DISTRICT DATA COORDINATOR MEETING
NOVEMBER 16, 2021
AGENDA

a. WELCOME AND ANNOUNCEMENTS
a. 2021-2022 DDC Meeting / Data Advisory Schedule
b. DDC Contact Form
c. System Account Maintenance – Posted to SFTP
d. 2022-25 Instructional Tech Plan
e. 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

d. SCHOOL DATA BANK SERVICES
- Vanessa Biagioli-Dittrich - Administrative Coordinator
  - (631)-419-1688 vdittric@esboces.org
- A tour of the updated BARS platform
  - James Dentel – Shared Data Expert/Staff Developer
- The new SIRS 750 Student Profile Report
  - Jonathan Marron – Shared Data Expert/Staff Developer

e. STAFF REPORTING
a. Staff Certification
- Staff Snapshot is due **November 18, 2021**
- The Out of Certification Process Explained

f. LEVEL 0 UPDATES
- NYSED Vendor Page
- Level 0 Ver. 17.01 Update

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
- Scan Sheet Sort Order Form 21-22
- Computer Based Testing
  - CBT Technology Readiness
  - CBT State Simulation

- ISR Status

c. Regents Exams
   - January 2022 / June 2022 / August 2022 Regents Examination Schedules
   - January 2022 US History Exam Exemptions
   - January Regents Workshop – December 2nd
   - 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****
   - SIRS 104 NYSITELL Summary Report
   - Exiting Students with a Commanding NYSITELL Score
     - Students with a Commanding NYSITELL score may be exited from ENL services
       - Exit students in the 2021-22 (Current) School Year
       - Use program code 3050 (SIRS Pg. 202)

e. NYSESLAT
   - All ELL students who are expected to take the NYSESLAT must have an active ***0231*** program code

f. NYSAA
   - Report 0220 NYSAA Eligible Programs code
   - Deadline to for the DLM/KITE upload was **November 12, 2021**
     - 0220 students not added on or before the deadline will have to be manually entered in DLM/KITE
     - Students available for rostering in KITE on **November 22, 2021**

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. McKinney-Vento / Migrant Student Updates – Julia Schnurman, FEOP Program Coordinator

e. The 2021-22 Comprehensive ELL Education Plan (CEEP)
   - To be completed electronically through the SED Business Portal
   - The CEEP is due by **December 15, 2021**
   - The survey will appear in the SED Monitoring and Vendor Performance System

f. Report of the Month – SIRS 320 Staff Snapshot Verification Report

g. Special Education Data
   - Special Ed Data Reporting Resources
   - Jan BEDS Day Snapshot Info

h. Information from SED
   - Digital Equity Survey
   - School Closing/Re-Opening Procedures 2021-22
   - Building BEDS IMF Question 9b

i. Other Breaking News

i. ADJOURN

THINGS TO DO NOW
1. Load Staff Snapshot for preliminary PMF and Out of Cert. (Due Nov. 18th)
2. Complete District BEDS IMF – Due Nov. 19,2021
3. The Comprehensive ELL Education Plan (CEEP) form due Dec. 15,2021
4. Load BEDS Day Special Ed Snapshot for January 10, 2022 certification

Julie Davis Lutz, Ph.D.
Chief Operating Officer

Darlene Roces
Director, Regional Information Center

Charles King
Divisional Administrator, Student Data Services

Eastern Suffolk BOCES
Educational Services That Transform Lives

2021-2022 MEETING DATES

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	January 12, 2022	9:00 a.m. – 11:30 a.m.
Friday	February 11, 2022	9:00 a.m. – 11:30 a.m.
Tuesday	March 15, 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.

Data Advisory

Tuesday	November 16, 2021	12:00 p.m. – 1:30 p.m.
Wednesday	January 12, 2022	12:00 p.m. – 1:30 p.m.
Friday	April 8, 2022	12:00 p.m. – 1:30 p.m.

Middle States Accredited

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

Eastern Suffolk BOCES
Educational Services That Transform Lives

STUDENT DATA SERVICES

District Data Coordinator
Contact Information for 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 _____

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

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.**

Eastern Suffolk BOCES

Educational Services That Transform Lives

Infinite Campus Trainin e 2021-2022

(ISCS) Instructional Support Center-750 Waverly IY 11742
(WHB) Raymond A. DeFeo Admin Bldg-215 Old Riverhead Rd, WHB, NY 11978

Infinite Campus Helpdesk - (631) 844-5721

STUDENT DATA SERVICES

Class Schedule

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

Classes will be offered on-line until further notice.

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.

August 27, 2021, Friday	**Health Admin**	**9:00 - 11:30**
September 3, 2021, Friday	**Basic Navigation**	**9:00 - 11:30**
September 17, 2021, Friday	**Attendance Admin**	**9:00 - 11:30**
October 22, 2021, Friday	**Ad Hoc**	**9:00 - 11:30**
November 15, 2021, Monday	**Fall User Meeting**	**9:00 - 12:00**
November 19, 2021, Friday	**Custom Forms**	**9:00 - 12:00**
December 8, 2021, Wednesday	**Calendar Roll**	**9:00 - 11:30**
December 17, 2021, Friday	**Academic Planner**	**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.
This will open up My Learning Plan. Click on the ENROLL button.

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

Eastern Suffolk BOCES 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.

Eastern Suffolk BOCES

Educational Services That Transform Lives

eSchool Training

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

STUDENT DATA SERVICES

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)

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Eastern Suffolk BOCES

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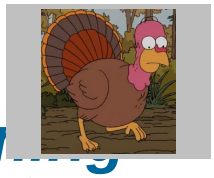

Synergy Training

(WHB) Raymond A. DeFeo Admin Bldg
215 Old Riverhead Rd, Westhampton Beach, NY 11978

Helpdesk Phone Number:
631-844-5726

STUDENT DATA SERVICES

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
Query Part III – 11/23, 1 pm EST

Synergy SIS Training Sessions
New Year Rollover Overview – 11/19, 11 am EST

State Reporting Webinar
New York – 12/9, 10:30 am EST

Advance registration is required

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

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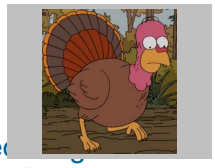
Eastern Suffolk BOCES

Educational Services That Transform Lives



Schooltool

DAB - Raymond A DeFe

215 Old Riverhead Rd, WHB NY 11978

Schooltool Helpdesk - 631-844-5724

Helpdesk Email - schooltoolhelp@esboces.org

STUDENT DATA SERVICES

SIGN UP NOW

Schooltool Virtual Fall User Group
November 17, 2021

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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Eastern Suffolk BOCES

Educational Services That Transform Lives

ClearTrac

STUDENT DATA SERVICES

ClearTrack online course offerings

There is no charge for these classes for districts participating in our support.
*If your district does not participate in our support, the cost for each class is as follows:

Half Day - $330.00/Full Day - $550.00

NEW

Until further notice, we will be presenting our **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

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

Eastern Suffolk BOCES

Educational Services That Transform Lives

frontline education

STUDENT DATA SERVICES

Frontline IEP Trainings

There is no charge for these classes for districts participating in our support.
*If your district does not participate in our support, the cost for each class is as follows:

Half Day - $330.00/Full Day - $550.00

NEW

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

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

Call or email to schedule an online training
Steve, 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
Educational Services That Transform Lives

PowerSchool 2021-22

PowerSchool Help Desk: 631-8

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

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

STUDENT DATA SERVICES

*PowerSchool "Personalized" Training *

We will provide training tailored to your district's needs via zoom. 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
Tues. & Weds. March 1 & 2, 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

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

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

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

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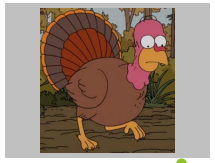
Out of Certification Verification

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 -
[redacted]	[redacted]	[redacted]	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 -
[redacted]					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.

[redacted]	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 -
[redacted]					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

NYS-Level 0

Level 0 Version: 17.01

New York State Education Dept. - Level 0

HELPFUL REMINDERS AND LEVEL ZERO 17.01 NEW FEATURES

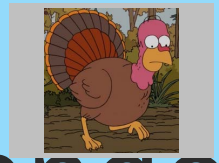
NYSED Vendor Page

Vendor Support for School Districts and BOCES

This site provides guidance to New York State school data systems vendors regarding the collection of data in the Student Information Repository System (SIRS).

NYSED Vendor Page

http://www.p12.nysed.gov/irs/vendors/home.html ← Click me



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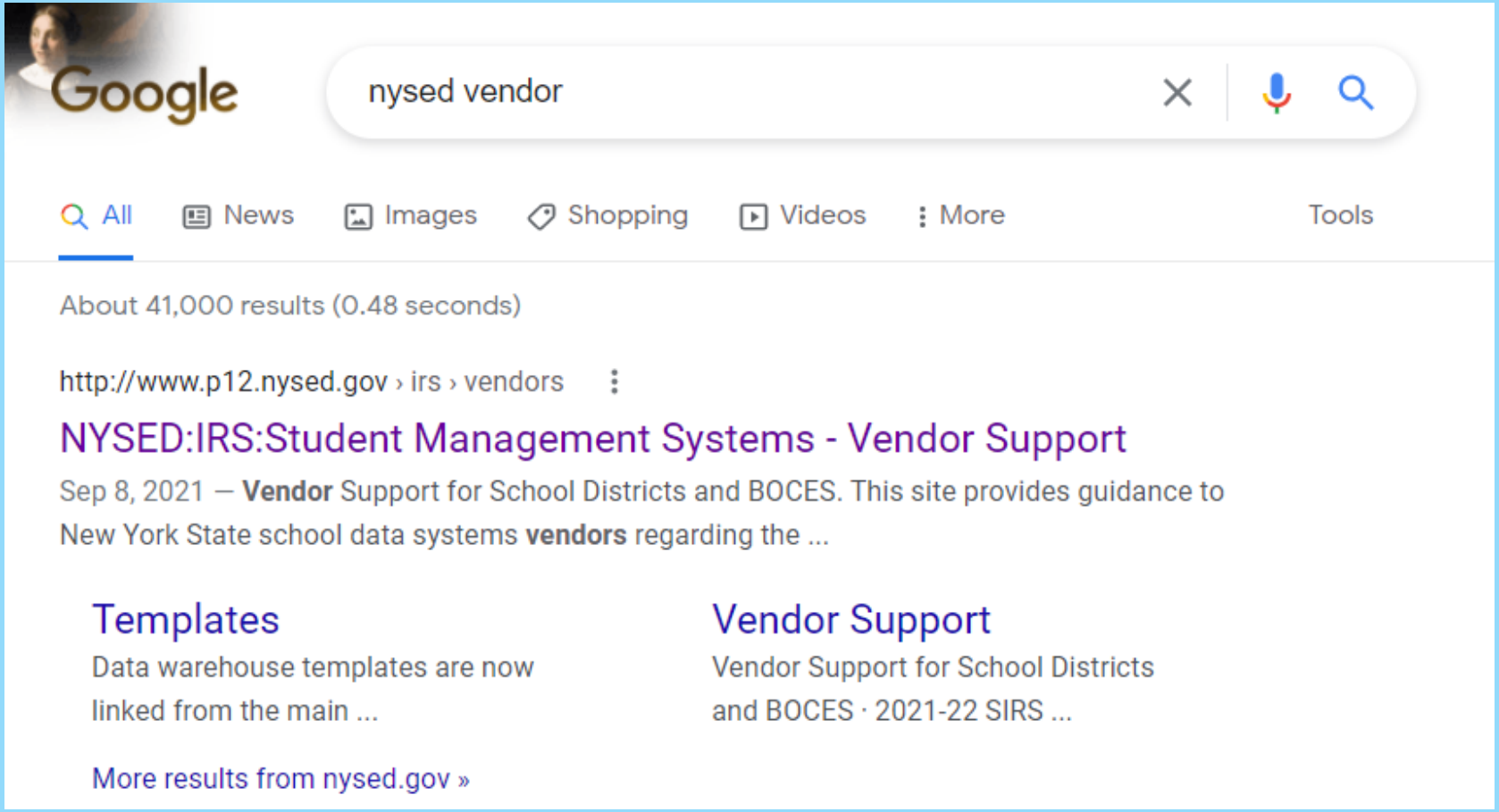

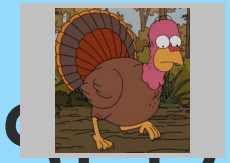

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NYSED.gov

IRS
Information and Reporting Services

Search IRS

- Data Collection
- Data Reporting
- NCLB & Accountability
- Memos
- Public School Registration
- Privacy/Student Confidentiality Issues
- RIC/Big5 Contacts
- Public Data Site

NYSED / P-12 / IRS / Level 0 Documentation 16.02Vendor Support for Student Management Systems /

Vendor Support for School Districts and BOCES

Questions? Click on the blue Help button below.

