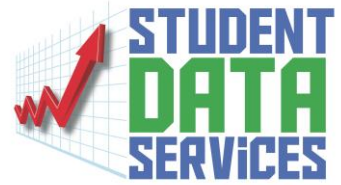




**DISTRICT DATA COORDINATOR MEETING**  
**MARCH 3, 2022**  
**AGENDA**



**a. WELCOME AND ANNOUNCEMENTS**

- a. Welcome
- b. 2021-2022 DDC Meeting Schedule
- c. System Account Maintenance – Posted to SFTP
- d. Verifying CIO Listed in SEDREF
- e. Student Daily Attendance Data Warehouse Charges
- f. Updated ‘Year in Reporting’ Timeline
- g. 2022-25 Instructional Tech Plan; ***Submission to RIC Deadline April 1, 2022***
- h. Staffing Updates

**b. DISTRICT SUPERINTENDENT UPDATES – DAVE WICKS**

**c. STUDENT MANAGEMENT / SPECIAL EDUCATION SYSTEMS**

- a. Help Desk Email addresses
  - PowerSchool: [PowerSchoolHelp@esboces.org](mailto:PowerSchoolHelp@esboces.org)
  - eSchool: [ESDhelp@esboces.org](mailto:ESDhelp@esboces.org)
  - Infinite Campus: [InfiniteCampusHelp@esboces.org](mailto:InfiniteCampusHelp@esboces.org)
  - School Tool: [SchoolToolHelp@esboces.org](mailto:SchoolToolHelp@esboces.org)
  - Synergy: [Synergyhelp@esboces.org](mailto:Synergyhelp@esboces.org)
  - Special Ed Helpdesk: [Spedhelp@esboces.org](mailto:Spedhelp@esboces.org)

**d. SCHOOL DATA BANK SERVICES**

- Vanessa Biagioli-Dittrich - Administrative Coordinator
  - (631)-419-1688 [vdittrich@esboces.org](mailto:vdittrich@esboces.org)

**e. REPORTING REMINDERS**

- Student Attendance
- Digital Equity Surveys

**f. LEVEL 0 UPDATES**

- Level 0 Reminders
- The Zero Zone

**g. TEST SCANNING AND REPORTING**

- a. Help Desk for Data Warehouse and Test Scanning – [DWTShelp@esboces.org](mailto:DWTShelp@esboces.org) or 631-218-4195
- b. NYS 3-8 ELA/Math/Science
  - 2021-22 Elementary and Intermediate Testing Schedule
  - Computer Based Testing
    - March 10, 2022 Data Extract for Math
  - Updates to Testing
  - NYS Testing QC *LITE* – *What every test coordinator needs to know*
  - Individual Student Report- ISR Order Form **Due Friday, May 20, 2022**

- c. Regents Exams
  - June 2022 Regents Examination Schedules
  - Regents Exam Delivery Timeline
  - Regents Rosters
  - Regents Scanning Workshop – April 28, 2022
  - Regents Data Loading Service
  - AP Advantage Loading Service
- d. NYSITELL
  - **\*\*DO NOT USE COPIES OF ANSWER SHEETS\*\***
  - Please order Scan Sheets using the NYSITELL Answer Sheet Order Form on [Datacentral.esboces.org](http://Datacentral.esboces.org)
- e. NYSESLAT
  - Quality Control Workshop: **March 22, 2022**
- ii.
  - Metritech directly contacted school principals regarding ordering exams
    - If you have questions about ordering the test, please contact MetriTech at [NYSESLAT@metritech.com](mailto:NYSESLAT@metritech.com) or 1-800-747-4868.
- f. NYSAA
  - NYSAA Test Window: Monday, March 14, 2022 – Friday, June 10, 2022
  - All 0220 students must have a First Contact Survey and Personal Needs Profile
- 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 6<sup>th</sup>**
    - 2021-22 Year-End Deadline – **Thursday, August 18, 2022**
  - d. Migrant Student/McKinney Vento Updates
    - American Rescue Plan (ARP-HCY) Subgrant information
    - Title I monitoring regarding migrant children
      - Julia Schnurman, FEOP Program Coordinator
        - [Jschnurm@esboces.org](mailto:Jschnurm@esboces.org)
  - e. Information from SED
    - NYSED Report Card Releases
    - New UPK Collection Date
    - Upcoming Data Deadlines
  - f. Questions From the Field
  - g. Other Breaking News
- i. **ADJOURN**

<b><u>THINGS TO DO NOW</u></b>	
1.	Be sure to load ELL Eligible (0231) program codes for all NYSESLAT eligible students
2.	Be sure all NYSAA Eligible (0220) have a complete First Contact Survey and Personal Needs Profile
3.	CBT Schools should be sure Programs Fact, Demographic and Enrollment data is submitted in L0
4.	Keep entering Digital Equity Survey data
5.	Check UPK enrollments and Programs codes

## 2021-2022 MEETING DATES

*Updated 12/21*

### District Data Coordinator

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

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



## District Data Coordinator Contact Information for 2021-2022

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

***Please complete this form, even if there is no change of information.***

***Please indicate a primary contact and back-up contact.***

***Please return completed form to [dyouberg@esboces.org](mailto:dyouberg@esboces.org) or***

***fax @ (631)240-8966***

**District** \_\_\_\_\_

**Primary Contact** \_\_\_\_\_ **Title** \_\_\_\_\_

**Building Address** \_\_\_\_\_

**Work Phone** \_\_\_\_\_ **Fax #** \_\_\_\_\_

**Alternate Phone #** \_\_\_\_\_ **E-Mail** \_\_\_\_\_

**Back-up Contact** \_\_\_\_\_ **Title** \_\_\_\_\_

**Building Address** \_\_\_\_\_

**Work Phone** \_\_\_\_\_ **Fax #** \_\_\_\_\_

**Alternate Phone #** \_\_\_\_\_ **E-Mail** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Print Name and Title** \_\_\_\_\_

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at [ComplianceOfficers@esboces.org](mailto:ComplianceOfficers@esboces.org): the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, New York, NY 10005, 646-428-3800, [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov).



February 10, 2022

Dear Colleagues,

First and foremost, I hope this email finds you and your family healthy and well. It has always been a primary goal of Student Data Services to foster a strong partnership with all of our districts and schools to help assist in the collection/reporting of mandated data.

As you may be aware, the New York State Education Department introduced new requirements for districts involving the reporting of Student Daily Attendance in late fall 2020. Prior to this new mandate, only negative student attendance was reported (meaning if a student was absent). With these new requirements, present codes are required along with a modality for indicating a method of instruction for every student, every instructional day. This increased the records in the data warehouse from approximately 4 million to 40 million records.

In addition, Student Data Services is required to store Data Warehouse records in perpetuity, meaning records will grow exponentially each year. The new requirements for increased student attendance data storage will impact data acquisition (Level 0) and the data storage components. Costs will increase as significantly more space will need to be allocated to account for the additional records.

Due to these factors, there will be an increase in the New York State required reporting data warehouse charge of \$1.92 per student, beginning with the 2022-23 school year. In order to assist in your budget planning, we will be rolling out this new charge gradually over the next three years. Therefore, districts will incur an additional charge of:

- \$0.64 per student for 2022-23
- \$1.28 per student for 2023-24 (\$0.64 + \$0.64)
- \$1.92 per student for 2024-25 (\$0.64 + \$0.64 + \$0.64)

It is our pleasure to continue working with you to support all of your state reporting and assessment needs. If you have any questions, please do not hesitate to contact me. Please continue to take good care of yourselves and your families.

Respectfully,



Charles King  
Divisional Administrator



# **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.

<b>Title</b>	<b>Full-time Equivalent (FTE)</b>
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.*

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

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.

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



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

**New York State Education Dept. - Level 0**

# **HELPFUL REMINDERS AND STATE REPORTING**



**Regional Information Center  
Student Data Services**



# Student Over 21 – Recovery Services

## SIRS Manual

- **Code 0021 — Over 21 enrollment:** This code should be used to report any student who turned 21 in the previous school year and who is returning to school for either compensatory or recovery educational services. This code can be reported by any LEA providing instruction to this population of students and should be the only entry enrollment used for these students.

