear a well-fitting mask or respirator around others through day 10. While testing is not generally required to determine the end of isolation or mask use following COVID-19 infection, schools have the discretion to impose screening requirements to prevent the possibility of asymptomatic people re-entering the school environment.

CDC guidance indicates that people can use the test-based strategy outlined in the [isolation guidance](#) to potentially shorten the duration of post-isolation mask use. If using the test-based strategy, people should continue to wear a well-fitting mask or respirator in school and community settings until testing criteria have been met.

Students and staff who test positive for COVID-19 should isolate for **5 days at home**. For those with symptoms Day 1 is the first full day after symptom onset (Day 0 is the day of symptom onset). For those that had no symptoms Day 0 is the day they were tested (not the day you received your positive test result) and Day 1 is the first full day following the day they were tested—if someone develops symptoms within the 10 days of testing the clock restarts at day 0 on the day of symptom onset.

Those with symptoms may resume attending school after the 5 days if:
- They are fever free without fever reducing medicine for 24 hours and their symptoms are improving[1]; and

- They wear a mask through day 10 (day 1 is the first full day following the day they received positive test result regardless of symptom onset).

Note: After having ended isolation, if COVID-19 symptoms recur or worsen, restart isolation at day 0. Day 0 of isolation is the day of symptom onset. Staff and student's parents/guardians should be advised to talk to a healthcare provider about their symptoms or when to end isolation.

4. **Can a school require a student or staff member sent home for symptoms of COVID-19 to test negative or complete a 5-day isolation protocol before they can return to school?**

Yes. School officials have the discretion to impose screening requirements meant to rule out the possibility of asymptomatic individuals re-entering the school environment. However, please note that, if a person who has received an isolation order from a local health official were to appear at school prior to the expiration of that order, school officials would be legally obligated to report the individual's presence to the local health official.

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[1] If they had [moderate illness](#) (experienced shortness of breath or had difficulty breathing), or [severe illness](#) (were hospitalized) due to COVID-19, or have a weakened immune system, they will need to isolate through day 10.

If they had [severe illness](#) or have a weakened immune system, consult a healthcare provider before ending isolation. Ending isolation without a viral test may not be an option.

5. **What should a school do if a student or staff member with symptoms of COVID-19 does not get tested?**

School officials have the discretion to require that a recently symptomatic school community member not enter the school facility for a period of 5 days from the onset of symptoms if they cannot present evidence of a negative test.

Masking

6. **Is universal masking required?**

No, universal masking in school is not required at this time.

Individuals returning to school after completing 5 days of isolation should wear a mask in school and in indoor public spaces on Days 6-10, in accord with CDC recommendations.

7. **When are masks recommended?**

Masks are recommended in school health offices regardless of recent COVID-19 transmission levels.

The CDC recommends that individuals consistently and correctly wear a well-fitting mask or respirator under the following circumstances:

- After exposure to COVID-19 for 10 full days in public indoor settings regardless of vaccination status or history of prior COVID-19 infection

- When COVID-19 Community levels are High.

- When students or staff who come to school with symptoms or develop symptoms while at school, they should be asked to wear a well-fitting mask while in the building, and be sent home and encouraged to get tested if testing is unavailable at school. See Q.2 for details.

- Schools may consider layering prevention strategies, such as masking of staff and students, when close contact occurs, such as during assistance with feeding, toileting and diapering.

- If a school is experiencing a COVID-19 outbreak masks can be added as a prevention strategy, regardless of the COVID-19 Community Level, to help reduce the transmission of COVID-19 during an outbreak.

8. **What should a school do if a student or staff member is <u>unable</u> to wear a mask following an exposure to COVID-19?**

Exposed or potentially exposed individuals do not need to be excluded from school and are strongly encouraged to wear a well-fitting mask and test as recommended. The CDC notes that accommodations may be necessary for exposed people who cannot or have difficulty wearing a mask. Schools can also consider recommending masking and/or testing for a classroom in which a student was recently exposed who is unable to consistently and correctly wear a mask or respirator. Schools may need to consider other prevention strategies—such as improving ventilation and avoiding crowding—when the COVID-19 Community Level is medium or high or in response to an outbreak.

9. **Can a school require masks to be worn?**

   Please consult with your local health department (LHD) and legal counsel. LHDs and school districts and private schools may consult and collaborate on masking decisions. LHDs are encouraged to assess conditions and tailor guidance to their jurisdiction. A LHD may implement masking requirements that are more restrictive than the state. LHDs are strongly encouraged to implement universal masking when the county COVID-19 community level is high.

   ## School Bus

10. **Do students need to wear masks while on a school bus?**

    No. The requirements set forth in the Commissioner's Determination on Masking in Certain Indoor Settings Pursuant to 10 NYCRR 2.60 do not extend to buses or vans operated by public or private school systems, including early care and education/childcare programs. CDC recommendations will be continuously monitored by the Department and updated determinations issued as appropriate, based on the incidence and prevalence of COVID-19 transmission across the state.

11. **Do students and staff have to wear a mask when riding on public transportation to get to school?**

    Yes, according to the Commissioner's Determination on Masking in Certain Indoor Settings Pursuant to 10 NYCRR 2.60 masking is required for public transportation conveyances and transportation hubs for all persons two years of age and older who are able to medically tolerate a face covering/mask, regardless of vaccination status.

    ## Physical Distancing

12. **Is physical distancing required?**

    No, physical distancing is no longer required. However, maintaining increased space and distance from others is part of layered prevention strategies that are recommended for medium or high COVID-19 Community Levels.[2]

    It is also a recommended strategy for high-risk activities (e.g., athletics, band, chorus, etc.). Due to increased and forceful exhalation that occurs during physical activity, some sports can put players, coaches, trainers, and others at increased risk for getting and spreading the virus that causes COVID-19. Close contact sports and indoor sports are particularly risky for participants and spectators, especially in crowded, indoor venues. Similar risks may exist for other extracurricular activities, such as band, choir, theater, and other school clubs that meet indoors and involve increased exhalation.

    ## Cleaning & Disinfection

13. **What are recommendations for cleaning & disinfection of school buildings?**

    The CDC recommends that schools clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a person with COVID-19 has been inside a school within the last 24 hours, the space should be cleaned and disinfected. For additional information please see the CDC's Cleaning and Disinfecting Your Facility page.

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[2] How to Protect Yourself and Others | CDC

COVID-19 Testing

14. Do schools have to offer COVID-19 diagnostic testing?

Schools are not required to offer diagnostic testing. However, schools may provide or connect individuals to diagnostic testing when students or staff:
- Exhibit symptoms of COVID-19; and/or
- When they were exposed to someone with COVID-19

Schools may also refer symptomatic students and staff to a community testing site, healthcare provider, or to use an at-home test.

Note: Some COVID-19 tests with an emergency use authorization (EUA), in particular the at home tests, are intended to be used on individuals of a specific age range. Schools should only use COVID-19 tests that are appropriate for the person being tested. Information on the acceptable age of individuals being tested can be found in the intended use section of the test package insert. Testing should be done in a way that ensures the ability to maintain confidentiality of results and protect privacy. Consistent with state legal requirements and Family Educational Rights and Privacy Act (FERPA), schools should obtain parental consent for minor students and assent/consent from students themselves, and staff prior to conducting a test.

An active LSL registration would be required for OTC/at-home test use if **someone other than the patient person (e.g., a school staff person, or employee health personnel) performs the test for the patient person and/or interprets and reports the test results.**

15. Do schools have to offer COVID-19 screening testing?

No, screening testing is no longer required to be offered or provided. Please note that while universal screening testing is no longer recommended in the school setting, the CDC recommends it be conducted during:
- certain high-risk settings/activities (ex: close contact sports, band, choir, theater);
- at key times of the year (ex: prom, tournaments, group travel); and
- when returning from breaks (ex: holidays, spring break, winter break, etc.).
- At a high COVID-19 Community Level, schools can consider implementing screening testing for high-risk activities such as indoor sports and extracurricular activities. Schools may consider temporarily stopping these activities to control a school- or program-associated outbreak, or during periods of high COVD-19 Community Levels.

Screening testing programs should include both vaccinated and unvaccinated individuals. Schools serving students who are at greater risk for getting very sick with COVID-19, such as those who are moderately or severely immunocompromised or those with complex medical conditions, can consider implementing screening testing at a medium or high COVID-19 Community Level. Resources continue to be made available to support testing for the school population; additional information regarding testing resources can be found at https://coronavirus.health.ny.gov/schools-youth.

Note: Some COVID-19 tests with an emergency use authorization (EUA),in particular the at home tests, are intended to be used on individuals of a specific age range. Schools should only use COVID-19 tests that are appropriate for the person being tested. Information on the acceptable age of individuals being tested can be found in the intended use section of the test package insert. Testing should be done in a way that ensures the ability to maintain

confidentiality of results and protect privacy. Consistent with state legal requirements and [Family Educational Rights and Privacy Act (FERPA)](#), schools should obtain parental consent for minor students and assent/consent from students themselves, and staff prior to conducting a test.

An active LSL registration would be required for OTC/at-home test use if **someone other than the patient person (e.g., a school staff person, or employee health personnel) performs the test for the patient person and/or interprets and reports the test results.**

16. Is a Limited Service Laboratory (LSL) Certificate still required in order for schools to conduct COVID-19 testing at school?

Yes, schools must have an LSL to conduct testing at school. More information on this is available from the New York State Department of Health https://www.wadsworth.org/regulatory/clep/limited-service-lab-certs.

Note: An active LSL registration would be required for OTC/at-home test use if **someone other than the person (e.g., a school staff person, or employee health personnel) performs the test for the person and/or interprets and reports the test results.**

17. Do I have to test unvaccinated staff?

No, the State Department of Health regulation (10 NYCRR 2.62) which mandated weekly COVID-19 testing of unvaccinated school staff expired June 30, 2022.

18. Do I have to report positive test results to the NYS Department of Health COVID-19 Report Card for the 2022-23 school year?

No, the NYS Department of Health (NYSDOH) is no longer requiring schools to report positive test results to the School Report Card via the Daily Survey.

Please note that while schools are no longer required to report COVID-19 and case positive data to the NYSDOH through the School Report Card, any school operating under an LSL would still be required to report COVID-19 positive data. On March 8, 2022, the U.S. Department of Health & Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) announced revisions to HHS SARS-CoV-2 laboratory data reporting requirements that became effective on April 4, 2022. In some instances, HHS will no longer require reporting of SARS-CoV-2 test results. Additional detail can be found at https://www.wadsworth.org/sites/default/files/WebDoc/Revised%20SARS-CoV-2%20Reporting%20Requirements%20POLEP.pdf. Please contact CLIA@health.ny.gov with any questions regarding this advisory. For technical questions on how to report results, please contact (866) 325–7743 or eclrs@health.state.ny.us.

COVID-19 Vaccines

19. Is COVID-19 vaccination required in order for students or staff to attend school?

No, the COVID-19 vaccine is not mandated in New York State for school attendance. However, COVID-19 vaccination helps protect eligible people from getting severely ill with COVID-19. All individuals 6 months of age and older are eligible and encouraged to receive the COVID-19 vaccine. Additional information regarding the COVID-19 vaccine can be found at https://covid19vaccine.health.ny.gov/.

Contact Tracing

20. Do schools still need to conduct contact tracing of positive cases?

No, routine contact tracing is no longer recommended. However, If a school is experiencing a COVID-19 outbreak they should consider adding prevention strategies regardless of the COVID-19 Community Level. Strategies that can help reduce transmission during an outbreak include wearing well-fitting masks or respirators, improving ventilation (for example moving school activities outdoors, opening windows and doors, using air filters), screening testing, ***and case investigation and contact tracing.*** Early identification of cases to ensure that they stay home, and isolate is a critical component of outbreak response. Schools that are experiencing outbreaks should work with their local health department in accordance with state and local regulations.

Schools should continue to prioritize the safety and well-being of students, teachers and staff. When known close contact with someone who tested positive for or has symptoms of COVID-19 occurs on the school campus, for example, in a classroom, schools should at least notify parents and guardians of affected students. Exposed individuals should be referred to information provided by the state or local health department.

Remote Instruction

21. Are schools required or able to provide remote instruction for the 2022-2023 academic year?

The Department's policy on remote instruction, as set forth in the July 29, 2021 memo,[3] is as follows:

- Schools should be open for in-person teaching and learning, and students should be educated in the school building.

- In case of school closures due to emergencies, or in the case of students who may not be able to attend school in-person due to a variety of health-related issues, schools will want to be prepared to provide remote instruction. During the 2023-2024 academic year, all schools are required to have a plan in place regarding the provision of remote instruction under emergency conditions.[4]

- While the Department will not require schools that are open for full-time, in-person instruction to provide on-line or remote instruction, schools and districts will want to work with students and families to offer remote options if it is deemed to be in the best educational interest of students.