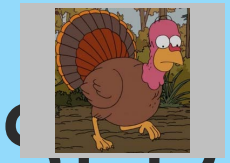
This site provides guidance to New York State school data systems vendors regarding the collection of data in the Student Information Repository System (SIRS).

Technical Information

2021-22

- 2021-22 SIRS Code Changes ← **Click me – most important link**
- 2021-22 Vendor PowerPoint [for additional updates, see current Code Change document]
- 2021-22 eScholar Templates
- SCED Course Codes (NYS Comprehensive Course Catalog)

2020-21



NYSED Vendor Page

http://www.p12.nysed.gov/irs/vendors/home.html ← Click me

- 2021-22 Code Changes
- 2021-22 SIRS Templates
- 2021-22 Vendor PPT
- Link to NYS SCED Course Code Catalog

Search IRS

g Services

SED / P-12 / IRS / Level 0 Documentation 16.02Vendor Support for Student Management Systems /

Data Reporting

NCLB & Accountability

Memos

Public School Registration

Privacy/Student Confidentiality Issues

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Public Data Site

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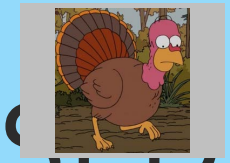


NYSED Vendor Page

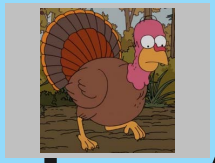
http://www.p12.nysed.gov/irs/vendors/home.html

1. Shows all added and deleted codes

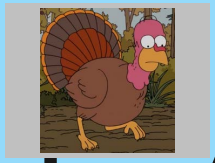
DATE ADDED	SCHOOL YEAR	TEMPLATE	FIELD	Action	Item Desc	State Code
8/25/2021	2022-06-30	Assessment Fact	4	Delete	Regents Common Core Algebra I Exempt - Jun	06304E
8/25/2021	2022-06-30	Assessment Fact	4	Delete	Regents Common Core ELA Exempt - Jun	06340E
8/25/2021	2022-06-30	Assessment Fact	4	Delete	Regents Living Environment Exempt - Jun	06059E
8/25/2021	2022-06-30	Assessment Fact	4	Delete	Regents Phy Set/Earth Sci Exempt - Jun	06200E
8/25/2021	2022-06-30	Assessment Fact	4	Delete	Regents US History&Gov't - Jan	01052
8/25/2021	2022-06-30	Assessment Fact	4	Delete	Regents US History&Gov't - Jun	01052
8/25/2021	2022-06-30	Assessment Fact	4	Add	Regents US History&Gov't (Framework) - Jan	01072

2. Shows all codes to be used for new templates

7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	6	ADD	PRIMARY LEARNING DEVICE TYPE CODE	CHROMEBOOK	CHROMEBOOK
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	6	ADD	PRIMARY LEARNING DEVICE TYPE CODE	SMARTPHONE	SMARTPHONE
8/4/2021	2022-06-30	STUDENT DIGITAL RESOURCES	6	ADD	PRIMARY LEARNING DEVICE TYPE CODE	NO DEVICE	NO DEVICE
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	7	ADD	SCHOOL PROVIDED DEVICE INDICATOR	Y	Yes
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	7	ADD	SCHOOL PROVIDED DEVICE INDICATOR	N	No
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	8	ADD	PRIMARY LEARNING DEVICE PROVIDER CODE	PERSONAL	PERSONAL
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	8	ADD	PRIMARY LEARNING DEVICE PROVIDER CODE	SCHOOL	SCHOOL
8/4/2021	2022-06-30	STUDENT DIGITAL RESOURCES	8	ADD	PRIMARY LEARNING DEVICE PROVIDER CODE	NO DEVICE	NO DEVICE
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	9	ADD	PRIMARY LEARNING DEVICE ACCESS CODE	NO DEVICE	NO DEVICE
7/9/2021	2022-06-30	STUDENT DIGITAL RESOURCES	9	ADD	PRIMARY LEARNING DEVICE ACCESS CODE	SHARED	SHARED

