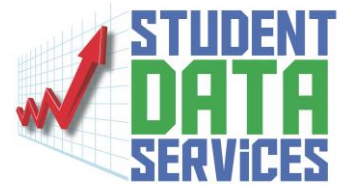




DISTRICT DATA COORDINATOR MEETING
DECEMBER 17, 2021
AGENDA



a. WELCOME AND ANNOUNCEMENTS

- a. Welcome & Safety Announcement
- b. 2021-2022 DDC Meeting / Data Advisory Schedule
- c. DDC Contact Form ~ Thank You
- d. System Account Maintenance – Posted to SFTP
- e. 2022-25 Instructional Tech Plan
- f. Staffing Updates

b. DISTRICT SUPERINTENDENT UPDATES – DAVE WICKS

c. STUDENT MANAGEMENT / SPECIAL EDUCATION SYSTEMS

- a. 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
- b. Student Management System Update

d. SCHOOL DATA BANK SERVICES

- Vanessa Biagioli-Dittrich - Administrative Coordinator
 - (631)-419-1688 vdittrich@esboces.org
 - CRDC Overview – Jennifer Raicovi, Staff Developer / SDE

e. STAFF REPORTING

- a. Staff Certification
 - The Out of Certification Process Explained

f. LEVEL 0 UPDATES

- Level 0 Reminders
 - Requesting New Locations in Level 0
 - Staff Snapshot and locking Demographics
 - Reporting UPK students with a disability
 - Reporting Leave Replacement Teachers
 - The Zero Zone

g. TEST SCANNING AND REPORTING

- a. Help Desk for Data Warehouse and Test Scanning – DWTShelp@esboces.org or 631-218-4195
- b. NYS 3-8 ELA/Math/Science
 - 2021-22 Elementary and Intermediate Testing Schedule
 - Test Scoring Contact Form
 - Test Room File / PBT File
 - Computer Based Testing
 - CBT Technology Readiness
 - CBT State Simulation

- February 2022 Test Quality Control Workshop
- Updates to Testing
- The Barcode Label is Moving
- c. Regents Exams
 - January 2022 / June 2022 / August 2022 Regents Examination Schedules
 - January 2022 US History Exam Exemptions
 - January 2022 Order Sort Form
 - CSV Pre-Print File Layout
 - State Course Code Chart
 - Scanner Test
 - Timeline for January 2022 Regents Exams
- d. NYSITELL
 - ****DO NOT USE COPIES OF ANSWER SHEETS****
 - Please order Scan Sheets using the NYSITELL Answer Sheet Order Form on Datacentral.esboces.org
- e. NYSESLAT
 - Metritech directly contacted school principals regarding ordering exams
 - If you have questions about ordering the test, please contact MetriTech at NYSESLAT@metritech.com or 1-800-747-4868.
- f. NYSAA
 - Students are available for rostering in KITE
- h. **UPDATES ON DATA TOOLS, REQUIRED COLLECTION, AND REPORTING**
 - a. Data Deadlines – <http://datacentral.esboces.org> Services → Data & Reporting → Public Schools → Deadlines
 - b. **The weekly deadline for loading and locking data in Level 0 is Thursday, 5:00pm.**
 - c. 2020-21 SIRS Data Collection and Reporting Requirements
 - BEDS Day – **Wednesday, October 6th**
 - 2021-22 Year-End Deadline – **Thursday, August 18, 2022**
 - d. Report(s) of the Month
 - Students Enrolled Out of District Report
 - ReportNet > District > Validation > Enrollment > Students Enrolled Out of District Report
 - e. Special Education Data
 - BEDS Day Snapshot
 - VR 1-9 Verification
 - f. Information from SED
 - Students over the age of 21
 - New UPK Collection Date
 - NYSAA Update
 - Digital Equity Update
 - g. Questions From the Field
 - h. Other Breaking News

i. ADJOURN

| <u>THINGS TO DO NOW</u> | |
|--------------------------------|--|
| 1. | Load BEDS Day Special Ed Snapshot for January 10, 2022 certification |
| 2. | Submit Test Room / PBT File |
| 3. | Update Demographic and Enrollment in Level 0 |
| 4. | Submit January Regents Pre Print File |

2021-2022 MEETING DATES

Updated 12/21

District Data Coordinator

| | | |
|-----------|--------------------|------------------------|
| Wednesday | September 15, 2021 | 9:00 a.m. – 11:30 a.m. |
| Tuesday | October 19, 2021 | 9:00 a.m. – 11:30 a.m. |
| Tuesday | November 16, 2021 | 9:00 a.m. – 11:30 a.m. |
| Friday | December 17, 2021 | 9:00 a.m. – 11:30 a.m. |
| Wednesday | February 2, 2022* | 9:00 a.m. – 11:30 a.m. |
| Thursday | March 3, 2022* | 9:00 a.m. – 11:30 a.m. |
| Friday | April 8, 2022 | 9:00 a.m. – 11:30 a.m. |
| Wednesday | May 11, 2022 | 9:00 a.m. – 11:30 a.m. |
| Thursday | June 9, 2022 | 9:00 a.m. – 11:30 a.m. |

****Updated dates. Original dates of 1/12, 2/11, and 3/15 have been rescheduled***



District Data Coordinator Contact Information for 2021-2022

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 _____

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. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001). Inquiries regarding the implementation of the above 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, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.

2022-2025 Instructional Technology Plan Information and Guidance

Overview

This document is intended to provide guidance for districts on the creation and submission of the District Instructional Technology Plan Survey.

Regulation

Per Part 100.12 of Commissioner's Regulations, all New York State public school districts are required to develop and maintain instructional technology plans. Plans must cover three school years, and key components of the Plans must be submitted to NYSED for approval every three years. The method by which NYSED collects information on District Instructional Technology Plans is a survey through the [SED Monitoring and Vendor Reporting System](#).

NYSED Vision for District Instructional Technology Plans

District Instructional Technology Plans, required by Commissioner's Regulation 100.12, will support the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

NYSED Goals

Through District Instructional Technology Plans*, districts will address how they are meeting the Educational Technology expectations of the Board of Regents, as articulated in the [Statewide Learning Technology Plan](#).

Districts will identify how they will:

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
- Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
- Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

*And related data collection efforts

Submission Process

1. As in years past, public school district superintendents, or their designees, will submit essential information about the District Instructional Technology Plan through a survey issued through the [SED Monitoring and Vendor Reporting System](#).
2. Districts will complete the sections and enter answers into the survey. Districts are encouraged to work with local technology committees, Regional Information Center (RIC) and/or BOCES Model Schools staff, as appropriate and applicable.
3. For Rest-of-State districts, once the District CEO submits the survey, the survey will be sent to your local RIC, where NYSED-certified RIC Reviewers will review the submitted plans for thoroughness and completeness. Once the RIC Reviewer and the District are in agreement that the answers are complete, the RIC Reviewer will submit the plan to NYSED.
 - Buffalo, New York City, Rochester, Syracuse, and Yonkers (the Big Five) will work directly with NYSED staff for certification and approval.
4. NYSED will review plans and may communicate with RIC Reviewers or the Big 5 Districts if answers are not complete or thorough. The RIC Reviewer may be required to communicate with the District for clarification or additional information. Once any concerns are addressed, plans will be approved.

Access to the Survey

To access the SED Monitoring and Vendor Performance System:

1. Go to the [NYSED Business Portal](#);
2. Click on the “Log In” button;
3. Enter your username and password;
4. Click on “SED Monitoring and Vendor Performance System” under My Applications;
5. Select “View Surveys for Ed Tech;”
6. Find the 2021-2024 Instructional Technology Plan
7. Click on ‘view’ to begin/continue to input information.

The superintendent will have automatic access to the plan. The superintendent will need to delegate access to the person or persons completing the plan through SEDDAS, the SED Delegated Account System, which manages access to SED web-based applications through the Application Business Portal. Granting these permissions will NOT provide access to any other information in the portal. The superintendent is the only individual that has submit/certify rights and will therefore need to submit the plan when it is ready to be reviewed. For questions regarding the entitlement process, please see the [SEDDAS mini guide](#) for entitling users to SED Monitoring.

Changes to District Instructional Technology Plan Survey for 2022-2025

The format of the District Instructional Technology Plan Survey remains the same. The following changes have been made from the 2018 plan:

- Question added about how this plan builds upon the previous three-year Instructional Technology Plan.
- Question added about how this plan has changed from the previous plan in response to the COVID pandemic.
- A new section III has been added titled “Goal Attainment.” This section adds questions about District-level attainment of the goals laid out in the 2010 Statewide Learning Technology Plan. All subsequent sections have been renumbered.
- Goals will now be introduced in Section IV and only listed once, removing the necessity of copying and pasting goal information from one section to another.
- Additional emphasis has been placed upon the detailing of evaluation metrics used by the district related to goal achievement and has been moved to Section IV, question 5.
- Additional target populations have been added as an option for each goal.
- Question added to explain the strategies the district plans to implement to address the need, where practicable, to ensure equitable learning “everywhere, all the time”.
- Question added about how districts plan to utilize technology to address the needs of students experiencing homelessness and/or housing insecurity.
- Questions five through thirteen that were located in Section VI, Administrative Management Plan, have been removed.

The survey questions are organized into the following categories:

- I. District LEA Information:** Name and title of administrator responsible for entering the data.
- II. Strategic Technology Planning:** Mission, vision, planning process, changes from previous years plan, professional development, and measurement and evaluation.
- III. Goal Attainment:** District-level attainment of the goals laid out in the 2010 Statewide USNY technology plan .
- IV. Action Plan:** Goals, alignment of district goals with NYSED goals, target populations, additional target population (optional), action steps, stakeholders, anticipated completion date.
- V. NYSED Initiatives Alignment:** Meeting academic standards, strategies to ensure equitable learning “everywhere, all the time”, serving students with disabilities, serving English as a New Language /Multilingual learners, serving students experiencing homelessness and/or housing insecurity, and facilitating culturally-responsive instruction.
- VI. Administrative Management Plan:** Staffing plan, investment plan, link to information for parents and school communities related to technology for students and families posted on district website.

VII. Sharing Innovative Educational Technology Programs (optional): An opportunity to share the district’s innovative projects and practices with other districts.

Timeline

The three-year plan covers July 1, 2022 to June 30, 2025.

The deadline to submit the plan to NYSED is June 30, 2022. Interim deadlines will be set by the District’s Regional Information Center.

Structure of the Guidance

The following pages outline the specific information that districts will be required to enter into the SED Monitoring system survey. Guidance is provided in italics below each question.

Instructional Technology Plan Overview

The Districts Instructional Technology Plan should reflect a shared vision of the district stakeholders, and demonstrate how teaching and learning will be impacted equitably and in alignment with state and local standards through strategic planning, implementation, and evaluation of the plan.

The questions below provide a framework for comprehensive technology planning and provide relevant information to support the development of programs and policy for school districts and NYSED. Responses should be thorough, as they can be used as a framework for a comprehensive District Instructional Technology Plan. The information collected through the SED Monitoring meets the requirement for compliance with Commissioner's regulations part 100.12; however, a more comprehensive plan is a best practice that will serve districts well for planning and implementation with stakeholders. Districts are encouraged to work with local technology committees, Regional Information Center (RIC), and/or BOCES Model Schools staff as appropriate and applicable to develop more comprehensive technology plans. It is a requirement that districts post a link to their technology plan for parents and the school community.

Section I – District LEA Information

1. What is the name of the district administrator responsible for entering the Instructional Technology Plan data?

NYSED will consider this person to be the point of contact for questions about the plan.

2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data?

Please select one from drop down menu:

- Superintendent
- Director of Technology
- Chief Information Officer
- Deputy Superintendent
- Assistant Superintendent
- Other (please identify in Question 2a, below)

2a. If 'Other' was selected in Question 2 above, please identify the title.

Section II – Strategic Technology Planning

1. What is the overall district mission?

The district mission is usually approved by the district board of education and can be located in the district strategic plan.

2. What is the vision statement that guides instructional technology use in the district?

The vision statement for the use of instructional technology in the district answers the following question: What is the aspiration for the use of instructional technology in the district?

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The instructional technology planning process should align with the district's strategic planning process. The district level technology committee should include multiple stakeholder participants in order to build advocacy for district programs and financial plans.

Responses should include a description of the following:

- *The stakeholder groups that worked on this plan*
- *A timeline of the planning process*
- *The frequency of meetings*
- *The outcomes of the plan development*
- *Any additional aspects of the planning process that the district wishes to share.*

4. **NEW** How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?

Responses should include a description of the following:

- *How this planning process was different than previous years*
- *How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan*
- *How this plan intends to address any goals from the previous plan that may not have been fully met*

5. **NEW** How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?

Responses should include a description of the following, where applicable:

- *Online or blended learning options (changes or additions)*
- *Need to address internet connectivity, to the extent practicable, at students' places of residence*
- *Device purchases (any increases, changes in quantity or type, etc.)*
- *Device deployment (changes, if applicable)*
- *Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)*
- *Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)*
- *Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)*

6. **NEW:** Is your district currently fully 1:1? Yes or No.

For the purposes of this survey, "1:1" implies that each student enrolled in the district, grades K-12 (as applicable), has a dedicated device provided by the District for their use both in school and their place of residence.

If no, the following questions appear:

- a. What are your plans to become a fully 1:1 District? (Covers all grades K-12 as applicable)

Short answer:

- b. When will the District become fully 1:1?

School year 2022-2023

School year 2023-2024

School year 2024-2025

Year 2026 or beyond

Unknown

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to

any related question(s) in the SSIP, specifically question 8 in the Classroom Technology Section.

As a best practice, the instructional technology professional development plan should be a subset of the district Professional Development Plan for Teaching and Learning (PDP).

Resources:

Office of Teaching Initiatives: Professional Development Standards

<http://www.highered.nysed.gov/tcert/resteachers/pd.html>

Professional Learning and Growth: Resources for Teaching Standards, Professional Development Standards and Toolkits

<http://www.nysed.gov/educator-quality/professional-learning-and-growth>

Responses should include a description of the following:

- *How the technology professional development aligns with the district's overall goals to improve learning and instruction*
- *How the district determined the current capacity of educators*
- *How the district will provide targeted, needs-based, and personalized professional development based on each teacher's capacity and interest*
- *How the effectiveness of the professional development plan will be evaluated*
- *Plans for implementation support or follow-up, if any*

Section III – Goal Attainment

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the [2010 Statewide Learning Technology Plan](#).

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

Response: The district has met this goal

Minimally

Moderately

Significantly

Fully

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

Response: The district has met this goal:

Minimally
Moderately
Significantly
Fully

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

Response: The district has met this goal:

Minimally
Moderately|
Significantly
Fully

Section IV – Action Plan

Overview: In this section the district is required to list a minimum of three goals. The plan allows up to five goals. This section also requires specific action steps that will be taken to achieve each of the goals. Instructional technology goals should align with district curriculum and instruction goals. Districts are encouraged to use effective methods to create goals such as the SMART approach. Each goal will have its own page in the plan. The district will answer the following questions about each goal:

- Which NYSED goal best aligns with the district goal?

- *What is the target student population(s)?*
- *What are the additional target populations, if any?*
- *How will the goal be measured and evaluated?*
- *What are the action steps necessary to attain the goal?*
- *What is the timeline for attainment of the goal?*
- *What stakeholder type will be responsible for ensuring that the action steps are complete?*

Action Plan:

1. Goal #1
2. Select the NYSED goal that best aligns with this district goal.
This is a drop-down list of NYSED goals that allows for only one choice.
 - Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;
 - Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning;
 - Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences;
 - Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders; and
 - Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.
3. Target Student Population(s). Check all that apply.
 - All students
 - Early Learning (Pre-K -3)
 - Elementary/intermediate
 - Middle School
 - High School
 - Students with Disabilities
 - English Language Learners
 - Students who are migratory or seasonal farmworkers, or children of such workers
 - Students experiencing homelessness and/or housing insecurity
 - Economically disadvantaged students
 - Students between the ages of 18-21

- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (please identify in Question 3a, below)

3a. If 'Other' was selected in Question 3 above, please identify target student population(s).

4. **NEW** Additional Target Populations. Check all that apply. (*optional*)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. *Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.*

Responses should include a description of the following:

- *The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.*
- *How the evidence will be analyzed and utilized.*
- *How you will know if the goal has been accomplished.*

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. The list of action steps may extend across the three-year time frame of the technology plan.

| Action Step Number | Action Step - Select one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Select one from the drop-down menu | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated date of completion (Drop-down) | Anticipated Cost |
|--------------------|---|---------------------------|---|---|--|------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

For Action Step Categories Dropdown:

Categories can be: Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 3, Description), N/A

For Stakeholder Dropdown: Role types can be Superintendent, Assistant

Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in Column 5), N/A.

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

List up to four additional action steps. It is not necessary to complete all four rows of this table, as the entire table is optional.

| Action Step Number | Action Step - Select one category from the drop-down menu | Action Step - Description | Responsible Stakeholder: Select one from the drop-down menu | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. | Anticipated date of completion (Drop-down) | Anticipated Cost |
|--------------------|---|---------------------------|---|--|--|------------------|
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |

Action Plan: Goal 2

This page will be the equivalent to the above page, but for Goal 2.

Action Plan: Goal 3

This page will be the equivalent to the above page, but for Goal 3 with an additional question giving the option to include a fourth goal.