- Schools and districts should consider the value of ensuring on-line capacity to expand programmatic offerings and to offer remote learning opportunities that are responsive to student needs. This can be done directly, through cooperative agreements with other school districts, or through Boards of Cooperative Educational Services. This can help where documented medical conditions prohibit the safe return for students to in-person instruction, and where students who have otherwise struggled have excelled with remote learning, where remote instruction is otherwise deemed necessary for the benefit of students and the school community.

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[3] http://www.nysed.gov/common/nysed/files/programs/coronavirus/cdc-aap-guidance-school-opening-2021-22.pdf
[4] https://www.regents.nysed.gov/common/regents/files/722brca17.pdf

KATHY HOCHUL
Governor

MARY T. BASSETT, M.D., M.P.H.
Commissioner

KRISTIN M. PROUD
Acting Executive Deputy Commissioner

BETTY A. ROSA
Commissioner

What Parents/Caregivers Should Know about COVID Mitigation Strategies for the 2022-2023 School Year

On August 11, 2022, the CDC released an updated Operational Guidance for K-12 Schools to Support Safe In-Person Learning. The New York State Department of Health and New York State Education Department jointly encourage all schools to utilize the CDC guidance as they plan for the 2022-2023 school year. This guidance from the CDC represents the most up to date COVID-19 mitigation strategies for the K-12 setting while considering COVID-19 Community Levels. Schools may choose to layer prevention strategies based on CDC guidance if necessary when considering local community COVID-19 levels and the specific needs of their school community. They are encouraged to consult with their local health departments (LHDs) on COVID-19 mitigation strategies. Parents/Caregivers are encouraged to communicate with school administrators if they have any questions about the COVID-19 mitigation strategies being utilized at the school. Below you will find a summary of the CDC Operational Guidance.

Vaccination

- Staying up to date on vaccinations is essential to prevent people from getting severely ill with COVID-19. Children ages 6 months and older are all eligible to receive the COVID-19 vaccine. Children over five years are eligible for a booster. Additional information may be found at ny.gov/vaxtoschool.

Quarantine

- The CDC no longer recommends quarantine except in high-risk congregate settings, such nursing homes. The CDC does not generally consider schools to be high-risk congregate settings. The CDC recommends that all people with a known or suspected COVID-19 exposure regardless of vaccination status or history of prior COVID-19 infection follow current CDC exposure recommendations which include 1) wearing a well-fitting mask or respirator for a full 10-day period, 2) getting tested at least 5 days after close contact or sooner if symptoms develop.

Staying Home When Sick/Symptomatic

- The CDC continues to recommend that people stay home when sick. Any student or staff member who has symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home.
- Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin. Those who are at risk for getting very sick with COVID-19 who test positive should consult with a healthcare provider right away for possible treatment, even if their symptoms are mild. If an individual tests positive for COVID-19 and does not have a regular health care provider, evaluation for treatment can be obtained by either calling 1-888-TREAT-NY or visiting the NYS COVID-19 ExpressCare Therapeutics Access Website.
- People who are symptomatic and awaiting COVID-19 test results or have tested positive for COVID-19 should follow CDC's Isolation Guidance.

Isolation

- People who have tested positive or are awaiting COVID-19 test results should remain home and follow the CDC's Isolation Guidance. The isolation period may vary based COVID-19 symptoms.

- If someone who tested positive has no symptoms, isolation may end after day 5. If someone has symptoms, isolation may end after day 5 if they are fever-free for 24 hours (without the use of fever-reducing medication) and symptoms are improving.
- People should wear a mask through day 10 after ending isolation when they are feeling better (fever-free for 24 hours without use of fever-reducing medication and symptoms improving).
- Antigen testing (e.g., Rapid Test or home test) is not required to end isolation; however, some schools may allow use of the "test-based strategy" to potentially shorten the length of time for post-isolation mask use. With two negative tests 48 hours apart, people may remove their mask sooner than day 10. If a person's test result is positive, they may still be infectious and should continue wearing a mask and wait at least 48 hours before taking another test and continue taking antigen tests 48 hours apart until two negative results are received. This may mean masking and testing beyond day 10.
  Note: After having ended isolation, if COVID-19 symptoms recur or worsen, restart isolation at day 0. Day 0 of isolation is the day of symptom onset. Staff and student's parents/guardians should be advised to talk to a healthcare provider about their symptoms or when to end isolation.

Testing

- Antigen test – refers to a same day or home test. These are often self-administered tests.
- PCR, NAAT – (Polymerase Chain Reaction or Nucleic Acid Amplification tests) these are tests that are sent to labs and results take days, these tests detect the presence of the virus.
- Screening testing is no longer required to be offered or provided by schools. However, testing provides an opportunity for people who test positive to connect to treatment and allows schools to mitigate the spread of COVID-19. Resources have been made available to schools to support testing. Schools may consider requiring testing before certain activities, such as choir, or contact sports. Community testing also remains available and can be located at https://www.hhs.gov/coronavirus/community-based-testing-sites/index.html#ny.

Masking

- Universal masking is not currently required in the school setting but is recommended in indoor public settings when a community is in a High COVID-19 Community level.
  Local health departments (LHDs) and school districts and private schools may consult and collaborate on masking decisions.

- Wearing a well-fitting mask is recommended for those who were exposed and for isolation. Please see the Quarantine and Isolation sections above for additional detail. Additionally, people may choose to wear a mask because of increased risk for serious COVID outcomes or for another reason.
    - If a school is experiencing a COVID-19 outbreak masks can be added as a prevention strategy, regardless of the COVID-19 Community Level, to help reduce the transmission of COVID-19 during an outbreak. Schools should confer with their local health department during an outbreak.

    - According to the Commissioner's Determination on Masking in Certain Indoor Settings Pursuant to 10 NYCRR 2.60 masking is required for public transportation conveyances and transportation hubs for all persons two years of age and older who are able to medically tolerate a face covering/mask, regardless of vaccination status.

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KATHY HOCHUL
Governor

MARY T. BASSETT, M.D., M.P.H.
Commissioner

KRISTIN M. PROUD
Acting Executive Deputy Commissioner

BETTY A. ROSA
Commissioner

August 22, 2022

Dear Colleagues,

Thanks to your ongoing heroic work, schools across New York State have been able to provide in-person instruction during the COVID-19 pandemic while keeping your students and staff safe by using protocols issued by local health departments and school districts.

As we enter a new phase of the pandemic, with increased access to COVID-19 information, vaccination, testing, and treatment, we are changing our guidance to give school districts and schools more flexibility heading into the 2022-2023 school year.

Mitigation Strategies: We jointly encourage school districts and schools to utilize the CDC's Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning as a resource for COVID-19 mitigation strategies in the K-12 setting. This guidance from the CDC represents the most up-to-date COVID-19 mitigation strategies for the K-12 setting while considering COVID-19 Community Levels. Changes to the most current CDC Operational Guidance include:

- Elimination of the test-to-stay policy recommendation.
- Changed recommendations to conduct screening testing to focus on high-risk activities during high COVID-19 Community Levels or in response to an outbreak.
- Removal of the recommendation to pod/cohort.
- Removal of the recommendation to quarantine, except in high-risk congregate settings.
- Addition of detailed information on when to wear a mask, how to manage cases and exposures, and how to respond to outbreaks.

COVID-19 Exposure: When people are exposed to COVID-19, follow the CDC's Exposure Guidance. It is recommended that those exposed to COVID-19 wear a well-fitting mask or respirator for a full 10-day period and get tested at least 5 days after close contact or sooner if symptoms develop. The current guidance holds for all individuals irrespective of vaccination status or history of prior COVID-19 infection.

COVID-19 Symptoms and Positive Test Results: Those who are or become symptomatic and/or test positive for COVID-19 are asked to follow the CDC's Isolation Guidance.

The CDC notes that testing is not required to determine end of isolation following a positive test for COVID-19 infection; however, individuals may use sequential antigen testing, if available, as outlined in CDC's Isolation Guidance to potentially shorten the duration of mask use post-isolation. Those who are not able to wear a well-fitting mask or respirator should either isolate for a full 10 days or follow the test-based strategy to determine when they can return to school without a mask.

Vaccinations: Staying up to date on COVID-19 vaccinations continues to be a leading public health strategy to prevent severe illness. Everyone 6 months of age and older is now eligible for COVID-19 vaccination. All school children who are 5 years of age and older are eligible for a COVID-19 booster. This includes individuals who have been fully vaccinated and have not received an additional vaccination this calendar year. Schools are encouraged to continue promoting COVID-19 vaccination in their community. Information on COVID-19 vaccination can be found at https://covid19vaccine.health.ny.gov/.

Testing: In addition to vaccination, as a best practice, COVID-19 testing provides an opportunity to connect eligible individuals who test positive with treatment. This allows schools to mitigate community spread of COVID-19. Resources continue to be made available to schools to support testing of school populations; an updated list of testing resources can be found at https://coronavirus.health.ny.gov/schools-youth.
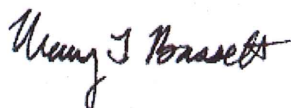
Following this guidance will help schools collaborate with local departments of health to support safe in-person learning while providing greater flexibility to meet local community needs as COVID-19 Community Levels change.

Reporting: Please note that the requirement to report daily COVID-19 testing and case positive data to the NYSDOH (10 NYCRR 2.9) ended on June 30, 2022 and is not required at this time.

At this time, we will not release further guidance specific to the K-12 setting. However, as the pandemic response continues to evolve with updated information, we will provide updated recommendations as available. The NYSDOH continues to be ready to answer questions by email at SchoolQuestionsCOVID@health.ny.gov. We will continue to use this email address to communicate with you throughout the school year. As such we will periodically ask you to confirm your contact information and update it as needed; we will send instructions on how to do that in the coming weeks.
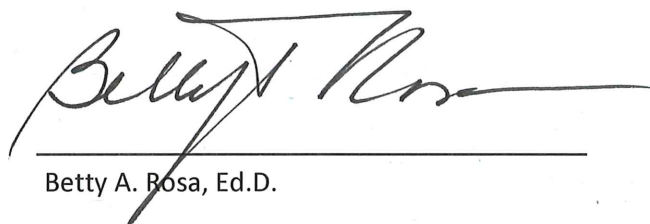
Thank you again for all you have done and continue to do to keep children safe in school.

Sincerely,

Mary T. Bassett, M.D., M.P.H

Commissioner of Health

Betty A. Rosa, Ed.D.

Commissioner of Education

NEW FOR THE 2022-23 DATA YEAR

2021-2022 Level 0 Data

New York State Education Dept. - Level 0

| Elect. Import | Manual Input | L1-Data Prep. | Reports | Admin | Help | Log Off |

User Account: Bill Ritchie (britchie). Current Password Expires on 2/28/2023   *Leve*

Current # of users logged on: **3**   **View All Users**   View/Update My Profile Info

District: **School Year:**

NY280000 : Sample District   School Year Ending 2022-06-30

Welcome to Level 0!

☐ **Include Student Daily Attendance for Run All Verification Checks**

The only remaining 2021-22 data collection is Assessments...

- Staff Evaluation (October 20th)

Check the NYSED Vendor support page for new templates and code changes!

Check the NYSED Vendor support page for new templates and code changes!
https://www.p12.nysed.gov/irs/vendors/home.html

Check the NYSED Vendor support page for new templates and code changes!
https://www.p12.nysed.gov/irs/vendors/home.html

Important code changes new for 2022-23

SIRS Code Changes

Clarifies that students of compulsory school age cannot "drop out."

In New York State, section 3205 of the Education Law requires a child's attendance in full-time day instruction from the age of six to the end of the school year in which the child turns 16, or 17 for school districts that have selected this age.

Resident students who are of compulsory school age must be kept on the school's attendance (enrollment) register until they exceed compulsory school age or leave the district.

18

Enrollment of Compulsory Age Students

New for 2022-23

CATEGORY	ENROLLMENT CODE	ENROLLMENT DESCRIPTION
Exit	400	Compulsory age student, stopped attending
Entry	8300	Compulsory age student, not attending, no documentation

NYSED OFFICE OF INFORMATION AND REPORTING SERVICES

Important code changes new for 2022-23
NEW ENROLLMENT CODES

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Resident students who are of compulsory school age must be kept on the school's attendance (enrollment) register until they exceed compulsory school age or leave the district.

18

Enrollment of Compulsory Age Students

New for 2022-23

CATEGORY	ENROLLMENT CODE	ENROLLMENT DESCRIPTION
Exit	400	Compulsory age student, stopped attending
Entry	8300	Compulsory age student, not attending, no documentation

For example, if a student stops attending school at age 14, he or she must be kept on the attendance (enrollment) register until the end of the school year in which the student exceeds compulsory school age or returns to an education program. These students must be reported with a Reason for Ending Enrollment Code 400 — *Compulsory age student, stopped attending* followed by a Reason for Beginning Enrollment Code 8300 — *Compulsory age student, not attending, no documentation*. If the student re-enrolls, the student should be reported with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*.