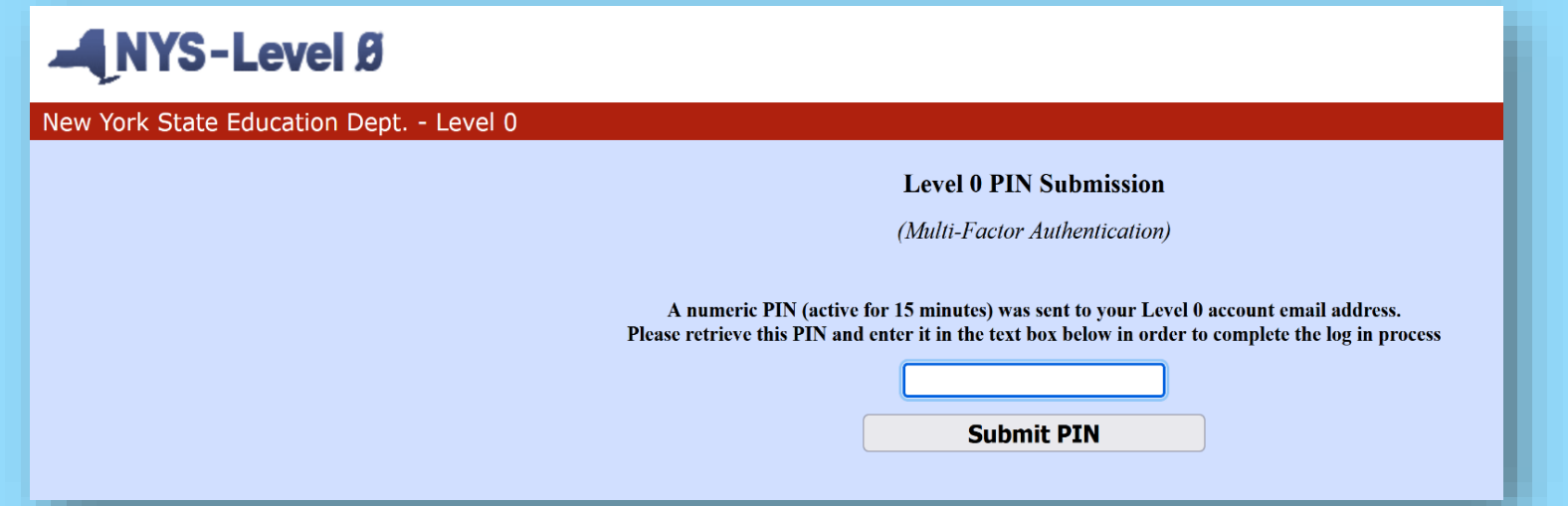


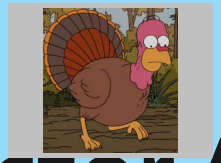
Multi-Factor Authentication



Multi-Factor Authentication

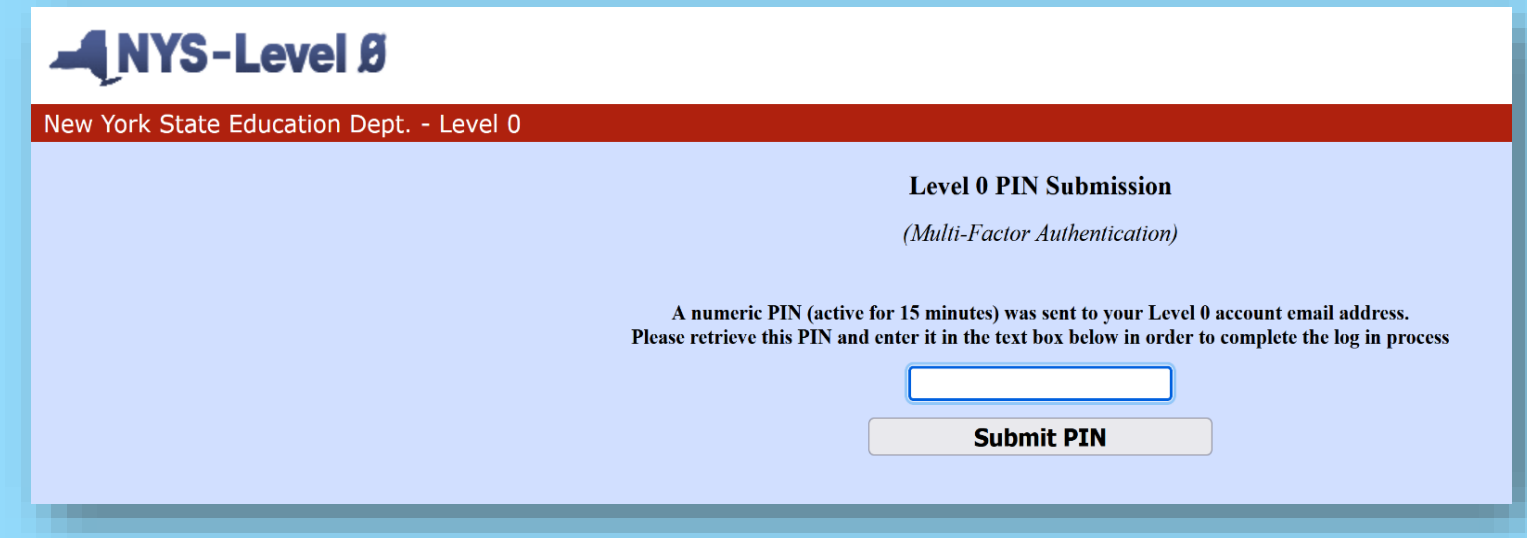
With each new device and every 14 days



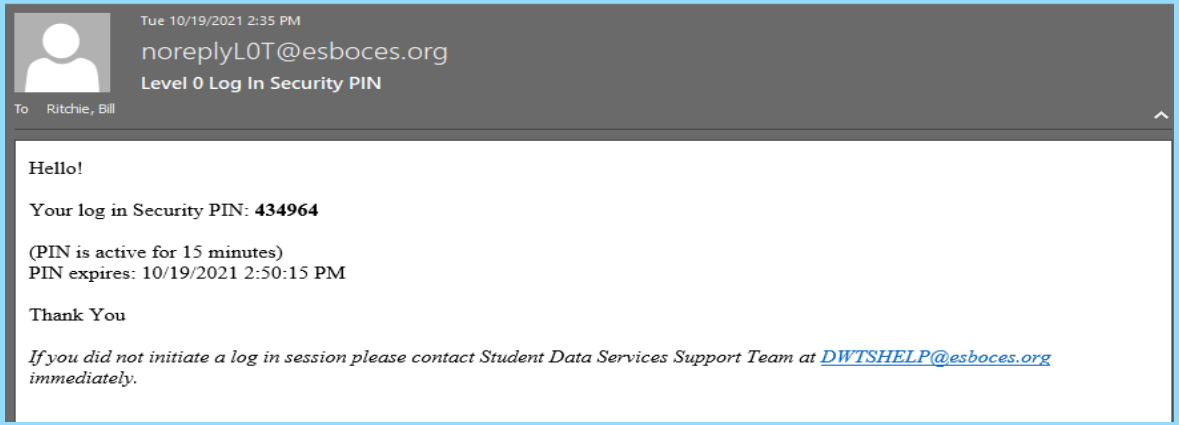


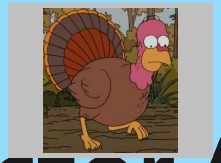
Multi-Factor Authentication

With each new device and every 14 days



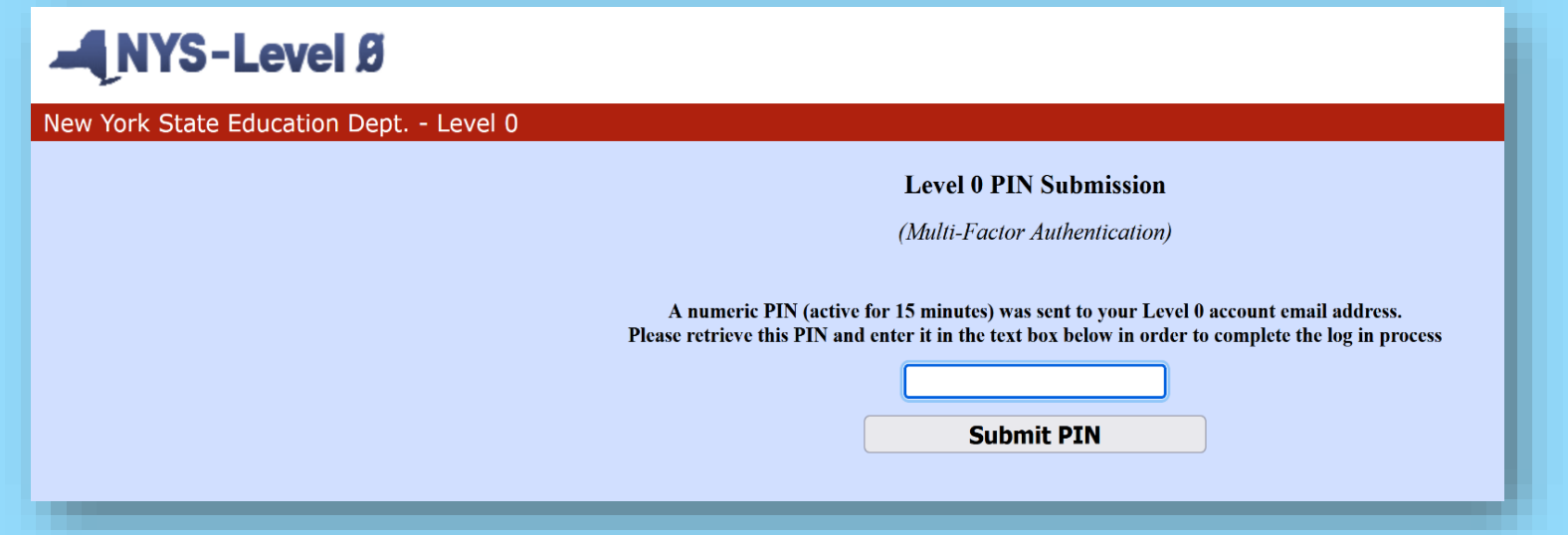
Security PIN will be sent to email associated with Log-in



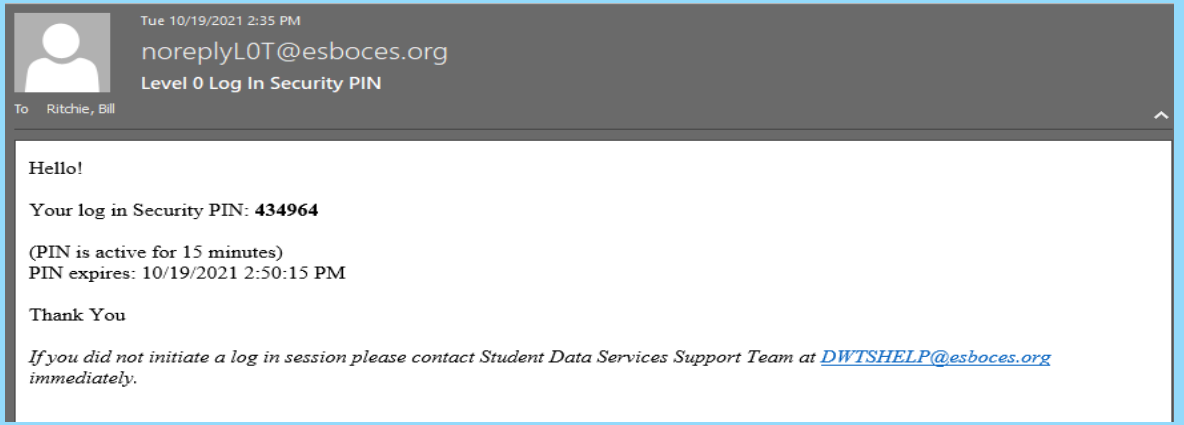


Multi-Factor Authentication

With each new device and every 14 days



Security PIN will be sent to email associated with Log-in



No Shared Log-Ins!

Splash Page

NYS-Level 0

NYSED.gov

New York State Education Dept. - Level 0

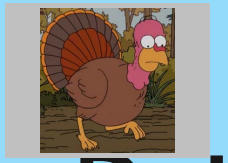
Please note, by accessing this system and reports, you are acknowledging that you have read, understood, and will comply with the following statement.

I acknowledge that it is my responsibility with access to PII, private or confidential information to do the following:

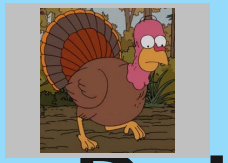
- **I will take all reasonable precautions to prevent unauthorized access to passwords, user identifications, or other information that may be used to access the NYSED Level 0 application and reports.**
- **I will not access any restricted information if such access is not required to perform my job.**
- **I will not disclose any information I access to those not authorized to receive it.**
- **I will use all reasonable efforts to protect confidential information from unauthorized or unlawful disclosure.**
- **I will seek guidance from my Superintendent, CEO, District Data Coordinator or my Regional Information Center whenever I am unsure of the correct decision regarding use, confidentiality, or access, and will do so BEFORE I take any action to release potentially sensitive information.**
- **I will not attempt to access, alter, change, modify, add, or delete from any record, report, or information system including audit trails and logs outside of the scope of my job responsibilities.**
- **I will immediately report any incidents of personal non-compliance or the non-compliance of colleagues with the terms of this standard to my District Data Coordinator, Superintendent or CEO.**

The NYSED will not tolerate illegal, dishonest, improper, or irresponsible use of privileged access to information to which users may have been granted. Failure to do so will result in loss of access privileges and may result in further administrative action.

Continue | Log Off



L1-Data Prep Data Dependencies



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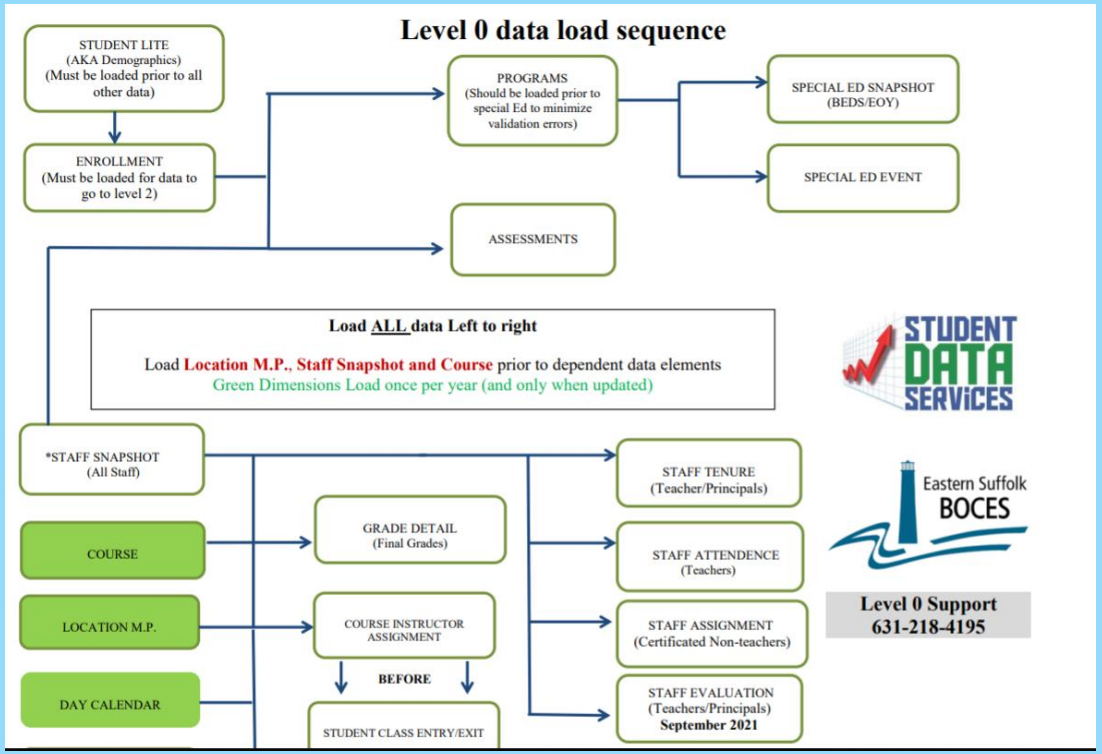
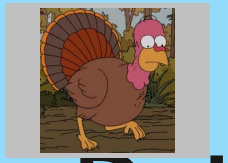
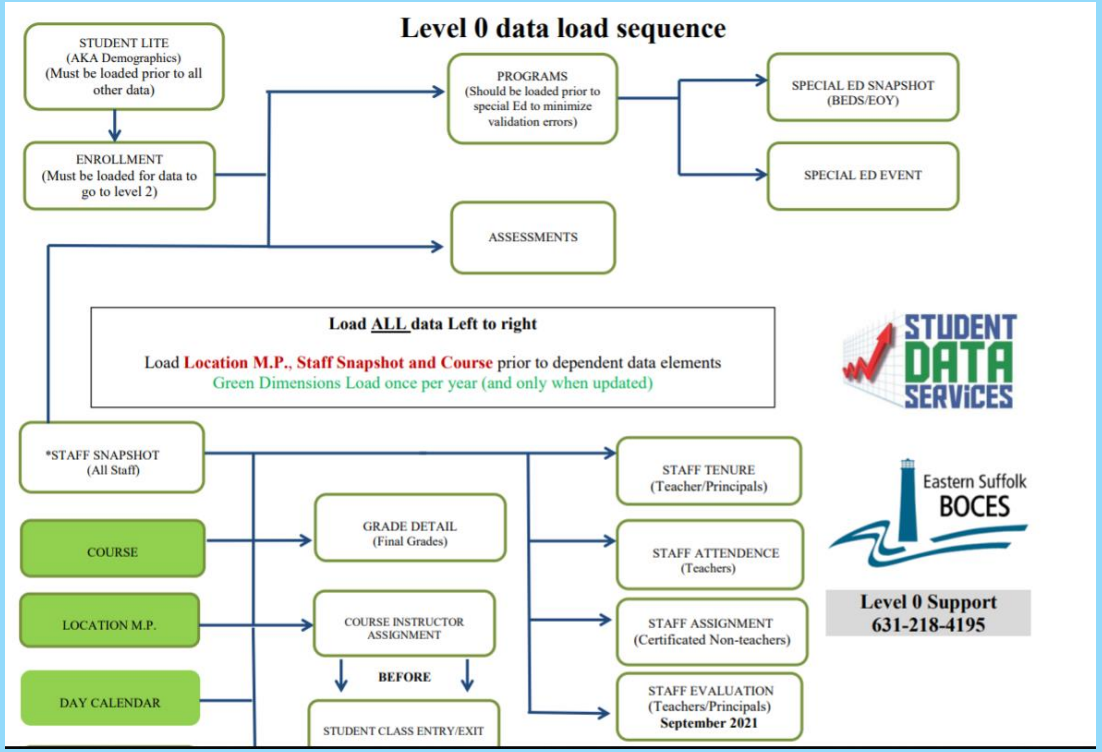