8. Would you like to list a fourth goal?
- Yes
 - No

Action Plan: Goal 4 (optional)

If yes from previous page, this page will be the equivalent to the above page, but for Goal 4 with an additional question giving the option to include a fifth goal.

9. Would you like to list a fifth goal?
- Yes
 - No

Action Plan: Goal 5 (optional)

If yes from previous page, this page will be the equivalent to the above page, but for Goal 5.

Section V – NYSED Initiatives Alignment

1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students. *If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district’s response to any related question(s) in the SSIP, specifically question 4 in the School Connectivity Section.*

Responses should include a description of the following:

- *How technology is integrated into teaching and learning throughout the district*
 - *Explain the extent to which technology is used by teachers to facilitate their practice*
 - *The extent to which technology is used by students to demonstrate understanding of skills and concepts*
 - *The extent to which technology is used to provide multiple pathways to access and participate in learning.*
2. **NEW** Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time.” ([National Technology Plan](#)). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.
 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district’s response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

This question is referring to the intentional application of technologies and instructional strategies that are specifically used for students with disabilities. The response should address specifically the various technologies and instructional strategies that are used.

Example: A district who has a 1:1 program should include how those devices are specifically being used with students with disabilities; not simply that they have access to the same devices as all students.

Response should include a description of the following:

- *Specific technology, applications, and/or devices that the district uses to serve students with disabilities.*

- *How teachers use technology to address accessibility and to differentiate, modify, and accommodate the instruction of students with disabilities.*

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

If the district files or has filed a Smart Schools Investment Plan (SSIP) to apply for Smart Schools Bond Act funds, this response must align with the district's response to any related question(s) in the SSIP, specifically question 6 in the Classroom Learning Technology section.

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

4a. If 'Other' was selected in Question 4 above, please explain here.

5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom

- Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 5a, below)

5a. If 'Other' was selected in question 5 above, please explain here.

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

6a. If 'Other' was selected in Question 6 above, please explain here.

7. The district’s Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes/No.

7a. If Yes, check one:

- In the 5 languages most commonly spoken in the district
- In the 10 languages most commonly spoken in the district
- In the 15 languages most commonly spoken in the district
- Other (please explain in Question 7b, below)

The response “5 languages most commonly spoken” includes districts with 1-5 spoken languages. The response “10 languages most commonly spoken” includes districts with 6-10 spoken languages. The response “15 languages most commonly spoken” includes districts with 11-15 spoken languages.

7b. If 'Other' was selected in 7a, above, please explain here.

8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- The power of technology to support language acquisition
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Web authoring tools
- Helping students connect with the world
- The interactive whiteboard and language learning
- Use camera for documentation
- Other (please identify in Question 8a, below)

8a. If 'Other' was selected in Question 8 above, please explain here.

9. **NEW** How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.
- McKinney-Vento information is prominently located on individual school websites, as well as the district website.
 - If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
 - Offer phone enrollment as an alternative to in-person enrollment.
 - Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
 - Create a survey to obtain information about students' living situations, contact information, access to internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.
 - Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
 - Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
 - Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
 - Provide students a way to protect and charge any devices they are provided with by the district.
 - Replace devices that are damaged or stolen as needed.
 - Assess readiness-to-use technology skills before disseminating devices to students experiencing homelessness and/or housing insecurity.
 - Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.
 - Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
 - Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class website or learning management system).
 - Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD, or private online video channel).

- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.
- Adjust assignments to be completed successfully using only the resources students have available.
- Provide online mentoring programs.
- Create in-person and web-based tutoring programs/spaces and/or live chats to assist with assignments and technology issues.
- Offer a technology support hotline during flexible hours.
- Make sure technology support is offered in multiple languages.
- Other (Please identify in Question 9a, below)

9a. If 'Other' was selected in Question 9 above, please explain here.

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- Other (please identify in Question 10a, below)

10a. If 'Other' was selected in Question 10 above, please explain here.

Please use the ‘Other’ choice to describe in full any additional ways that instructional technology is used to facilitate culturally responsive instruction. Narrative responses in paragraph format are acceptable.

Section VI – Administrative Management Plan

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

| Title | Full-time Equivalent (FTE) |
|--------------------------------|-----------------------------------|
| District Technology Leadership | |
| Instructional Support | |
| Technical Support | |

Enter the FTE for each title, even if it is zero. Responses limited to two decimal points.

Relevant staff would include:

- **District Technology Leadership** – Examples of roles in this category include district level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.
- **Instructional Support** – Examples of roles in this category include staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students
- **Technical Support** – Examples of roles in this category include network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc.

If the same individual staff member supports multiple categories, such as leadership, technology integration, and/or technical support, they should allocate their time between the functions. Total FTE count for any one individual should not exceed 1.0. Do not include contractors unless paid as an FTE.

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

| Anticipated Item or Service Drop Down Menu. Select one per row. | If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A." | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source. May check more than one source per item. | If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A." |
|---|--|----------------|------------------------------------|--|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Provide a three-year investment plan to support the vision in Section II and goals in Section III.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

The anticipated item or service column offers a drop-down menu of options. Select one category for each of the district's top four anticipated purchases in priority order – 1= first priority, 2 = second priority, and so on. The anticipated categories should be planned instructional technology purchases beginning within the three (3) year cycle of this technology plan. Anticipated purchases do not necessarily need to be completed within the three (3) year cycle of this instructional technology plan

If the district anticipates purchasing an item or service not included as an option on the drop-down list, select "Other" and specify it/them.

Next, select whether the purchase of the anticipated item or service is expected to be a one-time or annual expenditure or both (e.g. initial purchase of new software AND annual payments for subscription licenses). Then, identify the funding source(s) the district anticipates using to pay for the expected purchases. If the district has identified

a source not included in the check box options or at, the time of plan submission, has not identified a discrete funding source for the anticipated item or service expected to be purchased, select “Other” from among the available check boxes in the Funding Sources column and specify it/them.

Please note this question relates to funding sources, NOT funding mechanisms.

Example: An Install-Purchase agreement (IPA) is a funding mechanism. The source of the money to make the payments under the IPA is the funding source. For the purposes of this plan, infrastructure is considered an instructional technology investment.

Drop down list of items: Select one per row

- *End User Computing Devices*
- *Instructional and Administrative Software*
- *Internet Connectivity*
- *Network and Infrastructure*
- *Peripheral Devices*
- *Professional Development*
- *Staffing*
- *Other (please identify in next column, to the right)*
- *N/A*

Check box list of funding sources: Can check more than one

- *BOCES Co-Ser purchase*
- *District Operating Budget*
- *District Public Bond*
- *E-Rate*
- *Grants*
- *Instructional Materials Aid*
- *Instructional Resources Aid*
- *Smart Schools Bond Act*
- *Other (please identify in next column, to the right)*
- *N/A*

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Select Yes/No/Not Applicable. Only select ‘Not Applicable’ if there are no non-public schools in the district.

4. NEW(revised) Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

Section VII – Sharing Innovative Educational Technology Programs

NYSED is exploring a way to facilitate the sharing of district innovative educational technology projects and practices. If your district wants to share information with other districts based on implementation of an educational technology program, please check the topics below. Check only those that have been implemented for at least two years at a building or district level.

The questions in this section are optional and do not require a response. The responses will be entered into a database in order to share, upon request, the topics and contact names with other districts interested in learning about your innovative program(s). Contact information will not be posted publicly.

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.
 - 1:1 Device Program
 - Active Learning Spaces/Makerspaces
 - Blended and/or Flipped Classrooms
 - Culturally Responsive Instruction with Technology
 - Data Privacy and Security
 - Digital Equity Initiatives
 - Digital Fluency Standards
 - Engaging School Community through Technology
 - English Language Learner
 - Instruction and Learning with Technology
 - Infrastructure
 - OER and Digital Content
 - Online Learning
 - Personalized Learning
 - Policy, Planning, and Leadership
 - Professional Development / Professional Learning
 - Special Education Instruction and Learning with Technology
 - Technology Support
 - Other Topic A
 - Other Topic B
 - Other Topic C

These sub-questions will only appear if you chose "Other Topic"

1a. If you selected 'Other Topic A' above, please describe in a few words the topic of your district's innovative program.

1b. If you selected ‘Other Topic B’ above, please describe in a few words the topic of your district's innovative program.

1c. If you selected ‘Other Topic C’ above, please describe in a few words the topic of your district's innovative program.

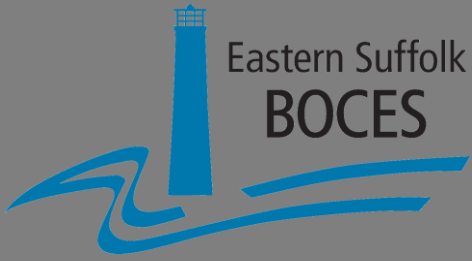
2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

The response to this question is designed to provide one contact point for all innovative program checked in Question 1. If you want to provide individual contact points for each program, skip this question and only reply to Question 3.

| Contact Information Please complete all columns. | Name of Contact person | Title | E-mail Address | Innovative Programs. Check all that apply for each contact name. |
|---|-----------------------------------|--------------|-----------------------|---|
| | | | | |

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

| Contact Information Please complete all columns. | Name of Contact person | Title | E-mail Address | Innovative Programs. Check all that apply for each contact name. |
|---|-----------------------------------|--------------|-----------------------|---|
| | | | | |
| | | | | |
| | | | | |



Civil Rights Data Collection

Eastern Suffolk BOCES
School Data Bank Services
Jennifer Raicovi
SDBS@esboces.org

What is included in the Civil Rights Data Collection?

- School & District Characteristics
- Discipline
- Harassment & Bullying
- Single-Sex Interscholastic Athletics
- Early Childhood Education
- Pathways to College & Career (includes Technology questions)
- Teachers & Other Personnel
- COVID Directional Indicators (Re-opening Plan)

Where to Find Resources:

<https://crdc.communities.ed.gov/#program>

The screenshot shows the homepage of the Civil Rights Data Collection (CRDC) Resource Center. At the top, there is a navigation bar with 'Home' and 'Collaborate' tabs. Below this is a program menu with 'Home' (highlighted), 'Getting Started', 'Search Resources', 'Training Videos', 'Contact PSC', and 'Survey Modules'. The main header features the Department of Education seal and the text 'CIVIL RIGHTS DATA COLLECTION RESOURCE CENTER'. To the right, a 'PARTNER SUPPORT CENTER' box provides contact information for the PSC (9am - 5pm ET, 855 255-6901) and a link to 'Email PSC'. Below the header, a paragraph welcomes users and describes the resources available. At the bottom, there are two large blue buttons: 'SUBMISSION SYSTEM' and 'SEARCH RESOURCES', both with mouse cursor icons. To the right of these buttons is a 'HELPFUL VIDEO RESOURCE' box with a video thumbnail and a link to 'Click to access the CRDC Resource Center Overview video'. At the very bottom, the word 'ANNOUNCEMENTS' is followed by the text 'scroll for additional announcements'.

Home Collaborate

Program: **Home** | Getting Started | Search Resources | Training Videos | Contact PSC | Survey Modules

Home

Home > Overview > Home

 **CIVIL RIGHTS DATA COLLECTION
RESOURCE CENTER**

PARTNER SUPPORT CENTER

Contact PSC
(9am - 5pm ET)
855 255-6901

[click to Email PSC](#)

The Civil Rights Data Collection (CRDC) Partner Support Data Center (PSC) welcomes you to the CRDC Resource Center! This website contains resources for the CRDC, such as planning and preparation guides to assist in collecting and submitting your data, data tips, and CRDC data submission tool training documents. Click the buttons below for more information to get started.

SUBMISSION SYSTEM 

SEARCH RESOURCES 

HELPFUL VIDEO RESOURCE



[Click to access the CRDC Resource Center Overview video](#)

ANNOUNCEMENTS [scroll for additional announcements](#)


Contacting the Partner Support Center (PSC)

[Home](#) | [Collaborate](#)

Program: [Home](#) | [Getting Started](#) | [Search Resources](#) | [Training Videos](#) | [Contact PSC](#) | [Survey Modules](#)

Contact PSC

[Home](#) > [Overview](#) > [Contact PSC](#)



CIVIL RIGHTS DATA COLLECTION PSC EMAIL FORM

For assistance, please complete the PSC Email Form below:

- Select the State before choosing the LEA or Agency Name.
- To find the LEA or Agency Name, try entering a keyword in the field.
- Having trouble? Please contact the PSC via phone (855) 255-6901 or email at crdc@aemcorp.com

* Requester Name:

* Requester Email:

* Call Back Number: Ext:
555-555-5555

* State:

Please select ▼

Vendors/Researchers should use "Vendor" or "Researcher" for State code

* LEA or Agency Name:

Please select ▼

Location: City:

If inquiring about multiple LEAs, check the box and list the LEAs in the Work Order Description ☐

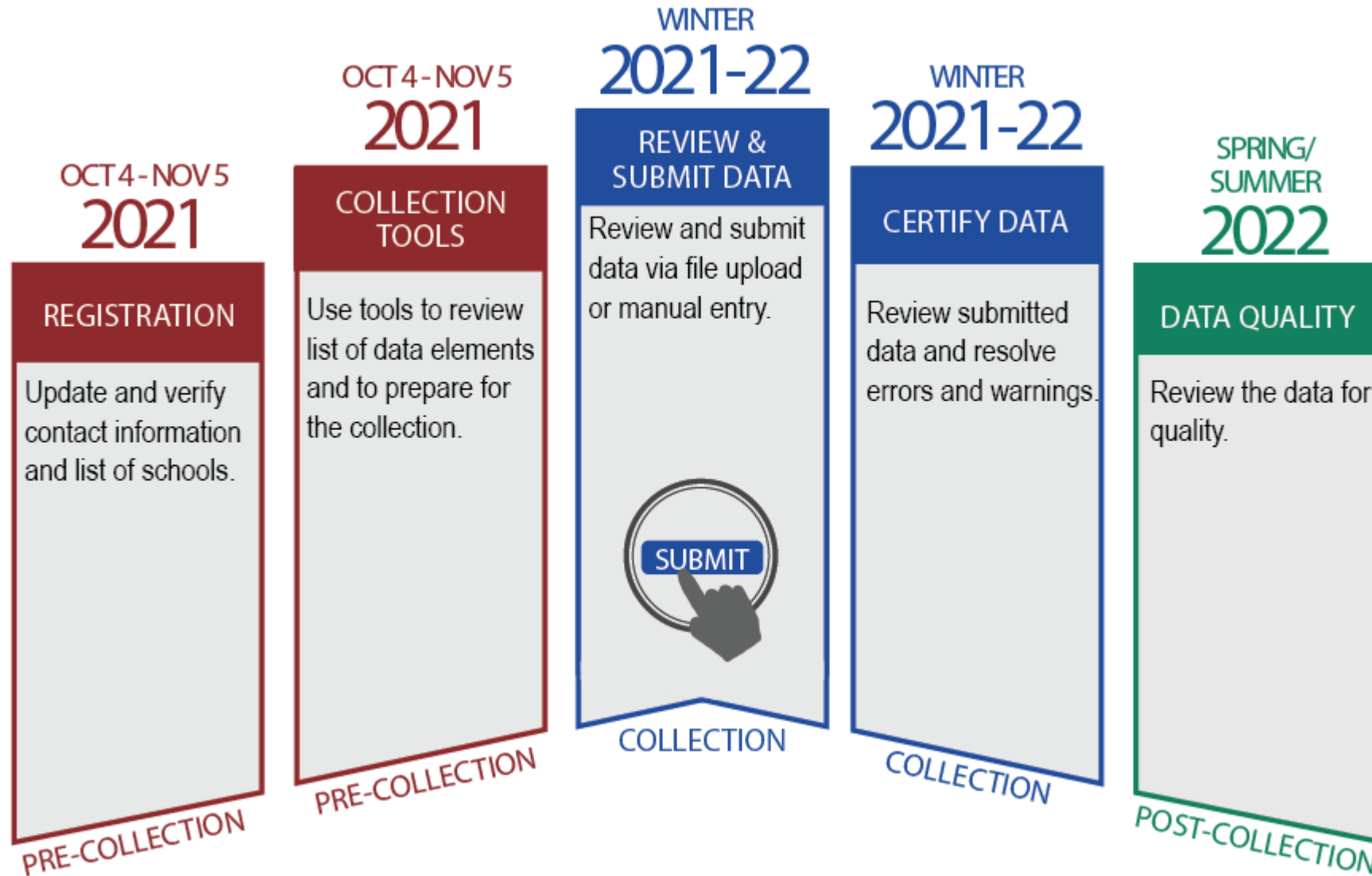
CRDC Topic Area or Modules (if applicable, up to 5 inquiries):

Inquiry 1:

Please select LEA or School Form Type ▼

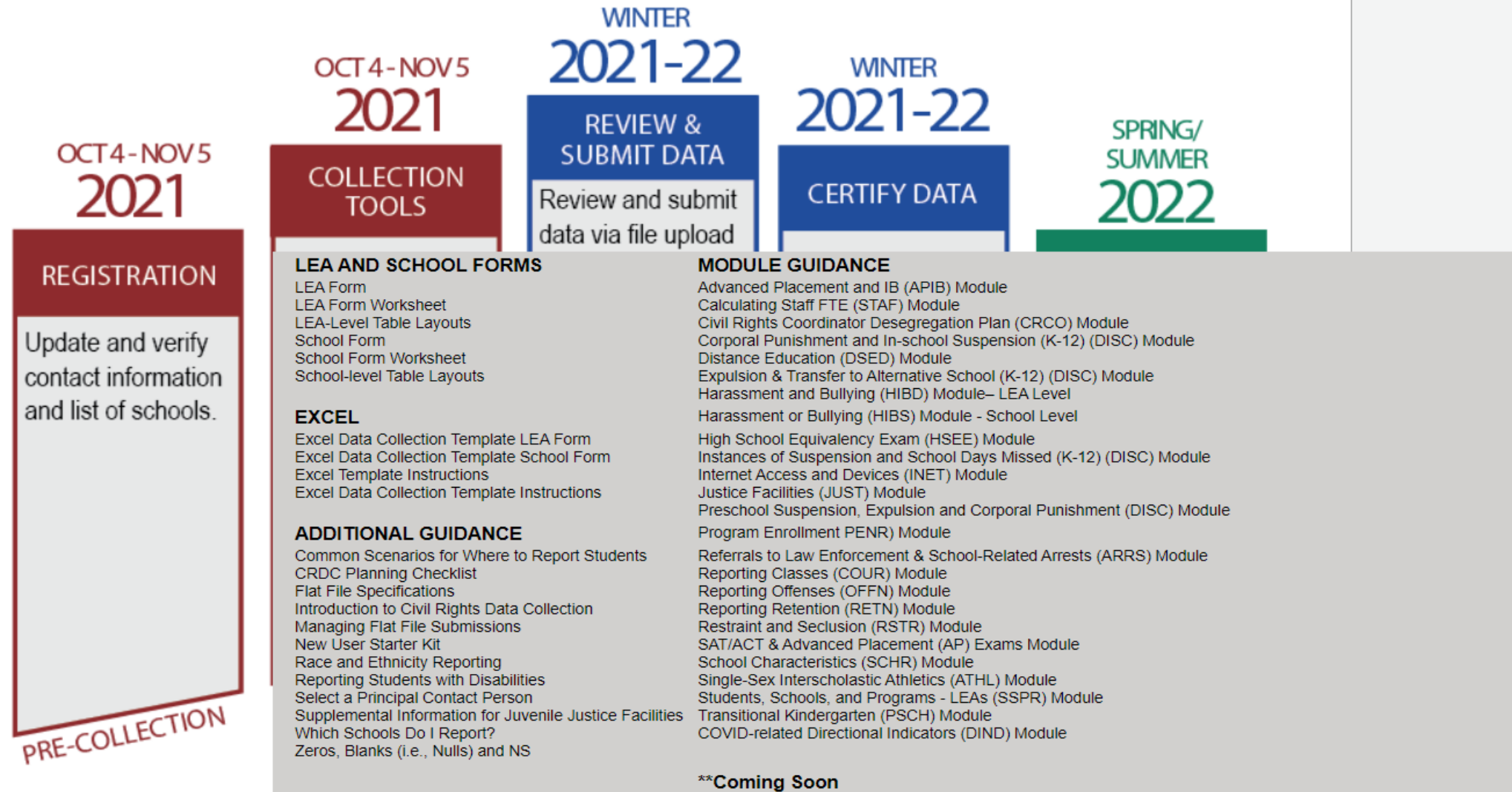
Please select Module Type ▼

Timeline for 2021-22

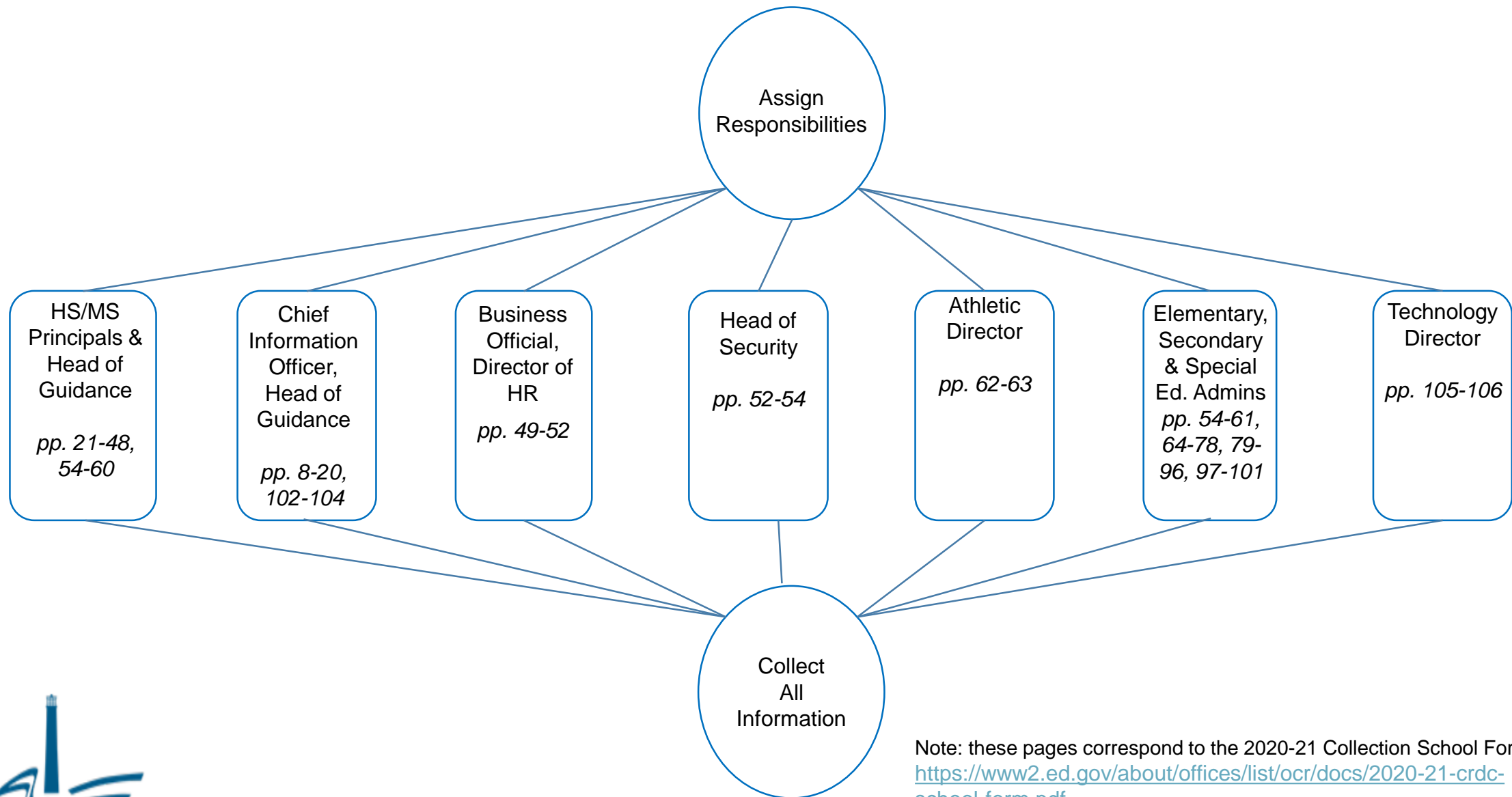


Pre-collection Resources:

Hover over Collection Tools for Links to all Needed Forms



Assigning Responsibilities - Who Does What...



Note: these pages correspond to the 2020-21 Collection School Form
<https://www2.ed.gov/about/offices/list/ocr/docs/2020-21-crdc-school-form.pdf>



Survey Modules

[Home](#) | [Collaborate](#)

Program: [Home](#) | [Getting Started](#) | [Search Resources](#) | [Training Videos](#) | [Contact PSC](#) | [Survey Modules](#)

Survey Modules

[Home](#) > [Overview](#) > [Survey Modules](#)



CIVIL RIGHTS DATA COLLECTION Survey Modules


PARTNER SUPPORT CENTER
Contact PSC
(9am - 5pm ET)
(855) 255-6901
[click to Email PSC](#)

The Civil Rights Data Collection (CRDC) School Form and LEA Form are used to gather school and LEA level data for reporting.

Below are individual module documents for the LEA Form and School Form to assist in collecting data for those users who would like to easily access only the modules that they are responsible for. These abbreviated documents are intended for **data gathering purposes only** and are not official submission forms.

If you are providing data for one or a few modules, feel free to use the individual module links below to download individual modules.

School Form Modules (click on module name for download)

| | |
|--|--|
|  DIND: COVID-related Directional Indicators |  SECR - School Security Staff |
|  SCHR - School Characteristics |  RETN - Retention |
|  PSCH - Preschool & Transitional Kindergarten |  ATHL - Single-Sex Interscholastic Athletics |
|  ENRL - Enrollment |  DISC: Student Discipline (Suspension, Expulsion and Corporal Punishment) |
|  PENR - Program Enrollment (Gifted & Talented, Dual Enrollment) |  ARRS: Student Discipline (Referrals to Law Enforcement & School-Related Arrests) |
|  COUR - Courses & Classes |  OFFN - Offenses |
|  APIB - Advanced Placement (AP) & International Baccalaureate Diploma |  HIBS - Harassment & Bullying |

Responsibility Timeline

Create your own timeline by establishing due dates

- Reporting Window opens **December 13th, 2021**
- 75 **Calendar** days to complete and submit the form
- Submission closes **February 28th, 2022**
- Within this timeframe there will be:
 - Winter Break
 - January Regents Exams
 - Mid-Winter Break

This falls
under
**Principal
Contact
Person**

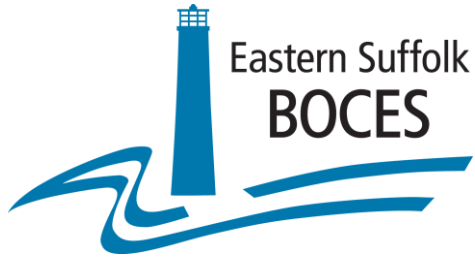


Collection Phase: CRDC School Form - Excel

<https://watch.screencastify.com/v/WYnmXuAxRLY6PMTuFxNS>

| | B | C | D | E |
|----|---|------------------------------------|---|------------------------------|
| | Required/ Optional for 2020-21 Entry | Module for Online Data Entry | School Information | |
| 1 | | | | |
| 2 | | | | LEA 7 Digit NCES ID Code |
| 3 | | | | School 12 Digit NCES ID Code |
| 4 | | | | School Name |
| 5 | | | DIND: COVID-related Directional Indicators | |
| 6 | Required | Directional In | DIND-1 | |
| 7 | Required | Directional In | Directional Indicator – Instruction Type | |
| | | | Please select the option that best describes the effect of the coronavirus pandemic on instruction during the 2020–21 school year at this school. | |
| | | | (A.) We offered only in-person instruction with additional safety precautions because of the coronavirus pandemic. | |
| | | | (B.) We offered only virtual instruction because of the coronavirus pandemic. | |
| | | | (C.) We offered a hybrid of in-person and virtual instruction (e.g., some students received in-person instruction while others received virtual instruction) because of the coronavirus pandemic. | |
| | | | (D.) There was no effect on the instruction we offered because of the coronavirus pandemic. | |
| 8 | Required | Directional In | (1) | |
| 9 | Required | Directional In | DIND-2 | |
| 10 | Required | Directional In | Directional Indicator – Virtual Instruction | |
| | | | Which of the following best describes your virtual instruction setting? | |
| | | | (A.) Students were physically in the school setting, while teachers who provided | |





<https://padlet.com/jraicovi1/8uenouglnxjtaugg>

To continue the conversation...

Contact Vanessa Biagioli-Dittrich at 631-419-1688 or reach out via email at SDBS@esboces.org



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www.esboces.org

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. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act of 2001). Inquiries regarding the implementation of the above 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.

OCR 5191 1/21 KM/WS

Out of Certification Verification

Correcting Errors in Course Codes to Reduce and/or Eliminate Teachers
Out of Certification

Originally Presented by Maryellen Weaver Shared Data Expert/Staff Developer

Changes to ePMF

- ▶ Teachers no longer log into TAA to list their courses
- ▶ All of this information will be pulled directly from Level 0 data
 - ▶ Course Instructor
 - ▶ Staff Snapshot
 - ▶ Student Course Entry / Exit
- ▶ Principals / District Administrators will need to review the SIRS 328 and SIRS 329 report in October (the DDC should upload the reports to Level 0 as early as possible)

Accessing the Reports in L2RPT

- ▶ Log into L2RPT on Data Central
- ▶ Click on: Team Content- District- SEDDAS- Staff
 - ▶ SIRS 328 - Staff Out of Certification Verification Report
 - ▶ SIRS 329 - Staff Certification Report

SIRS 328

Staff Out of Certification Verification Report



Staff Out of Certification Verification Report

Data Contained in the Student Information Repository System

| | | |
|------------------|-------------------------|---|
| School Year | 2020-21 | ▼ |
| District Name | DISTRICT_KEY | ▼ |
| School Name | Select School Location | ▼ |
| Certified Status | Select Certified Status | ▼ |

Finish

Data Refresh Date:

School Year: 2020-21

District Name: [Redacted]

School Name: All Locations

Certified Status: No

Set to **NO** to view teachers out of certification

| Location Name - a - | Name - b - | Staff ID - c - | Course Code - d - | Course Name - e - | Course Section - f - | Local Course Name - g - | Primary Lang - h - | Certified - i - | Charter Exemption - j - | FTE - k - | Primary Ind - l - | Special Ed Ind - m - | ENL Ind - n - | Incidental - o - |
|------------------------|---------------|-------------------|----------------------|----------------------|-------------------------|----------------------------|-----------------------|--------------------|----------------------------|--------------|----------------------|-------------------------|------------------|---------------------|
| | | | 51045 | Reading (grade 5) | 05-READ-3 | Fifth Grade Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51045 | Reading (grade 5) | 05-READ-1 | Fifth Grade Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51045 | Reading (grade 5) | 05-READ-10 | Fifth Grade Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51045 | Reading (grade 5) | 05-READ-2 | Fifth Grade Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-10 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-11 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-12 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-15 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-6 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-7 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-8 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |
| | | | 51068 | Corrective Reading | Spec Reading-9 | Specialized Reading | ENG | No | No | 1 | Yes | No | No | No |

- This report shows all teachers whose certifications do not meet the requirements for the Course Code(s) associated with them in your Student Information System.
- Please note that in this example, Corrective Reading is most likely AIS which has its own code. You may find that this is a very common error.
- Another common error is that the Special Ed Indicator is set to No when a teacher is teaching a Special Ed course.

AIS codes

You may find many errors for teachers providing Academic Intervention Services.

Please refer to the graphic on the right. This information is pulled from the SIRS manual, page 101.

What course codes should districts use to report Academic Intervention Services (AIS) for Grades K-6?

- Districts should use the following course code(s) based on the content area:
51996- Eng Lang & Lit- Supplemental
52996- Mathematics- Supplemental
53996- Life & Phys Sci- Supplemental
54996- Social Sci & Hist- Supplemental

What course codes should districts use to report Academic Intervention Services (AIS) for Grades 7-12?

- Districts should use the following course code(s) based on the content area:
01996- Eng Lang & Lit- Supplemental
02996- Mathematics- Supplemental
03996- Life & Phys Sci- Supplemental
04996- Social Sci & Hist- Supplemental

SIRS 329

Staff Certification Report

- ▶ Now that you have seen who is teaching out of certification, it is important to understand their certification area.
- ▶ This report can be run by entire district, by building, and by individual teacher.

| Location Code - a - | Location Name - b - | Staff ID - c - | Name - d - | Date of Birth - e - | Job Description - f - | Certification Area Code - g - | Certification Area Description - h - | Certification Effective Date - i - | Certification Expiration Date - j - | Certification Type Code - k - | Certification Type Description - l - |
|------------------------|------------------------|-------------------|---------------|------------------------|--------------------------|----------------------------------|--|---------------------------------------|--|----------------------------------|---|
| | | | | | TEACHER | 0126 | Students With Disabilities (Birth - Grade 2) | Apr 26, 2018 | | 0084 | Professional Certificate |
| | | | | | TEACHER | 3013 | Early Childhood Education (Birth-Grade 2) | Mar 30, 2018 | | 0084 | Professional Certificate |
| | | | | | TEACHER | 3014 | Childhood Education (Grades 1-6) | Mar 30, 2018 | | 0084 | Professional Certificate |
| | | | | | TEACHER | 9014 | Students With Disabilities (Grades 1-6) | Aug 15, 2018 | | 0084 | Professional Certificate |

Next Steps

► Let’s look at one teacher.

| | | | | | | | | | | | | | | | | |
|--|--|--|--|--|-------|-------------------|-----------|---------------------|-----|----|----|---|-----|----|----|----|
| | | | | | 51045 | Reading (grade 5) | 05-READ-3 | Fifth Grade Reading | ENG | No | No | 1 | Yes | No | No | No |
|--|--|--|--|--|-------|-------------------|-----------|---------------------|-----|----|----|---|-----|----|----|----|

| Location Code - a - | Location Name - b - | Staff ID - c - | Name - d - | Date of Birth - e - | Job Description - f - | Certification Area Code - g - | Certification Area Description - h - | Certification Effective Date - i - | Certification Expiration Date - j - | Certification Type Code - k - | Certification Type Description - l - |
|------------------------|------------------------|-------------------|---------------|------------------------|--------------------------|----------------------------------|--|---------------------------------------|--|----------------------------------|---|
| | | | | | TEACHER | 0126 | Students With Disabilities (Birth - Grade 2) | Apr 26, 2018 | | 0084 | Professional Certificate |
| | | | | | TEACHER | 3013 | Early Childhood Education (Birth-Grade 2) | Mar 30, 2018 | | 0084 | Professional Certificate |
| | | | | | TEACHER | 3014 | Childhood Education (Grades 1-6) | Mar 30, 2018 | | 0084 | Professional Certificate |
| | | | | | TEACHER | 9014 | Students With Disabilities (Grades 1-6) | Aug 15, 2018 | | 0084 | Professional Certificate |

The first graphic, SIRS 328 report, shows this teacher is out of certification for Reading (grade5).
The second graphic, SIRS 329 report, shows the teacher’s certifications.