NYSED OFFICE OF INFORMATION AND REPORTING SERVICES

Important code changes new for 2022-23
NEW ENROLLMENT CODES

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Resident students who are of compulsory school age must be kept on the school's attendance (enrollment) register until they exceed compulsory school age or leave the district.

18

Enrollment of Compulsory Age Students

New for 2022-23

CATEGORY	ENROLLMENT CODE	ENROLLMENT DESCRIPTION
Exit	400	Compulsory age student, stopped attending
Entry	8300	Compulsory age student, not attending, no documentation

The district should end the 8300 enrollment record at the start of the subsequent school year using the appropriate Reason for Ending Enrollment. If the district determines the students are no longer in residence in the district, the district should end enrollment with an appropriate Reason for Ending Enrollment Code once the required documentation is received, as appropriate.

NYSED OFFICE OF INFORMATION AND REPORTING SERVICES

Important code changes new for 2022-23
NEW STUDENT LITE CODES

Important code changes new for 2022-23
NEW STUDENT LITE CODES

STUDENT LITE

Field Number	Max Length	FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	Key Field	NYS, Regional, or Local Purpose	Instructions or Rules	Format	Recommended Codes	BOCES Collection
55	12	GUIDANCE COUNSELOR ID		NYS Reporting	Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Guidance Counselor ID must be in Staff Snapshot. When Guidance Counselor ID is provided, Guidance Counselor District Code must also be provided.	alphanumeric		
56	40	+COUNTY OF RESIDENCE		NYS Reporting for P-Tech Students (4026)	Report the student's county of residence.	alphanumeric	See County of Residence codes in the SIRS Manual at http://www.p12.nysed.gov/irs/sirs/.	
57	15	+EDUCATION LEVEL OF PARENT		NYS Reporting for P-Tech Students (4026) and Smart Scholars ECHS (4037)	Report the highest educational level of a parent.	alphanumeric	Refer to SIRS Manual for Codes	
58	20	+CRISIS IMPACT CODE (STUDENT DISPLACED BY DISASTER)		NYS Reporting	Report a code for new students who were displaced due to a crisis or disaster.	alphanumeric	Refer to SIRS Manual for Codes	
59	50	+CRISIS NAME (DISASTER NAME)		NYS Reporting	Report name of the crisis (disaster) the student was displaced by. If unknown, leave blank.	alphanumeric		

Important code changes new for 2022-23
NEW STUDENT LITE CODES
NOT REQUIRED FOR ALL STUDENTS!!!

STUDENT LITE

Field Number	Max Length	FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	Key Field	NYS, Regional, or Local Purpose	Instructions or Rules	Format	Recommended Codes	BOCES Collection
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58	20	+CRISIS IMPACT CODE (STUDENT DISPLACED BY DISASTER)		NYS Reporting	Report a code for new students who were displaced due to a crisis or disaster.	alphanumeric	Refer to SIRS Manual for Codes	
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NEW STUDENT LITE CODES
NOT REQUIRED FOR ALL STUDENTS!!!

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57	15	+EDUCATION LEVEL OF PARENT		NYS Reporting for P-Tech Students (4026) and Smart Scholars ECHS (4037)	Report the highest educational level of a parent.	alphanumeric	Refer to SIRS Manual for Codes	
58	20	+CRISIS IMPACT CODE (STUDENT DISPLACED BY DISASTER)		NYS Reporting	Report a code for new students who were displaced due to a crisis or disaster.	alphanumeric	Refer to SIRS Manual for Codes	
59	50	+CRISIS NAME (DISASTER NAME)		NYS Reporting	Report name of the crisis (disaster) the student was displaced by. If unknown, leave blank.	alphanumeric		

Important code changes new for 2022-23
NEW STUDENT LITE CODES
Only used to identify new enrollees displaced by a crisis or disaster

Student Lite
Students Displaced by a Crisis or Disaster
(Fields 58, 59)

A youth of compulsory school age presented at the school for registration that may or may not have all required documentation due to a disaster must be reported with the appropriate crisis/disaster code (category) and when known, the name of the crisis or disaster that led to the student being displaced.

Code	Description	Definition
Natural	Natural disaster-induced	A natural disaster includes but is not limited to hurricanes, tropical storms, landslides, tornadoes, tsunamis, wildfire, sinkholes.
Civil	Civil conflict-induced	A civil disaster includes but is not limited to manmade intentional, accidental disasters such as war, fire accidents, and industrial accidents.
Health	Health crisis-induced	A health disaster includes but is not limited to pandemics and epidemics.
Other	Other crisis-induced	The crisis or disaster leading to the student being displaced is unclear.

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

operated by Madison-Oneida, Questar III, or Herkimer BOCES.

P-Tech Programs (NYS and NYC)

The NYS P-TECH program is designed for students to complete a six-year scope and sequence which will allow them to earn a Regents or local diploma, gain workplace experience, and receive an Associate Degree (or credits toward one if the student exits before completing the program) while still enrolled in high school. Completion of the program may vary in length from four to six years based on individual student performance. Students in this program continue to qualify for ELL, disability, and FRPL services for the entirety of the program.

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

operated by Madison-Oneida, Questar III, or Herkimer BOCES.

P-Tech Programs (NYS and NYC)

The NYS P-TECH program is designed for students to complete a six-year scope and sequence which will allow them to earn a Regents or local diploma, gain workplace experience, and receive an Associate Degree (or credits toward one if the student exits before completing the program) while still enrolled in high school. Completion of the program may vary in length from four to six years based on individual student performance. Students in this program continue to qualify for ELL, disability, and FRPL services for the entirety of the program.

Smart Scholars Early College High School

Through the Smart Scholars Early College High School Program, institutions of higher education (IHEs) partner with public school districts to create early college high schools that provide students with the opportunity and preparation to accelerate the completion of their high school studies while earning a minimum of twenty-four but up to sixty transferable college credits at the same time.

This program is targeted to students who are traditionally underrepresented in postsecondary education. Students receive additional academic support from the school/college partnerships to ensure they are at grade level and ready to participate in rigorous high school and collegiate courses. This "dual or concurrent enrollment" program serves to increase high school graduation and college completion rates while reducing student tuition costs as a result of the compressed time needed to complete a college degree.

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Student Lite:

- Post Grad Plan

Postgraduate Plan Codes (NYS P-Tech- 4026 & Smart Scholars ECHS - 4037)
(Student Lite, Field 18)

(Student Lite, Field 18) LOOKUP_NAME	POST_GRAD_PLAN_CODE	POST_GRAD_PLAN_DESCRIPTION
POST_GRAD_PLAN	01	4-year college in NYS
POST_GRAD_PLAN	02	2-year college in NYS
POST_GRAD_PLAN	03	Other postsecondary school in NYS
POST_GRAD_PLAN	04	4-year college outside NYS

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Student Lite:

- **Post Grad Plan**

Postgraduate Plan Codes (NYS P-Tech- 4026 & Smart Scholars ECHS - 4037)
(Student Lite, Field 18)

(Student Lite, Field 18) LOOKUP_NAME	POST_GRAD_PLAN_CODE	POST_GRAD_PLAN_DESCRIPTION
POST_GRAD_PLAN	01	4-year college in NYS
POST_GRAD_PLAN	02	2-year college in NYS
POST_GRAD_PLAN	03	Other postsecondary school in NYS
POST_GRAD_PLAN	04	4-year college outside NYS

- **Education Level of Parent**

Education Level of Parent (4026-P-TECH, 4037- Smart Scholars ECHS)
(Student Lite, Field 57)

Look_Up Name	Parent_Ed_Lvl_Code	Parent_Ed_Lvl_Desc
Parent Education Level	01	Less than high school
Parent Education Level	02	High school diploma or equivalent
Parent Education Level	03	Some college but no formal award
Parent Education Level	04	Certificate, less than Associate's degree
Parent Education Level	05	Associate's degree
Parent Education Level	06	Baccalaureate degree
Parent Education Level	07	Master's degree
Parent Education Level	08	Doctoral/Professional degree
Parent Education Level	09	Foreign higher education degree
Parent Education Level	10	Unknown

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Student Lite:

- **Post Grad Plan**

Postgraduate Plan Codes (NYS P-Tech- 4026 & Smart Scholars ECHS - 4037)
(Student Lite, Field 18)

(Student Lite, Field 18) LOOKUP_NAME	POST_GRAD_PLAN_CODE	POST_GRAD_PLAN_DESCRIPTION
POST_GRAD_PLAN	01	4-year college in NYS
POST_GRAD_PLAN	02	2-year college in NYS
POST_GRAD_PLAN	03	Other postsecondary school in NYS
POST_GRAD_PLAN	04	4-year college outside NYS

- **Education Level of Parent**

Education Level of Parent (4026-P-TECH, 4037- Smart Scholars ECHS)
(Student Lite, Field 57)

Look_Up Name	Parent_Ed_Lvl_Code	Parent_Ed_Lvl_Desc
Parent Education Level	01	Less than high school
Parent Education Level	02	High school diploma or equivalent
Parent Education Level	03	Some college but no formal award
Parent Education Level	04	Certificate, less than Associate's degree
Parent Education Level	05	Associate's degree
Parent Education Level	06	Baccalaureate degree
Parent Education Level	07	Master's degree
Parent Education Level	08	Doctoral/Professional degree
Parent Education Level	09	Foreign higher education degree
Parent Education Level	10	Unknown

- **County of Residence**

County of Residence: Indicates the county where the student resides. See codes in Chapter 5: Codes and descriptions. Required for NYS P-TECH students. Student Lite, Field 56.

57	STEUBEN
58	SUFFOLK
59	SULLIVAN

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Student Credit GPA

Student Credit GPA - has returned

	STUDENT CREDIT GPA			Required For Students in P-TECH and Smart Scholars Programs Only		

Credit GPA Codes
(Student Credit GPA, Field 4)

Code
TOTAL
MATH
ELA
SCIENCE
SOCIAL STUDIES
LOTE*
PHYSICAL EDUCATION
HEALTH
ARTS
OTHER

*Language Other Than English

Field Number	Max Length	[DATA ELEMENT NAME] as used by NYSED, if different from eScholar template name ˉ = Required for all students • = Required only for specified students	Key Field	NYS, Regional, or Local Purpose	Instructions or Rules	Format
1	9	*DISTRICT CODE (DISTRICT OF RESPONSIBILITY CODE)	K	NYS Reporting	Public school districts and BOCES: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools: 8nnnnnnn (8 followed by the last 7 digits of their institution code)	alphanumeric
2	10	*SCHOOL YEAR DATE	K	NYS Reporting	June 30 of the reporting school year.	date yyyy-06-30
3	12	*STUDENT ID (SCHOOL DISTRICT STUDENT ID)	K	NYS Reporting	Unique identifier assigned by the Local Education Agency in which the student is enrolled. Use 9 numeric characters, left padded with zeros. For example, for 51972, use 000051972.	alphanumeric nnnnnnnnn
4	20	*CREDIT GPA CODE	K	NYS Reporting	Code that indicates subject for which Grade Point Average (GPA) is being reported. Report "TOTAL" for students who have earned any graduation credits. Reporting credits and GPA by subject area is optional.	alphanumeric
5	10	*REPORTING DATE	K	NYS Reporting	June 30 of the reporting school year.	date yyyy-06-30
6	40	*MARKING PERIOD CODE	KU, M	NYS Reporting	Code that represents the marking period within the school year, semester, or summer school session for which a grade is being reported.	alphanumeric
7	8,3	MARKING PERIOD CREDITS EARNED			Leave blank.	
8	10,5	MARKING PERIOD GPA			Leave blank.	
9	8,3	*CUMULATIVE CREDITS EARNED		NYS Reporting	Total graduation credits earned by the student to date. Report cumulative credits earned for any student who has earned graduation credit.	9999.999
10	10,5	*CUMULATIVE GPA		NYS Reporting	Report cumulative GPA only on records with a Credit GPA Code of "TOTAL." Report cumulative GPA for any student who has earned graduation credit.	9999.99999
11	20	*TERM CODE	KU, D	NYS Reporting	Code used to identify the school calendar term for which a course grade is being reported.	alphanumeric
12	7,3	MARKING PERIOD GRADE POINTS			Leave blank.	
13	7,3	CUMULATIVE GRADE POINTS			Leave blank.	
14	12	MARKING PERIOD LOCATION CODE			Leave blank.	
15	250	STUDENT CREDIT GPA COMMENT		NYS Reporting	Information the LEA would like to provide related to how the GPA was calculated or what was included in the calculation.	alphanumeric
16	10,5	*STUDENT GPA RANGE MINIMUM		NYS Reporting	Minimum possible GPA value.	9999.99999
17	10,5	*STUDENT GPA RANGE MAXIMUM		NYS Reporting	Maximum possible GPA value.	9999.99999
18	8,3	MARKING PERIOD CREDITS ATTEMPTED			Leave blank.	9999.999
19	8,3	*CUMULATIVE CREDITS ATTEMPTED		NYS Reporting	Total graduation credits attempted to date. Report cumulative credits attempted for any student who has attempted to earn graduation credit.	9999.999

NYSED OFFICE OF INFORMATION AND REPORTING SERVICES

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Partner Project Fact

Draft Level 0 Screen –Partner Project Fact

*denotes a required field
*Student ID: *Program Code and Desc: *Project Number and Name:

*Program Entry Date: Program Exit Date: Program Duration: *Location Code:

Program Selection Criteria Information:
Criteria 1:   Criteria 2:   Criteria 3:
Criteria 4:   Criteria 5:

Industry Program Partner Information:
Partner 1 Type: Partner 1 Name:
Partner 2 Type: Partner 2 Name:
Partner 3 Type: Partner 3 Name:
Partner 4 Type: Partner 4 Name:

Career Program Pathway: Annual Credential Status: Annual Outcome:

Paid Internship: Internship/Apprenticeship Type: Internship/Apprenticeship Name:

Post College Employer Name: Post College Job Title:

Import Validation Messages:

| Delete Record | | Validate & Save | | Curr. Student / Add New | Clear All / Add New |

New Release in 2023

NYSED OFFICE OF INFORMATION AND REPORTING SERVICES

Important code changes new for 2022-23
New requirements for P-Tech and Smart Scholars Programs ONLY!