# Student Over 21 – Recovery Services

## SIRS Manual

- **Code 0021 — Over 21 enrollment:** This code should be used to report any student who turned 21 in the previous school year and who is returning to school for either compensatory or recovery educational services. This code can be reported by any LEA providing instruction to this population of students and should be the only entry enrollment used for these students.

*Student ID:	*Location Code:	*Grade Level:
993001326	0002 :: 	12
*Entry Date:	*Entry Code:	Entry Comment:
2021-07-01	0021 :: Over 21 Enrollment 	
Exit Date:	Exit Code:	Exit Comment:

**Import Validation Messages:**

# Student Over 21 – Recovery Services



**For the 2022 School Year**

# Student Over 21 – Recovery Services

## **RULES**

**For the 2022 School Year**

- 1. Student turning 22 years of age**

# Student Over 21 – Recovery Services

## **RULES**

**For the 2022 School Year**

**1. Student turning 22 years of age =**

**\* Must be reported with a 0021 on or after 9/1 for those students receiving compensatory recovery services**

# Student Over 21 – Recovery Services

## RULES

For the 2022 School Year

### 1. Student turning 22 years of age =

\* Must be reported with a 0021 on or after 9/1 for those students receiving compensatory recovery services

**ERROR: An enrollment Entry Code of “0021” is required as of September 1st for a student turning 22 years old during the current school year**



# Student Over 21 – Recovery Services



**For the 2022 School Year**

**2. Student turning 23 years of age or older & receiving compensatory recovery services**

# Student Over 21 – Recovery Services

## **RULES**

**For the 2022 School Year**

**2. Student turning 23 years of age or older & receiving compensatory recovery services**

**\* Must be reported with a 0021**

# Student Over 21 – Recovery Services

## RULES

**For the 2022 School Year**

**2. Student turning 23 years of age or older & receiving compensatory recovery services**

**\* Must be reported with a 0021**

**ERROR: An enrollment Entry Code of "0021" is required for a student turning 23 years of age or older during the current school year**

# Student Over 21 – Recovery Services



**For the 2022 School Year**

**3. Student 21 or under**

# Student Over 21 – Recovery Services



**For the 2022 School Year**

## **3. Student 21 or under**

**\* Cannot be reported with a 0021**

# Student Over 21 – Recovery Services



**For the 2022 School Year**

## **3. Student 21 or under**

**\* Cannot be reported with a 0021**

**ERROR: An enrollment Entry Code of "0021" is invalid for a student turning 21 years of age or younger during the current school year**

# Student Over 21 – Recovery Services



**For the 2022 School Year**

# Student Over 21 – Recovery Services



## For the 2022 School Year

- Multiple enrollment records ARE permitted for the 0021 code for the same dates



# Student Over 21 – Recovery Services



## For the 2022 School Year

- Multiple enrollment records ARE permitted for the 0021 code for the same dates
- The 0021 code CAN be used to enroll a student in an AHSEP program

# Student Over 21 – Recovery Services



## For the 2022 School Year

- Multiple enrollment records ARE permitted for the 0021 code for the same dates
- The 0021 code CAN be used to enroll a student in an AHSEP program
- The 0021 code CAN be exited with all the same exit codes as 0055
  - 816 - Earned a High School Equivalency (HSE) Diploma
  - 066 – Ended enrollment for instructional reporting only

# Deleting Staff Snap Snapshot Records

# Deleting Staff Snap Snapshot Records

## Level 0 Deleting 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	<div>A :: Active D :: Deleted I :: Inactive</div>	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:	*Hispanic 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.

# **Student Digital Resources NEW features**

# Student Digital Resources NEW features

## Level 0 17.02 Student Digital Resources NEW Info Report check

New Info report check for SDR Survey with missing enrollment:

- Students with a Survey at a Location without corresponding enrollment at that location will receive the following warning:
  - **DR6421 17.02** Missing enrollment for Student Digital Resource Survey in location XXXX – Please review

# Student Digital Resources NEW features

New York State Education Dept. - Level 0

Elect. Import

Manual Input

L1-Data Prep.

Reports

Admin

Help

Log Off

User Account: Bill Ritchie (britchie). Current Password

Current # of users logged on: 5

View All Users

District:

NY580301 : District

Download Chosen Report to:

☒ .txt file

☐ .csv file

Download

Information/Warning Reports

Any findings displayed in these reports represent possible problems at the Level 1. The 'Download All Records' button allows you to download all records for the current district and school year.

Select Data Type (capitalized types indicate active info checks exist)

STUDENT DIGITAL RESOURCES

Run Report

Information/Warning Reports

Data Quality Reports

Dashboard

RIC Level Reports

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

Level 0 Version: 17.02a

Profile Info

STUDENT DIGITAL RESOURCES Records

# Student Digital Resources NEW features

District: NY580301 District

School Year: School Year Ending 2022-06-30

Download Chosen Report to: ☒ .txt file ☐ .csv file Download

## Information/Warning Reports

Any findings displayed in these reports represent possible problems that should be researched. Nothing in these reports will ever prevent any data from being sent to Level 1. The 'Download All Records' button allows you to download all records for the selected data type for the current district and school year.

Select Data Type (capitalized types indicate active info checks exist):

STUDENT DIGITAL RESOURCES Run Report Download All STUDENT DIGITAL RESOURCES Records

☒ .txt ☐ .CSV

### 1 Student Digital Resources information error(s).

☐ Show Distinct Information Messages Only

Student ID:	Last Name:	First Name:	Loc. Code:	Potential Problem?
993001252	Sample1	Sample 1	0002	DR6421: Missing enrollment for Student Digital Resource Survey in location 0002 – Please review.





# Student Digital Resources NEW features

Current Student: **Sample 1 Sample1** Record Status: **Valid** Last Update: **2/22/22 09:43 AM** By: **Bill Ritchie**

\*denotes a required field

[Back to Info Rpt](#)

*Student ID:	*Location Code:	*Primary Learning Device Type Code:	*Primary Learning Device Provider Code:
993001252	0002 :: [REDACTED] High School	LAPTOP :: LAPTOP	SCHOOL :: SCHOOL
*School Provided Device Indicator:	*Primary Learning Device Access Code:	*Primary Learning Device Sufficiency Indicator:	*Internet Access In Barrier Code:
Y :: Yes	NOT SHARED :: NOT SHARED	Y :: Yes	NONE :: NONE
*Internet Access In Residence Indicator:	*Internet Access Type Code:	*Internet Performance Code:	*Survey Date:
Y :: Yes	RESBROADBAND :: RESIDENTIAL BROADBAND	Y :: Yes	2021-09-01

## Import Validation Messages:

Delete Record

Validate & Save

Curr. Student / Add New

Clear

## Student Digital Resources Records:

	Status:	Location:	Device Type Code:	School Device Ind:	Survey Date:
<a href="#">View</a>	Valid	0002 :: [REDACTED] High School	LAPTOP	Y	2021-09-01

# Student Digital Resources NEW features

Current Student: **Sample 1 Sample1** Record Status: **Valid** Last Update: **11/9/21 02:17 PM** By: **Bill Ritchie**

\*denotes a required field

*Student ID:	*Location Code:	*Grade Level:
993001252	0003 :: Middle School	08
*Entry Date:	*Entry Code:	Entry Comment:
2021-07-01	0011 :: Enrollment in building or grade	
Exit Date:	Exit Code:	Exit Comment:

## Import Validation Messages:

Delete Record

Validate & Save

Curr. Student / Add New

Clear

## Enrollment Records:

	Status:	Student ID:	Location:	Entry Date:	Entry Code:	Exit Date:	Exit Code:	Grade:
<a href="#">View</a>	Valid	993001252	0003 :: Middle School	2021-07-01	0011			08

# Student Digital Resources NEW features

## Missing Surveys Report (Reports > Student Digital Resources > Missing Surveys)

- Added a Demographic export – Plan to use the Enrollment Location (BOCES will use the overall BOCES Location).
- Added checkboxes to 1) *Include 0055 Enrollments...* & 2) *Include Incomplete Survey Students in Export*
- Added Survey Status Column which differentiates between no and partial Survey data (None or Incomplete).