Use the [Certification / Course Crosswalk](#) and compare the certification codes to the out of certification course code.

In this example, the teacher is certified in certification area codes 0126, 3013, 3014, and 9014.

The teacher is out of certification for course code 51045. Filter the course code, column A, to course code 51045. In this example it will not appear, therefore, this is not a valid code for any of this teacher's certifications.

Next you must determine if the teacher is actually teaching out of certification or if you are using an incorrect code for the course.

- What is Reading (grade5)? Define the course.
 - Is this a Special Education course? AIS?
- Look at the courses that are in certification for this teacher. Is there another code that can be used?

Filter by certification
code

| Course Code (Course ID) | Course Code Description | Certification Area Code | Certification Area Description | Course Subject Area |
|-------------------------|--------------------------------|-------------------------|---|---------------------|
| 51009 | Language Arts Laboratory | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51009 | Language Arts Laboratory | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51026 | Language Arts (early child ed) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51027 | Language Arts (pre-k) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51028 | Language Arts (kindergarten) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51029 | Language Arts (grade 1) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51029 | Language Arts (grade 1) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51030 | Language Arts (grade 2) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51030 | Language Arts (grade 2) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51031 | Language Arts (grade 3) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51032 | Language Arts (grade 4) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51033 | Language Arts (grade 5) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51034 | Language Arts (grade 6) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51037 | Language Arts (no grade diff) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51037 | Language Arts (no grade diff) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51053 | Literature | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51053 | Literature | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51066 | Strategic Reading | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51066 | Strategic Reading | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51099 | Literature—Other | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51099 | Literature—Other | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51103 | Composition | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51103 | Composition | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51104 | Creative Writing | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51104 | Creative Writing | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51128 | Writing (early child ed) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51129 | Writing (pre-kindergarten) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51130 | Writing (kindergarten) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51131 | Writing (grade 1) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51131 | Writing (grade 1) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51132 | Writing (grade 2) | 3013 | Early Childhood Education (Birth-Grade 2) | ELA |
| 51132 | Writing (grade 2) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51133 | Writing (grade 3) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51134 | Writing (grade 4) | 3014 | Childhood Education (Grades 1-6) | ELA |
| 51135 | Writing (grade 5) | 3014 | Childhood Education (Grades 1-6) | ELA |



**New York State
Student Information Repository
System (SIRS) Manual**

New York State Education Dept. - Level 0

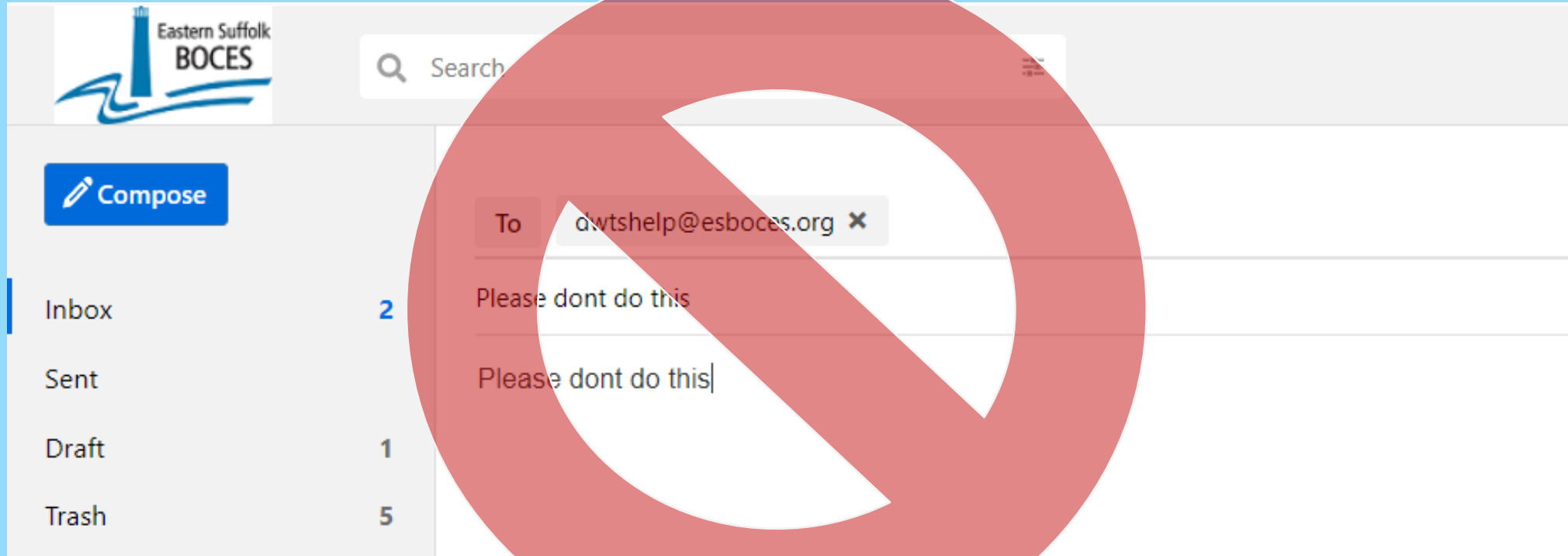
HELPFUL REMINDERS AND STATE REPORTING



**Regional Information Center
Student Data Services**



Please do not send messages from <https://courier.esboces.org> to DWTSHelp@esboces.org



New security policy prevents sending courier emails to group emails.
Please send courier messages directly to the intended recipient

How to request a new location for Level o

Please go to <https://levelo.esboces.org/> and check to see if the location is available

Student Search:

Student ID:

OR

Last Name Search:

Search

Search Results:

use * to help with last name search

Demographics

Enrollment

Programs

Assessment

Assess/A

Stu/Daily/Attend

Stu. Digital Res.

Stu/Class/E

Current Student: Record Status: Last Update: By:

*denotes a required field

*Student ID:

*Last Name:

*First Name:

MI:

*Gender:

*Birth Date:

Home Phone:

Address:

Address 2:

City:

State:

Zip Code:

Guardian:

Guardian 2:

*Status:

*Last Status Date:

Home Room:

*Grade Level:

Gr. 9 Entry Date:

*Dist. Code of Residence:

Post-Grad Activity:

036868 :: Cleary School for the Deaf

055700 :: COMMUNITY SCH OF BERGEN COUNTY (THE)

037175 :: CONNETQUOT ES

037129 :: Connetquot High School

037792 :: Copiague UFSD

034366 :: COUNCIL OF CHIEF STATE SCHOOL OFFICERS

037252 :: COUNTRYWOOD PRIMARY CTR

055686 :: Crotched Mountain Center

034299 :: CUMBERLAND HOSPITAL CHILDRN/ADOLSCNTS

037815 :: DANIEL STREET SCHOOL

055682 :: DAVID GREGORY SCHOOL INC

034338 :: DEVEREUX CONNECTICUT GLENHOLME

034342 :: DEVEREUX FUND-DEERHAVEN

053215 :: DEVEREUX IN NY

034264 :: DEVEREUX PENNSYLVANIA

034368 :: DEVEREUX TEXAS

049686 :: DIV AVE SHS

055719 :: DR FRANKLIN PERKINS SCHOOL


036867 :: DVLPMNTL DISABILITIES INST

034345 :: EAGLE HILL SCHOOL - CONN

How to request a new location for Level o


Please go to <https://portal.nysed.gov/> and click on SEDREF Query

[NYSED Home](#) | [Portal Home](#) | [Reset Your Password](#) | [Log In](#)












New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity


Application Business Portal
Portal Dashboard







 My Applications

In order to view secure applications, you must be logged in. Please [Log In](#) to continue to your NYSED Business Portal Applications.

 Public Links

-  [Inventory of Registered Programs](#)
-  [Look Up Postal Zip Codes](#)
-  [NYSED Public web site](#)
-  [Professional License Online Verification Searches](#)
-  [SEDREF Query](#) 
-  [Teacher Certification Help](#)
-  [TEACH Public Inquiry System](#)

 Other Applications

-  [Child Nutrition Knowledge Center \(CN\)](#)
-  [Impartial Hearing Reporting System \(IHRS\)](#)
-  [Rate Setting Unit \(RSU\)](#)
-  [System to Track and Account for Children \(STAC\)](#)
-  [Teacher's Certification \(TEACH\)](#)
-  [Teacher Access and Authorization](#)

How to request a new location for Level o

Enter the name of the school followed by the “%” sign. Click find

Use this screen to search for institutions in SEDREF

Note that you MUST use the percent sign (%) at the end of the institution name in order to search the database.

Enter query criteria

Name (Popular or Legal): 

Institution ID:

SED Code:

Level2 Tracking Code:

SORIS Inst ID:

OSE Reporting INST ID:

Address Type: [List](#)

Addr Line 1:

City:

School Dist Loc Code: [List](#)

County Code: [List](#)

State Code: [List](#)

Inst Sub Type Code: [List](#)

Inst Type Code: [List](#)

Inactive Ind:



How to request a new location for Level o

Select the location you are looking for.

[Home](#) [Menu](#) [General Query Search](#) [Start New Search](#) [Current List](#) [Internal Help](#) [Public Help](#) [Login](#)

| Popular Name | Institution ID | Address Type | Institution Sub Type | Full Address | Active Date | Inactive Date |
|--|----------------|--------------|---|---|-------------|---------------|
| DEVELOPMENTAL DELAY REHAB ROUTE 32 | 800000091152 | PHYSICAL | SATELLITE SITE FOR STUDENTS WITH DISABILITIES | 531 ROUTE 32 HIGHLAND MILLS NY 10930 | 05/11/2016 | |
| DEVELOPMENTAL DELAY REHABILITATIO | 800000057524 | PHYSICAL | PRE-SCHOOL FOR STUDENTS WITH DISABILITIES | 14 STURBRIDGE COURT NANUET NY 10954 | 03/11/2004 | |
| DEVELOPMENTAL DISAB RONKONKOMA | 800000090671 | PHYSICAL | SATELLITE SITE FOR STUDENTS WITH DISABILITIES | 90 AIR PARK DR RONKONKOMA NY 11779 | 10/25/2018 | 11/04/2020 |
| DEVELOPMENTAL DISAB. HUNTINGTON | 800000090672 | PHYSICAL | SATELLITE SITE FOR STUDENTS WITH DISABILITIES | 25 LITTLE PLAINS RD HUNTINGTON NY 11743 | 10/25/2018 | 11/04/2020 |
| DEVELOPMENTAL DISABILITIES INSTITUTE | 800000090687 | PHYSICAL | INDEPENDENT | 99 HOLLYWOOD DR SMITHTOWN NY 11787 | 07/01/1980 | |
| DEVELOPMENTAL DISABILITIES- MEDFORD | 800000090670 | PHYSICAL | SATELLITE SITE FOR STUDENTS WITH DISABILITIES | 1 SCOUTING BLVD MEDFORD NY 11763 | 10/25/2018 | |
| DEVELOPMENTAL DISABILITIES-HUNTINGTO | 800000090665 | PHYSICAL | INDEPENDENT | 25 LITTLE PLAINS RD HUNTINGTON NY 11743 | 07/01/2018 | |
| DEVELOPMENTAL DISABILITIES-RONKONKOM | 800000090666 | PHYSICAL | INDEPENDENT | 90 AIR PARK DR RONKONKOMA NY 11779 | 07/01/2018 | |

Records 1 to 8 of 8

How to request a new location for Level o


Copy the institution Code:

Institution Data

| | | | |
|-------------------------------------|--------------------------------------|-------------------------------|---|
| Inst Id: | 800000036867 | Legal Name: | DEVELOPMENTAL DISABILITIES INSTITUTE |
| Popular Name: | DEVELOPMENTAL DISABILITIES INSTITUTE | Corporate Name: | |
| Label Name: | DVLPMTNL DISABILITIES INST | Type of Incorporation: | NOT-FOR-PROFIT CORPORATION (NFP) |
| Inactive?: | N | SED Code: | 580801997261 |
| Inst Type Desc: | NON-PUBLIC SCHOOLS | SED Code Effective Date: | 07/01/1980 |
| Inst Sub Type Desc: | INDEPENDENT | Grade Org Code: | 7 |
| Level 2 Tracking Code: | | Grade Org Desc: | Special |
| SORIS Inst ID: | 800000036867 | SORIS Inst Name: | DEVELOPMENTAL DISABILITIES INSTITUTE |
| OSE Reporting Inst ID: | 800000036867 | OSE Reporting Inst Name: | DEVELOPMENTAL DISABILITIES INSTITUTE |
| Non Public Registration Code: | | County Code: | 58 |
| Non Public Registration Desc: | | County Desc: | SUFFOLK |
| Non Public Registration Start Date: | | School Dist Of Location: | 580801 |
| Dist Type Desc: | MAJOR | County of School Dist Code: | 58 |
| SDL Description: | SMITHTOWN CSD | Record Type Code: | 2 |
| Active Date: | 07/01/1980 | Record Type Desc: | NON PUBLIC SCHOOL (IMF) |
| Inactive Date: | | Comm Dist Type: | LARGE CENTRAL DISTRICTS AND VILLAGE DISTRICTS |
| Needs Resource Code: | | Charter School Approval Code: | |
| Needs Resource Desc: | | Charter School Approval Desc: | |
| EDEN NCES LEA ID: | | EDEN NCES SCH ID: | |
| EDEN LEA Type: | | EDEN Sch Type: | |
| EDEN LEA Description: | | EDEN School Type Desc: | |
| EDEN LEA Op Status: | | EDEN Sch Op Status Code: | |

How to request a new location for Level 0

Email your request to DWTShelp@esboces.org

| | | |
|--|---------|------------------|
|  Send | To... | DWTSHELP; |
| | Cc... | |
| | Subject | Location Request |

Please add this location to Level 0

800000036867 ←

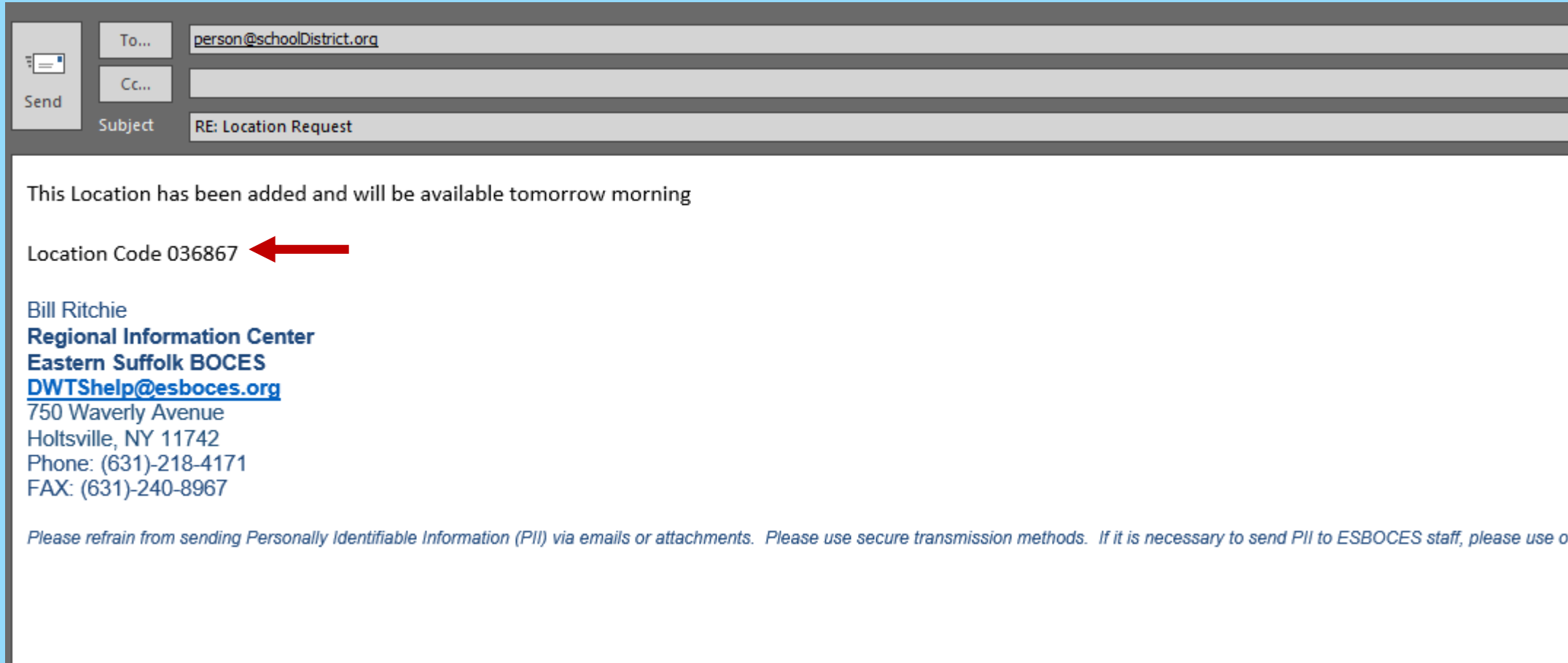
DEVELOPMENTAL DISABILITIES INSTITUTE

Bill Ritchie
Regional Information Center
Eastern Suffolk BOCES
DWTShelp@esboces.org
750 Waverly Avenue
Holtsville, NY 11742
Phone: (631)-218-4171
FAX: (631)-240-8967