Partner Project Fact

Breaking Down Partner Project Fact (PPF)

✓ **Programs Code:** 4026, 4027, 4037 Programs. No changes in entry & exit dates reporting rules.

Project ID/Number: Number assigned by NYSED and used to identify partnerships. Key Field needed for each record. See Authorization table.

Program Selection Criteria: Identifies a contributing factor to the student's consideration for enrollment (e.g. Attendance). Lookup table.

Program Annual Outcome: Where was the student in the program at the end of year (e.g. Code: 03, Desc. College Standards) Definition: Student did not meet college standards. Lookup table.

Program Duration: No change from prior reporting rules for P-TECH.

Industry Partner Type & Apprenticeship Types: Type of partnership for the Industry Partner associated with the student's program (e.g. Manufacturing) and Apprenticeship Type if applicable for student. Lookup tables.

Career Pathway Program Code: The major program of study for students enrolled in early college programs (e.g. Accounting). Lookup table.

Important code changes new for 2022-23
Course Codes are now clearly labeled!

Code	Course Code Description
52051	Pre-Algebra-Elementary Lvl
52052	Algebra I-Elementary Lvl
52069	Algebra-Other-Elementary Lvl
52071	Informal Geometry-Elementary Lvl
52072	Geometry-Elementary Lvl
52073	Analytic Geometry-Elementary Lvl
52074	Principles Algebra & Geometry-Elementary Lvl
52075	Partic Topic Geometry-Elementary Lvl
52079	Geometry-Other-Elementary Lvl
53008	Earth/Space Science-Elementary Lvl
53009	Partic Topic Earth Science-Elementary Lvl
53049	Earth Science-Other-Elementary Lvl
53051	Biology-Elementary Lvl
53063	Partic Topic Biology-Elementary Lvl
53099	Biology-Other-Elementary Lvl
53101	Chemistry-Elementary Lvl
53108	Partic Topic Chemistry-Elementary Lvl
53149	Chemistry-Other-Elementary Lvl
53151	Physics-Elementary Lvl
53158	Life Science-Elementary Lvl
53159	Physical Science-Elementary Lvl
53162	Partic Topic Physics-Elementary Lvl
53199	Physics-Other-Elementary Lvl

"Elementary Lvl" For Prior-to-Secondary Courses.

Course Codes

Clearly Identifying elementary level courses.

NYSED renamed some prior-to-secondary courses that are commonly misreported

Refer to Course Catalog for active courses

19

Important code changes new for 2022-23
Course Codes are now clearly labeled!

Important code changes new for 2022-23
Dashboard shows GOLD for data that hasn't been refreshed.

NYS-Level Ø

New York State Education Dept. - Level 0

| Elect. Import | Manual Input | L1-Data Prep. | Reports | Admin | Help | Log Off |

User Account: Katie Duell (kduell). Current Password Expires on 10/19/2022

Current # of users logged on: **1**   **View All Users**   View/Update My Profile Info

Level 0 Version: 18.0beta

District:

NY999999 : Anywhere School District ∨

School Year:

School Year Ending 2023-06-30 ∨

Welcome to Level 0!

☐ **Include Student Daily Attendance for Run All Verification Checks**

Run All Verification Checks

Gold background in 'Last Update' column indicates recommended number of days with no activity exceeded

Red background in 'Last Upload' column indicates domain data has been updated since last Level 1 file was created.
'Y' in 'Del' column indicates a data domain record has been deleted since the last upload occurred.

Level 0 Message Board:

Welcome back to school!!
Level 0 is my Hero!

NY999999 : Anywhere School District - Dashboard Stats:

Data Domain:	Import Errors:	Verif. Errors:	Valid Records:	Last Import:	Last Update:	Last Upload:	Del.
Demographics	3	0	2000	9/1/22 2:08:29 P	9/2/22 2:51:38 P	None	
Enrollment	46	160	1965	8/31/22 9:49:30 A	9/2/22 2:50:21 P	None	Y
Program Fact	4	111	5	--	--	--	
__ELL Eligibility	0	1	1	9/1/22 4:03:21 P	9/1/22 2:44:45 P	None	--
__ESEA	0	0	1	9/1/22 4:03:21 P	9/1/22 2:03:28 P	None	--
__UPK	0	3	2	9/1/22 4:03:21 P	9/1/22 12:57:17 P	None	--

Important code changes new for 2022-23
Password Reset Button to "Show/Hide Password" on Password Reset screen.

Important code changes new for 2022-23
Password Reset Button to "Show/Hide Password" on Password Reset screen.

NYS-Level 0

New York State Education Dept. - Level 0

Level 0 Password Reset

NYS-Level 0

New York State Education Dept. - Level 0

Level 0 Password Reset

Password Rules:
Must be a minimum of 8 characters.
Must contain at least 3 of the 4 requirements below:
 -At least 1 lower case letter.
 -At least 1 upper case letter.
 -At least 1 number.
 -At least 1 special character.
Must contain no more than 3 repeating characters.
Must be different than User ID.
Must not be reused for at least 4 iterations.

Enter new password:

ILoveL0!

Confirm new password:

ILoveL0!   Hide Passwords

Reset Password

Eastern Suffolk BOCES
Educational Services That Transform Lives

Student Data Services
ZERO ZONE
Level 0 Training

TIME: 9:00 AM to 12:00 PM (1/2 hour training slots)

LOCATION: Zoom meetings by appointment

DATES: Every Tuesday

AUDIENCE: Any district personnel involved with Level 0 and state data reporting

PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE
At: https://calendly.com/dwtshelp/

Student Data Services
ZERO ZONE
Level 0 Training

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Educational Services That Transform Lives

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PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE
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Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services Level 0 Training
New Users

TIME: 9:00 AM to 11:00 AM

LOCATION: Zoom meeting

DATES: October 12, 2022

AUDIENCE: New Level 0 users

DESCRIPTION:

- **Importing Data**
- **Error Troubleshooting**
- **Level 0 Reports**
- **Level 1 Preparation**
- **Dashboard reports**
- **Data Flow**

Please email dwtshelp@esboces.org to secure your slot

Charles King, Divisional Administrator

Eastern Suffolk BOCES

Educational Services That Transform Lives

**Student Data Services
Level 0 Training
New Users**

TIME: 9:00 AM to 11:00 AM

LOCATION: Zoom meeting

Please email dwtshelp@esboces.org to secure your slot

- Importing Data
- Error Troubleshooting
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Charles King, Divisional Administrator

Eastern Suffolk **BOCES**

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Level 0 Training
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Charles King, Divisional Administrator

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the implementation of the applicable laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org: the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.

STUDENT DATA SERVICES
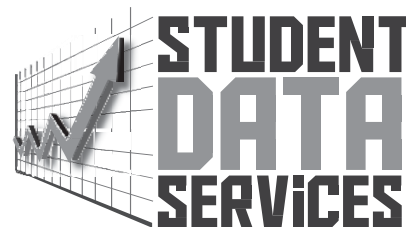
Testing Coordinator/Scoring Contact Information 2022-2023

Eastern Suffolk BOCES

Educational Services That Transform Lives

STUDENT DATA SERVICES

Please identify the Test Coordinator/Scoring contact person for your district and return this completed form to Eastern Suffolk BOCES.

Please indicate a primary and secondary contact person.

School District Name _____

District BEDS number _____

Primary Contact _____

Contact Title _____

Work Phone # _____*Alternate Phone #* _____

Email _____*Fax #* _____

*Secondary Contact*_____

Contact Title _____

Work Phone # _____*Alternate Phone #* _____

Email _____*Fax #* _____

Authorized Signature _____*Date* _____

Print Name and Title _____

When completed, please email to DWTShelp@esboces.org

Student Data Services

Charles King, Divisional Administrator
Peter Desjardins, Program Administrator

January 2022

TO: District Superintendents
Superintendents of Public Schools
Principals of Public, Religious, and Independent Schools
Leaders of Charter Schools

FROM: Steven E. Katz

SUBJECT: 2022–23 Elementary- and Intermediate-level Testing Schedule

2022–23 School Year

Operational Test		Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
NYSAA **English Language Arts, Mathematics, and Science**		Monday, March 13 – Friday, June 9	Make-ups must be given within the testing window	N/A	N/A
Grades 3-8 English Language Arts	**Paper -based**	Wednesday, April 19 – Friday, April 21*	Monday, April 24 – Friday, April 28	Monday, April 24 – Thursday, May 4	Thursday, May 4
	Computer -based	Wednesday, April 19 – Wednesday, April 26	Monday, April 24 – Friday, April 28	Monday, April 24 – Thursday, May 4	N/A
Grades 3-8 Mathematics	**Paper -based**	Tuesday, May 2 – Thursday, May 4	Friday, May 5 – Thursday, May 11	Friday, May 5 – Wednesday, May 17	Wednesday, May 17
	Computer -based	Tuesday, May 2 – Tuesday, May 9	Friday, May 5 – Thursday, May 11	Friday, May 5 – Wednesday, May 17	N/A
NYSESLAT Speaking		Monday, April 17 – Friday, May, 26	Make-ups must be given within the testing window	Speaking is usually scored as it is administered.	TBD
NYSESLAT Listening, Reading, Writing		Monday, May 15– Friday, May 26	Make-ups must be given within the testing window	TBD	TBD
Grade 8 Science Performance Test		Tuesday, May 23 – Friday, June 2	Make-ups must be given within the testing window	Scoring may start immediately following administration.	Thursday, June 15
Grade 8 Science Written		Monday, June 5	Tuesday, June 6 – Friday, June 9	Following make-up dates, but no later than Thursday, June 15	Thursday, June 15

*In Spring 2023, some schools may be closed on Friday, April 21st in recognition of Eid al-Fitr. Schools that are closed on Friday, April 21st may use Monday, April 24th as an administration date for these exams.

In Spring 2023, there will not be an administration of the Grade 4 Science Test. This is to support the transition to the new Grade 5 Elementary-level Science Test measuring the new NYS P-12 Science Learning Standards, which commences in Spring 2024.

Test Scoring Updates

ELA and Math

- Watch out for the tight schedule
- Math administration is immediately after ELA make-up period
- Let us know as early as possible if you plan to move to CBT
- Make sure to sign up for Full Service Scoring as early as possible

Science

- Science 4 will **not** be administered in the 2022-23 school year

- Science 5 will have its first administration in the **2023-24** school year

- If you are not giving the Science 8 because everyone is taking the Regents-tell us and we won't print sheets for you

NYSAA

- Use Dates to Remember memo as a guide

- Check email for KITE Invitation

- <u>**Wednesday, November 10 at 5:00pm-**</u>loading deadline to report NYSAA Eligible Students

- How to report a NYSAA student:

  -**Enrollment**

  student must be ungraded use grade13 (K-6) or grade 14 (7-12)

  -**Programs**

  0220-Eligible for Alternate Assessment *and*

  Type of Disability

NYSESLAT

- If you did not end services by the close of 2021-22, you must end the 0231 code in Level 0 Historical when it opens

- DO NOT enter 0231code in 2022-23 data for students who should have ended in 2021-22

- Make sure to report 0231 **and** a program code

- Look out for information on field testing for CBT NYSESLAT

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
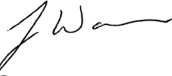
DIRECTOR, OFFICE OF STATE ASSESSMENT
89 Washington Avenue, Room 775 EBA
Albany, New York 12234

ASSISTANT COMMISSIONER, OFFICE OF SPECIAL EDUCATION
89 Washington Avenue, Room 301M EB
Albany, New York 12234

May 2022

To:
District Superintendents
Superintendents of Schools
Principals of Public, Religious, and Independent Schools
Charter School Leaders
Special Education Teachers

From:
Zachary Warner
Director, Office of State Assessment

Christopher Suriano
Assistant Commissioner, Office of Special Education

Subject: Administration of the New York State Alternate Assessment in the 2022-23 School Year

This memorandum provides important information about the administration of the New York State Alternate Assessment (NYSAA) beginning with the 2022-23 school year. Students eligible to participate in the NYSAA are assessed in English language arts (ELA), mathematics, and science using the Dynamic Learning Maps (DLM) Alternate Assessment System. The NYSAA is part of the State testing program that measures student knowledge on Essential Elements, which are alternate achievement standards that are reduced in depth and breadth from the learning standards.