New York State Education Dept. - Level 0

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

User Account: Katie Duell (kduell). Current Password Expires on 4/19/2022 Level 0 Version: 17.02

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

District: NY999999 : Anywhere School District School Year: School Year Ending 2022-06-30

Download Chosen Report to: ☒ .txt file ☐ .csv file Download

Student Digital Resources 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 ☐ No Enrollment Rpt ☐ Import Message Log ☐ Missing Surveys

\*\*Missing Surveys report for Enrollment Codes (0011,5544,7000,7011) only. Locations (Non-Pubs,0888,000P) and Pre-School/Pre-K and GED Grade Levels are excluded from the report.

Location Filter:

☐ Include Incomplete Survey Students in Export

☐ Include 0055 Enrollments in missing surveys list

District Demo Export for Missing Survey Students

277 current enrollments without a Student Digital Resources survey:

Student ID:	Student Last:	Student First:	Grade:	Enroll Code:	Loc. Code:	Loc. Name:	Entry Date:	Exit Date:	Survey Status:
990901245	Any	Stephanie	03	7000	0000	Anywhere District Loc	2021-07-01		None
990900109	Anyhow	Brendan	13	0011	0002	Elementary School 2	2021-10-02		None
990901623	Anynew	Dan	06	0011	0002	Elementary School 2	2021-07-01		None
990901073	Anyold	Brendan	KF	0011	0002	Elementary School 2	2021-07-01		None

# MBK Program Service Codes

# MBK Program Service Codes

Std. Daily/Attend

Std. Digital Res.

Current Student: Record Status: Last Update: By:

\*denotes a required field

\*Student ID:

\*Location Code:

\*Beginning Date:

\*Record Program Category:

Higher Education

Ending Date:

Exit Reason Code 1:

Orig. Prog. Date:

Prog. Intensity:

(CTE/ELL Eligible Programs)

Provider Type Code:

(Primary Nighttime Residence)

Service Provider BEDS Code (State Location ID):

\*Program Code:

4004 :: Liberty Partnership Program (LPP)

4005 :: MBK Challenge

4007 :: MBK Exemplary School Models and Practices (ESMP)

4006 :: MBK Family and Community Engagement (FCEP)

4009 :: MBK Fellows (FP)

4008 :: MBK Native American (NAP)

4027 :: NYC P-Tech Grades 9-14 Early College and Career High School

4026 :: NYS P-Tech Program

4015 :: Science and Technology Education Program (STEP)

4037 :: Smart Scholars

Import Validation Messages:

Delete Record

Validate & Save

Program Fact Records:

No Program Fact Records found.



# Student Data Services

## ZERO ZONE

### Level 0 Training

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

**LOCATION:** Zoom meetings by appointment

**DATES:** Every Tuesday

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

**PLEASE REGISTER AT LEAST 24 HOURS IN  
ADVANCE**

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





# Student Data Services

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**PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE**

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

#### Select a Date & Time

December 2021



Tuesday, December 14

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

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

9:00am

9:30am

10:00am

10:30am

11:00am

11:30am

POWERED BY  
Calendly



# Student Data Services

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#### DESCRIPTION:

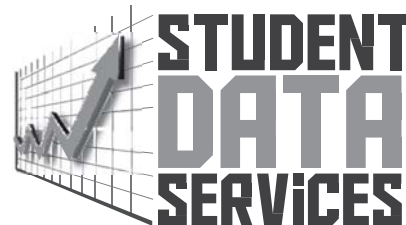
- SIRS Reporting Q&A
- Complete System Training
- Importing Data
- Error Troubleshooting
- Level 0 Reports
- Level 1 Preparation
- SIRS Reporting
- Deadline Verification
- File Formatting
- Credential Management
- And More!

**PLEASE REGISTER AT LEAST 24 HOURS IN ADVANCE**

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

**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](mailto: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, 26<sup>th</sup> Floor, New York, NY 10005, 646-428-3800, [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov).





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

Assistant Commissioner  
Office of State Assessment

Updated December 2021

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

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

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

**2021–22 School Year**

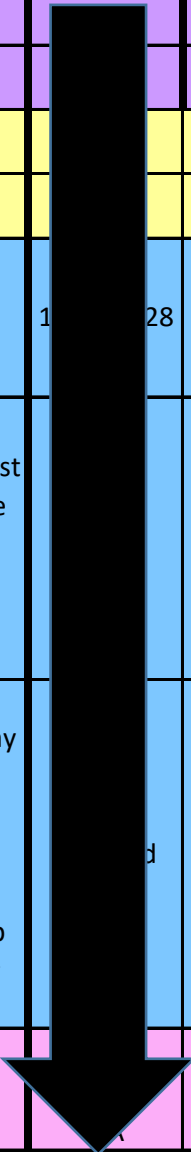
Operational Test		Administration Dates	Make-up Dates	Scoring Dates	Final Date to Submit Answer Sheets to Scanning Centers
<b>NYSAA English Language Arts, Mathematics, and Science</b>		Monday, March 14 – Friday, June 10	Make-ups must be given within the testing window	N/A	N/A
<b>Grades 3-8 English Language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

<b>Operational Test</b>	<b>Administration Dates</b>	<b>Make-up Dates</b>	<b>Scoring Dates</b>	<b>Final Date to Submit Answer Sheets to Scanning Centers</b>
<b>Grade 4 Science Performance Test</b>	Tuesday, May 24 – Friday, June 3	Make-ups must be given within the testing window	Scoring may start immediately following administration.	Thursday, June 16
<b>Grade 4 Science Written Test</b>	Monday, June 6	Tuesday, June 7 – Friday, June 10	Following make-up dates, but no later than Thursday, June 16	Thursday, June 16
<b>Grade 8 Science Performance Test</b>	Tuesday, May 24 – Friday, June 3	Make-ups must be given within the testing window	Scoring may start immediately following administration.	Thursday, June 16
<b>Grade 8 Science Written Test</b>	Monday, June 6	Tuesday, June 7 – Friday, June 10	Following make-up dates, but no later than Thursday, June 16	Thursday, June 16

<b>Field Test</b>		<b>Administration Dates</b>
<b>NYSESLAT</b>		Monday, February 28 – Friday, March 11
<b>Grades 3-8 English Language Arts and Mathematics</b>	<b>Computer-based</b>	Monday, May 16 – Friday, June 3
	<b>Paper-based</b>	Monday, May 23 – Friday, June 3
<b>Grades 5 and 8 Science</b>	<b>Computer-based</b>	Monday, May 16 – Friday, June 3
	<b>Paper-based</b>	Monday, May 23 – Friday, June 3

## IMPORTANT TEST SCORING DATES 2021-2022

### Preliminary Timeline (As of 1/12/22)

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	<b>Canceled</b>	NA	NA
Sort Order Form	NA	12/7	12/7	NA	12/7		4/22	7/29
CSV files for Regents PRINTING	NA	NA	NA	NA	NA		4/22	7/29
Data Pull - for PRINTING	NA	1/10	1/24	2/14	2/14		NA	NA
Data Pull - for EDITING	NA	4/13	5/12	6/6	6/16		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	<b>SPEAKING</b> 4/11 - 5/20 <b>L,R,W</b> 5/9-5/20	<b>PERFORMANCE</b> 5/24 - 6/3 <b>WRITTEN</b> 6/6		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	<b>SPEAKING</b> and L,R,W must be given within the testing window	<b>PERFORMANCE</b> Must be given within the testing window <b>WRITTEN</b> 6/7 - 6/10		NA	NA
Scoring of Constructed Response	NA	P and C 4/1 - 4/13	P and C 4/29 - 5/12	<b>SPEAKING</b> is scored as it is administered <b>L,R,W</b> 5/23-6/6	<b>PERFORMANCE</b> May start immediately following administration <b>WRITTEN</b> Following make-up dates and no later than 6/16		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

Phone: 631-218-4195

Fax: 631-240-8967

Contact [DWTSHelp@esboces.org](mailto:DWTSHelp@esboces.org)

P = Paper based testing

C = Computer based testing

# Test Scoring Updates



# ELA, Math and Science for 2022

- ▶ Constructed Response is **BACK** for ELA and Math! Performance Session is **BACK** for Science!
- ▶ Make up periods have been expanded
- ▶ For districts using Full Service Scoring-plan to do make-ups early in the make-up period
- ▶ ELA and Math will have various book forms again
- ▶ If you don't want Math 8 or Science 8 sheets tell us!