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

How to request a new location for Level o

If the location is approved, we will reply with the location code



The screenshot shows an email client interface. On the left is a 'Send' button with a paper plane icon. The header area contains three fields: 'To...' with the value 'person@schoolDistrict.org', 'Cc...' which is empty, and 'Subject' with the value 'RE: Location Request'. The main body of the email contains the following text:

This Location has been added and will be available tomorrow morning

Location Code 036867 ←

Bill Ritchie
Regional Information Center
Eastern Suffolk BOCES
DWTShelp@esboces.org
750 Waverly Avenue
Holtsville, NY 11742
Phone: (631)-218-4171
FAX: (631)-240-8967

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How to request a new location for Level o

To... person@schoolDistrict.org
Cc...
Subject RE: Location Request

Send

This Location has been added and will be available tomorrow morning

Location Code 036867

Bill Ritchie
Regional Information Center
Eastern Suffolk BOCES
DWTShelp@esboces.org
750 Waverly Avenue
Holtsville, NY 11742
Phone: (631)-218-4171
FAX: (631)-240-8967


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If the location is not approved you will receive this:

To... person@schoolDistrict.org
Cc...
Subject RE: Location Request

Send

This is not an approved Level 2 location. Please enroll the student in Homebound

Location Code 0777 | 

Bill Ritchie
Regional Information Center
Eastern Suffolk BOCES
DWTShelp@esboces.org
750 Waverly Avenue
Holtsville, NY 11742
Phone: (631)-218-4171
FAX: (631)-240-8967

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How to request a new location for Level o

To... person@schoolDistrict.org
Cc...
Subject RE: Location Request

Send

This Location has been added and will be available tomorrow morning

Location Code 036867

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Regional Information Center
Eastern Suffolk BOCES
DWTShelp@esboces.org
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Holtsville, NY 11742
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FAX: (631)-240-8967


Please refrain from sending Per

If the location is not approved you will receive this:

To... person@schoolDistrict.org
Cc...
Subject RE: Location Request

Send

This is not an approved Level 2 location. Please enroll the student in Homebound

Location Code 0777 | 

Bill Ritchie
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Eastern Suffolk BOCES
DWTShelp@esboces.org
750 Waverly Avenue
Holtsville, NY 11742
Phone: (631)-218-4171
FAX: (631)-240-8967


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.

We have a direct connection to Level 2 that provides us with all approved locations

Why Staff Snapshot is required to upload Demographics

- Counselor Name/TEACH ID is part of the Demographic record
- This data is used to populate the Guidance Counselor field on the:
SIRS 341 Graduation Exam Requirements Details Report

New York State Education Department



Graduation Exam Requirements Details Report
Data Contained in the Student Information Repository System

| | | | |
|---------------------|---------------------------|-----------------------|--------------------|
| School Year: | Select School Year ▼ | Grade Level | All Grade Levels ▼ |
| District: | Select District ▼ | Cohort Year: | All Cohorts ▼ |
| School Location: | All Locations ▼ | Grad Reqment Met/Not: | All Students ▼ |
| Guidance Counselor: | All Guidance Counselors ▼ | | |

←

Finish

Data Refresh Date:

- While this data may be left blank in Level 0 if your district decides not to populate the SIRS 341 Guidance Counselor field, Staff Snapshot is still a required data set for demographics. **Please contact us if you have upload issues.**

Why Staff Snapshot is required to upload Demographics

Current Student: **FirstName1005 FakeStudent1005** Record Status: **Valid** Last Update: **10/4/21 08:12 AM** By: **Bill Ritchie**

*denotes a required field

[Back to School Rpt](#)

BEDS Day Age: 12

| | | | | | | |
|---|---|--|--|---|---|--|
| *Student ID: | *Last Name: | *First Name: | MI: | *Gender: | *Birth Date: | *Location Code: |
| <input type="text" value="112080527"/> | <input type="text" value="FakeStudent1005"/> | <input type="text" value="FirstName1005"/> | <input type="text" value="A"/> | <input type="text" value="M :: Male"/> | <input type="text" value="2009-02-11"/> | <input type="text" value="0011 :: Sample Location"/> |
| Home Phone: | Address: | Address 2: | | City: | State: | Zip Code: |
| <input type="text" value="631-624-0906"/> | <input type="text" value="1005 main st"/> | <input type="text"/> | | <input type="text" value="Babylon"/> | <input type="text" value="NY"/> | <input type="text" value="11702"/> |
| Guardian: | Guardian 2: | | *Status: | *Last Status Date: | | |
| <input type="text" value="ParentPrimary495"/> | <input type="text" value="ParentSecondary495"/> | | <input type="text" value="A :: Active"/> | <input type="text" value="2022-06-30"/> | | |
| Home Room: | *Grade Level: | Gr. 9 Entry Date: | *Dist. Code of Residence: | | Post-Grad Activity: | |
| <input type="text"/> | <input type="text" value="07 :: 7th"/> | <input type="text"/> | <input type="text" value="NY580101"/> | | <input type="text"/> | |
| Credential Type: | | | Career Path: | | | |
| <input type="text"/> | | | <input type="text"/> | | | |
| Migrant Status: | Home Language: | Place of Birth: | | | | |
| <input type="text" value="N :: No"/> | <input type="text" value="ENG :: English"/> | <input type="text" value="Islip, NY"/> | | | | |
| Neg./Delinquent: | Homeless: | *Hispanic Ind: | *Race 1 Code: | | Race 2 Code: | |
| <input type="text" value="N :: No"/> | <input type="text" value="N :: No"/> | <input type="text" value="N :: No"/> | <input type="text" value="W :: White"/> | | <input type="text"/> | |
| Race 3 Code: | | | Race 4 Code: | | Race 5 Code: | |
| <input type="text"/> | | | <input type="text"/> | | <input type="text"/> | |
| Counselor Name :: Staff ID Teach ID: | | | Counselor Dist. Code: | | | |
| <input type="text" value="Duck, Daisy :: 003878623 003878623"/> | | | <input type="text" value="NY280000"/> | | | |

Import Validation Messages:

Delete

Validate & Save

Clear

Why Staff Snapshot is required to upload Demographics

New York State Education Dept. - Level 0

Elect. Import

Manual Input

L1-Data Prep.

Reports

Admin

Help

Log Off

User Account: Bill Ritchie (britchie).

Demographics

12

Level 0 Version: 17.01

Current # of users logged on: 8

Enrollment

[View/Update My Profile Info](#)

Program Fact

Assessment

District:

NY280000 : Sample District

Assess/Acc/Mod

ing 2022-06-30

Course

Course/Instr/Assign

Day Calendar

Location M.P.

SE Event

SE Snapshot

Stu/Class/Entry/Exit

Stu/Class/Gr/Detail

Stu/Credit/GPA

Stu/Attend/Codes

Stu/Daily/Attend

Student Digital Resources

Staff Snapshot

Staff Assignment

Staff Attend. Codes

Staff Attendance

Staff Evaluation

Staff Tenure Snapshot

Welcome to Level 0!

Level 0 Message Board:

The weekly data upload deadline is Thursdays at 5:00PM.

Upcoming deadlines:

November 18, 2021 (Published On: 09/17/2021)

Staff Snapshot Data Due Preliminary due

Staff Snapshot data must be loaded

tendance for Run All Verification Checks

' column indicates domain data has been updated since last Level 1 file was created.

District - Dashboard Stats:

| Verif. Errors: | Valid Records: | Last Import: | Last Update: | Last Upload: | Del. |
|----------------|----------------|--------------------|---------------------|--------------|------|
| 0 | 1663 | 10/4/21 10:27:31 A | 10/4/21 8:12:23 A | None | |
| 49 | 1701 | 10/4/21 10:31:52 A | 10/4/21 10:31:52 A | None | |
| 1 | 578 | -- | -- | -- | |
| 0 | 50 | 10/4/21 11:00:54 A | 10/12/21 12:35:09 P | None | -- |
| 0 | 0 | 10/4/21 11:00:54 A | None | None | -- |
| 0 | 256 | 10/4/21 10:51:50 A | 10/4/21 10:51:51 A | None | -- |
| 0 | 5 | 10/4/21 11:00:54 A | 10/4/21 11:00:55 A | None | -- |
| 0 | 17 | 10/4/21 11:00:54 A | 10/4/21 11:00:55 A | None | -- |

Why Staff Snapshot is required to upload Demographics

District:

NY280000 : Sample District

School Year:

School Year Ending 2022-06-30

Demographics Data Prep. for Level 1:

Note: 1 student(s) with demographic records have no enrollment records, and will NOT be exported to Level 1. (See 'No Enrollment Rpt' for more info)

Action(s) indicated in red below must be completed before L1 Data Prep for this template can continue:

| Required Data Domain: | Last Update: | Last Upload: | Del. | Needed Action: |
|-----------------------|---------------------|--------------|------|------------------------------|
| Staff Snapshot | 11/23/21 2:28:30 PM | None | | L1 Data Prep Upload Required |

Verification Checks:

Perform a 2nd level of error checking. When Level 0 has it's W/F error level set to 'Fatal', demographics data can not be sent to Level 1 until this process has been completed with no errors.

Red background indicates domain data has been updated since last Level 1 file was created.

Last Level 1 File Creation/Upload: None

Validate Now

Validation results...

Click the button below to create export file for Level 1

Create File for Level 1 Submission

Save As

Data Prep. messages...

Why Staff Snapshot is required to upload Demographics

District:

NY280000 : Sample District

School Year:

School Year Ending 2022-06-30

Demographics Data Prep. for Level 1:

Note: 1 student(s) with demographic records have no enrollment records, and will NOT be exported to Level 1. (See 'No Enrollment Rpt' for more info)

Action(s) indicated in red below must be completed before L1 Data Prep for this template can continue:

| Required Data Domain: | Last Update: | Last Upload: | Del. | Needed Action: |
|-----------------------|---------------------|--------------|------|------------------------------|
| Staff Snapshot | 11/23/21 2:28:30 PM | None | | L1 Data Prep Upload Required |

Required
Actions

Verification Checks:

Perform a 2nd level of error checking. When Level 0 has it's W/F error level set to 'Fatal', demographics data can not be sent to Level 1 until this process has been completed with no errors.

Red background indicates domain data has been updated since last Level 1 file was created.

Last Level 1 File Creation/Upload: None

Validate Now

Validate Now Button Disabled

Validation results...

Click the button below to create export file for Level 1

Create File for Level 1 Submission

Save As

Data Prep. messages...

Reporting Universal Pre-K Students with Disabilities

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- Children whose half-day UPK placement has been converted to full-day using the Statewide Universal Full-day Prekindergarten (SUFDPK) grant should be reported with Program Service **Code 902 (UPK)** and grade level PKF (full-day). Failure to code such children as UPK may result in a reduction in the amount that a district can be reimbursed for the prekindergarten services it provides during the school year. Effective July 1, 2020, the Expanded Prekindergarten for Three- and Four-Year Old Students (EPK4) grant was consolidated with a district's Universal Pre-K allocation. These funds are now considered Universal Pre-K and students whose slots are supported by funds from this source should be assigned Program Service Code 902 (UPK). In addition, all UPK students must be reported with one of the following Program Service Codes that identifies the **UPK program setting**: 1309 (District-operated), 1320 (Day care center), 1331 (Head Start), 1342 (Family or Group Day Care), 1353 (Nursery School), 1364 (BOCES), 1375 (Special Ed 4410 Preschool), 1386 (Religious and Independent (Nonpublic) School), 1397 (Museum), 1408 (Library), or 1419 63 Student Information Repository System Manual Version 17.4 (Other). See the Program Services Codes and Descriptions section of this manual for additional information.
- Students in any other type of Pre-K program other than UPK should be reported with Program Service **Code 990 (Other Pre-K)**. This includes students in Targeted Pre-K programs operated by Madison-Oneida, Questar III, or Herkimer BOCES.

Reporting Universal Pre-K Students with Disabilities

Pg28 SIRS 17.5

| | | | | |
|--|--|-----------------------|--|---|
| 4) A preschool-age student with a disability or a preschool-age student who is referred to the CPSE for determination of eligibility for special education services who resides in the district and attends a UPK or Pre-K program operated by another school district or charter school. | District of residence or charter school (Instructional) Not applicable (Accountability) | District of residence | District of residence (Reason for Beginning Enrollment Code 5905) District or charter school in which student is attending Pre-K or UPK (Reason for Beginning Enrollment Code 0011) | BEDS code of the school the student attends or, if a UPK program contracted by the district, the first 8 digits of the district BEDS code and "0666" as the last 4 digits |
|--|--|-----------------------|--|---|

← Location Code must be

*Location Code:

0666 :: Universal Pre K

Reporting Universal Pre-K Students with Disabilities

Pg28 SIRS 17.5

| | | | | |
|---|---|------------------------------|--|--|
| <p>4) A preschool-age student with a disability or a preschool-age student who is referred to the CPSE for determination of eligibility for special education services who resides in the district and attends a UPK or Pre-K program operated by another school district or charter school.</p> | <p>District of residence or charter school (Instructional)</p> <p>Not applicable (Accountability)</p> | <p>District of residence</p> | <p>District of residence (Reason for Beginning Enrollment Code 5905) District or charter school in which student is attending Pre-K or UPK (Reason for Beginning Enrollment Code 0011)</p> | <p>BEDS code of the school the student attends or, if a UPK program contracted by the district, the first 8 digits of the district BEDS code and "0666" as the last 4 digits</p> |
|---|---|------------------------------|--|--|

Location Code must be

*Location Code:

0666 :: Universal Pre K

| Grade Level must be | Grade Level PKF = Full-day PKH = Half-day | Pre-K Program Code | | Universal Pre-K Provider (Setting) Codes (Who is providing the UPK instruction?) | | | | | | | | | | |
|---|---|----------------------------|----------------------------|---|-----------------------------|-------------------------|--|-----------------------------|-----------------|---|-------------------------------|------------------|-------------------|-----------------|
| | | 902 (Universal PreK) | 990 ("Other" " PreK) | 1309 (District Operated) | 1320 (Daycare center) | 1331 (Head Start) | 1342 (Family or Group Day Care) | 1353 (Nursery School) | 1364 (BOCES) | 1375 (Special Ed/4410 Preschool) | 1386 (Nonpublic School) | 1397 (Museum) | 1408 (Library) | 1419 (Other) |
| PKF :: PREKF PKH :: PREKH | | | | | | | | | | | | | | |
| Description | | | | | | | | | | | | | | |
| 1) Any child whose Pre-K placement is funded solely by the allocational Universal Pre-K (UPK) grant | PKF or PKH, whichever is appropriate | X | | Required | | | | | | | | | | |
| 2) Child whose half-day UPK placement has been converted to full-day using Statewide Universal Full-day Prekindergarten grant (SUFDPK) (For example, a child whose placement is funded for the first half-day by the allocational UPK program and the second half of the day by the SUFDPK program.) | PKF | X | | Required | | | | | | | | | | |
| 3) New full-day placements funded by Statewide Universal Full-day Prekindergarten (SUFDPK) | PKF | | X | Not required | | | | | | | | | | |

Reporting Universal Pre-K Students with Disabilities

Demographic Record:

DEDS Day Age: 4

| | | | | | | |
|--|-----------------------|-------------------|---------------------------|---------------------|--------------|-------------------------|
| *Student ID: | *Last Name: | *First Name: | MI: | *Gender: | *Birth Date: | *Location Code: |
| 993002254 | FakeLast | FakeFirst | | M :: Male | 2017-01-11 | 0666 :: Universal Pre K |
| Home Phone: | Address: | Address 2: | | City: | State: | Zip Code: |
| 631-555-5555 | 25 main st | | | Anytown | NY | 12345 |
| Guardian: | Guardian 2: | | *Status: | *Last Status Date: | | |
| Fake Mom | Fake Dad | | A :: Active | 2022-06-30 | | |
| Home Room: | *Grade Level: | Gr. 9 Entry Date: | *Dist. Code of Residence: | Post-Grad Activity: | | |
| 004 | PKF :: PREKF | | NY588888 | | | |
| Credential Type: | | | | Career Path: | | |
| | | | | | | |
| Migrant Status: | Home Language: | Place of Birth: | | | | |
| N :: No | ENG :: English | | | | | |
| Neg./Delinquent: | Homeless: | *Hispanic Ind: | *Race 1 Code: | Race 2 Code: | | |
| N :: No | N :: No | N :: No | W :: White | | | |
| Race 3 Code: | Race 4 Code: | | Race 5 Code: | | | |
| | | | | | | |
| Counselor Name :: Staff ID Teach ID: | Counselor Dist. Code: | | | | | |
| | NY580301 | | | | | |

Import Validation Messages:

Delete Validate & Save Clear

Reporting Universal Pre-K Students with Disabilities

Demographic Record:

*Student ID:

993002254

*Last Name:

FakeLast

*First Name:

FakeFirst

M:

M :: Male

*Birth Date:

2017-01-11

*Location Code:

0666 :: Universal Pre K

Home Phone:

631-555-5555

Address:

25 main st

Address 2:

City:

Anytown

State:

NY

Zip Code:

12345

Guardian:

Fake Mom

Guardian 2:

Fake Dad

*Status:

A :: Active

*Last Status Date:

2022-06-30

Home Room:

004

*Grade Level:

PKF :: PREKF

Gr. 9 Entry Date:

*Dist. Code of Residence:

NY588888

Post-Grad Activity:

Credential Type:

Career Path:

Migrant Status:

N :: No

Home Language:

ENG :: English

Place of Birth:

Neg./Delinquent:

N :: No

Homeless:

N :: No

*Hispanic Ind:

N :: No

*Race 1 Code:

W :: White

Race 2 Code:

Race 3 Code:

Race 4 Code:

Race 5 Code:

Counselor Name :: Staff ID | Teach ID:

Counselor Dist. Code:

NY580301

Import Validation Messages:

Delete

Validate & Save

Clear

Enrollment Record:

*denotes a required field

*Student ID:

993002254

*Location Code:

0666 :: Universal Pre K

*Grade Level:

PKF

*Entry Date:

2021-07-01

*Entry Code:

0011 :: Enrollment in building or grade

Entry Comment:

Exit Date:

Exit Code:

Exit Comment:

Import Validation Messages:

Success! The record validated with no import errors. However no verification checks were performed on this record.