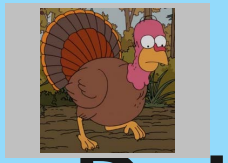


L1-Data Prep Data Dependencies



Template Dependency Guideline for Import

Template to be imported	Dependent Template(s)
Assessment Acc Mod Fact	Student Lite, School Entry Exit
Assessment Fact	Student Lite, School Entry Exit
Course	None
Course Instructor Assignment	Staff Snapshot, Course, Location Marking Period
Day Calendar	None
Location Marking Period	None
Programs Fact	Student Lite, School Entry Exit
School Entry Exit (Enrollment)	Student Lite
Special Ed Events	Student Lite, School Entry Exit
Special Ed Snapshot	Student Lite, School Entry Exit, Programs Fact
Staff Assignment	Staff Snapshot
Staff Attendance	Staff Snapshot, Staff Attendance Codes
Staff Attendance Codes	None
Staff Evaluation Rating	Staff Snapshot
Staff Snapshot	None
Staff Tenure Snapshot	Staff Snapshot
Student Attendance Codes	None
Student Class Entry Exit	Student Lite, School Entry Exit, Course, Location Marking Period, Staff Snapshot, Course Instructor Assignment
Student Class Grade Detail	Student Lite, School Entry Exit, Course, Location Marking Period
Student Credit GPA *(optional by region)*	*Student Lite, School Entry Exit*
Student Daily Attendance	Student Lite, School Entry Exit, Student Attendance Codes, Day Calendar
Student Lite (Demographics)	None



L1-Data Prep Data Dependencies

L1-Data Prep Data Dependencies

Level 0 now forces the upload of imported dependent data prior to uploading each data domain.

L1-Data Prep Data Dependencies

Level 0 now forces the upload of imported dependent data prior to uploading each data domain.

In simple terms, if you import demographics, then import enrollment…

… you must upload demographics prior to uploading enrollment.

L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Electronic Import Demographics

Demographics Import:

Step 1 - Select Import file type:

(Note: First line of file must contain a student record.)

(•) Student Lite - Comma Delimited Text

Step 2 - Insert/Update Choices:

(•) Update EXISTING Records in Level 0 AND Insert NEW Records ( ) Insert NEW Records Only

Step 3 - Import File Location: (Use browse button to find file)

Choose File No file chosen

Step 4 - Click button to prepare file for validation:

Prepare Import File

Step 5 - Click button to validate data file:

Validate Data

Import/Validation Messages:

Total Imported rows read: 2032
Blank Student ID Records found: 0
Blank Request Sequence Records found: 0
Total Duplicate Key rows skipped: 0
Total Error count: 0
Total Error rows: 0
Total Valid rows saved: 0
Total Imported rows with no changes from previous loads: 2032

L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Electronic Import Demographics
2. Electronic Import Enrollment

Enrollment Import:

Step 1 - Select Import file type:

(Note: First line of file must contain a student record.)

(•) Comma Delimited Text

Step 2 - Delete current Level 0 valid enrollment records for this district and school year?

( ) DO NOT Delete Level 0 Enrollment Records (•) Delete All Enrollment records for current district and current year

Step 3 - Import File Location: (Use browse button to find file)

Choose File No file chosen

Step 4 - Click button to prepare file for validation:

Prepare Import File

Step 5 - Click button to validate data file:

Validate Data

Import/Validation Messages:

Total Imported rows read: 2054
Blank Student ID Records found: 0
Total Duplicate Key rows skipped: 0
Total Error count: 0
Total Error rows: 0
Total Valid rows saved: 2054
Total Imported rows with no changes from previous loads: 0

L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Electronic Import Demographics
2. Electronic Import Enrollment
3. Electronic Import Programs Fact

Program Fact Validation and Import:

☐ Check All

☑ Safety Net	☐ CTE / Tech Prep	☑ ELL Eligibility	☑ ELL Programs	☑ ESEA	☑ Type of Disability	☐ 0198::Poverty
☑ 0220::Alt. Assess.	☑ 0242::NYSESLAT	☑ 0264::Section 504 Plan	☑ 5753::Intervening Serv.	☐ 5806::Reduced Lunch	☐ 5817::Free Lunch	☐ Summer School Participation
☐ 8261::Single Parent/Pregnant	☐ 8272::Homeless Youth	☑ UPK	☐ Title 1 TAS	☑ Prekindergarten Program	☐ 2618::Inter-Dist. Transfer	☑ 1232::SIFE
☐ Higher Education	☐ 8271::CDOS Credential	☑ 8282::Immigrant	☐ 8292::Parent Armed Forces	☐ 8300::Foster Care	☐ 8312::Biliteracy	☐ 8262::Homeless
☐ Local Programs	☐ Restricted	☐ 5754::CCEIS	☐ 8313::Civic Readiness			

Step 6 - Delete current Level 0 valid P.S. records for this district and school year?

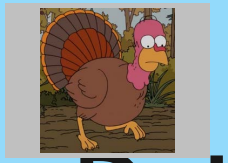
○ DO NOT Delete Level 0 P.S. Records ◉ Delete All Valid P.S. records (selected categories only)

Step 7 - Click button to validate data file:

Validate Data

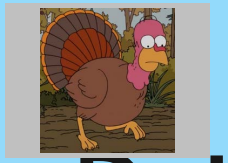
Import/Validation Messages:

```
Total Imported rows read: 2380
Total rows for your selected category or categories 1769
Blank Student ID Records found: 0
Total Duplicate Key rows skipped: 0
Total Error count: 0
Total Error rows: 0
Total Valid rows saved: 1769
Total Imported rows with no changes from previous loads: 0
```



L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data



L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Attempt to L1 Data Prep Programs Fact

New York State Education Dept. - Level 0

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

User Account: Bill Ritchie (britchie).

Current # of users logged on: 10

Level 0 Version: 17.01

View/Update My Profile Info

District:

NY580301 : East Hampton District

ing 2022-06-30

Welcome to Level 0!

- Demographics
- Enrollment
- Program Fact
- Assessment
- Assess/Acc/Mod
- 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

tendance for Run All Verification Checks

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

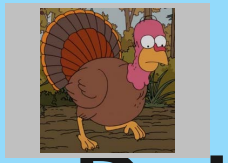
Level 0 Message Board:

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

Upcoming deadlines:

ton District - Dashboard Stats:

Verif. Errors:	Valid Records:	Last Import:	Last Update:	Last Upload:	Del.
0	2033	11/8/21 8:55:27 A	11/8/21 8:55:27 A	11/2/21 8:16:07 A	
0	2060	11/8/21 8:56:15 A	11/8/21 8:56:15 A	11/2/21 8:16:23 A	
292	3396	--	--	--	



L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Attempt to L1 Data Prep Programs Fact

Program Fact Data Prep. for Level 1:

Note: 1 student(s) with program 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:
Demographics	11/8/21 8:55:27 AM	11/2/21 8:16:07 AM		Demographics L1 Data Prep Upload Required
Enrollment	11/8/21 8:56:15 AM	11/2/21 8:16:23 AM		Enrollment L1 Data Prep Upload Required

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

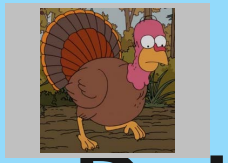
Note: Checking a box below will initiate validation for the selected program. If the program passes validation it will be included in the file creation for Level 1.

☐ **Check All**

☐ Safety Net	☐ CTE / Tech Prep	☐ ELL Eligibility	☐ ELL Programs	☐ ESEA	☐ Type of Disability	☐ 0198::Poverty
☐ 0220::Alt. Assess.	☐ 0242::NYSESLAT	☐ 0264::Section 504 Plan	☐ 5753::Intervening Serv.	☐ 5806::Reduced Lunch	☐ 5817::Free Lunch	☐ Summer School Participation
☐ 8261::Single Parent/Pregnant	☐ 8272::Homeless Youth	☐ UPK	☐ Title 1 TAS	☐ Prekindergarten Program	☐ 2618::Inter-Dist. Transfer	☐ 1232::SIFE
☐ Higher Education	☐ 8271::CDOS Credential	☐ 8282::Immigrant	☐ 8292::Parent Armed Forces	☐ 8300::Foster Care	☐ 8312::Biliteracy	☐ 8262::Homeless
☐ Local Programs	☐ Restricted	☐ 5754::CCEIS	☐ 8313::Civic Readiness			

Validate Now

Validation results...



L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Attempt to L1 Data Prep Programs Fact

Program Fact Data Prep. for Level 1:

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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:
Demographics	11/8/21 8:55:27 AM	11/2/21 8:16:07 AM		Demographics L1 Data Prep Upload Required
Enrollment	11/8/21 8:56:15 AM	11/2/21 8:16:23 AM		Enrollment L1 Data Prep Upload Required

Required Actions

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

Note: Checking a box below will initiate validation for the selected program. If the program passes validation it will be included in the file creation for Level 1.

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☐ Safety Net	☐ CTE / Tech Prep	☐ ELL Eligibility	☐ ELL Programs	☐ ESEA	☐ Type of Disability	☐ 0198::Poverty
☐ 0220::Alt. Assess.	☐ 0242::NYSESLAT	☐ 0264::Section 504 Plan	☐ 5753::Intervening Serv.	☐ 5806::Reduced Lunch	☐ 5817::Free Lunch	☐ Summer School Participation
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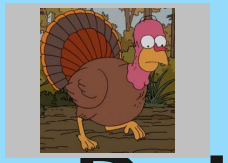
☐ Local Programs	☐ Restricted	☐ 5754::CCEIS	☐ 8313::Civic Readiness			

Validate Now

Validation results...



L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Attempt to L1 Data Prep Programs Fact

Program Fact Data Prep. for Level 1:

Note: 1 student(s) with program 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:
Demographics	11/8/21 8:55:27 AM	11/2/21 8:16:07 AM		Demographics L1 Data Prep Upload Required
Enrollment	11/8/21 8:56:15 AM	11/2/21 8:16:23 AM		Enrollment L1 Data Prep Upload Required

Required Actions

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

Note: Checking a box below will initiate validation for the selected program. If the program passes validation it will be included in the file creation for Level 1.