# Answer Sheet Printing

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

ELA (PBT)- Monday, January 10, 2022 (Delivered this week)

Math (PBT)-Monday, January 24, 2022 (Will be delivered next week)

NYSESLAT-Monday, February 14, 2022

Science 4 and 8-Monday, February 14, 2022

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

ELA (PBT)- Monday, March 14, 2022

Math (PBT)-Monday, April 11, 2022

NYSESLAT-Monday, April 25, 2022

Science 4 and 8-Monday, May 9, 2022



# Student Data Services Vs. Full Service Scoring

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

# CBT Updates

- Data extractions-Demo, Enrollment and Programs
  - ELA-Feb. 10<sup>th</sup>
  - Math- March 10<sup>th</sup>
- ELA Operational Dates for Nextera Admin
  - Monday, 2/28-Students and Classes Tabs open
  - Monday, 3/14-Test Tab opens
- Math Operational Dates for Nextera Admin
  - Monday, 3/28-Students, Classes and Test Tabs open
- ▶ Important note: If you have students that will need to take the assessments on paper, please submit a file to Lisa Zwerling [lzwerlin@esboces.org](mailto:lzwerlin@esboces.org) and Karen Barbaro [kbarbaro@esboces.org](mailto:kbarbaro@esboces.org)



NYSESLAT:

March 3<sup>rd</sup>

Data will be pulled by SED for the Pre-ID file  
used by Metritech

MetriTech:

800-747-4868 or

e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com)

# NYSESLAT Students

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

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

**AND**

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

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

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

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

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

\*\*\*Program Code -**0242**-Eligible to take NYSESLAT for 3-8 ELA Accountability-only applies to students in US Schools for less than a year on **April 1, 2022**

# NYSAA:

Students are available in the KITE Educator Portal

Administration Dates:  
March 14-June 10

# Field Testing Dates

- ▶ Superintendents will be notified of which schools have been selected to participate by the end of this week
- ▶ **Feb. 10<sup>th</sup>** -data is due for the Pre-Id file for NYSESLAT Field Testing

Questions: Contact the Office of State Assessment (OSA):  
518-474-5902 or [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov) .

Field Test		Administration Dates
NYSESLAT		Monday, February 28 – Friday, March 11
Grades 3-8 English Language Arts and Mathematics	Computer-based	Monday, May 16 – Friday, June 3
	Paper-based	Monday, May 23 – Friday, June 3
Grades 5 and 8 Science	Computer-based	Monday, May 16 – Friday, June 3
	Paper-based	Monday, May 23 – Friday, June 3



Top Ten Tips for 3-8 Testing Quality Control  
(Stop! Read this Before you make a Mistake)

# 10. Required for 2022

Constructed Response for ELA and Math

Science Performance





## 9. Assemble the sheets in the proper order

**Note: Return  
Sheets for Math**

### Stacking Order

1. Cover Sheet – Color coded by grade level and supplied with the scan sheets
2. Rosters – Please bundle rosters per grade level and secure with a staple or paper clip
3. Sheets with hand entered ID #'s – If you must use an extra answer sheet, be sure to neatly print the Name, Student ID, and Date of Birth on the sheet in the designated area
4. All other scan sheets – Every other scan sheet that has student information pre-printed is expected to be returned.
  - This includes students who refused the test, were absent, or did not finish their exam