Delete Record

Validate & Save

Curr. Student / Add New

Clear

Enrollment Records:

| | Status: | Student ID: | Location: | Entry Date: | Entry Code: | Exit Date: | Exit Code: | Grades |
|----------------------|---------|-------------|-------------------------|-------------|-------------|------------|------------|--------|
| View | Valid | 993002254 | 0666 :: Universal Pre K | 2021-07-01 | 0011 | | | PKF |

Program Fact Record:

Program Fact Records:

| | Status: | Student ID: | Location: | Begin Date: | End Date: | Prog. Code and Description: | Category |
|----------------------|---------|-------------|------------------------------------|-------------|-----------|--|-------------------------|
| View | Valid | 993002254 | 0000 :: East Hampton District Wide | 2021-07-01 | | 902 :: Universal Prekindergarten Program | Prekindergarten Program |
| View | Valid | 993002254 | 0000 :: East Hampton District Wide | 2021-07-01 | | 5786 :: Pre-School Student with a Disability | Type of Disability |
| View | Valid | 993002254 | 0000 :: East Hampton District Wide | 2021-07-01 | | 1364 :: BOCES | UPK |

Reporting Leave Replacements - Course Instructor Assignment

SIRS Manual Highlights

Course Instructor Assignment Template

Who Should Be Reported?

All staff members reported in Staff Snapshot identified as "TEACHER" must be reported in this template. A record for all classroom teachers (district, BOCES, and, charter school teachers) must be reported here.

Page 109, SIRS 17.5



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

- **Teacher of Record:** An individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course with aligned performance measures.

Page 289, SIRS 17.5



Who Should Be Reported?

"All staff" in the Staff Snapshot template includes any staff person who must be reported to meet any reporting requirements. All teaching staff, including long-term **substitute** teachers serving as the teacher of record responsible for the course, should be included in this template.

Page 100, SIRS 17.5



Reporting Leave Replacements - Course Instructor Assignment

Leave Replacements/Long Term Subs

= Teachers of Record

MUST be reported to Staff Snapshot

AND Course Instructor Assignment



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

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/>

Select a Date & Time

December 2021



Tuesday, December 14

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

🕒 Eastern Time - US & Canada (11:05am) ▼

9:00am

9:30am

10:00am

10:30am

11:00am

11:30am

POWERED BY
Calendly



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

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

LOCATION: Zoom meetings by appointment

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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/>



THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
THE STATE EDUCATION DEPARTMENT

Assistant Commissioner
Office of State Assessment

Updated June 2021

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

FROM: Steven E. Katz *Steven E. Katz*

SUBJECT: 2021–22 Elementary- and Intermediate-level Testing Schedule

2021–22 School Year

| Operational Test | | Administration Dates | Make-up Dates | Scoring Dates | Final Date to Submit Answer Sheets to Scanning Centers |
|--|-----------------------|--|--|---|--|
| NYSAA English Language Arts, Mathematics, and Science | | Monday, March 14 – Friday, June 10 | Make-ups must be given within the testing window | N/A | N/A |
| Grades 3-8 English Language Arts | Paper-based | Tuesday, March 29 – Thursday, March 31 | Friday, April 1 – Friday, April 8 | Friday, April 1 – Wednesday, April 13 | Wednesday, April 13 |
| | Computer-based | Tuesday, March 29 – Tuesday, April 5 | Friday, April 1 – Friday, April 8 | Friday, April 1 – Wednesday, April 13 | N/A |
| Grades 3-8 Mathematics | Paper-based | Tuesday, April 26 – Thursday, April 28 | Friday, April 29 – Monday, May 9 | Friday, April 29 – Thursday, May 12 | Thursday, May 12 |
| | Computer-based | Tuesday, April 26 – Wednesday, May 4 | Friday, April 29 – Monday, May 9 | Friday, April 29 – Thursday, May 12 | N/A |
| NYSESLAT Speaking | | Monday, April 11 – Friday, May 20 | Make-ups must be given within the testing window | Speaking is scored as it is administered. | Monday, June 6 |
| NYSESLAT Listening, Reading, Writing | | Monday, May 9 – Friday, May 20 | Make-ups must be given within the testing window | Monday, May 23 – Monday, June 6 | Monday, June 6 |

| Operational Test | Administration Dates | Make-up Dates | Scoring Dates | Final Date to Submit Answer Sheets to Scanning Centers |
|---|----------------------------------|--|--|--|
| Grade 4 Science Performance Test | Tuesday, May 24 – Friday, June 3 | Make-ups must be given within the testing window | Scoring may start immediately following administration. | Thursday, June 16 |
| Grade 4 Science Written Test | Monday, June 6 | Tuesday, June 7 – Wednesday, June 8 | Following make-up dates, but no later than Thursday, June 16 | Thursday, June 16 |
| Grade 8 Science Performance Test | Tuesday, May 24 – Friday, June 3 | Make-ups must be given within the testing window | Scoring may start immediately following administration. | Thursday, June 16 |
| Grade 8 Science Written Test | Monday, June 6 | Tuesday, June 7 – Wednesday, June 8 | Following make-up dates, but no later than Thursday, June 16 | Thursday, June 16 |



IMPORTANT TEST SCORING DATES 2021-2022

Preliminary Timeline (As of 9/28/21)

| Activity | NYSAA | ELA 3-8 | Math 3-8 | NYSESLAT | Science 4 & 8 | Jan. 2022 Regents | June 2022 Regents | Aug. 2022 Regents |
|--|---|-------------------------------|-------------------------------|---|---|-------------------|---------------------|-------------------|
| Test Room files posted to the district SFTP site | NA | 1/10 | 1/24 | NA | 2/12 | NA | NA | NA |
| Sort Order Form | NA | 12/7 | 12/7 | NA | 12/7 | 12/17 | 4/22 | 7/29 |
| CSV files for Regents PRINTING | NA | NA | NA | NA | NA | 12/17 | 4/22 | 7/29 |
| Data Pull - for PRINTING | NA | 1/10 | 1/24 | 2/14 | 2/14 | TBD | NA | NA |
| Data Pull - for EDITING | NA | 4/13 | 5/12 | 6/6 | 6/16 | NA | NA | NA |
| Administration of Tests | 3/14 - 6/10 | P 3/29 - 3/31 C 3/29 - 4/5 | P 4/26 - 4/28 C 4/26 - 5/4 | SPEAKING 4/11 -5/20 L,R,W 5/9-5/20 | PERFORMANCE 5/24 - 6/3 WRITTEN 6/6 | 1/25 - 1/28 | 6/1, 6/15 - 6/24 | 8/16 - 8/17 |
| Make-up Testing | Must be given within the testing window | P 4/1 - 4/8 C 4/1 - 4/8 | P 4/29 - 5/9 C 4/29 - 5/9 | SPEAKING and L,R,W must be given within the testing window | PERFORMANCE Must be given within the testing window WRITTEN 6/7 - 6/8 | NA | NA | NA |
| Scoring of Constructed Response | NA | P and C 4/1 - 4/13 | P and C 4/29 - 5/12 | SPEAKING is scored as it is administered L,R,W 5/23-6/6 | PERFORMANCE May start immediately following administration WRITTEN Following make-up dates and no later than 6/16 | as required | Rating Day 6/23 | as required |
| Final Date to Submit Answer Sheets to Scanning Center* (May be returned before this date) | NA | P 4/13 | P 5/12 | 6/6 | 6/16 | NA | NA | NA |

Phone: 631-218-4195

Fax: 631-240-8967

Contact DWTSHelp@esboces.org

P = Paper based testing

C = Computer based testing

Testing Coordinator/Scoring Contact Information 2021-2022

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 fax this form to Student Data Services at (631) 240-8967
or email to Barbara Ball: BBall@esboces.org

Student Data Services

Charles King, Divisional Administrator
Peter Desjardins, Program 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.

File Layout for Testing Room Import

| Required/Optional Field | | Length | Position | Comments |
|--|----------------------|--------|----------|---|
| R | Room Code | 1 | 1 | T=Test Room H=Homeroom |
| R | Student ID | 9 | 2-10 | Left fill with zeros |
| Required if Room Code = T Otherwise Leave blank | Measure | 3 | 11-13 | <div> <div>800=Grade 3 ELA</div> <div>801=Grade 3 Math</div> <div>006=Grade 4 ELA</div> <div>008=Grade 4 Math</div> <div>029=Grade 4 Science</div> <div>802=Grade 5 ELA</div> <div>803=Grade 5 Math</div> </div> <div> <div>804=Grade 6 ELA</div> <div>805=Grade 6 Math</div> <div>806=Grade 7 ELA</div> <div>807=Grade 7 Math</div> <div>009=Grade 8 ELA</div> <div>010=Grade 8 Math</div> <div>034=Grade 8 Science</div> </div> |
| R | Room | 8 | 14-21 | Alpha/Numeric |
| O | Filler | 4 | 22-25 | |
| O | Teacher's Last Name | 25 | 26-50 | |
| O | Teacher's First Name | 20 | 51-70 | |

***Room and Teacher name combinations must be unique.
For example: Room 101 can only be linked to Mrs. Smith**

The file has to be a fixed length text file delivered either in a PRN or TXT file format.

File name format: TR_DistrictName_Assessment_Year

(i.e.) TR_DistrictName_ELA3_2017

***All Test Room (TR) files MUST be emailed to Karen Barbaro at: kbarbaro@esboces.org AND Lisa Zwerling at: lzwerlin@esboces.org OR submitted through the sftp site. If the files are submitted through the sftp site, an email MUST be sent to kbarbaro@esboces.org AND lzwerlin@esboces.org indicating the files have been posted.**

PLEASE CALL Student Data Services at 631-218-4195 with any questions.

File Layout for PBT Import

This file must be submitted for any students taking PBT (Paper-Based Tests) while other students in the same building and grade are scheduled to take CBT (Computer-Based Tests).

| | Position | Length | Comments | Example |
|------------|----------|--------|-------------|-----------|
| BEDS Code | 1 | 6 | text | 580123 |
| Year | 7-10 | 4 | number | 2018 |
| Subject | 11-14 | 4 | ELA or Math | ELA |
| Level | 15-16 | 2 | text | 03 |
| Student ID | 17-25 | 9 | text | 123456789 |

The file has to be a fixed length text file delivered either in a PRN or TXT file format.

**File name format: PBT_DistrictName_Assessment_Year
(i.e.) PBT_OurTownCSD_ELA3_2018**

*All PBT files MUST be emailed to Karen Barbaro at: kbarbaro@esboces.org AND Lisa Zwerling at: lzwerlin@esboces.org OR submitted through the SFTP site. If the files are submitted through the SFTP site, an email MUST be sent to kbarbaro@esboces.org AND lzwerlin@esboces.org indicating the files have been posted.

PLEASE CALL Student Data Services at 631-218-4195 with any questions.

Technology Readiness Overview

- ◇ Technology Readiness opened on October 11, 2021 and closes on December 30, 2021
- ◇ The Questar Secure Browser is available to download from the Help tab in Nextera Admin.
- ◇ Be sure to download the latest version to your student devices prior to participating in the Simulation

CBT Simulation Dates

Monday, January 10th through Friday, January 14th

In order to administer operational tests with CBT in spring 2022, schools are required to participate in at least one day of the Simulation.

- ◇ Schools can choose which day(s) they want to participate.
- ◇ Schools can choose the content area(s) and grade level(s) that will participate in the simulations from the content area(s) and grade level(s) they requested for operational CBT.
- ◇ Operational CBT schools that do not participate in a CBT Simulation, will be reverted to paper-based testing.

Statewide Computer-Based Testing (CBT) Simulation

The Statewide CBT Simulation provides the opportunity for an organized simulation with other schools throughout the State participating in 2021-22 operational CBT. The CBT Simulation offers the opportunity for school staff to evaluate the readiness of the school's internal systems, hardware, and school testing procedures for CBT. Student answers will not be scored after the simulation test is submitted, but the responses are transmitted to the Questar database, allowing the Secure Browser to confirm connection to the Questar database for the student's testing device.

The following checklist is for your use and will help you to prepare staff and students in your school to participate in New York State's CBT Simulation. You may retain this checklist for your use.

| | |
|---|--|
| 1 | Pick a Day(s) within the Simulation Period Schedule your school's participation from the grade level(s) and content area(s) requested for operational CBT. <ul style="list-style-type: none"> <input type="checkbox"/> Monday, January 10 – Friday, January 14, 2022 Please consider other demands for network connection during these times. |
| 2 | Plan within Your School <ul style="list-style-type: none"> <input type="checkbox"/> Confirm staff availability and plan for proctoring <input type="checkbox"/> Choose from the grade level(s) and content area(s) requested for operational CBT <input type="checkbox"/> Inform staff of the chosen day, grade level(s) and content area(s) for the simulation <input type="checkbox"/> Secure the testing room space(s) <input type="checkbox"/> Consider establishing a central command center for support |
| 3 | Review Simulation Software and Hardware <ul style="list-style-type: none"> <input type="checkbox"/> Confirm you have the latest version of the Questar Secure Browser installed on student testing devices <input type="checkbox"/> Verify that all background processes and other settings are disabled as described in the Setup & Installation Guide <input type="checkbox"/> Review network availability and/or WiFi setup within the school <input type="checkbox"/> Locate additional power cords and strips to have on hand |
| 4 | Set Accommodations and Print Login Tickets <ul style="list-style-type: none"> <input type="checkbox"/> Set student accommodations in Nextera Admin via the Students Tab <input type="checkbox"/> Print student login tickets from Nextera Admin via the Tests Tab <input type="checkbox"/> All student login tickets are secure testing materials and must also be securely stored prior to your selected Simulation date |
| 5 | Prepare Proctors <ul style="list-style-type: none"> <input type="checkbox"/> Distribute student login tickets to proctors <input type="checkbox"/> Distribute the Session Access Code to proctors <input type="checkbox"/> Distribute the Proctor PIN to proctors <input type="checkbox"/> Confirm proctors know how to launch the Questar Secure Browser <input type="checkbox"/> Provide information about the Nextera Test Delivery System, available in the CBT Teacher's Directions |
| 6 | Start the CBT Simulation <ul style="list-style-type: none"> <input type="checkbox"/> Hand out student login tickets <input type="checkbox"/> Have students launch the Questar Secure Browser and log in <input type="checkbox"/> Assist students with navigating through the online test directions <input type="checkbox"/> Students type in the Session Access Code <input type="checkbox"/> Students start the test <input type="checkbox"/> Students finish the test, click "Review," and then "Submit" the test <input type="checkbox"/> Proctors provide the Proctor PIN to students who need to pause during the Simulation |



Student Data Services

Quality Control Workshop For

2022 NYS 3-8 Assessments

LOCATION: Virtual

DATES: Feb. 15th- 9:30 am–11:30 am (ELA, MATH & SCI) **OR**
Feb. 17th-1:30 pm–3:30 pm (ELA, MATH & SCI)
March 22nd- 9:30 am–11:30am (**NYSESLAT ONLY**)

AUDIENCE: Staff members involved with the quality control of answer sheets for the NYS 3-8 Testing Program

COST:

- No Fee

DESCRIPTION:

- The goal of the workshop is to review procedures necessary to ensure the accurate and complete submission of answer materials used in the administration of the NYS 3-8 Testing Program.