NYSAA in Science

In December 2016, the Board of Regents adopted the new P-12 Science Learning Standards which are based on the Framework for K-12 Science Education developed by the Research Council and the Next Generation Science Standards. The DLM Essential Elements in science are specific statements of knowledge and skills that are linked to the grade-level expectations in the Framework for K-12 Science Education.

Students participating in the NYSAA in science are assessed once each at the elementary, middle, and high school levels. Beginning with the 2023-24 school year and thereafter, NYSAA eligible students will be tested in science in grade 5, grade 8, and one time in high school. As the Board of Regents and the Department work to implement the science learning standards, **students eligible to participate in the grade 4 NYSAA in science will not be tested in the 2022-23 school year**. Instead, these students will be tested in grade 5 the following year (spring 2024). This is consistent with the implementation of the Elementary- and Intermediate-level Science Assessments.

NYSAA in English Language Arts and Mathematics

Students will continue to take the NYSAA English language arts and mathematics tests in grades 3-8 and once in high school. As in past years, these tests will measure the DLM Essential Elements in ELA and math. The Department and DLM Consortium staff are currently working together on alignment studies to link the New York State Next Generation Learning Standards with the DLM Essential Elements. However, these linkages will not impact the student experience or how teachers prepare students for the assessment. The Essential Elements in these subject areas remain unchanged.

The Department and the DLM Consortium will continue to work cooperatively to ensure that students, teachers, and administrators have the necessary supports for successful assessment. If you have questions about the alternate assessment, please contact the Office of State Assessment by phone at (518) 474-5902 or by email at emscassessinfo@nysed.gov. Questions about special education should be directed to the Office of Special Education by phone at (518) 473-4818 or by email at speced@nysed.gov.

Zachary Warner
Director
Office of State Assessment

June 2022

TO: District Superintendents
Superintendents of Schools
Special Education Directors
Chairpersons of Committees on Special Education
Project Managers for the Level I Data Repositories

FROM: Zachary Warner

SUBJECT: Birthdate Ranges for Students with Disabilities Participating in the 2022-23
New York State Alternate Assessment (NYSAA)

Students with disabilities participating in the New York State Alternate Assessment (NYSAA) are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2022-23 NYSAA. Students should be tested based on their birthdate in the content areas indicated for each grade level.

Please contact the Office of State Assessment at 518-474-5900 if you have any questions regarding the birthdate ranges for students participating in the NYSAA.

Birthdate	NYSAA Grade and Component	Reaches this Age Between September 1, 2022 and August 31, 2023
September 1, 2013–August 31, 2014	Grade 3 ELA and Math	9
September 1, 2012–August 31, 2013	Grade 4 ELA and Math*	10
September 1, 2011–August 31, 2012	Grade 5 ELA and Math	11
September 1, 2010–August 31, 2011	Grade 6 ELA and Math	12
September 1, 2009–August 31, 2010	Grade 7 ELA and Math	13
September 1, 2008–August 31, 2009	Grade 8 ELA, Math, and Science	14
September 1, 2004–August 31, 2005	Secondary-Level ELA, Math, and Science**	18

*NYSAA-eligible students who meet the age criteria for 4th grade will not be tested in science in the 2022-23 school year. Instead, these students will be tested in grade 5 the following year (spring 2024). Do not roster students to 4th grade Science for spring 2023 NYSAA.

**NYSAA-eligible students who do not meet the age criteria above for the secondary level and will be exiting school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible secondary-level students who were expected to participate in the spring 2020, spring 2021, or spring 2022 NYSAA administration but could not do so are not expected to take the NYSAA before they exit school.

Reminder: all NYSAA-eligible students noted in the secondary-level age range above are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school. The grade must be 9 in the Educator Portal system.

2022-23 New York State Alternate Assessment (NYSAA): Dates to Remember

Important Dates to Remember

08/31/2022	Kite Student Portal Update to Kite Student Portal for 2022-23.
09/12/2022	ELA, Math, & Science Instructionally Embedded Assessment opens. • 09/12/2022-02/22/2023 • 12/22/2022-01/02/2023 window closed
10/03/2022	Moodle Training opens.
10/31/2022	Printed manuals sent to schools.
10/03-11/11/2022	NYSAA-DLM Virtual Training • Virtual Training Window 10/04/2022-11/18/2022 • Prior registration required Live Q&A sessions: • 10/20/2022 12-1 pm • 11/17/2022 3-4 pm More information to follow. Virtual Training must be viewed prior to participation in a live Q&A session.
10/21/2022	Recommended deadline to complete review of user information in Educator Portal. Make corrections, add new users and delete users no longer needing accounts.
11/12/2022	NYSAA-eligible students need to be identified in the state data warehouse with the program service code **0220** to be included in the NYSED enrollment pull. Districts/Schools utilizing the Instructionally Embedded Window must comply with this deadline.

11/14/2022	NYSED pull of students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.
11/16/2022	NYSED loads enrollment file to Educator Portal.*
11/23/2022	Rostering of students begins for entities relying on NYSED load of enrollment data.
11/30/2022	Recommended deadline to complete First Contact survey (FCS) and Personal Needs Profile (PNP) for participation in spring assessment to utilize the Instructionally Embedded Window.
01/30/2023	Parent Brochures sent to schools.
02/13/2023	Final date for Braille marked in PNP Profile.
02/20/2023	Recommended deadline to complete PNP and FCS for participation in spring assessment.
02/22/2023	ELA, Math and Science Instructionally Embedded Window closes.
03/10/2023	Shipment of Braille forms or embossing paper to school.
03/13/2023	Spring assessment window opens.
06/09/2023	Spring assessment window closes.
07/23/2023	Last day to download and save all Data Extracts in Educator Portal pertinent to district needs.

*Districts/schools can enroll and subsequently roster students prior to the NYSED load of enrollment data; they do not have to wait for NYSED to load the enrollment file.

Student Data Services
NYSITELL Answer Sheet
Re-Order Form

Student Data Services will print and deliver answer sheets that must be used for the administration of the NYSITELL. These answer sheets allow for the collection of item data.

If you need to re-order additional answer sheets, please indicate the **Number of Answer Sheets** requested for each level below.

Levels	**Number of Answer Sheets**
I	
II	
III	
IV	
V	
VI	
VII	
VIII	

District:_____School: _____

Contact #1 Name: _____Date:_____

E-mail address: _____

Phone: _____   FAX: _____

Contact #2 Name: _____

E-mail Address: _____

Phone: _____   FAX: _____

Please email this form to Student Data Services at dwtshelp@esboces.org .
If you have any questions, contact us at the above email address
or call Barbara Ball (631) 419-1614 or Bill Ritchie (631) 218-4171.

January 2023 Regents Examination Schedule

Students must verify with their schools the exact times that they are to report for their State examinations.

TUESDAY, January 24	WEDNESDAY, January 25	THURSDAY, January 26	FRIDAY, January 27
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.
English Language Arts	Geometry	Global History and Geography II	Physical Setting/Chemistry Physical Setting/Earth Science
1:15 p.m.	1:15 p.m.	1:15 p.m.	**Uniform Admission Deadline** Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m.
Living Environment	Algebra I Physical Setting/Physics*	Algebra II	

*Available in Restricted Form only. Each copy of a restricted test is numbered and sealed in its own envelope and must be returned, whether used or unused, to the Department at the end of the examination period.

June 2023 Regents Examination Schedule

Students must verify with their schools the exact times that they are to report for their State examinations.

THURSDAY, June 1	WEDNESDAY, June 14	THURSDAY, June 15	FRIDAY, June 16	MONDAY, June 19	TUESDAY, June 20	WEDNESDAY, June 21	THURSDAY, June 22	FRIDAY, June 23
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.		9:15 a.m.	9:15 a.m.	9:15 a.m.	
U.S. History and Government (Framework)*	English Language Arts	Global History and Geography II	Physical Setting/Earth Science	Juneteenth Holiday Observed	Geometry World Language Assessment suggested date/time: Locally developed Checkpoint A Exams	Algebra II	Physical Setting/Physics	RATING DAY
	1:15 p.m.	1:15 p.m.	1:15 p.m.					
	Living Environment	Algebra I	Physical Setting/Chemistry		World Language Assessment suggested date/time: Locally developed Checkpoint B Exams	**Uniform Admission Deadline** Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m.		

* The Conversion Chart for this exam will be available no later than June 23, 2023.

Updates from NYSED

Use of Embargoed 2021-22 NYS Test Data

- Parents may receive the NYS Individual Score Report (ISR)

- Teachers may use NYS test data to help inform instruction

- Administrators may use the data to make instructional and staffing decisions

- This Data may not be disseminated to anyone outside of parents, school officials, and personnel who "use data for programmatic planning, staffing and scheduling, instruction and other preparation for the upcoming school year until the public release."

AIS Cut Scores for 2022-23

2022 Grades 3-8 English Language Arts and Mathematics Tests
Median Scale Score between Level 2 and Level 3

Grade	English Language Arts	Mathematics
3	592	593
4	593	595
5	601	598
6	596	598
7	599	599
8	593	603

Mandatory McKinney Vento Training

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
P-12 Education – Office of Accountability

Office of ESSA-Funded Programs
89 Washington Avenue, Room 320 EB
Albany, New York 12234
Tel. (518) 473-0295 / Fax (518) 486-1762

To: District Superintendents
Superintendents of LEAs
Charter School Principals
Title I Coordinators
McKinney-Vento Liaisons
Committee on Special Education (CSE) Chairs

From: Erica Meaker, Director
Office of ESSA-Funded Programs

Subject: Mandatory McKinney-Vento Homeless Assistance Act Training

Date: August 2022

Under the federal McKinney-Vento Act, as reauthorized by the Every Student Succeeds Act (ESSA), McKinney-Vento liaisons are required to participate in professional development so they can better identify and meet the needs of children and youth experiencing homelessness (42 U.S.C. §§ 11432[f][6] & [g][6][A][ix]). The New York State Education Department (NYSED or "the department") requires that the McKinney-Vento liaison from each local educational agency (LEA) attend at least one of the professional development sessions offered by the department's technical assistance center, NYS-TEACHS, by June 30, 2023, to comply with the federal training requirement.

While attendance at one session is required, we encourage liaisons to attend several sessions over the course of the school year to continually advance their knowledge and skills. NYS-TEACHS provides free trainings and webinars for LEAs, social service providers, and other professionals about the educational rights of children and youth experiencing homelessness. Please visit NYS-TEACHS website for additional information, professional development sessions, presentations on-site trainings and webinars on Homeless Education topics.