8. We want amass of sheets not a ***mess*** of sheets

**THIS!!**



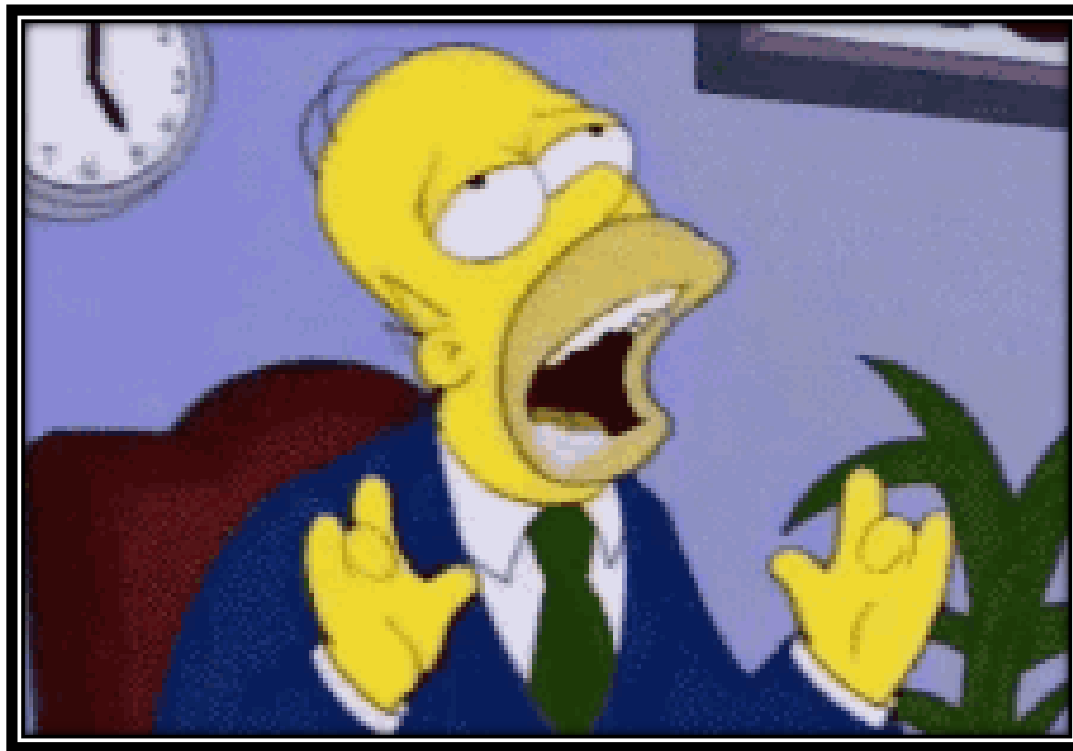
**NOT THIS!!**



7. Be sure to bubble where appropriate



6. Count the sheets **not** the names on the rosters

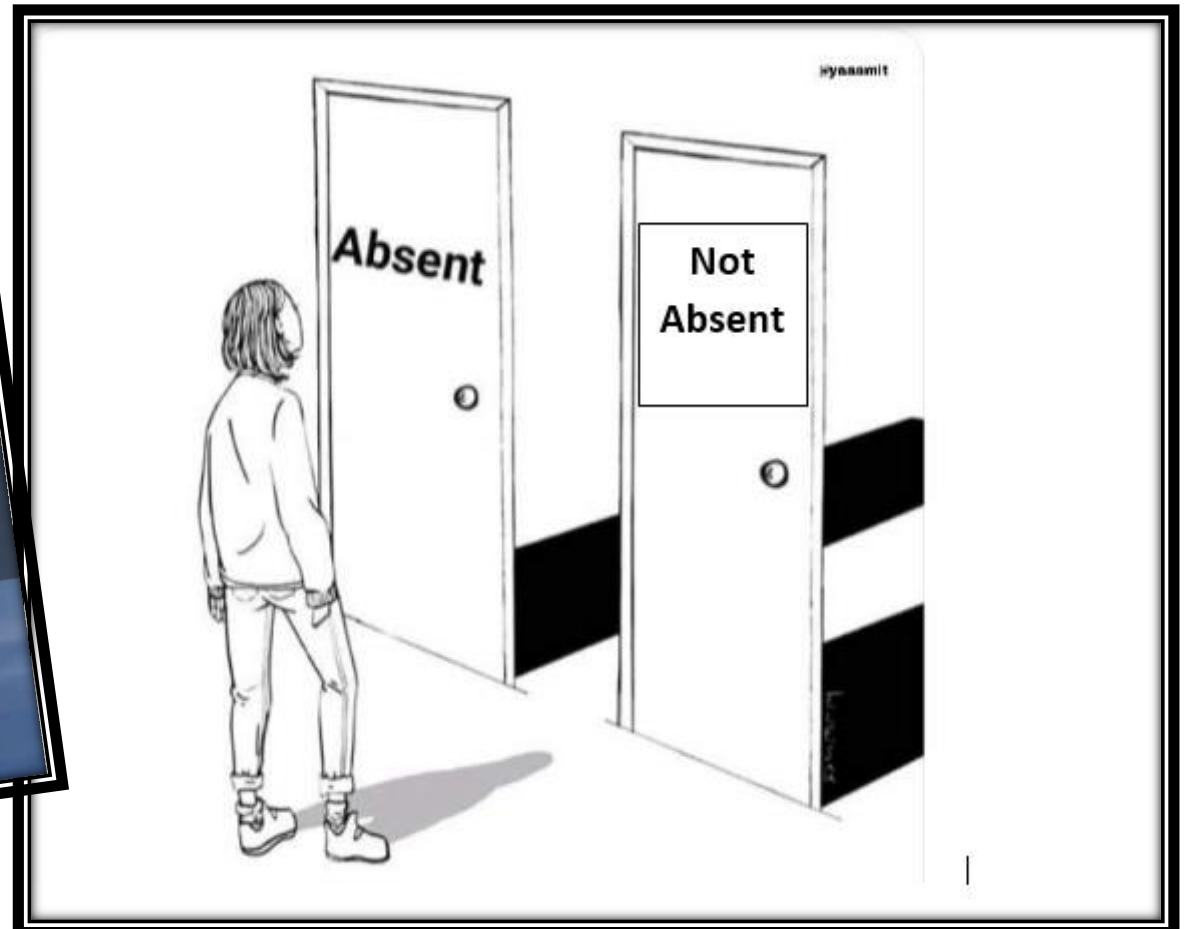
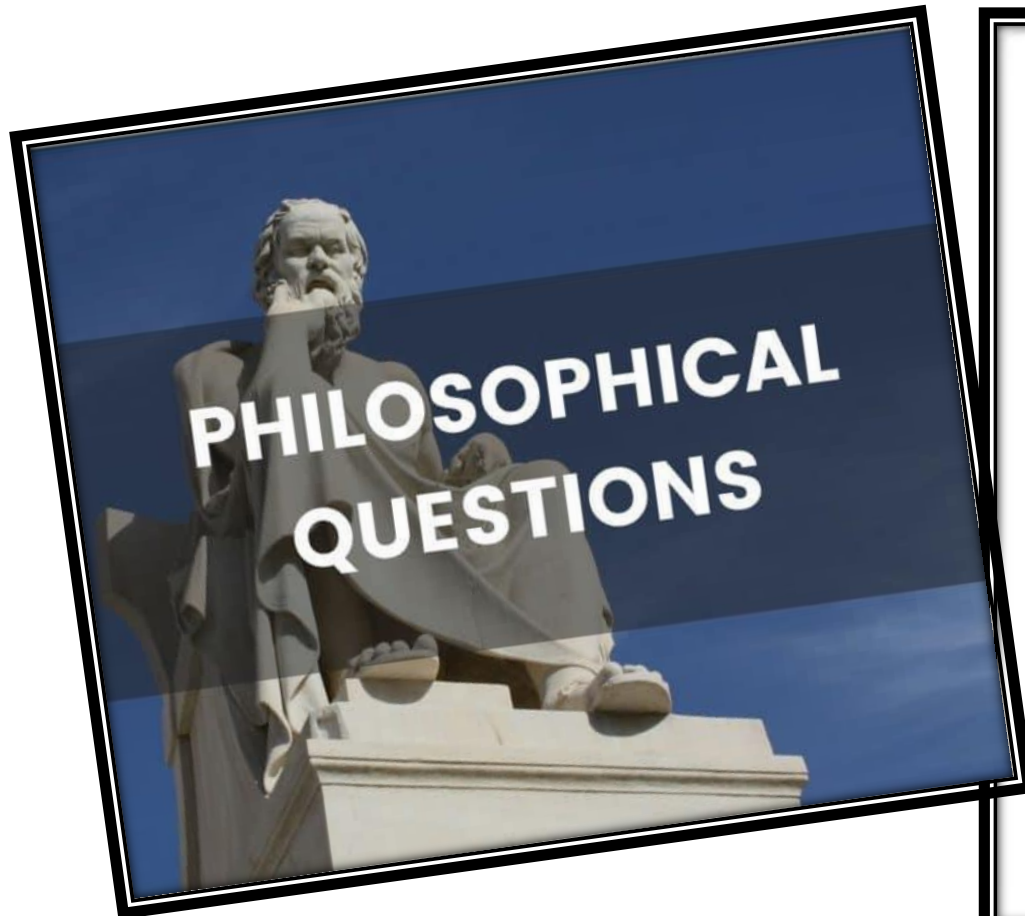


5. Really-DO NOT write Above the line or on the timing marks

**LOOK OUT BELOW**

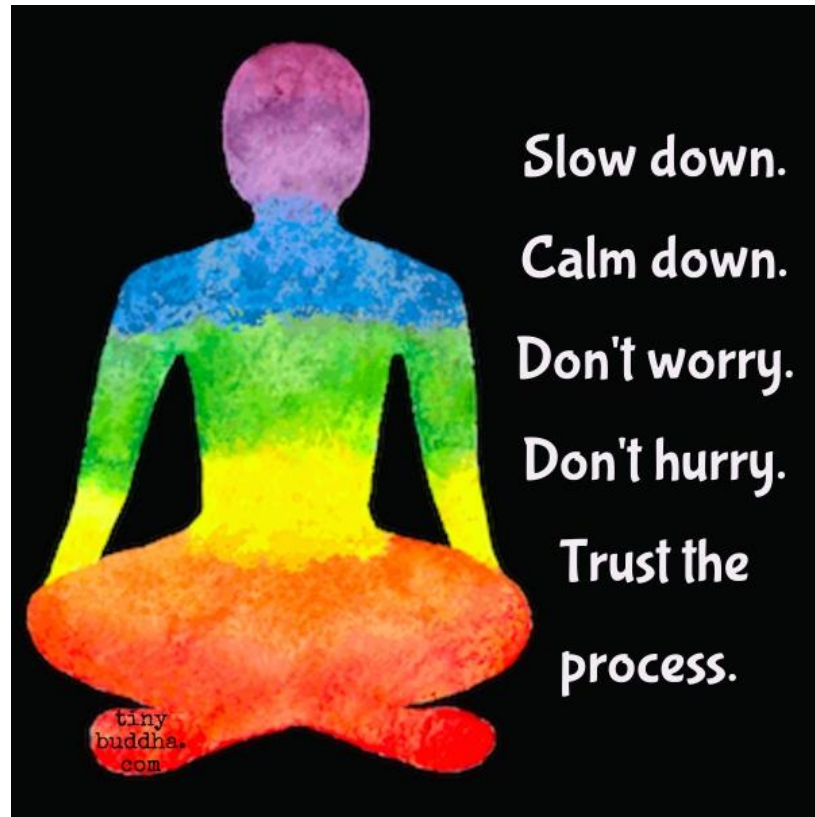


4. DO NOT fill in Absent for students who took the test





### 3. DO NOT report Admin Errors to SED too quickly



## 2. Do Not bubble Remote Instruction if students takes the assessment



### ***Received Entirely Remote Instruction (Standard Achieved Code 92)***

Students who are unable to participate in the test due to receiving entirely remote instruction during the test administration and make-up periods during the pandemic are considered Receiving Entirely Remote Instruction. These students are considered to have no valid test score and must be reported with an Overall Scale Score of “999” and a Proficiency Level of “92.”, see the [School Administrator's Manual](#).

**Note:** This code should not be entered on the answer sheet or in the CBT system for any student who was able to come to school and complete all sessions of the test during the testing/makeup window.