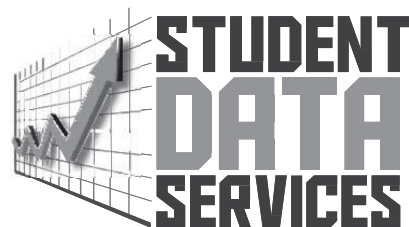
Agenda Topics:

- Review of materials
- Review of quality control measures
- How to avoid mistakes
- Delivery procedures

Please register at: <https://datacentral.esboces.org/>

Peter Desjardins, Program 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. This policy of nondiscrimination includes access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the Eastern Suffolk BOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org; the Assistant Superintendent for Human Resources, 631-687-5023, or the Associate Superintendent for Educational Services, 631-687-3166, 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, 28th Floor, New York, NY 10005, 646-426-5800, OCR.NewYork@ed.gov.



Test Scoring Updates



We interrupt your meeting for A special message from Darth Santa



During this season of joy and happiness, the Empire wants to remind you that we are ALWAYS WATCHING...Even when you are sleeping.

We also like making you look silly...ENJOY!

[CLICK ME IF YOU DARE](#)



ELA, Math and Science: Online Ordering System Closed 12/10/2021

If you missed this deadline or need to change
your order, contact datasupport@nysed.gov

ELA, Math and Science for 2022

- ▶ Constructed Response is **BACK** for ELA and Math! Performance Session is **BACK** for Science!
- ▶ For paper based testing-make up period has been expanded
- ▶ For districts using Full Service Scoring-plan to do make-ups early in the make-up period
- ▶ ELA and Math will have various book forms again
- ▶ Test rooms due for ELA January 10th and Math January 24th

Answer Sheet Printing

Data Extraction Dates: (used for first printing of materials)

ELA (PBT)- Monday, January 10, 2022

Math (PBT)-Monday, January 24, 2022

NYSESLAT-Monday, February 14, 2022

Science 4 and 8-Monday, February 14, 2022

New Students Data Extraction Dates: (used for second printing of materials)

ELA (PBT)- Monday, March 14, 2022

Math (PBT)-Monday, April 11, 2022

NYSESLAT-Monday, April 25, 2022

Science 4 and 8-Monday, May 9, 2022

Student Data Services Vs. Full Service Scoring

- ▶ Student Data Services is also known as Test Scoring or Test Scanning and Reporting or the RIC or Charlie's department or Pete's department etc....
- ▶ Full Service Scoring was formerly know as Regional Scoring also known as Danielle Hudek's department, or vendor scoring or electronic scoring
- ▶ Student Data Services collects answer sheets
- ▶ Full Service Scoring collects booklets
- ▶ Student Data Services scans answer sheets
- ▶ Full Service Scoring scores assessments using a scoring vendor named OSC
- ▶ Student Data Services receives a data file back from OSC with the students' scores which we match to the data scanned from the answer sheet
- ▶ Full Service Scoring manages the scoring process with OSC-they will address any issues with booklets

CBT Updates

- ▶ Exam Ordering System is now closed
- ▶ CBT Technology Readiness deadline is 12/30/21
- ▶ CBT Statewide Simulation

Administration dates-1/1-/22-1/14/22

Based on data loaded 11/24/21

Important note: If you have students that will need to take the assessments on paper, please submit a file to Lisa Zwierling lzwierlin@esboces.org and Karen Barbaro kbarbaro@esboces.org

NYSESLAT:

Online Ordering System will close January 3rd!

If you have not received an email from MetriTech with instructions for ordering, please contact MetriTech directly:

MetriTech:

800-747-4868 or

e-mail nyseslat@metritech.com

NYSESLAT Students

Now is the time to enter data for reporting ELL students:

All English Language Learner (ELL) students must be reported with:

Program Service Code **0231**— *ELL Eligible*

AND

ELL Program Service Code that identifies the type of services received:

5709 (*English as a New Language (ENL)*)

5676 (*Transitional Bilingual Education (TBE) Program*)

5687 (*One Way or Two Way Dual Language Program*), or

8239 (*ELL Eligible but not in an ELL Program*).

NYSAA:

Students are available in the KITE Educator Portal

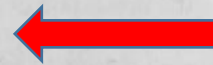
Administration Dates:
March 14-June 10



*The **BARCODE LABEL** is moving
from the back cover to the front!*

GRADE 3 MATH SESSION 2

Name: _____

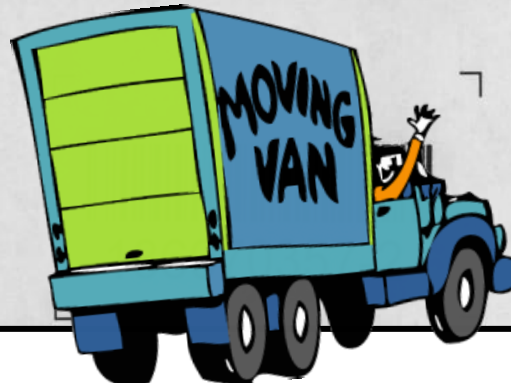


York State Testing Program

2019
Mathematics Test
Session 2

Grade **3**

May 1–3, 2019





Assistant Commissioner
Office of State Assessment

July 2021

To: District Superintendents
Superintendents of Public Schools
Charter School Leaders
Religious and Independent School Principals

From: Steven E. Katz *Steven E. Katz*

Subject: DRAFT Regents Examination Schedules for January, June, and August 2022

Attached for you and your colleagues to review are DRAFT Examination Schedules for the January 2022, June 2022, and August 2022 Regents Examination periods. The draft examination schedules were derived from test administration dates listed in the "[Final Dates for the January 2022, June 2022, and August 2022, Regents Examination Periods](#)" updated July 2021. These draft schedules include all Regents Examinations to be administered during these examination periods. Please share the draft schedules along with this memorandum with appropriate school officials in your schools/districts. School personnel are asked to consider these draft schedules carefully and to send feedback to the Department at emsctesting@nysed.gov by no later than August 19, 2021.

The Department's guidelines for developing examination schedules are provided at the bottom of the memorandum. Please review these guidelines when considering the draft examination schedules. Proposed schedule revisions that adhere to the guidelines listed below and are received by August 19, 2021 will be considered. School officials proposing a change in these schedules are asked to be explicit about the revised date and session they propose instead for an examination they recommend be scheduled differently from the date/time shown in the draft. The Department is especially interested in how any suggested revisions to these schedules may minimize the incidence of English Language Learners and students with disabilities taking more than one Regents Examination on the same day.

GUIDELINES FOR DEVELOPING EXAMINATION SCHEDULES

- The examinations are scheduled so that most students will not have to take more than one examination on any one day. For this reason, some of the examinations within the same subject area (such as social studies or science) are scheduled for the same session or day.
- The examinations are scheduled to maximize the amount of time available for scoring of the examinations.
- The date and time for the debut administration of the Regents Examination in U.S. History & Government (Framework) cannot be changed. The earlier administration of this new examination on Wednesday, June 1, 2022 is to allow time for score collection and standard setting in order for the conversion chart to be posted by the Rating Day, June 24.
- Reminder: The first administration of the new Regents Examination in United States History and Government (Framework) will be administered in June 2022. There will be no Regents Examination in US History and Government for students completing courses in January 2022. See [January 2022 Regents Examination in United States History and Government](#) for more information.

Attachments

DRAFT

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, NY 12234

DRAFT

EXAMINATION SCHEDULE: JANUARY 2022

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

| JANUARY 25 TUESDAY | JANUARY 26 WEDNESDAY | JANUARY 27 THURSDAY | JANUARY 28 FRIDAY |
|-------------------------------|--|----------------------------------|---|
| 9:15 a.m. | 9:15 a.m. | 9:15 a.m. | 9:15 a.m. |
| English Language Arts | Algebra I Physical Setting/Physics* | Global History & Geography II | Physical Setting/Earth Science Physical Setting/Chemistry |
| 1:15 p.m. | 1:15 p.m. | 1:15 p.m. | <u>Uniform Admission Deadlines</u> |
| Living Environment | Geometry | Algebra II | Morning Examinations – 10:00 a.m. Afternoon Examinations – 2:00 p.m. |

* 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.

DRAFT

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of State Assessment
 Albany, New York 12234

DRAFT

EXAMINATION SCHEDULE: JUNE 2022

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

| June 1 WEDNESDAY | June 15 WEDNESDAY | June 16 THURSDAY | June 17 FRIDAY | June 20 MONDAY | June 21 TUESDAY | June 22 WEDNESDAY | June 23 THURSDAY | June 24 FRIDAY |
|--|-----------------------------|-----------------------------------|--|-----------------------------------|--|---|---------------------------------|----------------------|
| 9:15 a.m. | 9:15 a.m. | 9:15 a.m. | 9:15 a.m. | Juneteenth Holiday Observed | 9:15 a.m. | 9:15 a.m. | 9:15 a.m. | RATING DAY |
| U.S. History & Government (Framework)* | English Language Arts | Algebra I | Global History & Geography II | | Geometry Ⓢ World Language Assessment suggested date/time: Locally developed Checkpoint A Exam | Algebra II | Physical Setting/ Physics | |
| | 1:15 p.m. | 1:15 p.m. | 1:15 p.m. | | | <u>Uniform Admission Deadlines</u> Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m. | | |
| | Living Environment | Physical Setting/ Chemistry | Physical Setting/ Earth Science | | | | | |

* The Conversion Chart for this exam will be available no later than June 24, 2022.

DRAFT

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
Albany, New York 12234

DRAFT

AUGUST 2022 EXAMINATION SCHEDULE

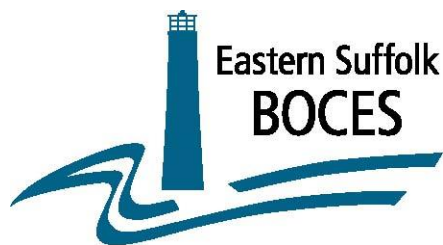
*Students must verify with their schools the exact times
that they are to report for their State examinations.*

| Tuesday August 16 | Wednesday August 17 |
|---|---|
| 8:30 a.m. | 8:30 a.m. |
| Algebra I English Language Arts | U.S. History & Government Physical Setting/Earth Science Physical Setting/Chemistry |
| 12:30 p.m. | 12:30 p.m. |
| Global History & Geography II Algebra II | Geometry Living Environment |

Uniform Admission Deadlines

Morning Examinations — 9:15 a.m.

Afternoon Examinations — 1:15 p.m.



Educational Services That Transform Lives

January 2022 Regents Timeline



| Date | Task / Event |
|------------------------|---|
| December 16 | Order – Sort Form due Pre-print file due Student demographic and enrollment records loaded to Level 0 |
| December 24 | Christmas Eve (Holiday) |
| January 5-7 | Preprinted answer sheets delivered to schools |
| January 12 – 14 | Scanner Testing Period |
| January 17 | Martin Luther King Jr. Day (Holiday) |
| January 25 – 28 | Examination Schedule |
| February 11 | Deadline for In-District scanning Deadline for returning answer sheets to BOCES (for Districts not scanning their own answer sheets) |

| December | | | | |
|----------|----|----|----|----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 14 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| January | | | | |
|---------|----|----|----|----|
| M | T | W | Th | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| February | | | | |
|----------|----|----|----|----|
| M | T | W | Th | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | | | | |

EXEMPTION FOR THE JAN. 2022 REGENTS EXAM IN U.S. HIST & GOV. (FRAMEWORK)

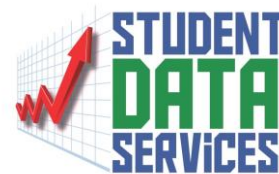
- THE EXEMPTION FROM THE JANUARY 2022 REGENTS EXEMPTION APPLIES ONLY TO THOSE STUDENTS WHO MEET ONE OF THE FOLLOWING ELIGIBILITY REQUIREMENTS:
 - ARE ENROLLED IN A COURSE OF STUDY THAT WOULD ORDINARILY CULMINATE IN THE JANUARY 2022 REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK) AND EARN CREDIT FOR SUCH COURSE OF STUDY BY THE END OF THE FIRST SEMESTER OF THE 2021-22 SCHOOL YEAR; OR
 - SUCCESSFULLY COMPLETE A MAKE-UP PROGRAM FOR THE PURPOSE OF EARNING COURSE CREDIT IN A COURSE THAT WOULD ORDINARILY CULMINATE IN THE TAKING OF THE REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK) BETWEEN SEPTEMBER 1, 2021, AND THE END OF THE FIRST SEMESTER OF THE 2021-22 SCHOOL YEAR: OR
 - ARE PREPARING TO TAKE THE REGENTS EXAMINATION IN UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK) TO GRADUATE AT THE END OF THE FIRST SEMESTER OF THE 2021-22 SCHOOL YEAR.



REGENTS JANUARY 2022

Public School Order/Sort Form

Student Data Services



Student Data Services will print and deliver uniform answer sheets that must be used for the Regents administration. These answer sheets allow collection of the item data. Please indicate the Number of Exam booklets ordered for the January 2022 Regents exams.

| Subject | Sort (PLEASE CIRCLE ONE) | | | # of Exam Books Ordered |
|--|-----------------------------|---------|----------------|----------------------------|
| | School | Teacher | Course Section | |
| English Language Arts | School | Teacher | Course Section | |
| Algebra I | School | Teacher | Course Section | |
| Algebra II | School | Teacher | Course Section | |
| Geometry | School | Teacher | Course Section | |
| Earth Science | School | Teacher | Course Section | |
| Living Environment | School | Teacher | Course Section | |
| Chemistry | School | Teacher | Course Section | |
| Global History & Geography II (Framework) | School | Teacher | Course Section | |

Note: Physics continues to be a restricted exam in January. That means the Physics exam will be administered, but **we do not print Physics answer sheets for scanning in January.** Answer sheets are included in the test booklet.

District: _____ School: _____

Contact #1 Name: _____

E-mail address: _____

Phone: _____ FAX: _____

Contact #2 Name: _____

E-mail address: _____

Phone: _____ FAX: _____

E-mail form to Student Data Services at dwtshelp@esboces.org **no later than December 16.**

If you have questions please contact us at (631) 218-4195.



CSV Preprint File Layout For Regents Administration

with Field Names, Lengths, Definitions and Examples



* Requires data –  Does not require data

An Excel Template is posted on DataCentral under Regents Scanning/Processing Information

| Field Name | Definition | Width | Example |
|-------------------------|--|--|--|
| *DistrictCode | DataWarehouse District Code | 8 characters | NY180202 |
| *LocationCode | DataWarehouse Location Code | Up to 6 characters | 0002 |
| *Version | DataWarehouse Version | 10 character school year end date | Ex. 2022-06-30 |
| *AdminMonth | Month of Exams | 3 characters | Jan, Jun or Aug |
| *StudentID | Student ID # | 9 character local Student ID | 000007879 |
| *LastName | Student's Last Name | 20 characters | Smith |
| *FirstName | Student's First Name | 20 characters | John |
| *GradeLevel | Student's DW Grade Level | 2 characters | Ex. 08 or 09, or 10 (single digits need leading zeros) |
| CourseSection | Local Course Code + Local Section Code; combined with “_” | 20 characters ONLY Beware Of Long Course Names! | “Algebra 2 Trig” – is ok “Algebra 2/ Trigonometry” is TOO LONG! |
| TeacherName | Teacher Name as it needs to appear on answer sheet | 30 characters | Smith, Jane |
| *StateCourseCode | See attached chart | 5 characters, or 7 characters for Common Core | Ex. 03101 (Chemistry) Ex. 02052CC (Algebra I) |
| DistrictName | Use only when an override of the Level 0 lookup of District Name is needed | 30 characters | LEAVE THESE 2 FIELDS BLANK FOR JANUARY & JUNE! We get your district name and school from the first 2 fields – DistrictCode and LocationCode |
| School | Use only when an override of the Level 0 lookup of Location Name is needed | 30 characters | |

An Excel Template is posted on Data Central under Services>Data and Reporting>Regents>Public>Processing Information>Preprint File Template. The Excel file has to be saved as a .csv file

Only ONE file is required with ALL the subjects included.
Your File name should begin with your district name first
(e.g. Central SchoolDistrict_Jan2022 Regents)

(Over)

CSV Preprint File Layout for Regents Administration

File specifications:

- File needs a header record with field names:
"DistrictCode","LocationCode","Version","AdminMonth","StudentID","LastName","FirstName",
"GradeLevel","CourseSection","TeacherName","StateCourseCode","DistrictName","School"
- All data is considered text and should be in quotes
- All fields require data except CourseSection, TeacherName, DistrictName, School.
- DistrictName and School **SHOULD BE LEFT BLANK FOR JAN AND JUNE** (include place holders in CSV record). If these fields are filled, then the District and Location table Level 0 lookups will not occur (allows pre-printing for students in districts outside the RIC region or preprinting a district name that is different from what is included in the DistrictID barcode on the form).