☐ **Check All**

☐ Safety Net	☐ CTE / Tech Prep	☐ ELL Eligibility	☐ ELL Programs	☐ ESEA	☐ Type of Disability	☐ 0198::Poverty
☐ 0220::Alt. Assess.	☐ 0242::NYSESLAT	☐ 0264::Section 504 Plan	☐ 5753::Intervening Serv.	☐ 5806::Reduced Lunch	☐ 5817::Free Lunch	☐ Summer School Participation
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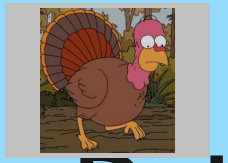
☐ Local Programs	☐ Restricted	☐ 5754::CCEIS	☐ 8313::Civic Readiness			

Validate Now ← Validate Now Button Disabled

Validation results...



L1-Data Prep Data Dependencies

Level 0 now forces the upload of dependent data

Example Scenario: 1. Attempt to L1 Data Prep Programs Fact – ready to go once required actions completed

Program Fact Data Prep. for Level 1:

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:
Demographics	11/8/21 8:48:32 AM	11/8/21 9:39:04 AM		No Action Required
Enrollment	11/8/21 8:47:30 AM	11/8/21 9:39:10 AM		No Action Required

No Required Actions

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

Note: Checking a box below will initiate validation for the selected program. If the program passes validation it will be included in the file creation for Level 1.

☐ **Check All**

☐ Safety Net	☐ CTE / Tech Prep	☐ ELL Eligibility	☐ ELL Programs	☐ ESEA	☐ Type of Disability	☐ 0198::Poverty
☐ 0220::Alt. Assess.	☐ 0242::NYSESLAT	☐ 0264::Section 504 Plan	☐ 5753::Intervening Serv.	☐ 5806::Reduced Lunch	☐ 5817::Free Lunch	☐ Summer School Participation
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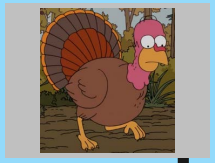
☐ Local Programs	☐ Restricted	☐ 5754::CCEIS	☐ 8313::Civic Readiness			

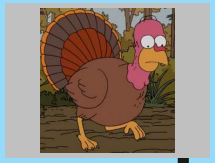
Validate Now ← Validate Now Button enabled

Validation results...



Eligibility Codes removed from Free and Reduced Lunch

-Beginning in the 2021-22 school year SED has discontinued the collection of eligibility codes



Eligibility Codes removed from Free and Reduced Lunch

-Beginning in the 2021-22 school year SED has discontinued the collection of eligibility codes

Old screen

Current Student: **frank smith** Record Status: **Error** Last Update: **11/6/17 11:38 AM** By: **Bill Ritchie**

*denotes a required field

Back to Error Rpt

*Student ID:	*Location Code:	Service Provider BEDS Code (State Location ID):
123456789	0011 :: Sample Location	

*Beginning Date:	*Record Program Category:	*Program Code:
2017-07-01	5817::Free Lunch	5817 :: Free Lunch Program

Ending Date:	Exit Reason Code 1:	PGM Participation Info Code:	Program Duration:

Orig. Prog. Date:	Prog. Intensity (CTE/ELL Programs):	Program Comment:

Elig. Code 1:	Elig. Code 2:	Elig. Code 3:	Elig. Code 4:	Elig. Code 5:	Elig. Code 6:
CARRYOVER					

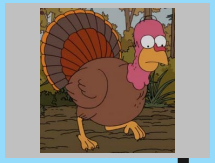
← Eligibility codes

Validation Messages:

Record did not validate. The following errors occurred:
PS3129: An active FRPL Program 5817 must have more than one Eligibility Code if there is a CARRYOVER Eligibility Code after 10/31/2017.

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

Program Fact Records:



Eligibility Codes removed from Free and Reduced Lunch

-Beginning in the 2021-22 school year SED has discontinued the collection of eligibility codes

New screen

Current Student: Record Status: Last Update: By:

*denotes a required field

*Student ID:

*Location Code:

Service Provider BEDS Code (State Location ID):

*Beginning Date:

*Record Program Category: 5817::Free Lunch

*Program Code: 5817 :: Free Lunch Program

Ending Date:

Exit Reason Code 1:

PGM Participation Info Code:

Program Duration:

Orig. Prog. Date:

Prog. Intensity: (CTE/ELL Eligible Programs)

Provider Type Code: (Primary Nighttime Residence)

Program Comment:

Import Validation Messages:

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

Program Fact Records:

No Program Fact Records found.

Student Daily Attendance data removed from previous year

District: [redacted]

School Year: School Year Ending 2021-06-30

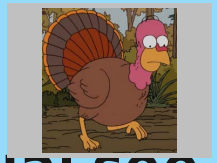
Welcome to Level 0!

Level 0 Message Board:

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

NY580507 : Connetquot District - Dashboard Stats:

Data Domain:	Import Errors:	Verif. Errors:	Valid Records:	Last Import:	Last Update:	Last Upload:	Del.
Stu/Class/Entry/Exit	0	0	30495	7/14/21 9:18:00 A	7/14/21 9:17:51 A	7/14/21 9:19:00 A	
Stu/Class/Gr/Detail	0	0	48441	7/20/21 12:22:00 P	7/20/21 12:22:01 P	7/20/21 12:24:00 P	
Stu/Credit/GPA	0	0	0	None	None	None	
Stu/Attend/Codes	0	0	216	10/21/20 11:21:00 A	2/9/21 3:06:00 P	3/24/21 3:45:00 P	
Stu/Daily/Attend	0	0	0	8/19/21 1:54:00 P	None	8/19/21 5:21:00 P	
Student Digital Resources	0	0	0	None	None	None	
Staff Snapshot	0	0	695	3/12/21 10:03:00 A	7/15/21 1:45:34 P	7/15/21 1:46:00 P	
Staff Assignment	0	0	101	10/19/20 11:19:00 A	5/17/21 8:46:16 A	7/23/21 9:35:00 A	



Run the SIRS 371 to individual see students and their reported attendance

New York State Education Department

Student Attendance Count Student Details Report

Data Contained in the Student Information Repository System

District Name/Code:
School Location/Code:
School Year:
Student Name:
Refresh Date: Sep 11, 2021
Attendance Through: Jun 30, 2021
Last Attendance Date Loaded: Jun 25, 2021

Student ID	NYSSIS ID	Student	Grade	Date	Local Attendance Code	Local Attendance Description	State Attendance Code	State Attendance Description	Modality
000529009	5208066451		13	Sep 8, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 9, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 10, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 11, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 14, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 15, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 16, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 17, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 18, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 21, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 22, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 23, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 24, 2020	AX300	AX300	E	Excused	
000529009	5208066451		13	Sep 25, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 29, 2020	PIN300	PIN300	PRSNT	Present	In-Person
000529009	5208066451		13	Sep 30, 2020	PIN300	PIN300	PRSNT	Present	In-Person

Student Daily Attendance new batch import process change

Student Daily Attendance new batch import process change

New process for importing Daily Attendance when using the "Delete Button"

Stu/Daily/Attend Import:

Step 1 - Select Import file type:

(Note: First line of file must contain a student record.)

(•) Comma Delimited Text

Step 2 - Delete current Level 0 valid Stu/Daily/Attend records for this district and attendance months being imported?

( ) DO NOT Delete Level 0 Stu/Daily/Attend Records (•) Delete All Stu/Daily/Attend records for district and months being imported

Step 3 - Import File Location: (Use browse button to find file)

Choose File No file chosen

Step 4 - Click button to prepare file for validation:

Prepare Import File

Step 5 - Click button to begin batch validation processing

Initiate Batch Validation

Import/Validation Messages:

Student Daily Attendance new batch import process change

New process for importing Daily Attendance when using the "Delete Button"

Student Daily Attendance import process – will process by distinct month(s)

Stu/Daily/Attend Im

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Step 1 - Select Import file type

(Note: First line of file must co

Comma Delimited Text

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DO NOT Delete Level 0 S

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Choose File No file chosen

Step 4 - Click button to prepare

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Step 5 - Click button to begin b

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The import file will be checked to determine what month(s) are included, if the delete option is selected, it will delete those month(s) and replace with records in the import file

Import/Validation Messages:

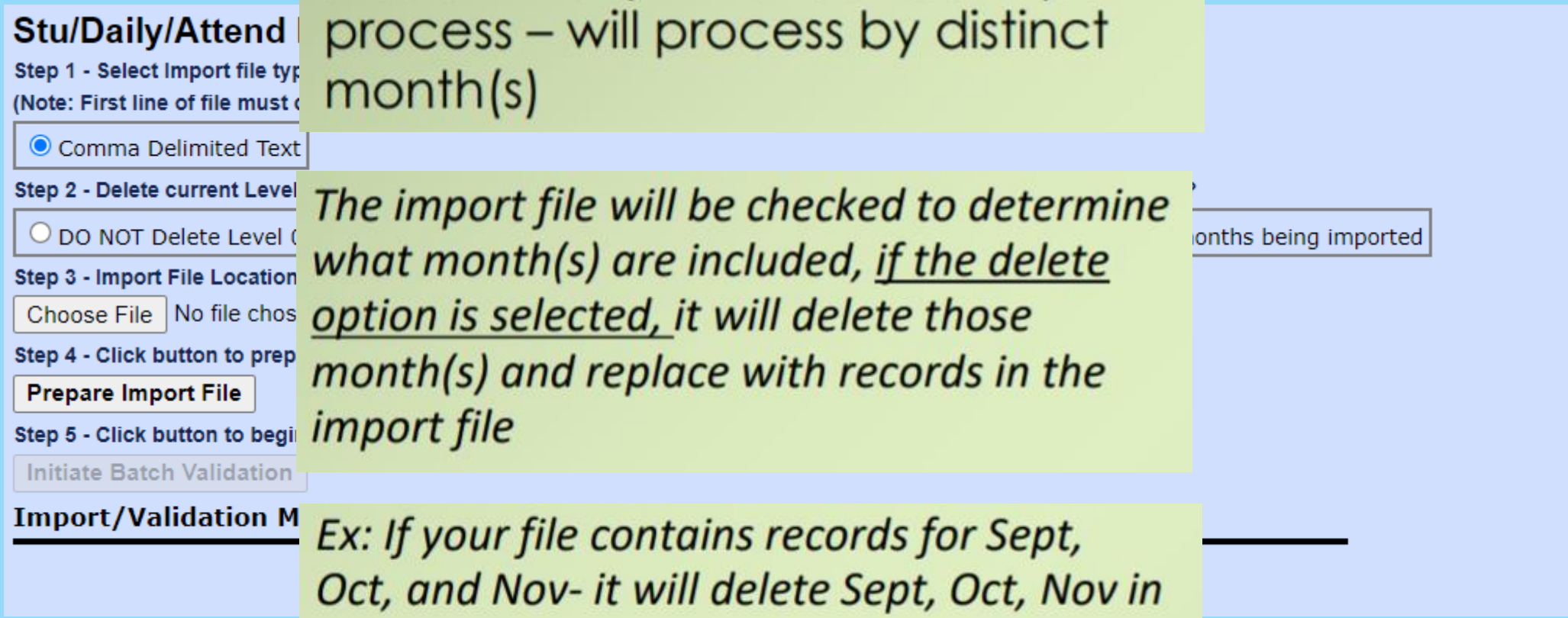
Student Daily Attendance new batch import process change

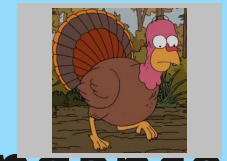
New process for importing Daily Attendance when using the "Delete Button"

Student Daily Attendance import process – will process by distinct month(s)

The import file will be checked to determine what month(s) are included, if the delete option is selected, it will delete those month(s) and replace with records in the import file

Ex: If your file contains records for Sept, Oct, and Nov- it will delete Sept, Oct, Nov in LO





Student Daily Attendance batch import process reminder

NYS-Level 0

New York State Education Dept. - Level 0

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

- Demographics
- Enrollment
- Program Fact
- Assessment
- Assess/Acc/Mod
- 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

urrent Password Expires on 4/15/2022

View All Users

View/Update My Profile Info

School Year:

School Year Ending 2022-06-30

t record.)