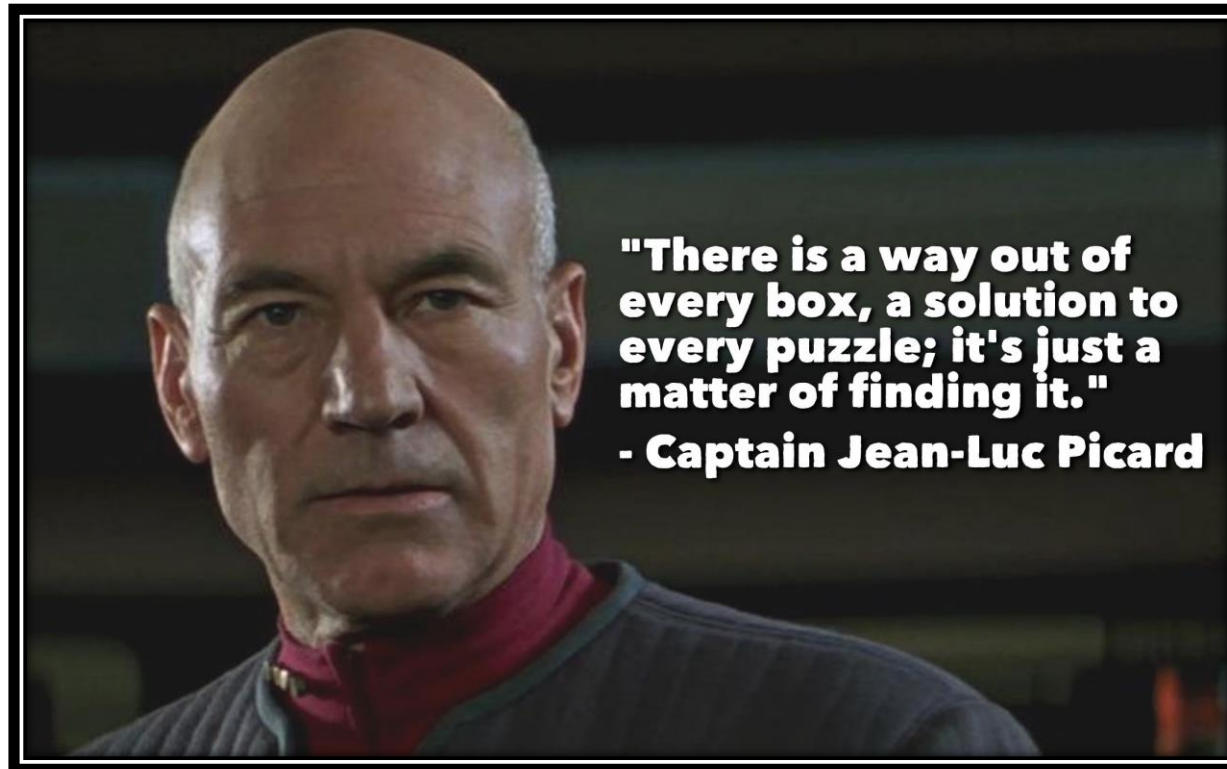
# 1. Make an appointment for delivery

## Final Date to Submit Answer Sheets for PBT

- ELA- April 13, 2022
- Math- May 12, 2022
- NYSESLAT – June 6, 2022
- Science 4 & 8 – June 16, 2022
- Sheets may be returned before these dates



P.S. Contact us if you have a question or  
*before you make a mistake*





# Individual Score Reports (ISRs)

## ORDERING PROCESS

# Printing Score Reports

## ▶ Three Printing Options

1. **Collated and Mailed**-color printed, collated, folded, stuffed and mailed by vendor
2. **Collated and Delivered To District**-color printed, collated folded, stuffed and delivered to the district for distribution
3. **Bulk Printed**-color printed, no envelopes and delivered to the district

## ▶ Digital File Option

Digital files will be uploaded to the district SFTP Site

## ▶ WebEdge Districts

ISRs will be uploaded to your student management system by Edge

# Printing Score Reports

- ▶ Estimated number of students is needed to start contract process
- ▶ Districts will only be billed on actual **printed** numbers
- ▶ *Districts will be asked to review and submit updated address files*
- ▶ Districts using a cover letter, will need to submit any changes
- ▶ Vendor will update the dates on previous letters-if no other changes, no action is required
- ▶ District will need to sign a consent form so SDS can share data with Edge

Questions??

Phone: 631-218-4195

Email: [dwtshelp@esbooces.org](mailto:dwtshelp@esbooces.org)

## 2022 Score Reports (ISR) Printing Order Form

### Assessment(s)

- ☐ ELA estimated # of students \_\_\_\_\_ @ \$.80 = \$ \_\_\_\_\_
- ☐ Math estimated # of students \_\_\_\_\_ @ \$.80 = \$ \_\_\_\_\_
- ☐ Science estimated # of students \_\_\_\_\_ @ \$.80 = \$ \_\_\_\_\_
- ☐ NYSESLAT estimated # of students \_\_\_\_\_ @ \$.80 = \$ \_\_\_\_\_

☐ **WebEdge** - my district participates in WebEdge

### Printing/Delivery Options

(choose only **ONE** option. All three options include 1 black & white file copy sorted by building, grade, alpha)

- ☐ **Collated & Mailed Option:** estimated # of students \_\_\_\_\_ @ 58¢ postage = \$ \_\_\_\_\_  
(color printed, collated, folded, stuffed in envelopes, mailed by vendor)
- ☐ **Collated & Deliver to District Option:** estimated # of boxes \_\_\_\_\_ @ \$55 per box = \$ \_\_\_\_\_  
(color printed, collated, folded, stuffed in envelopes, ready for distribution, mailed by district, approx 500 envelopes per box)  
Delivery Address: \_\_\_\_\_
- ☐ **Bulk Printed Option:** estimated # of boxes \_\_\_\_\_ @ \$55 per box = \$ \_\_\_\_\_  
(color printed, collated, delivered in boxes to district, no envelopes, min.1 box/bldg. or 1000 sheets per box)  
Delivery Address: \_\_\_\_\_

**Per District Set up fee**

**+ \$75.00**

**TOTAL**

\$ \_\_\_\_\_

### Digital File uploaded to SFTP site:

- ☐ ELA      ☐ Math      ☐ Science ..... @ \$117.92 \$ \_\_\_\_\_
- ☐ NYSAA (when available)      ☐ NYSESLAT (when available) ..... @ \$117.92 \$ \_\_\_\_\_

DISTRICT \_\_\_\_\_

ADDRESS \_\_\_\_\_

CONTACT \_\_\_\_\_ TELEPHONE # \_\_\_\_\_ FAX # \_\_\_\_\_

EMAIL \_\_\_\_\_

Anticipated initial availability 3 weeks following release of scores by NYSED.

**Please fax/email order forms by Friday, May 20, 2022 to 631-240-8966/dyouberg@esboces.org**

For any questions and/or concerns, please contact: Debbie Youberg at (631) 244-4238 or dyouberg@esboces.org