- NYSED requires that the McKinney-Vento liaison from each local educational agency (LEA) attend at least one of the professional development sessions offered by the department's technical assistance center, (NYS-TEACHS), by June 30, 2023, to comply with the federal training requirement
- https://www.nysteachs.org/register-for-trainings

Identifying Eligible FRPL Students

- Districts must follow their procedure for identification
  - contacting parents, collecting income information, and applying the proper FRPL code in Level 0
- Beginning with the 2021-22 School Year, NYSED will be discontinuing the collection of FRPL eligibility type codes in SIRS (p. 55 SIRS)
- For districts participating in the Community Eligibility Provision (CEP), actual current eligibility determinations must be made for BEDS reporting purposes (p. 54 SIRS)

Statewide Required Implementation of Computer Based Testing (CBT)

Plans for Full Implementation of CBT in Grades 3-8

- NYSED is planning on districts leveraging the increase in technology infrastructure that has occurred in the last two years
  - *"Historic infusions of federal and state funding in the form of COVID-response grants and state aid increases have made available critical fiscal resources that can assist districts and charter schools needing to upgrade their infrastructure and devices."* (June 16 CBT Memo)
- NYSED will be phasing in required implementation of CBT testing by districts, charters, and BOCES
  - *"Since the introduction of CBT in the Grades 3-8 ELA and Math testing program, the optional nature of participation in CBT for this program has impacted opportunities to fully harness the benefits of testing on computer."* (June 16 CBT Memo)

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  - *"Since the introduction of CBT in the Grades 3-8 ELA and Math testing program, the optional nature of participation in CBT for this program has impacted opportunities to fully harness the benefits of testing on computer." (June 16 CBT Memo)*

Implementation Schedule of CBT ELA/Math/Science

- Spring 2023
  - *All LEA's are* ***STRONGLY ENCOURAGED*** to participate in Stand Alone Field Testing
    - ***LEA's who have not attempted any CBT in the past should consider this as the minimum level of involvement in 2023***

- Spring 2024
  - All students in grades 5 & 8 will be required to take CBT ELA/Math/Science
  - *Districts may implement other grades as your ability allows*

- Spring 2025
  - All students in grades 4,5,6 & 8 will be required to take CBT ELA/Math/Science
  - *Districts may implement other grades as your ability allows*

- Spring 2026
  - Required CBT for all students 3-8

Implementation Schedule of CBT ELA/Math/Science
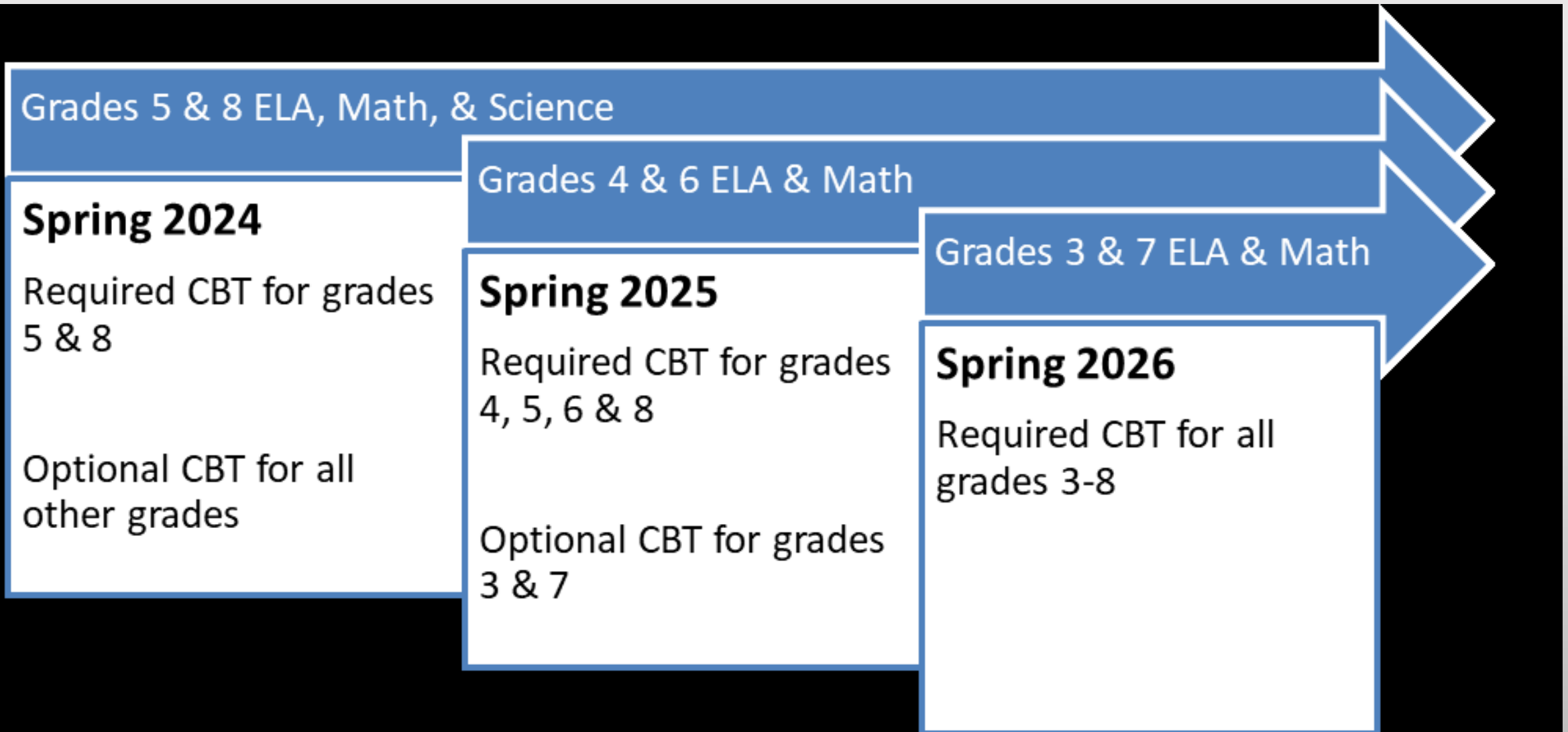
Grades 5 & 8 ELA, Math, & Science

Spring 2024

Required CBT for grades 5 & 8

Optional CBT for all other grades

Grades 4 & 6 ELA & Math

Spring 2025

Required CBT for grades 4, 5, 6 & 8

Optional CBT for grades 3 & 7

Grades 3 & 7 ELA & Math

Spring 2026

Required CBT for all grades 3-8

Implementation Schedule of CBT NYSESLAT & NYSITELL

- Spring 2023
  - All field testing for the NYSESLAT in Grades 2-12 will move to computer in Spring 2023
  - LEAs are **Strongly Encouraged** to participate in Field Testing "to provide an opportunity for students, teachers, and administrators to become familiar with the testing system prior to full-scale implementation. "*(June 16 CBT Memo)*

- Spring 2024
  - NYSESLAT
    - All NYSESLAT testing in grades 2-12 will be conducted via CBT
  - NYSITELL
    - The New York State Identification Test for English Language Learners (NYSITELL) will also be available on computer for Grades 2-12 beginning in Spring 2024

Implementation Schedule of CBT NYSESLAT & NYSITELL

- Spring 2023
  - All field testing for the NYSESLAT in Grades 2-12 will move to computer in Spring 2023
  - LEAs are **Strongly Encouraged** to participate in Field Testing "to provide an opportunity for students, teachers, and administrators to become familiar with the testing system prior to full-scale implementation. "*(June 16 CBT Memo)*

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  - NYSESLAT
    - All NYSESLAT testing in grades 2-12 will be conducted via CBT
  - NYSITELL
    - The New York State Identification Test for English Language Learners (NYSITELL) will also be available on computer for Grades 2-12 beginning in Spring 2024

August 15, 2022

To: BOCES District Superintendents
        Superintendents of Public School Districts
        Principals of Public Schools
        Charter School Leaders

From: Kathleen R. DeCataldo

Subject: Academic Intervention Services for the 2022-23 School Year Based on
        Spring 2022 Grades 3-8 English Language Arts and Mathematics
        Assessment Scores

Each school year, districts must develop a policy or review the existing policy for providing Academic Intervention Services (AIS). The median scale score between Levels 2 and 3 for the Grades 3-8 ELA and Mathematics assessments are provided below for the purpose of identifying students to receive AIS.

**2022 Grades 3-8 English Language Arts and Mathematics Tests
Median Scale Score between Level 2 and Level 3**

Grade	English Language Arts	Mathematics
3	592	593
4	593	595
5	601	598
6	596	598
7	599	599
8	593	603

Description of the Two-Step Process for Identifying Students to Receive AIS

For the 2022-23 school year, districts shall identify students to receive AIS in ELA and Mathematics based on Grades 3-8 scores through a two-step process. First, all students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 ELA or Mathematics state assessment shall be considered for AIS. Second, upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure that considers multiple-measures of student performance for determining which students shall receive AIS. The district-developed procedure must be applied uniformly and equitably at each grade level. These

1

multiple measures may include, but are not limited to, the following:

1) Developmental reading assessments for grades K-6;
2) New York State English as a Second Language Achievement Test (NYSESLAT);
3) Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
4) Common formative assessments that provide information about students' skills;
5) Unit and lesson assessments for ELA, mathematics, science, social studies and Languages Other than English (LOTE) for grades 7-8; and/or
6) Results of psychoeducational evaluations based on a variety of assessments and inventories.

Regardless of the measures used, all measures must be applied uniformly and equitably at each grade level and in each content area when determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district will determine whether the student is required to receive AIS. District policies for providing AIS, including a description of which student performance measures and associated scores will be utilized to determine eligibility, must be posted on the district website and/or distributed to parents in writing.

Please contact the Office of Student Support Services if you have questions at (518) 486-6090 or StudentSupportServices@nysed.gov.

To: BOCES District Superintendents
             School Superintendents
             Public School Leaders
             Charter School Leaders
             Regional Information Center Directors
             Data Warehouse Project Managers

From: Jason Harmon, Deputy Commissioner, P-12 Operational Support

Subject: 2022 Grades 3-8 English Language Arts and Mathematics Data Reporting

Date: June 30, 2022

The New York State Education Department (NYSED or "the Department") will provide the Grades 3-8 English Language Arts (ELA) and mathematics (math) preliminary assessment data to districts and schools prior to the beginning of the 2022-23 school year. NYSED is streamlining its data sharing practices to provide state assessment data to schools, teachers, parents, and the public more quickly. This will continue the Department's efforts to increase data transparency and eliminate data confusion, reinforcing the Department's effort to provide outstanding customer service that will positively impact student outcomes.

Streamlined Data Process

Historically, the Department released **preliminary** statewide assessment data to districts on an embargoed basis soon after the start of the school year and publicly released the preliminary data on the NYSED website and through a news release. Under the new streamlined process, districts will receive their **preliminary** data in August so it can be used to help inform instructional decisions and to develop individualized learning plans for students at the start of the 2022-23 school. This will also allow parents to receive their student's information much earlier than in past years.

The Department will move to publicly release **all final** state assessment data – including Regents exams – at the same time this fall. This will allow the Department to provide earlier public access to final annual assessment data for all state assessments. Final annual assessment data are required by federal statute to be publicly available in the New York State Report Card on the Department's public data site. The Department will no longer publicly post **preliminary** assessment data.

This change will have final Grades 3-8 ELA, math, Grades 4 and 8 science, New York State Alternative Assessment (NYSAA), New York State English as a Second

Language Achievement Test (NYSESLAT), Annual Regents Examinations, Total Cohort Regents Examinations and National Assessment of Education Progress earlier than previous years. NYSED anticipates that final data will be released each fall, rather than April of the following year.

Benefits to Educators and Parents

With earlier access to this data before the start of the 2022-23 school year, school leaders will have the data available to help inform:

- instructional programming and staffing;
- instructional interventions and enrichment opportunities;
- student level data and instructional reports to educators;
- individualized learning plans and differentiation of instruction;
- individual student reports for 3-8 ELA and math to parents and guardians; and
- ongoing parent engagement with the school community to further learning experiences and outcomes.

Next Steps, Support, and Additional Assistance

School and district data reporting annual timelines are provided prior to each school year by the Office of Information and Reporting services. The Student Information Repository System (SIRS) reporting memo and timeline are regularly updated and publicly available. SIRS guidance is available and regularly updated in the SIRS manual with a new school year version of the SIRS manual made available prior to the start of the upcoming school year.

For overall general assistance with data reporting, verification or questions about data contained in SIRS for public and rest of state charter schools, please contact your RIC or Big 5 Data Coordinator.

For information concerning SIRS reports and resources, please refer to the L2RPT support page.

If you need any further data-related assistance, please contact the Office of Information and Reporting Services (IRS) by entering your question directly to our Datasupport helpdesk via the blue "HELP" icon at the bottom right corner of each IRS subpage.

For New York City Department of Education (NYC DOE) Schools

If you need additional support, please reach out to your Borough Field Support Lead with the NYC DOE. The Office of Information Reporting Services or Datasupport *will not* be able to assist you.

For All New York City Charter Schools
All New York City Charter Schools should contact the NYCDOE Charter School Help Support Desk and submit a ticket.

AP Exam Loading Service

Student Data Services is pleased to introduce a new AP Exam loading service. Those districts subscribing to the AP Exam Loading Service will be provided the following:

- BOCES will use the Student Data File from College Board.
- Students will be matched from the file to their local ID number.
  - Any students who cannot be matched using our program will be matched by hand using the Student Class Exit/Entry data in Level 0.
- Files will be created for the district's SMS system for easy importing.
- All AP Exam data will be loaded directly into Level 0 and Level 1
- Participating districts will no longer have to create Walk In files for AP students who are also taking a Regents Exam.
  - Scan sheets will be produced using your Course Instructor Assignment and Student Class Entry/Exit data

This service offers the opportunity to have Student Data Services load AP Exam scores directly to Level 1. However, districts are responsible for verifying the accuracy of all AP Exam data via L2RPT

Cost

2021-2022 School Year - $2,000

For more information or to subscribe, please contact:
Peter Desjardins, Program Administrator for Student Data Services
631-419-1676 or pdesjard@esboces.org

AP Advantage
DATA LOADING SERVICE

The completion of this form indicates subscription to the Student Data Services AP Advantage Data Loading Service for the <u>2022-2023</u> school year at a cost of $2,000.00.

This service includes matching students to their AP Scores, posting data to Level 0 and Level 1, and creating SMS specific files.