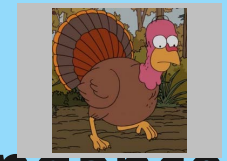
/Attend records for this district and attendance months being imported?

nd Records ◉ Delete All Stu/Daily/Attend records for district and months being imported

tton to find file)

tion:

n processing



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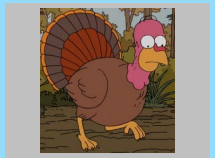
Initiate Batch Validation

Current Scheduled Student Daily Attendance Batch Imports For this district:

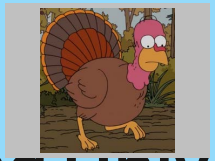
Batch Import Initiated At:	Purge Old Data?	Initiated By:	Record Count:	
11/8/2021 10:08:15 AM	YES	Bill Ritchie	99550	Cancel

Import/Validation Messages:

Your Student Daily Attendance data has been saved and processing will be completed at a later time. See queued batch status for this district in the list above:



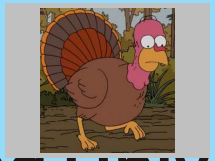
Reporting Universal Pre-K Students



Reporting Universal Pre-K Students

Pg62 SIRS 17.4

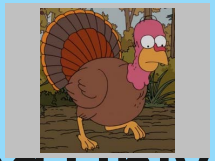
- Children whose half-day UPK placement has been converted to fullday using the Statewide Universal Full-day Prekindergarten (SUFDPK) grant should be reported with Program Service **Code 902 (UPK)** and grade level PKF (full-day). Failure to code such children as UPK may result in a reduction in the 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

Grid from NYSED UPK memo dated September 27th 2021

Description	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)
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										



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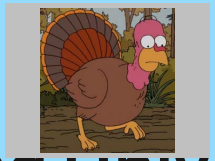
3) New full-day placements funded by Statewide Universal Full-day Prekindergarten (SUFDPK)	PKF		X	Not required										

Scenario 1 & 2

Program Fact Records:

	Status:	Student ID:	Location:	Begin Date:	End Date:	Prog. Code and Description:	Category
View	Valid	991003493	0000 :: [redacted] District Wide	2021-10-26		902 :: Universal Prekindergarten Program	Prekindergarten Program
View	Valid	991003493	0000 :: [redacted] District Wide	2021-10-26		1353 :: Nursery School	UPK



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3) New full-day placements funded by Statewide Universal Full-day Prekindergarten (SUFDPK)	PKF		X	Not required										

Scenario 3

Program Fact Records:

	Status:	Student ID:	Location:	Begin Date:	End Date:	Prog. Code and Description:	Category
View	Valid	993002230	0000 :: [redacted] District Wide	2021-07-01		990 :: Other Prekindergarten Program	Prekindergarten Program

Level 0 De Staff Snapshot Records

Staff Snapshot *Active/Inactive Status

To Delete a Staff Snapshot record:

If a staff snapshot record is incorrectly loaded and sent to Level 1, it can be deleted by marking the Active/Inactive status as “D” for Deleted.

Current Staff: Record Status: Last Update: By:

Staff Snapshot Manual Entry:

*denotes a required field

TEACH Name:

*First Name:	Middle Name:	*Last Name:	*Birth Date:	*Gender:
Master		Yoda	896 BBY	M :: Male

*Teach ID: (Alt. Staff ID)	*Staff Id:	*Email Address:	*Active/Inactive:	*Itinerant Staff:
001234567	001234567	OGJedi@republic.org	A :: Active / D :: Deleted / I :: Inactive	N :: No

*Primary Location Code:	*Years Educational Exp. in District:	*Annual Salary:	Annual Contract Work Days:
0000 :: Sample District Wide	99	infinite c	365

*Employment Basis:	Certification Exempt. Code:	Teacher Title:	Teach. Hire Date:	Professional Dev. Indicator:	* Total Years Educationa Exp.:	Principal Title:	Prin. Hire Date:
1	Y :: Yes	TEACHER			99		

*Education Level:	Separation Reason Code:	Exit Date:	*Hisp. Indicator:	Race 1 Code:
9 :: Doctorate				

Race 2 Code:	Race 3 Code:	Race 4 Code:	Race 5 Code:

*Deleting staff snapshot records from Level 0 does not delete them from Level 1.

How to troubleshoot a missing course instructor

What to do when you get this error in **Student Class Entry Exit:**

4 verification error(s).

Student ID:	Student Last:	Student First:	Loc Code:	Location: (Click to View Loc/Course/Section/Term Students):	Course Code:	Section Code:	Term Code:	Error Msg:
	---	---	0001		3100	4	2	CE7818: W/F - No matching Course/Instr/Assign record for this Location/Course/Section/Term.
								CE7818: W/F - No matching Course/Instr/Assign

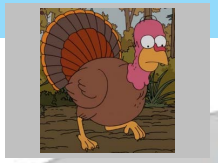
CE7818: This error says that there is no teacher assigned (course instructor assignment) for the **location/course/section/term** that students are assigned to (student class entry exit).

Take a screen shot of this error

Screen shot:

4 verification error(s).

Student ID:	Student Last:	Student First:	Loc Code:	Location: (Click to View Loc/Course/Section/Term Students):	Course Code:	Section Code:	Term Code:	Error Msg:
	---	---	0001		3100	4	2	CE7818: W/F - No matching Course/Instr/Assign record for this Location/Course/Section/Term.
								CE7818: W/F - No matching Course/Instr/Assign

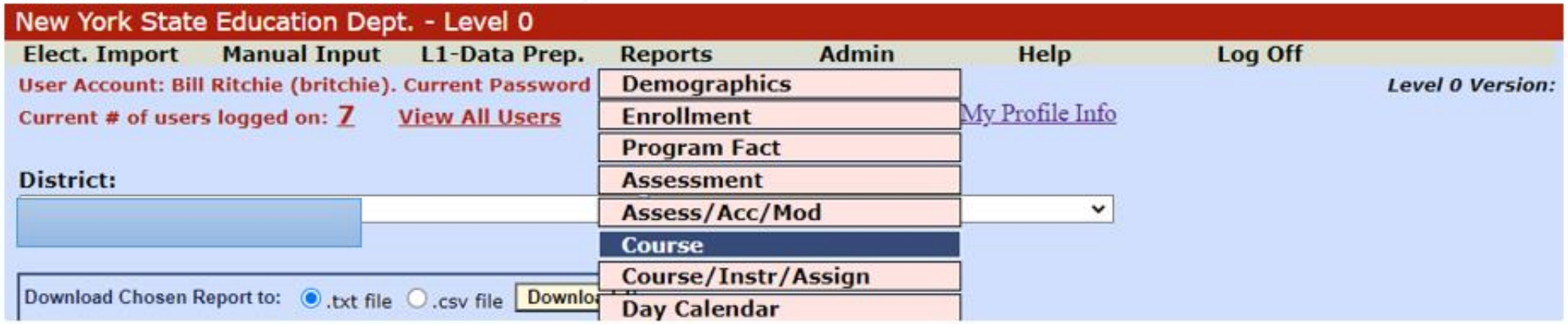


Screen shot:

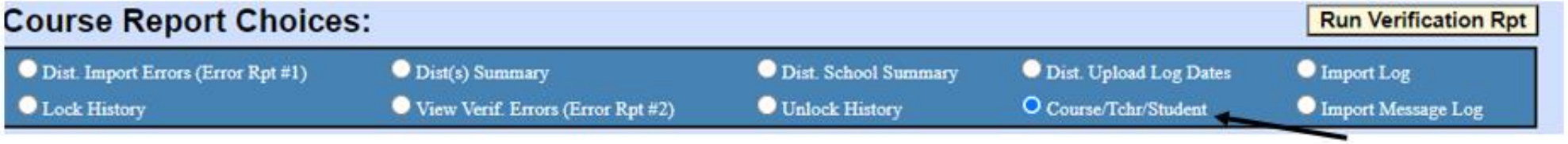
4 verification error(s).

Student ID:	Student Last:	Student First:	Loc Code:	Location: (Click to View Loc/Course/Section/Term Students):	Course Code:	Section Code:	Term Code:	Error Msg:
	---	---	0001		3100	4	2	CE7818: W/F - No matching Course/Instr/Assign record for this Location/Course/Section/Term.
								CE7818: W/F - No matching Course/Instr/Assign

From the Level 0 main screen click reports -> course



Click on “Course/Tchr/Student”



Screen shot:

4 verification error(s).

Student ID:	Student Last:	Student First:	Loc Code:	Location: (Click to View Loc/Course/Section/Term Students):	Course Code:	Section Code:	Term Code:	Error Msg:
	---	---	0001		3100	4	2	CE7818: W/F - No matching Course/Instr/Assign record for this Location/Course/Section/Term.

This will provide you with a list of all courses and sections that have both a teacher and student assigned

Course Report Choices: Run Verification Rpt

Dist. Import Errors (Error Rpt #1) | Dist(s) Summary | Dist. School Summary | Dist. Upload Log Dates | Import Log

Lock History | View Verif. Errors (Error Rpt #2) | Unlock History | Course/Tchr/Student | Import Message Log

3100	53231	1		1	16
3100	53231	2		1	19
3100	53231	3		2	30
3100	53231	5		1	1
3100	53231	6		1	17

Find the course with your error and you will see that no teacher is assigned to that section

Make sure to check the location, course, section and term.

Rep r Year Assessments – Level 0

Current Student: **Student317 LastName317** Record Status: **Valid** Last Update: **2/3/20 01:32 PM** By: **Bill Ritchie**

*denotes a required field

*Student ID:	*Test Description and Version:	Subtest Identifier:	*Test Location:
100006609	Regents :: 2018-06-30	Regents Common Core Algebra I -	0011 :: Sample Campus Location

*Test Date:	Test Language:	Scoring Model Code:	*Std. Achieved Code:	School Year (prior year records):
2018-06-05	ENG :: English	N/A :: Not available	35 :: Scored 85 - 100	2021-06-30

Survey Indicator:	Alt. Std. Achieved Code:
	44 :: Level 4

Alpha Score:	Numeric Score:	Norm Curve Eq.:	Raw Score:	Scale Score:	Percent Score:	Local Stanine:	National Stanine:
	85						

Nat. % By Age:	# Items Correct:	Obj. Master Score:	Deg. Read Power:	Intel. Quotient:	Stand. Perf. Index:	Stand. Perf. Level:	Grade Equivalent:

Import Validation Messages:

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

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

1. **Test Description and Version** - Year the student took the test = Prior Year

2. **Test Date** – Use the first date of Regents Period for the year exam was taken = Prior Year

   (Level 0 will change date if incorrect date reported)