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

# EXAMINATION SCHEDULE: JUNE 2022

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

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

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



## June 2022 Regents Timeline

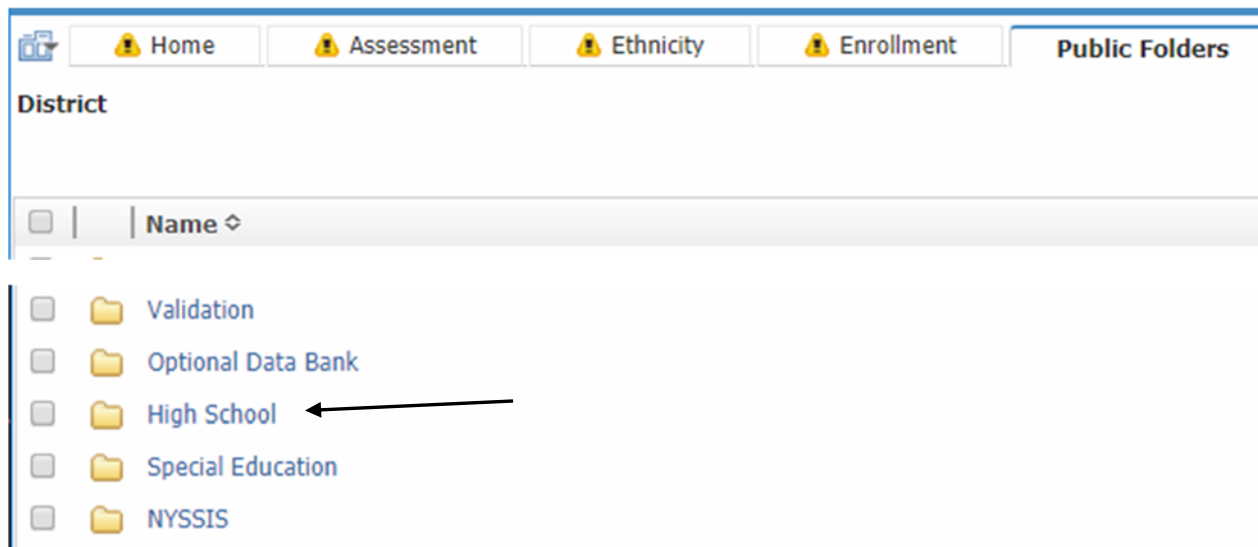
Date	Task/ Event
<b>April 29</b>	Order - Sort Form and Data Source Selection Form due Walk-In Pre-Print Files Due Student demographic and enrollment records loaded to Level 0 Course Instructor Assignment and Class Entry/Exit records loaded to Level 0
<b>May 23 – May 27</b>	In District Scanner Testing Period. <b>(No Scanners should be tested after May 27 to avoid interfering with the actual administration period.)</b> Answer Sheets delivered to districts
<b>May 30</b>	Memorial Day
<b>June 1</b>	<b>US History &amp; Government (Framework)</b>
<b>June 15 - 23</b>	<b>Regents Exam Administration</b> (no exams will be administered on June 20 in observance of Juneteenth holiday)
<b>July 8</b>	Deadline for In-District Scanning Deadline to return answer sheets (if you are not participating in In-District Scanning)

April				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
June				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
July				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## Regents Exam Roster Report – Reportnet

1. Select **High School** on the Reportnet main screen









## 2. Select **Validation**

District > **High School**

<input type="checkbox"/>		Name ▾
<input type="checkbox"/>		Cohort Based
<input type="checkbox"/>		Validation ←

## 3. Select **Regents Roster by Exam**

District > High School > **Validation**

<input type="checkbox"/>		Name ▾
<input type="checkbox"/>		Credential Type Achieved with Post H.S. Plan
<input type="checkbox"/>		Exit and Graduation Code Errors
<input type="checkbox"/>		Graduation Status by School Year
<input type="checkbox"/>		HS Dropout Profile (By Demographics)
<input type="checkbox"/>		Regents Awarded with Exams Taken
<input type="checkbox"/>		Regents Roster by Exam ←

4. Pick the School Year and Exam then select **Finish**



***Prompt Sequence for Regents Exam Roster Listing***

Select District Name, School Year and Regents Exam(s)

\* Sample District ▼

\* Jun 30, 2019 ▼

- ☒ Algebra I
- ☐ Algebra II
- ☐ Chemistry
- ☐ Earth Science
- ☐ English Language Arts
- ☐ Geometry
- ☐ Global History & Geography
- ☐ Global History & Geography II

[Select all](#) [Deselect all](#)

Cancel

Finish





**Exam Roster Listing**  
*Sample District*

*Test: Algebra I,*

School Year: Jun 30, 2019

Report Run on: May 10, 2019

District	Regents	Teacher	Course Code	Course Name	Course ID - Section Code	Student ID	Student Name	Grade Level
Sample District	Algebra I	Vogel, LINDA	02052CC	MATH IS FUN-Algebra CC	MA3Z1F-1	112080696	Brooks, DENNIS	08
						112081167	Sample2, Student2	08
						101040002	Sample1, Student2	08
						083020000	Sample2, Student3	08
						112080011	Sample1, Student3	08
						100980003	Sample2, Student4	08
						101020000	Sample1, Student4	08
						101030000	Sample2, Student5	08
						101090002	Sample1, Student5	08
						101100000	Sample2, Student6	08
						101130001	Sample1, Student6	08
						073180005	Sample2, Student7	08
						080520000	Sample1, Student7	08
						101250003	Sample2, Student8	08
						101260001	Sample1, Student8	08
						101300000	Sample2, Student9	08
						102140001	Sample1, Student9	08



# Student Data Services Regents Scanning Workshop

**TIME:** 9:00 AM to 11:30 AM

**LOCATION:** Instructional Support Center @ Sequoya  
and Virtual

**DATES:** April 28, 2022

**AUDIENCE:** Any District Personnel Involved with  
Regents Scanning

## DESCRIPTION:

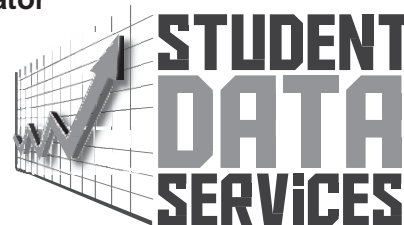
- Order Form and Timeline
- Pre-print File Verification
- Criteria for Printing from Level 0
- Scan Sheet Preparation
- Scanning Demonstration
- Processing Tips and Techniques
- Error Messages with Correction Methods
- Batch Tracking Website
- ASAP Score Reports
- Scanning Deadlines
- Regents Data Loading Service

**PLEASE REGISTER ON OR BEFORE April 21, 2022**

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, gender expression or identity, transgender status, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the implementation of applicable laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at [ComplianceOfficers@esboces.org](mailto: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, 26<sup>th</sup> Floor, New York, NY 10005, 646-428-3800, [OCR.NewYork@ed.gov](http://OCR.NewYork@ed.gov).





## AP Advantage DATA LOADING SERVICE

The completion of this form indicates subscription to the Student Data Services AP Advantage Data Loading Service for the 2021-2022 school year at a cost of \$2,000.00.

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

DISTRICT NAME: \_\_\_\_\_

CONTACT NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

PHONE/EMAIL: \_\_\_\_\_

STUDENT MANAGEMENT SYSTEM (check one):

☐

Infinite Campus

☐

eSchool

☐

PowerSchool

☐

SchoolTool

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please email the completed form to [DWTShelp@esboces.org](mailto:DWTShelp@esboces.org)



## REGENTS DATA LOADING SERVICE

The completion of this form indicates subscription to the Student Data Services Regents.  
The cost of this service which includes the June 2022 Regents exam period is \$500.

DISTRICT NAME: \_\_\_\_\_

CONTACT NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

PHONE: \_\_\_\_\_

STUDENT MANAGEMENT SYSTEM (check one):

☐

Infinite Campus

☐

eSchool

☐

PowerSchool

☐

SchoolTool

**This service allows Student Data Services to load all Regents exam scores  
directly to Level 0 and Level 1**

The \_\_\_\_\_ School District understands that they are  
responsible for verifying the accuracy of all Regents scores via L2RPT.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please email the completed form to Bill Ritchie or Barbara Ball at [britchie@esboces.org](mailto:britchie@esboces.org)  
or [bball@esboces.org](mailto:bball@esboces.org).

Please call (631) 218-4195 with any questions





# Student Data Services

## Quality Control Workshop For

## 2022 NYS 3-8 Assessments

**LOCATION:** Virtual

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

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

**COST:**

- No Fee

**DESCRIPTION:**

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

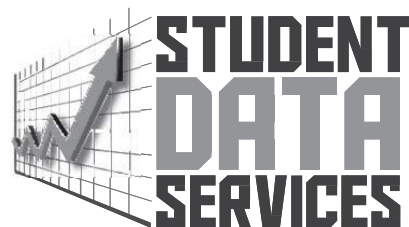
**Agenda Topics:**

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

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

Peter Desjardins, Program Administrator

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the Eastern Suffolk BOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org; the Assistant Superintendent for Human Resources, 631-687-3023, or the Associate Superintendent for Educational Services, 631-687-3166, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 28<sup>th</sup> Floor, New York, NY 10005, 646-426-3800, OCR.NewYork@ed.gov.