DISTRICT NAME: _____

CONTACT NAME: _____

TITLE: _____

PHONE/EMAIL: _____

STUDENT MANAGEMENT SYSTEM (check one):

☐   Infinite Campus   ☐   eSchool

☐   PowerSchool   ☐   SchoolTool

The _____ School District understands that this service allows Student Data Services to load all Advanced Placement exam scores directly to Level 0 and Level 1 and that they are responsible for verifying the accuracy of all AP scores.

_____   _____

Signature   Date

Please email the completed form to DWTShelp@esboces.org
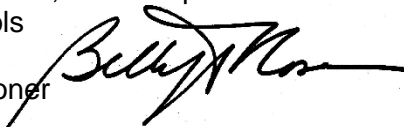
THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

TO: District Superintendents
Superintendents of Schools
Principals of Public, Religious, and Independent Schools
Leaders of Charter Schools

FROM: Betty A. Rosa, Commissioner

SUBJECT: Statewide Implementation of Computer-based Testing

DATE: June 16, 2022

The purpose of this memo is to provide details regarding the New York State Education Department's (NYSED or "the Department") plans for statewide implementation of computer-based testing (CBT) for the Grades 3-8 English Language Arts (ELA) and Mathematics Tests, the Elementary-level (Grade 5) and Intermediate-level (Grade 8) Science Tests and the New York State English as a Second Language Achievement Test (NYSESLAT).

Computer-based testing has been successfully implemented for elementary- and intermediate-level testing in 48 states[1] and it is critical that New York now also transition to modern approaches to assessment that are in line with the 21st Century instruction and learning being fostered in classrooms. There are many opportunities that come with full implementation of CBT and NYSED is exploring ways to harness these benefits once all students are participating in computer-based testing. Throughout the transition, NYSED will work diligently to partner with educators, school staff, community members, and parents to provide all of the necessary support for this critical update to the assessment program.

History of Computer-Based Testing in New York State

The New York State Testing Program began transitioning to a computer-based testing model in 2016 when the New York State Alternate Assessment (NYSAA) started using Dynamic Learning Maps (DLM). DLM is a computer-delivered adaptive assessment measuring a student's achievement of the ELA and mathematics learning standards at a reduced level of depth, breadth, and complexity. This assessment provides the opportunity to customize the assessment to the individual abilities and needs of the student, is designed to measure a wide range of proficiencies of students, is more efficient to administer and score, and provides useful information to teachers to inform future instruction for the student. The NYSAA Science transitioned to DLM in spring 2018.

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[1] https://nces.ed.gov/programs/statereform/tab2_22.asp

The transition to computer-based testing for the Grades 3-8 English Language Arts (ELA) and Mathematics testing program began with optional participation in computer-based field tests in 2016. This was followed by optional participation in CBT in the spring operational tests in 2017 and schools have been provided the opportunity to choose their testing format since that time. Although technical issues occurred in 2019, NYSED is confident in the contractor's improvement measures including a move to cloud-based servers (Amazon Web Services) and the robust quality assurance steps implemented in preparation for the 2020 test administration which was ultimately cancelled. The Spring 2021 administration period successfully tested over 140,000 students and NYSED is confident in the system capabilities necessary for scaling up participation. Several weeks ago, more than 230,000 students from over 1,000 schools participated in CBT with no significant technical concerns.

In the past two school years, schools and districts have made unprecedented investments in technology infrastructure and educator training to ensure that students could receive instruction in a variety of computer-based modalities during the COVID-19 pandemic. Historic infusions of federal and state funding in the form of COVID-response grants and state aid increases have made available critical fiscal resources that can assist districts and charter schools needing to upgrade their infrastructure and devices. With the availability of these unprecedented resources, NYSED is moving forward with an implementation plan for computer-based testing that will allow districts to make strategic investments that will support 21st Century teaching, learning, and assessment.

Plans for Full Implementation of CBT in Grades 3-8

Since the introduction of CBT in the Grades 3-8 ELA and Math testing program, the optional nature of participation in CBT for this program has impacted opportunities to fully harness the benefits of testing on computer. Such potential advantages include faster turnaround of student results, additional flexibility in administration windows, reduced administrative preparation, reduction or elimination of standalone field testing, an exploration of adaptive testing models, and fiscal savings for districts. Many of these options reduce burdens on teachers and school staff which can translate into additional instructional time for students.

The model and timeline for the Department's planned implementation are shown on the following page. In Spring 2024, all students in Grades 5 and 8 will be required to take ELA, Math, and Science Tests via CBT. The other grade levels may also participate in CBT, but paper-based testing will still be available for these students. In Spring 2025, Grades 4 and 6 will also be required to test via computer for ELA and Math and, finally, all students in Grades 3-8 will participate in CBT beginning in Spring 2026. NYSED strongly encourages all schools, and especially those that have not yet administered CBT, to participate in computer-based field testing in Spring 2023 as field testing offers the opportunity for schools to assess their technology readiness for CBT and provides administrators, teachers, and students an opportunity to become familiar with CBT in a low-stakes testing environment.

Grades 5 & 8 ELA, Math, & Science		
Spring 2024 Required CBT for grades 5 & 8 Optional CBT for all other grades	Grades 4 & 6 ELA & Math	
	Spring 2025 Required CBT for grades 4, 5, 6 & 8 Optional CBT for grades 3 & 7	Grades 3 & 7 ELA & Math
		Spring 2026 Required CBT for all grades 3-8
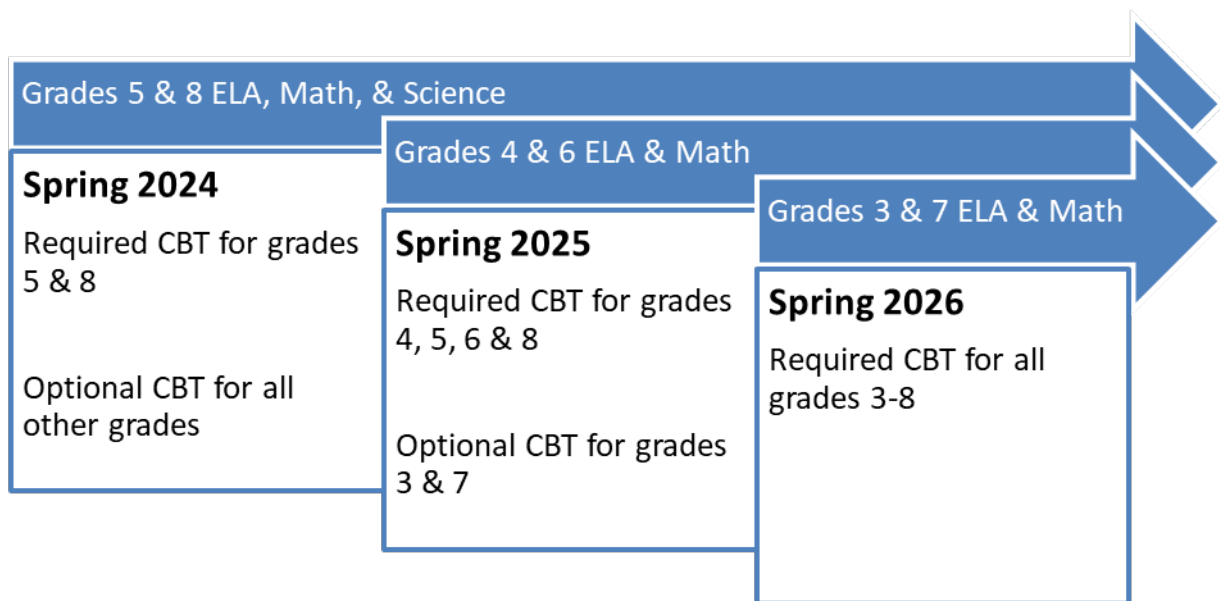
The implementation model requires the oldest students in each grade band (i.e., 3-5 and 6-8) to transition to CBT first. Grade 3 students will not be required to test on computer until the final year, Spring 2026. This model has proven successful in many other states that have already fully implemented computer-based testing at the elementary- and intermediate-levels. Additionally, the order of grade-level implementation in each subsequent year ensures that students continue to test on computer once they have started, regardless of the school or district the child attends.

Plans for Implementation of CBT for NYSESLAT & NYSITELL

The implementation of required computer-based testing for the NYSESLAT will also begin in Spring 2024. However, this model will transition fully to CBT that year for all grades, except for Grades K and 1 which will remain as paper-based tests. As with the full implementation of the computer-based NYSAA in one year, NYSED can best support educators and students taking the NYSESLAT if Grades 2-12 transition simultaneously. The New York State Identification Test for English Language Learners (NYSITELL) will also be available on computer for Grades 2-12 beginning in Spring 2024. All schools field testing for the NYSESLAT in Grades 2-12 will move to computer in Spring 2023 in an effort to provide an opportunity for students, teachers, and administrators to become familiar with the testing system prior to full-scale implementation.

Additional Guidance on CBT Implementation

Additional and more specific guidance for the implementation of computer-based Grades 3-8 Tests and NYSESLAT will be forthcoming in the 2022-23 school year. For those schools that have already participated in CBT, there will be very few changes from their current experience. NYSED is grateful for the ongoing partnerships with those schools that have participated in CBT. This work has resulted in the improvement and refinement of CBT administrations. As more schools implement CBT, NYSED looks forward to providing support to ensure a seamless rollout for schools.

Questions about computer-based testing should be directed to the Office of State Assessment via email at CBTsupport@nysed.gov or by calling (518) 474-5902.

To: District Superintendents
                Superintendents of LEAs
                Charter School Principals
                Title I Coordinators
                McKinney-Vento Liaisons
                Committee on Special Education (CSE) Chairs

From: Erica Meaker, Director
                Office of ESSA-Funded Programs

Subject: Mandatory McKinney-Vento Homeless Assistance Act Training

Date: August 2022

Under the federal McKinney-Vento Act, as reauthorized by the Every Student Succeeds Act (ESSA), McKinney-Vento liaisons are required to participate in professional development so they can better identify and meet the needs of children and youth experiencing homelessness (42 U.S.C. §§ 11432[f][6] & [g][6][A][ix]). The New York State Education Department (NYSED or "the department") requires that the McKinney-Vento liaison from each local educational agency (LEA) attend <u>at least one</u> of the professional development sessions offered by the department's technical assistance center, NYS-TEACHS, by June 30, 2023, to comply with the federal training requirement.

While attendance at one session is required, we encourage liaisons to attend several sessions over the course of the school year to continually advance their knowledge and skills. [NYS-TEACHS](#) provides free trainings and webinars for LEAs, social service providers, and other professionals about the educational rights of children and youth experiencing homelessness. Please visit [NYS-TEACHS website for additional information, professional development sessions, presentations on-site trainings and webinars on Homeless Education topics](#).

McKinney-Vento liaisons are also responsible for ensuring that LEA personnel providing McKinney-Vento services (e.g., Superintendents, registrars, transportation directors, CSE chairs, school counselors, school social workers, principals, school attorneys, and Title I directors, teachers) receive professional development. Liaisons can do this by either providing the training to staff themselves or by ensuring that LEA staff participate in one of the trainings offered by NYS-TEACHS.

Finally, please be aware that McKinney-Vento grant funds and/or Title I, Part A funds may be used for travel-related expenses and staff replacement costs related to your attendance at one of the workshops NYS-TEACHS will offer.

Should you have any questions or need additional information, please contact Melanie Faby at Melanie.Faby@nysed.gov or Jane Fronheiser at Jane.Fronheiser@nysed.gov. You may also contact NYS-TEACHS at 1-800-388-2014, Monday-Friday, 9:00 a.m. to 5:00 p.m. Thank you in advance for your support and participation.

cc: Alexandra Pressley
        Melanie Faby
        Jane Fronheiser

From:	Desjardins, Peter <pdesjard@esboces.org>
Sent:	Tuesday, September 6, 2022 7:29 AM
To:	Curriculum listserv
Subject:	[curriculum] Now Available: 2022-23 SIRS Manual 18.1

Good Morning,

The 2022-23 SIRS Manual version 18.1 is now available at
https://link.zixcentral.com/u/74bfa5e1/nMhTdtct7RGiuPCk-
uoD4Q?u=https%3A%2F%2Fwww.p12.nysed.gov%2Firs%2Fsirs%2Fdocuments%2F202
2-23SIRSManual18-1.pdf

Updates include:

- Update to Dropouts/Noncompleters, Ch. 2.
- Smart Transfer Program added in multiple places along with other Career Pathways programs P-TECH and Smart Scholars.
- Note added to ELL Status Exit Program Service Codes re: students granted Appeal to Graduate with a Lower Score in Regents ELA, Ch. 5.
- Clarification in enrollment code 400, Compulsory age student, stopped attending, Ch. 5.
- Emotional disturbance changed to emotional disability in Disability Type throughout.
- Updated contact info for P-TECH & Smart Scholars, Appendix III.