• Fields:

DistrictCode = DW District Code - 8 characters (example: NY180202)

LocationCode = DW LocationCode - up to 6 characters (example: 0002 or 033937)

Version = DW Version - 10 character school year end date (example: 2022-06-30)

AdminMonth = 3 char - Jan, Jun or Aug

StudentID = 9 char local Student ID (example: 000007978)

LastName = Student's Last Name - 20 char

Firstname = Student's First Name - 20 char and will be truncated at 30 characters when printed on answer sheet

GradeLevel = Student's DW Grade Level - 2 char (example: 09)

CourseSection = Local Course Code + Local Section Code; combined with "-" 20 char (example 0300-01)

TeacherName = Teacher Name as it needs to appear on answer sheet (usually "Last Name, First Name") - 30 char

StateCourseCode = 5 char, 7 for Common Core - see chart on next page

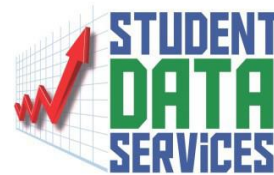
DistrictName = **LEAVE BLANK FOR JAN AND JUNE** - 30 char (use only when an override of the Level 0 lookup of District Name is needed)

School = **LEAVE BLANK FOR JAN AND JUNE** - 30 char (use only when an override of the Level 0 lookup of Location Name is needed)

Note:

In the case of Walk-ins, if no teacher name is available, you can leave this field blank or populate with the word "Staff"

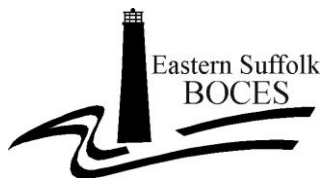
In the case of Walk-ins, if no Course/Section is available, you can leave this field blank or populate with the name of the exam, e.g. "Earth Science" Remember, **keep exam names under 20 characters!**



STATE COURSE CODE CHART

JANUARY 2022

| Codes | Associated Regents Exam | Course |
|---------|--|--|
| 01003CC | English Language Arts | English Language Arts Common Core |
| 02052CC | Algebra I | Algebra I Common Core |
| 02056CC | Algebra II | Algebra II Common Core |
| 02072CC | Geometry | Geometry Common Core |
| 03001 | Earth Science | Earth Science |
| 03051 | Living Environment | Biology |
| 03101 | Chemistry | Chemistry |
| 03151 | Physics | Physics |
| 04052NF | Global History & Geography II (New Framework) | World History & Geography (New Framework) |



REGENTS JANUARY 2022

IN-DISTRICT SCANNER TEST CERTIFICATION

Please e-mail this form back to Student Data Services at
dwtshelp@esboces.org.

Scanner Testing Period:
Wednesday, January 12 through Friday, January 14, 2022

NO SCANNERS SHOULD BE TESTED AFTER JANUARY 14, 2022

**SO THAT THE TESTING PERIOD DOES NOT INTERFERE WITH THE
ADMINISTRATION PERIOD**

District: _____

USE THE ANSWER SHEET PROVIDED BY ESBOCES FOR THE TEST

(can be found on our website at DataCentral.esboces.org.)

After every scanner in district is tested and determined ready to scan the January Regents, please fill in the following information for each scanner.

| Scanner Login(s) | Date Tested |
|------------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Name: _____ Phone: _____

E-Mail: _____

Please call Student Data Services at (631) 218-4195 with any questions.



**STUDENT DATA SERVICES
JANUARY 2022
DELIVERY TIMELINE FOR REGENTS ANSWER SHEETS**

| Date | Task/Event |
|---|---|
| Thursday, December 16 | Order/Sort Form Due Pre-print file due Student demographic and enrollment records loaded to Level 0 |
| January 5 th – 7 th | Preprinted answer sheets delivered to schools |
| Friday, January 7 th | Last delivery date for all districts to receive answer sheets from BOCES |
| The <u>Day Prior</u> to the Exam | Districts will pick up last minute requested answer sheets at BOCES Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville |
| The <u>Exam Day</u> | BOCES will print .pdf answer sheets as needed and e-mail them to districts |



Bureau Chief
Office of State Assessment

October 2021

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

FROM: Clara DeSorbo *Clara DeSorbo*

SUBJECT: Requesting, Shipping, and Storing of Materials for the Spring 2022 Administration of the New York State English as a Second Language Achievement Test (NYSESLAT)

This memorandum provides information concerning procedures for requesting, shipping, and storing materials for the New York State English as a Second Language Achievement Test (NYSESLAT) which is scheduled to be administered April 11 through May 20, 2022.

The Speaking component of the test is scheduled to be administered April 11 through May 20, 2022. The Listening/Reading/Writing component is scheduled to be administered May 9 through May 20, 2022.

REQUESTING INFORMATION

Later today, you will receive an e-mail from the New York State Education Department's (NYSED) NYSESLAT contractor, MetriTech, Inc., with instructions for ordering materials through their online system. If you do not receive an e-mail or have questions about ordering the test, please contact MetriTech at NYSESLAT@metritech.com or 1-800-747-4868.

GENERAL INFORMATION

The NYSESLAT is designed to assess the English language proficiency of students who have been identified as English Language Learners (ELLs). This memorandum, and all information in subsequent e-mail [communications pertaining to this test](#), will be available on the NYSED website. Test booklets, *Directions for Administration*, scoring materials, and the *School Administrator's Manual* are being prepared by MetriTech.

All schools administering the NYSESLAT must contract with a Regional Information Center (RIC) or large-city scanning center in order to obtain answer sheets and scanning services. When ordering tests through MetriTech's online examination request system, schools must identify the RIC or large-city scanning center with which they have contracted. Schools will not be able to proceed with ordering State tests until this information has been entered. A complete [list](#) of RICs and large-city scanning centers is available on the NYSED website.

Schools must submit examination requests under their own BEDS code. The requests for two or more schools in a district must not be combined into one request.

Please be advised that schools will need to provide a CD audio player for the administration of the Grades 3–12 Listening section.

STUDENTS TO BE TESTED

- **English Language Learners (ELLs).** Part 154 of the Regulations of the Commissioner of Education requires that all ELLs be tested annually. All public (including charter) schools must administer the NYSESLAT to all ELLs in Grades K–12, regardless of the physical location of the student, whether a student is identified as a student with a disability, or number of years of service (including six or more years), until proficiency is attained as reflected in the score achieved on the NYSESLAT (or by a combination of scores achieved on the NYSESLAT and Grades 3–8 English Language Arts Examination or Regents Examination in English Language Arts). Religious and independent schools are strongly encouraged to administer the test to their ELLs. If a religious or independent school receives services or equipment paid for with Title III funds, it must administer the NYSESLAT or an equivalent test to its ELLs annually. High School Equivalency (HSE) programs preparing students for the Test Assessing Secondary Completion (TASC) should not administer the NYSESLAT to any of their students. Valid scores and score reports cannot be provided for students enrolled in HSE programs who take the NYSESLAT.
- **Students with Disabilities.** All ELLs with disabilities, identified by the Committee on Special Education (CSE) or by a multidisciplinary team, including those participating in the New York State Alternate Assessment (NYSAA), must participate in the NYSESLAT. Use the [chart on NYSED's website](#) to ascertain the appropriate NYSESLAT grade test to administer to those ungraded ELLs with disabilities.

STORAGE OF TEST MATERIALS

The NYSESLAT must be stored in a secure location in the building to which the tests will be shipped. All secure test materials must be placed in the storage location as soon as they are received. Access to the test materials must be restricted to ensure that test security is maintained.

If the building in which the tests will be administered does not have a secure location large enough to store the NYSESLAT materials, arrangements must be made to store these at another school. Tests stored at such a location must not be transferred to the school in which the tests will be administered until the day scheduled for the administration of each part of the test.

With the exception of the Speaking session materials, tests and other secure materials may not be removed from the secure storage location until the day scheduled for the administration of each part of the test. The packages containing the scoring materials for the Speaking session may be opened prior to the date of administration of this part of the test, so that teachers can familiarize themselves with procedures and rubrics for scoring. Teachers who have been given the scoring materials for the Speaking session must safeguard these materials and must not leave them unattended. The other sealed packages of secure test materials must not be opened during the inventory and must remain sealed until the test administration date.

Additional [information](#) about the NYSESLAT is available on the NYSED website. If you have any questions about the NYSESLAT, please [e-mail](#) the Office of State Assessment (OSA) or call 518-474-5902. If you need assistance with the identification of ELLs, please [e-mail](#) the Office of Bilingual Education and World Languages or call 518-474-8775. If you have specific questions concerning any information in this memorandum, please call 518-474-8220.

As a reminder, the security of all tests is paramount. All secure materials provided for last year's Spring 2021 NYSESLAT (v202) were to have been returned to MetriTech immediately following testing. **If you have not already done so, please return all secure testing materials from Spring 2021 to MetriTech immediately.** Please contact MetriTech Customer Service at NYSESLAT@metritech.com or 1-800-747-4868 for assistance and directions regarding the return of materials.

DECEMBER 2021 DDC INFO



STUDENTS OVER 21 YEARS OF AGE

- In 2020 NYSED had encouraged districts to allow students over 21 to return to school to complete their education
- Students who turned 21 in a prior school year and return to school for compensatory or recovery services beyond summer school should be enrolled with the new 0021 (Over 21 Enrollment) code. This code will be released with the next Level 0 update
 - Students who are currently attending school and over 21
 - Should be exited with an Exit Enrollment code 136 (Reached maximum legal age and has not earned a diploma or certificate)
 - Use a date after the student turned 22 and before Sept. 1, 2021
 - Reenroll the student with the new 0021 (Over 21 enrollment) Entry Enrollment code during the school year in which they turn 22

NEW UPK COLLECTION DATES

- NYSED will move the collection date of UPK enrollment data from BEDS Day to **March 15, 2022 for grant funding purposes**
- We **STRONGLY** suggest that districts load the bulk of UPK students by March 11, 2022. **Loading early will give you time to correct errors.**
- **All prekindergarten students**, regardless of the funding that supports their PreK program, must be reported in SIRS
 - This may be a change of current practice in your district, please consult Pg. 62 in the SIRS Manual for more information
- Enrolling UPK Students
 - Any child whose Pre-K placement is funded solely by the UPK grant **must** be reported with Program Service Code 902 (UPK)
 - Students whose half-day UPK placement has been converted to full day using the Statewide Universal Full-day Prekindergarten (SUFDPK) grant **must be reported with Program Service Code 902 (UPK) and grade level PKF (full-day)**
 - Students in **any other type of Pre-K program** other than UPK should be reported with **Program Service Code 990 (Other Pre-K)**

NYSAA KITE/DLM UPDATE

- The birthdate chart for subject grade alignment must be followed
- Science is for **grades 4, 8 and HS only**. We're seeing lots of students in grades 3, 5, 6, 7 enrolled in a Science Testlet
- If you need to add students, the NYSSIS ID must be used for the State Student Identifier, not the local ID
- If you are try to add a student, but the ID is being used by another LEA, please email us at DVVTSHELP@esboces.org for assistance

DIGITAL EQUITY SURVEY UPDATE

- As of this week 25 districts have submitted data
 - Approx. 36% of our districts
- Districts have submitted more than 35K entries
 - Approx. 25% of Suffolk students
- NYSED has said that the December 6th date may be used as an anchor date for the data, but this can and should be collected and loaded until to the end of the school year.



eSchool Training

(WHB) Raymond A. DeFeo Admin Bldg
215 Old Riverhead Rd, WHB, NY 11978
Helpdesk Phone Number: 631-844-5722



Educational Services That Transform Lives

Spring 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.

| | | | |
|-------------------|-----------------------------------|-------------|---------|
| January 13, 2022 | eSD Course Requests | 9:00-11:00 | On-Line |
| January 27, 2022 | eSD Secondary Scheduling Basic | 9:00-10:30 | On-Line |
| | eSD Secondary Scheduling Advanced | 10:30-12:00 | On-Line |
| February 16, 2022 | eSD Secondary Scheduling Basic | 9:00-10:30 | On-Line |
| | eSD Secondary Scheduling Advanced | 10:30-12:00 | On-Line |
| February 24, 2022 | On-Line Registration | 9:00-11:00 | On-Line |
| March 7, 2022 | eSD Security | 9:00-11:00 | On-Line |
| March 17, 2022 | eSD Custom Reports | 9:00-11:00 | On-Line |
| March 24, 2022 | Administrator | 9:00-11:00 | On-Line |
| March 31, 2022 | Data Clean Up | 9:00-10:00 | On-Line |
| April 4, 2022 | eSD Parent Portal | 9:00-11:00 | On-Line |
| April 21, 2022 | eSD Grade Advancement | 9:00-11:00 | On-Line |
| May 16, 2022 | eSD Elementary Class Placement | 9:00-11:00 | On-Line |
| June 1, 2022 | Summer School | 9:00-11:00 | On-Line |

Advance registration is required

Only registered participants will be admitted. 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.

If you need assistance, or have any questions, please contact Elaine Conlin.

Student Data Services

Elaine Conlin - Program Administrator
(631-844-5750)

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, § 303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of 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.

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.

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

For identification purposes, we require that you register for classes using your school district email account.

| | | |
|-------------------|----------------------------|--------------|
| January 14, 2022, | End of Semester | 9:00 - 11:30 |
| January 28, 2022 | Academic Planner | 9:00 - 11:30 |
| March 11, 2022 | Ad Hoc | 9:00 - 11:30 |
| March 18, 2022 | Walk-in Scheduler | 9:00 - 11:30 |
| May 20, 2022 | Spring User Meeting | 9:00 - 11:30 |

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.

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If you need assistance, or have any questions, please contact Karen Fedun at 631-844-5757

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



Educational Services That Transform Lives

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



2021 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>

Feature Spotlight Series

Finalizing Semester Grades—12/17, 12 pm EST

State Reporting Webinar

New York – 1/13, 10:30 am EST

Advance registration is required

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

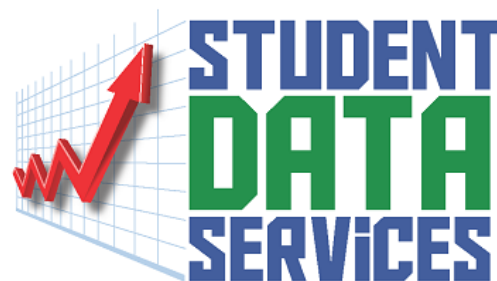
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Eastern Suffolk
BOCES

ClearTrack²⁰⁰

*ClearTrack online
course offerings*



Educational Services That Transform Lives

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



Until further notice, we will be presenting our **ClearTrack 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 | Security | How to modify screen access and student access. |
| Anytime | New User Training for Office Staff | Learn basic navigation, shortcuts, data entry procedures. |
| Anytime | Query Lookup/Custom Reports | Learn to use and modify the customizable Query Lookup utilities (Demographics, Evaluations, Meetings, Services, Statistics). This class will also teach how to create and export custom queries. |
| Anytime | Custom Letters and Documents | Learn how to create, upload and modify your own custom letters and documents. |
| Anytime | New enhancements | A review of the latest features that have been added to ClearTrack. |
| 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 |
| 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, Janet, or Irene - 631-844-5720 - spedhelp@esboces.org*

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

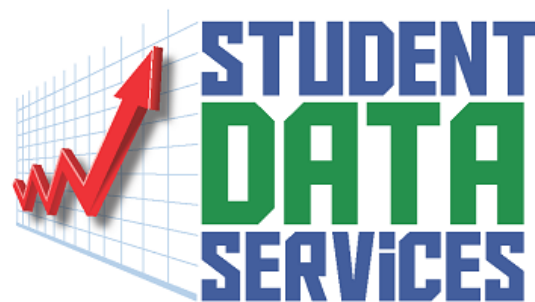
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Eastern Suffolk
BOCES



Frontline IEP Trainings



Educational Services That Transform Lives

There is no charge for these classes for districts participating in our support.

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Half Day - \$330.00/Full Day - \$550.00



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

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*PowerSchool “Personalized” Training *

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

| | | |
|---|--|---------------|
| Tuesday September 21, 2021 | PowerSchool State Reporting update 21-22 We will discuss the new changes in state reporting and how to get the data in and out of PS. Main topics will be Attendance and Digital Equity. Zoom meeting | 9:00 to 11:00 |
| Wednesday October 20, 2021 | What’s New in PowerSchool Version 21.4 Zoom Meeting | 9:00 to 11:00 |
| Wednesday December 1, 2021 | POWERSCHOOL ESB FALL USER MEETING *This will be a Zoom meeting. Please register on Data Central* | 8:30 to 11:30 |
| Weds. Thur. Fri Jan. 25, 26 & 27, 2022 | PowerScheduler Workshop w/Gerry Mullady *Workshop via Zoom, subject to change* | 8:30 to 3:00 |
| Wednesday February 9, 2022 | PowerScheduler Workshop w/Gerry Mullady *Workshop via Zoom, subject to change* | 8:30 to 3:00 |
| Weds. & Thurs. March 2 & 3, 2022 | PowerScheduler Workshop w/Gerry Mullady *Workshop via Zoom, subject to change* | 8:30 to 3:00 |
| Wednesday March 16, 2022 | PowerScheduler Workshop w/Gerry Mullady *Workshop via Zoom, subject to change* | 8:30 to 3:00 |
| Tues. & Weds. April 5 & 6, 2022 | PowerScheduler Workshop w/Gerry Mullady *Workshop via Zoom, subject to change* | 8:30 to 3:00 |
| Wednesday May 4, 2022 | PowerScheduler Workshop w/Gerry Mullady *Workshop via Zoom, subject to change* | 8:30 to 3:00 |

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



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



Check Your Email for Schooltool's January Open Webinar Schedule

Schooltool Flex Training for 2021-2022!

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-Only Workshops & Trainings

Due to the current circumstances, all trainings, workshops and meetings will be held virtually for the foreseeable future.

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

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