3. **School Year** – The current School Year date = Current Year

Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services

ZERO ZONE

Level 0 Training

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

LOCATION: Zoom meetings by appointment

DATES: Every Tuesday

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

PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE

At: https://calendly.com/dwtshelp/

Eastern Suffolk BOCES

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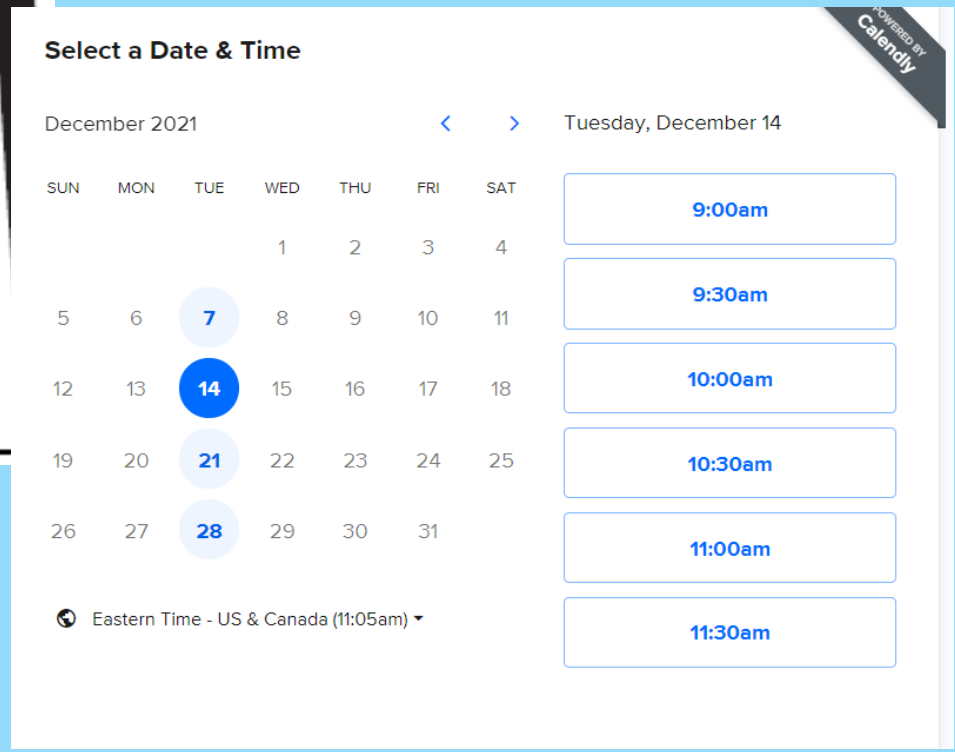

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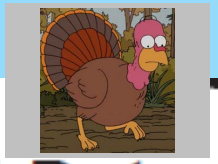

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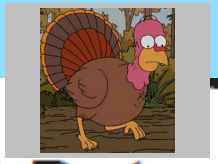
PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE

At: https://calendly.com/dwtshelp/



Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services

ZERO ZONE

Level 0 Training

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

LOCATION: Zoom meetings by appointment

DATES: Every Tuesday

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

PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE

At: https://calendly.com/dwtshelp/

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

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

Eastern Suffolk BOCES
Educational Services That Transform Lives

IMPORTANT TEST DATES 2021-2022

Preliminary (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

Eastern Suffolk BOCES

Educational Services That Transform Lives

STUDENT DATA SERVICES

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

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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.

Eastern Suffolk BOCES
Educational Services That Transform Lives

Student Data Serv

Answer Document Sort Selection
Return by December 7, 2021

STUDENT DATA SERVICES

District: _____ **Contact Name:** _____

Phone: _____ **E-Mail:** _____

Please circle the appropriate sort sequence for testing materials

Test Name	Test Date Ranges	Grade(s)	Print Sorts *(All Sorts are alphabetical within school and/or room)*			
ELA	March 29-31	3	SCH	HR	TR	CBT
		4	SCH	HR	TR	CBT
		5	SCH	HR	TR	CBT
		6	SCH	HR	TR	CBT
		7	SCH	HR	TR	CBT
		8	SCH	HR	TR	CBT
Math	April 26-28	3	SCH	HR	TR	CBT
		4	SCH	HR	TR	CBT
		5	SCH	HR	TR	CBT
		6	SCH	HR	TR	CBT
		7	SCH	HR	TR	CBT
		8	SCH	HR	TR	CBT
Science	May 24 – June 6	4	SCH	HR	TR	CBT
		8	SCH	HR	TR	CBT

My district will not be administering: _____ Math 8 _____ Science 8 (check if applicable)

SCH = SCHOOL

HR = HOMEROOM

TR = TESTROOM (test room file must be submitted; see additional information below). This sort requires roster verification before printing.

CBT = COMPUTER BASED TESTING (CBT IS SOLELY USED FOR INFORMATIONAL PURPOSES). Please note this is NOT a sort option.

All files for Test Room (TR) sort MUST be emailed to Karen Barbaro at: kbarbaro@esboces.org AND Lisa Zwerling at: lzwerlin@esboces.org OR submitted through the SFTP site. If 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.

When completed, please fax this form to Student Data Services at (631) 240-8967 or email as stated above.
Please call Student Data Services at (631) 218-4195 with any questions.

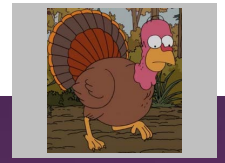
Test Scoring Updates

ELA, Math and Science:

Online Ordering System Closes 12/10/2021

Science Assessments:

Stand Alone Field Testing available in CBT or PBT



NYSESLAT:

Online Ordering System is Open

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

NYSAA:

Students will be available for rostering in KITE as of 11/22/21

Students not reported by 11/12/21 will need to be manually entered

Technology Readiness view

- 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

Questar™

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.

Questar™

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

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

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 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.**	**Uniform Admission Deadlines** Morning Examinations – 10:00 a.m. Afternoon Examinations – 2:00 p.m.
Living Environment	Geometry	Algebra II	

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

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 WEDNEDAY	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.**		**9:15 a.m.**	**9:15 a.m.**	**9:15 a.m.**	
U.S. History & Government (Framework)*	English Language Arts	Algebra I	Global History & Geography II		Geometry Φ World Language Assessment suggested date/time: Locally developed Checkpoint A Exam	Algebra II	Physical Setting/ Physics	**RATING DAY**
	1:15 p.m.	**1:15 p.m.**	**1:15 p.m.**	**Juneteenth Holiday Observed**				
	Living Environment	Physical Setting/ Chemistry	Physical Setting/ Earth Science		Φ World Language Assessment suggested date/time: Locally developed Checkpoint B Exam			

Uniform Admission Deadlines

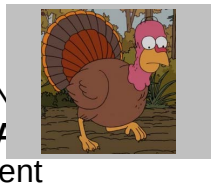
Morning Examinations: 10:00 a.m.

Afternoon Examinations: 2:00 p.m.

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

DRAFT

The University of the State of N
THE STATE EDUCATION DEPA
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.

EXEMPTION FOR THE JAN. 2022 TS 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.

Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services

Regents Scanning Workshop

TIME: 9:00 AM to 11:30 AM

LOCATION: Virtual

DATES: December 2, 2021

AUDIENCE: Any District Personnel Involved With Regents Scanning

DESCRIPTION:

- **Order Form and Timeline**
- **Pre-print File Verification**
- **Scan Sheet Preparation**
- **Processing tips and techniques**
- **Scanning demonstration**
- **Error Messages with Correction methods**
- **Batch tracking website**
- **ASAP Score Reports**
- **Scanning Deadlines**

PLEASE REGISTER ON OR BEFORE November 29, 2021

At: **http://datacentral.esboces.org/**

Charles King, Divisional Administrator

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

STUDENT DATA SERVICES

REGENTS JANUA 22
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
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.

Rev 10/26/21

CSV Preprint File I

For Regents Administration

with Field Names, Lengths, Definitions and Examples

* **Requires data** – **Does not require data**

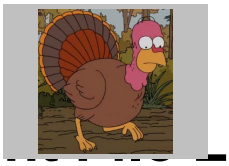
An Excel Template is posted on DataCentral under Regents Scanning/Processing Information

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 5th – 7th	Preprinted answer sheets delivered to schools
Friday, January 7th	Last delivery date for all districts to receive answer sheets from BOCES
The **Day Prior** to the Exam	Districts will pick up last minute requested answer sheets at BOCES Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville
The **Exam Day**	BOCES will print .pdf answer sheets as needed and e-mail them to districts

Eastern Suffolk BOCES

Educational Services That Transform Lives

January 20 Regents Timeline

STUDENT DATA SERVICES

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				

New York State Education Department

NYSITELL Summary Report

Data Contained in the Student Information Repository System

School Year: 2021-22
District Name: [redacted]
School Name: All Locations
Grade: All Grades
Assessment: All Tests
Data Refresh Date: Nov 6, 2021 12:00:00 AM

	Students Tested		Performance as a Percentage of Total Students Tested with a Valid Total Score									
			Entering		Emerging		Transitioning		Expanding		Commanding	
Student Subgroup a	Total Students Tested With a Valid Total Score (Valid Raw Score on all Required Modalities**) b	Number of Students Reported With a Total Score but Do Not Have All Required Parts c	Number # d	Percentage of Total % e= (d/b) * 100	Number # f	Percentage of Total % g= (f/b) * 100	Number # h	Percentage of Total % i= (h/b) * 100	Number # j	Percentage of Total % k= (j/b) * 100	Number # l	Percentage of Total % m= (l/b) * 100
*All Students	220	0	60	27.3%	31	14.1%	35	15.9%	56	25.5%	38	17.3%
Female	115	0	25	21.7%	16	13.9%	21	18.3%	30	26.1%	23	20.0%
Male	105	0	35	33.3%	15	14.3%	14	13.3%	26	24.8%	15	14.3%
*American Indian/Alaska Native	1	0	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
*Black	9	0	1	11.1%	2	22.2%	1	11.1%	4	44.4%	1	11.1%
*Hispanic	142	0	54	38.0%	22	15.5%	24	16.9%	27	19.0%	15	10.6%
*Asian/Pacific Islander	51	0	3	5.9%	2	3.9%	7	13.7%	23	45.1%	16	31.4%
Asian	51	0	3	5.9%	2	3.9%	7	13.7%	23	45.1%	16	31.4%
*White	16	0	2	12.5%	4	25.0%	3	18.8%	2	12.5%	5	31.2%
*Multiracial	1	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
General Education Students	207	0	60	29.0%	29	14.0%	33	15.9%	50	24.2%	35	16.9%
*Students with Disabilities	13	0	0	0.0%	2	15.4%	2	15.4%	6	46.2%	3	23.1%
Former Students with Disabilities	3	0	1	33.3%	0	0.0%	0	0.0%	0	0.0%	2	66.7%
Not English Language Learner	220	0	60	27.3%	31	14.1%	35	15.9%	56	25.5%	38	17.3%
Not Economically Disadvantaged	220	0	60	27.3%	31	14.1%	35	15.9%	56	25.5%	38	17.3%
Not Migrant	220	0	60	27.3%	31	14.1%	35	15.9%	56	25.5%	38	17.3%

2021-22 New York State Alternate Assessment (NYSAA)	**Dates to Remember: Administration of NYSAA in English Language Arts (ELA), Mathematics, and Science through Dynamic Learning Maps (DLM)**

Important Dates to Remember

08/31/2021	Kite Student Portal Update Kite Student Portal for 2021-22.
09/13/2021- 02/23/2022	ELA, Math, & Science Instructionally Embedded Assessment Window opens.
10/01/2021	Required Moodle Training opens.
10/04-11/12/2021	NYSAA-DLM Virtual Training opens. Prior registration is required.
10/21/2021	NYSAA-DLM Training Live Q&A Session. More information to follow. Virtual Training must be viewed prior to participation.
10/22/2021	Recommended deadline to complete review of user information in Educator Portal. Make corrections, add new users, and delete users no longer needing accounts.
10/29/2021	Printed manuals sent to schools.
11/09/2021	NYSAA-DLM Training Live Q&A Session. More information to follow. Virtual Training must be viewed prior to participation.
11/12/2021	NYSAA-DLM Virtual Training closes.