Pete

Peter Desjardins
Program Administrator, Student Data Services
Regional Information Center
Eastern Suffolk BOCES
Instructional Support Center at Sequoya
750 Waverly Avenue, Holtsville, NY 11742
Phone: 631-419-1676 / Fax: 631-240-8967
Email: pdesjard@esboces.org
Website: http://datacentral.esboces.org

Please refrain from sending Personally Identifiable Information (PII) via emails or attachments. Please use secure transmission methods. If it is necessary to send PII to ESBOCES staff, please use our Secure Courier email system

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From:	Desjardins, Peter
Sent:	Friday, September 9, 2022 8:02 AM
To:	'CIO List Serv (cio-data@lists.esboces.org)'; 'Curriculum listserv'
Subject:	Use of 21-22 Embargoed Data
Attachments:	2022-grades-3-8-english-language-arts-and-mathematics-data-reporting.pdf

Good Morning,
This is a reminder about how NYS 3-8 ELA/Math and NYSESLAT data may be used while under the new embargo rules.

In an effort to make NYS testing data more useful to teachers and parents NYSED sped up the dissemination of test scores. This data is preliminary was released in August under new embargo rules. Data under embargo is considered preliminary, <u>meaning that until NYSED publishes the data in the NYS School Report Card it is subject to change</u>.

What can the data be used for?
1. Parents may receive the NYS Individual Score Report (ISR)
2. Teachers may use NYS test data to help inform instruction
3. Administrators may use the data to make instructional and staffing decisions

<u>This Data must not be disseminated to anyone outside of parents, school officials, and personnel who</u> "use data for programmatic planning, staffing. scheduling, instruction and other preparation for the upcoming school year until the public release."

Pete

Peter Desjardins
Program Administrator, Student Data Services
Regional Information Center
Eastern Suffolk BOCES
Instructional Support Center at Sequoya
750 Waverly Avenue, Holtsville, NY 11742
Phone: 631-419-1676 / Fax: 631-240-8967
Email: pdesjard@esboces.org
Website: http://datacentral.esboces.org

Please refrain from sending Personally Identifiable Information (PII) via emails or attachments. Please use secure transmission methods. If it is necessary to send PII to ESBOCES staff, please use our Secure Courier email system

Eastern Suffolk BOCES

Educational Services That Transform Lives

eSchool Training

(ISCS) Instructional Support Center @ Sequoya
750 Waverly Ave, Holtsville, NY 11742
(WHB) Raymond A. DeFeo Admin Bldg
215 Old Riverhead Rd, Westhampton Beach, NY 11978
Helpdesk Phone Number: 631-844-5722

STUDENT DATA SERVICES

Summer/Fall 2022 Class Schedule

**Class descriptions can be found on Data Central
as well as on the eSchool eBoard at *http://www.eschooldata.esb.site.eboard.com***

There is no charge for districts participating in our support service.
If your district does not participate in our support service the cost for each class is:
Half Day - $300 / Full Day - $500.

Date	Class	Time
July 20, 2022	eSD Registration	9:00-12:00 **ONLINE**
August 11, 2022	eSD Basic Overview	9:00-12:00 **ONLINE**
August 17, 2022	eSD Attendance	9:00-11:00 **ONLINE**
August 29, 2022	eSD Teacher Connect Elementary	9:00-12:00 **ONLINE**
August 30, 2022	eSD Teacher Connect Secondary	9:00-12:00 **ONLINE**
September 20, 2022	eSD Guidance	9:00-11:00 **ONLINE**
September 29, 2022	eSD Health	9:00-11:00 **ONLINE**
October 6, 2022	eSD Administrative Assistant	9:00-11:00 **ONLINE**
October 11, 2022	eSD Administrator	9:00-12:00 **ONLINE**
October 18, 2022	eSD Grade Reporting and Setup	9:00-11:00 **ONLINE**
October 24, 2022	eSD Security	9:00-11:00 **ONLINE**
October 27, 2022	**eSD USER MEETING**	9:00-12:00 **ONLINE**
November 3, 2022	eSD Student Status	9:00-11:00 **ONLINE**
November 9, 2022	eSD Discipline	9:00-12:00 **ONLINE**
November 15, 2022	eSD Portal	9:00-12:00 **ONLINE**
November 17, 2022	eSD Custom Reports	9:00-12:00 **ONLINE**

Train the Trainer

Student Data Services
Elaine Conlin - Program Administrator
(631-844-5750)

Eastern Suffolk BOCES

Educational Services That Transform Lives

Infinite Campus Fall Training Schedule
2022-2023
(WHB) Raymond A. DeFeo Admin Building
215 Old Riverhead Rd, WHB, NY 11978

Infinite Campus Helpdesk - (631) 844-5721

STUDENT DATA SERVICES

Class Schedule

Class descriptions can be found on *https://datacentral.esboces.org*
as well as on our Infinite Campus eBoard at *http://www.infinitecampus.esb.site.eboard.com*

Classes will be offered on-line until further notice.

For districts participating in our support, there is no charge for these classes.
If your district does not participate in our support, the cost for each class is as follows:
Half Day - $400.00   Full Day - $600.00
For identification purposes, we require that you register for classes using your school district email account.

September 7, 2022	**Basic Navigation**	**9:00 - 11:30**
September 23, 2022	**Health Admin**	**9:00 - 11:30**
October 7, 2022	**Attendance Admin**	**9:00 - 11:30**
October 28, 2022	**Fall User Meeting**	**9:00 - 11:30**
December 2, 2022	**Calendar Roll**	**9:00 - 11:30**

To register online, please visit http://datacentral.esboces.org and select the
Events Tab on the menu bar at the top.
Choose the event for which you want to register and
select the "Click Here to Register" link.
This will open up Frontline formerly My Learning Plan.
Click on the ENROLL button.

Student Data Services
Elaine Conlin, Program Administrator
631-844-5750

Frontline IEP Trainings

There is no charge for these classes for districts participating in our support.
*If your district does not participate in our support, the cost for each class is as follows:
Half Day - $330.00/Full Day - $550.00

NEW

Until further notice, we will be presenting our **Frontline Special Education Class Workshops conveniently on line via Zoom Remote Learning**. All trainings will be using web-conferencing software that will allow you the choice of either one on one or group training. This will allow you to join at a pre-scheduled time and ultimately allows for better time management and Flexibility.

Date	Training/Class	Brief Description
Anytime	New User Training for Central Office Personnel	This class is for all new Frontline IEP users. We will navigate through the software to gain a better understanding of how this program works including understanding the graphic & format indicators, generating letters and reports, creating & finalizing IEP documents.
Anytime	Listings and Selects	A Listing is a query of the information & data that is stored in a student's document or record within the district's Frontline IEP database. These can be used for informational purposes to create checklists, or to be sure that your data is clean and uniform. Please feel free to bring ideas for listings and selects you may wish to create for your district.
End of Sept. through Start of Jan.	October Snapshot Reporting for the Data Warehouse	This class is a short review of how to generate reports and exports for use in reporting data to the Data Warehouse. VR1-9
Anytime	Custom Letters	Learn how to create, upload and modify your own Custom Letters.
Start of Jan. through March	Annual Review Prep	A review of the Frontline Annual Review prep guide. (District/Agency Preferences, School Year Calendars, School Closings and BOE Dates, Recommended School Information, etc.)
May through July	Year-End Reporting for the Data Warehouse	A review of the reports and exports for use in reporting data to Warehouse and PD data system. Events extracts, Year-end snapshot, Preschool Outcomes, and Suspension.

Call or email to schedule an online training
Steve or Irene - 631-844-5720 - spedhelp@esboces.org

Sharon Mayrant, Administrative Coordinator
Student Data Services
631-844-5756

PowerSchool 2022-23 Training
PowerSchool Help Desk: 631-844-5723

Eastern Suffolk BOCES
Educational Services That Transform Lives

WHB DeFeo Admin Bldg (DAB)
215 Old Riverhead Rd,
Westhampton Beach, NY 11978

Instruct Support Ctr @ Sequoya (ISC)
750 Waverly Ave,
Holtsville, NY 11742

STUDENT DATA SERVICES

PowerSchool "Personalized" Training

We will provide training tailored to your district's needs via zoom. Please contact us to set up a date and time for your training. Individuals or groups welcome.

Thursday August 25, 2022	**PowerSchool Beginning of Year Preparation Workshop "Zoom Format"**	9:00 to 10:30
Thursday November 10, 2022	**PowerSchool Long Island User Meeting** Defeo Building Westhampton Beach	8:30 to 11:30
Tues, Wed, Thurs. Jan. 24, 25 & 26, 2023	**PowerScheduler Workshop w/Gerry Mullady** *Workshop via Zoom, subject to change*	8:30 to 3:00
Wednesday February 8, 2023	**PowerScheduler Workshop w/Gerry Mullady** *Workshop via Zoom, subject to change*	8:30 to 3:00
Weds. & Thurs. March 1 & 2, 2023	**PowerScheduler Workshop w/Gerry Mullady** *Workshop via Zoom, subject to change*	8:30 to 3:00
Wednesday March 15, 2023	**PowerScheduler Workshop w/Gerry Mullady** *Workshop via Zoom, subject to change*	8:30 to 3:00
Tues. & Weds. April 18 & 19, 2023	**PowerScheduler Workshop w/Gerry Mullady** *Workshop via Zoom, subject to change*	8:30 to 3:00
Wednesday May 3, 2023	**PowerScheduler Workshop w/Gerry Mullady** *Workshop via Zoom, subject to change*	8:30 to 3:00

There is no charge for these classes for districts participating in our support.
If your district does not participate in our support, the cost for each class is as follows:
Half Day - $300.00 / full Day - $500.00

Advance registration is required. No walk-ins please.
Due to limited seating, registration is required 48 hours in advance of the class.
To register online, please visit http://datacentral.esboces.org and select the Events Tab on the menu bar at the top.
Choose the event for which you want to register and click on the "Click Here to Register" link.
This will open up My Learning Plan. Click on the ENROLL button.

Student Data Services
Elaine Conlim - Program Administrator
(631) 844-5750

Eastern Suffolk BOCES

Educational Services That Transform Lives

**Schooltool User Meetings
2022-2023**

DAB - Raymond A DeFeo Bldg
215 Old Riverhead Rd, WHB NY 11978

*Schooltool Helpdesk - 631-844-5724
Helpdesk Email - schooltoolhelp@esboces.org*

STUDENT DATA SERVICES

SAVE THE DATES!
SIGN UP NOW!

Fall

**November 16, 2022
Virtual & In-Person
ESBOCES—DeFeo Building**
215 Old Riverhead Road
Westhampton Beach, NY 11978

Spring

**April 4, 2023
Virtual & In-Person
Nassau BOCES—Robert Lupinskie Center**
1 Merrick Avenue
Westbury, NY 11590

Advance registration is required.

No walk-ins please.

**Due to limited seating, registration is required 48 hours in advance of the class.
To register online, please visit http://datacentral.esboces.org and select the Events Tab on the menu bar at the top.
Choose the event for which you want to register and click on the "Click Here to Register" link.
This will open up My Learning Plan. Click on the ENROLL button.**

**Student Data Services
Elaine Conlin, Program Administrator
631-844-5750**

Eastern Suffolk BOCES

Educational Services That Transform Lives

Schooltool
DAB - Raymond A DeFeo Bldg
215 Old Riverhead Rd, WHB NY 11978

Schooltool Helpdesk - 631-844-5724
Helpdesk Email - schooltoolhelp@esboces.org

STUDENT DATA SERVICES

SIGN UP NOW

Schooltool Fall User Group
November 16, 2022

Schooltool Flex Training for 2022-2023!

With these fluid times we still find ourselves in, the ESBOCES Schooltool Help Desk is happy to offer Flex Training for our districts. Let us know what training or "refreshing" your district requires (*7-day prior notice required & one topic per webinar*) and we will prepare and schedule the requested virtual webinars.

Flexible/Virtual & In-Person Workshops & Trainings Available

**Student Data Services
Elaine Conlin, Program Administrator
631-844-5750**

Eastern Suffolk BOCES

Synergy Training
(WHB) Raymond A. DeFeo Admin Bldg
215 Old Riverhead Rd, Westhampton Beach, NY 11978
Helpdesk Phone Number:
631-844-5726

STUDENT DATA SERViCES

Educational Services That Transform Lives

2022 Webinars

Edupoint offers ongoing webinars at no cost for districts that subscribe to their Student Management System. To register, visit https://www.edupoint.com/Services/Training/Webinar-Registration

Gradebook New features - 9/22 & 10/27, 2:00

Distance Learning Portal – 9/23, 12:00 & 9/27, 3:00

Update Grades w/TVUE Options & Printing RCs - 9/27, 12:00

Assessment - Sharing Options - 9/28, 1:30
Assessment - Assessment Home 10/26, 1:30

2023 New Features Replay –9/30 1:00pm

NYS Monthly Webinar Series - 10/13, 10:30

MTSS Training Session: Early Warning System 10/6, 1:30

Advance registration is required

Student Data Services
Elaine Conlin - Program Administrator
(631-844-5750)