11/12/2021	NYSAA-eligible students need to be identified in the state data warehouse with the program service code **0220** to be included in the NYSED enrollment pull. Districts/Schools utilizing the Instructionally Embedded Window must comply with this deadline.
11/15/2021	NYSED pull of students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.
11/17/2021	NYSED loads enrollment file to Educator Portal.*
11/22/2021	Rostering of students begins for entities relying on NYSED load of enrollment data.
11/30/2021	Recommended deadline to complete First Contact Survey and Personal Needs Profile for participation in spring assessment to utilize the Instructionally Embedded Window**.**
12/22/2021-01/03/2022	ELA, Math, & Science Instructionally Embedded Assessment Window temporarily closed.
01/27/2022	Parent Brochures sent to schools.
02/15/2022	Final date for Braille marked in First Contact Survey.
02/21/2022	Recommended deadline to complete PNP and FCS for participation in spring assessment.
02/23/2022	ELA, Math, and Science Instructionally Embedded Assessment Window closes.
03/10/2022	Shipment of Braille forms or embossing paper to school.
03/14/2022	Spring NYSAA Assessment Window opens.
06/10/2022	Spring NYSAA Assessment Window closes.
07/25/2022	Last day to download and save all Data Extracts in Educator Portal pertinent to district needs.

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

New York State Education Department

Staff Snapshot Verification Report

Data Contained in the Student Information Repository System

District : [redacted]
School : All Schools
School Year: 2021-22
Data Refresh Date: Nov 12, 2021
Staff Status: All Statuses

School Code a	Location b	Total Staff c	Teachers d	Principals e	Other f
[redacted]	[redacted]	46	39	1	6
[redacted]	[redacted]	36	22	0	14
[redacted]	[redacted]	67	56	1	10
[redacted]	[redacted]	35	30	2	3
[redacted]	[redacted]	35	31	1	3
District Summary		**219**	**178**	**5**	**36**

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Eastern Suffolk BOCES
Educational Services That Transform Lives

STUDENT DATA SERVICES

Student Data Services: Digital Equity Survey Service

In order to assist districts with the new SIRS Digital Equity data reporting element, Student Data Services will be offering three distinct services to help meet these requirements.

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

- Student Data Services will print survey forms for ALL students in district. Survey will be provided in English **or** Spanish. No other translations are available. Spanish forms will be provided only for those students who have "SPA" indicated as their home language in Level 0
- District must have loaded demographic and enrollment data in Level 0 by **October 22nd**
- Student Data Services will pull subsequent new enrollments throughout the year and provide printed survey forms for distribution. Second pull will take place in early 2022 and subsequent data pulls will occur on a monthly basis throughout the year with a final pull on June 1st. These data pulls will only include **NEW enrollments** from previous data pull
- District is responsible for sending all survey forms home to parents
- Once forms are returned, district is responsible for scanning forms using Epson Regents scanner
- Student Data Services will load all scanned data in Level 0.
- District is responsible for verifying and locking data in Level 0

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

- Intended for districts that will be offering survey online, but are anticipating the need for printed forms for some students
- District will be responsible for providing Student Data Services with student lite file **ONLY** for students that need to be surveyed. Survey will be provided in English **or** Spanish. No other translations are available. Spanish forms will be provided only for those students who have "SPA" indicated as their home language in the district provided student lite file.
- District is responsible for providing Student Data Services with any new enrollments throughout the year, at predetermined dates
- Student Data Services will print forms based on the student lite file that is provided by the district
- District is responsible for sending survey forms home to parents
- Once forms are returned, district is responsible for scanning forms using Epson Regents scanner
- Student Data Services will load all scanned data into Level 0
- District is responsible for verifying and locking data in Level 0

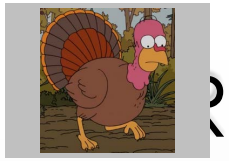
Option #3 – Digital File - $1,000 per district

- Intended for districts who are surveying parents on their own
- Student Data Services will provide district with basic template to format data that has been collected from the survey
- District will use provided template and return data in correct format to Student Data Services
- Student Data Services will convert file to eScholar format and load to Level 0 a minimum four times a year, or as determined by updated NYSED guidance
- District is responsible for verifying and locking data in Level 0

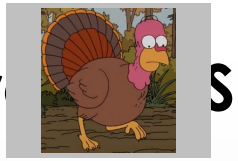
Student Data Services will NOT be providing any blank forms for this service. All students must have a record in Level 0

****Districts that subscribe to the District Data Loading Service, will have a $500 discount applied****

For more information please contact:
Peter Desjardins
Program Administrator for Student Data Services
(631) 218-1676
pdesjard@esboces.org

2021-22 SCHOOL  COVID-19 SNOW DAY PILOT PROGRAM

- THIS IS AT THE DISTRICT OPTION AND MUST BE CONSISTENT WITH DISTRICT INSTRUCTIONAL AND REOPENING PLANS
- SUCH CHANGES ***(CLOSING SCHOOLS AND USING THE REMOTE OPTION)*** MUST BE CONSISTENT WITH ALL EXISTING LAWS AND REGULATIONS, INCLUDING THE MINIMUM INSTRUCTIONAL HOUR REQUIREMENT, AS WELL AS ANY COLLECTIVE BARGAINING AGREEMENT
- TO COUNT…AS A DAY OF INSTRUCTION, THE DISTRICT MUST PROVIDE REMOTE INSTRUCTION TO ***ALL*** ENROLLED STUDENTS, ***INCLUDING*** THOSE WHO MAY HAVE BEEN SCHEDULED TO ATTEND IN PERSON INSTRUCTION ON THAT DAY. SUCH REMOTE INSTRUCTION MUST BE OF THE SAME QUALITY AND RIGOR AS INSTRUCTION PROVIDED ON A TYPICAL DAY AND CONSISTENT WITH DISTRICT INSTRUCTIONAL PLANS.
- DISTRICTS…MUST CONTINUE TO PROVIDE TRANSPORTATION AND OTHER REQUIRED SERVICES TO CHARTER AND NONPUBLIC SCHOOLS…IF SUCH SCHOOLS REMAIN OPEN.
- **THE REQUIRED PROVISION OF THESE SERVICES MAY NOT BE WAIVED, AND THE EFFICACY AND SAFETY OF PROVIDING THEM SHOULD BE A CONSIDERATION WHEN OPTING TO CONVERT AN IN-PERSON INSTRUCTIONAL DAY TO REMOTE INSTRUCTION DUE TO A WEATHER OR OTHER EMERGENCY.**

Reporting of School Closur  School Re-Opening 2021-22 School Year

- Districts are required to immediately report to NYSED any time their emergency plan or building-level school safety plan is activated resulting in the closure of a school building

- Districts must use the School Closure/Re-Opening form located on the Business Portal

- For the 2021-22 school year, notification must also be provided to the Commissioner for snow emergency days, including those days converted to remote instruction under the 2021-22 snow day pilot
    - This reporting requirement includes, but is not limited to:
        - Closure due to threat of violence
        - Closure due to a water main break
        - Closure due to extraordinary adverse weather conditions

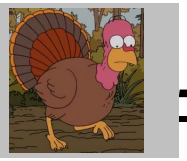
- To re-open a school building after an emergency closure, you ***MUST*** notify NYSED via the NYSED *Report of School Re-Opening*.

- The *Report of School Closure* and the *Report of School Re-Opening* are available in the SED Monitoring and Vendor Support System application via the NYSED Business portal

Reporting of S ***Closure*** 2021-22 School Year

The **Report of School Closure** form must be submitted by the Chief Executive Officer of each **LEA (school district, BOCES, or charter school)** using the following steps:

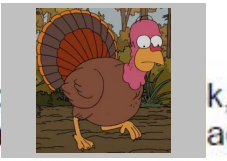
1. Go to the NYSED Business Portal;
2. Click on the “Log In” button;
3. Enter your existing SEDDAS username and password;
4. Under the heading “My Applications,” click the link to “SED Monitoring and Vendor Performance System;”
5. Click the link for “School Closure;”
6. In the inbox, CEO’s will see the “**Report of School Closure**” form, which requests the following information:
    - *school(s) that were closed*
    - *the date of closure and anticipated duration of closure (if known)*
    - *the reason for closure, including any relevant documents, such as a closure order from a county Department of Health*
    - *date that notification regarding the closure was made to the BOCES District Superintendent (if applicable)*

Reporting of Sch  ***-Opening*** 2021-22 School Year

When it is determined it is safe to re-open the school(s), the **Report of School Re-Opening** form must be submitted by the **Chief Executive Officer of each LEA (school district, BOCES, or charter school)** using the following steps

1. Go to the NYSED Business Portal;
2. Click on the “Log In” button;
3. Enter your existing SEDDAS username and password;
4. Under the heading “My Applications,” click the link to “SED Monitoring and Vendor Performance System;”
5. Click the link for “School Closure;”
6. In the inbox, CEO’s will see the “**Report of School Re-Opening**” form which requests the following information: • *school(s) that were closed*
    - *the dates of closure and re-opening*
    - *the reason for closure*
    - *describe how remote learning was provided during the period of closure*
    - *a description of re-opening procedures*

9B. Devices for Student Use



- "Device" is a computing device, such as a laptop, desktop, netbook, iPad, or full-size tablet. A Device is NOT a phone, smartphone, mini tablet nor a mobile access point, such as a MIFI.
- "Mobile device" is a portable, hand held computing device such as a laptop, Chromebook, iPad, full-size tablet, or hybrid tablet/laptop computer.
- "1:1 device" is a device that is issued and dedicated to an individual student by the school or district.
- Only include student devices that are 5 years old or newer that have the capability to run all educational programs necessary for learning at an acceptable level.
- Do not include numbers of devices that are on order or have not yet been distributed to students.

Enter the number of students provided with a MOBILE 1:1 device for in-school use only.

☐

Enter the number of MOBILE 1:1 devices normally for in-school use only (listed above) available to students for use at their place of residence on an as-needed or emergency basis:

☐

Enter the total number of mobile and desktop devices in your building available for student use but are NOT USUALLY assigned to one specific student.

- Number of unassigned (not 1:1) MOBILE devices:

  ☐
- Number of unassigned (not 1:1) MOBILE devices listed above available to students for use at their place of residence on an as needed or emergency basis:

  ☐
- Number of unassigned (not 1:1) DESKTOP devices:

  ☐

Desjardins, Peter

From: Datasupport <datasupport@nysed.gov>
Sent: Tuesday, November 2, 2021 12:56 PM
To: Desjardins, Peter
Subject: [Datasupport] Re: BEDS IMF Q 9b & 9c

##- Please type your reply above this line -##

Your Email with "BEDS IMF Q 9b & 9c" as the subject and ticket #(95255) has been solved. To reopen this request, reply to this email.

Datasupport Helpdesk Team (New York State Education Department)
Nov 2, 2021, 12:56 PM EDT

Hello Mr. Desjardins,
If students take their specific mobile 1:1 device back and forth from home and school they should be included in this count:
"Enter the number of MOBILE 1:1 devices normally for in-school use only (listed above) available to students for use at their place of residence on an as-needed or emergency basis".

If the devices are not assigned to one specific student (1:1) and they are used at school and at homes, they should be counted in this count:
"Number of unassigned (not 1:1) MOBILE devices listed above available to students for use at their place of residence on an as needed or emergency basis".

Please contact the program area for **ITEM 9C: TEACHER DEVICES and INTERNET ACCESS-PLACE OF RESIDENCE**. They will guide you on the best way to capture that situation.

Educational Design & Technology
https://link.zixcentral.com/u/6f25170e/0m8j1-077BGxbkgTKXgf9A?u=http%3A%2F%2Fwww.nysed.gov%2Fedtech%2Fcontact-us
E-Mail: edtech@nysed.gov
Phone: (518) 474-5461

Thank you.