**NYS SCHOOL REPORTCARD  
RELEASES 2020-21 SY**

## NYS GROUP I 2020-21

- The group I release includes the following data and updates:
- **1003 School Improvement Funds**
- **Accountability Indicators:** Elementary/Middle (EM) Chronic Absenteeism Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.
- **2018-19** National Assessment of Academic Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation
- **Civil Rights Data Collection:** measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools to the USED.
- **Total Cohort Graduation Rate:** Secondary Level (HS) Graduation Accountability rate data are provided **for informational purposes only** in the 2020-21 and 22 school year.
- **NYS District and School Accountability Statuses:** Statuses for the 2021-22SY are the same as those assigned for the 2020-21 school year, except in the case of school openings, closings, mergers, or reconfigurations of grade levels within a school.
- **Statewide Database,** the researcher data file which is available via the downloads tab on the public data site
- **Glossary and Guide** which has been updated for changes as approved for data as reported for the 2020-21 State Report Card.

## Desjardins, Peter

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**From:** Desjardins, Peter  
**Sent:** Tuesday, March 1, 2022 4:06 PM  
**To:** CIO List Serv (cio-data@lists.esboces.org); 'Curriculum listserv'  
**Subject:** Embargoed 2020-21 English Language Learners Data report release

Good Afternoon,

The secure embargoed **2020-21 English Language Learners Data report release** is available to authorized school and district personnel via secure release on our [the NYSED Data Site](#). As a reminder, please scroll to the bottom of the [Public Data Site](#) landing page and click on "login" within the "Additional Information" section in the bottom banner of the landing page. If you do not have credentials or are unable to log into the site as an authorized user, you have not been authorized with log in credentials by your Superintendent or CEO and are not authorized to have access as "Authorized School Personnel."

The 2020-21 English Language Learners Data report includes NY State Public School English Language Learners (ELL) Enrollment (Current ELL and Former ELL) as of BEDS Day. Current ELL enrollment is provided by gender, race and ethnicity, students with disabilities, economically disadvantaged subgroups and ELL enrollment by grade level.

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

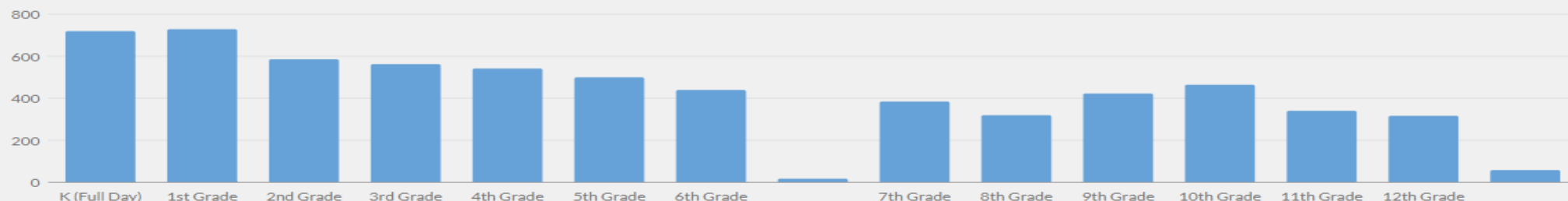
- Newcomers - ELL students receiving ELL services through an ELL program for a duration of less than or equal to 3 years
- Developing - ELL students receiving ELL services through an ELL program for a duration of 4 to 6 years
- Long Term - ELL students receiving ELL services through an ELL program for a duration greater than or equal to 7 years
- SIFE - Students identified as having Inconsistent/Interrupted Formal Education.
  - English Language Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and
  - upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
  - are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

English Language Learner Programs are reported as:

- **English as a New Language** - program where ELL students learn to speak, understand, read and write English with a teacher who is specially trained in English as a New Language theories and strategies. The student's primary or home language is used as a vehicle to help learn English.
- **One Way/ Two Way Dual Language** - programs offer ELL students the opportunity to become bilingual and bicultural while improving their academic ability. In the One-Way Dual Language program model, students who come from the same primary or home language and/or background are provided instruction in both English and the home language simultaneously. The Two-Way Dual Language program includes both native and English speakers; teachers provide instruction in both languages.
- **Transitional Bilingual Education Program** - programs offer ELL students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English.

# NYS REPORT CARD **EMBARGOED** ENGLISH LANGUAGE LEARNER DATA

## ELL ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
722	11%	731	11%	588	9%	565	9%
4TH GRADE		5TH GRADE		6TH GRADE		UNGRADED ELEMENTARY	
544	8%	502	8%	442	7%	20	0%
7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
387	6%	322	5%	425	7%	467	7%
11TH GRADE		12TH GRADE		UNGRADED SECONDARY			
343	5%	319	5%	61	1%		

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.



# UNIVERSAL PRE K DATA COLLECTION

- NYSED HAS MOVED THE COLLECTION DATE OF UPK ENROLLMENT DATA FROM BEDS DAY TO **MARCH 15, 2022**
- ALL PREKINDERGARTEN STUDENTS, REGARDLESS OF THE FUNDING THAT SUPPORTS THEIR PREK PROGRAM, MUST BE REPORTED IN SIRS
  - THIS MAY BE A CHANGE OF CURRENT PRACTICE IN YOUR DISTRICT, PLEASE CONSULT PG. 62 IN THE SIRS MANUAL FOR MORE INFORMATION
- ENROLLING UPK STUDENTS
  - ANY CHILD WHOSE PRE-K PLACEMENT IS FUNDED SOLELY BY THE UPK GRANT **MUST** BE REPORTED WITH PROGRAM SERVICE CODE 902 (UPK)
  - STUDENTS WHOSE HALF-DAY UPK PLACEMENT HAS BEEN CONVERTED TO FULL DAY USING THE STATEWIDE UNIVERSAL FULL-DAY PREKINDERGARTEN (SUFDPK) GRANT **MUST BE REPORTED WITH PROGRAM SERVICE CODE 902 (UPK) AND GRADE LEVEL PKF (FULL-DAY)**
  - STUDENTS IN **ANY OTHER TYPE OF PRE-K PROGRAM** SHOULD BE REPORTED WITH **PROGRAM SERVICE CODE 990 (OTHER PRE-K)**



# DIGITAL EQUITY SURVEY UPDATE

- ALL SCHOOLS, DISTRICTS, AND BOCES SHOULD CONTINUE TO REPORT DIGITAL EQUITY DATA THROUGHOUT THE 2021-22SY DATA COLLECTION
- ALL DATA REPORTED BY **JANUARY 28, 2022** WILL BE INCLUDED IN AN ADDITIONAL DATA EXTRACT COMPLETED ON JANUARY 31, 2022
- THIS DATA WILL HELP IDENTIFY SPECIFIC NEEDS AND **TARGET RESOURCES AND FUNDING OPPORTUNITIES WHEN THEY BECOME AVAILABLE.**
  - THE DATA SHOULD ALSO BE USED AT THE CLASSROOM AND LOCAL LEVELS FOR INSTRUCTIONAL AND PROGRAMMATIC DECISION-MAKING.



# UPCOMING DATA DEADLINES

- MAR. 3, 2022: NYSESLAT ELIGIBLE (0231) DATA PULLED FOR NYSESLAT ROSTERS AND LABELS FROM METRITECH
- MAR. 10, 2022: ENROLLMENT, DEMOGRAPHIC AND PROGRAMS DUE FOR COMPUTER BASED MATH PRE-ID FILE
- MAR. 14, 2022: NYSAA TEST WINDOW OPENS FOR 0220 STUDENTS
- MAR. 17, 2022: BEDS DAY ENROLLMENT AND FRPL DATA EXTRACTS COLLECTED FOR PRELIMINARY STATE AID CALCULATIONS
- MAR. 24, 2022: 2021-22 COUNTS OF UPK STUDENTS **ENROLLED THRU MARCH 15, 2022**, ARE COLLECTED FOR CALCULATING UPK GRANT FUNDING
- APRIL 28, 2022: COURSE, COURSE/INST/ASSIGNMENT, STAFF SNAPSHOT, STAFF ASSIGNMENT EXTRACTS PULLED TO CALCULATE OUT OF CERTIFICATION RATES



# QUESTIONS FROM THE FIELD

- ALL OF MY STUDENTS APPEAR TO BE CHRONICALLY ABSENT ON THE SIRS 361, WHY?
  - THE SIRS 361 IS NOT A REPORT THAT IS REFRESHED OVERNIGHT
  - THE REPORT ALSO HAS A SET DATE FOR COUNTING ATTENDANCE.
    - IN THE EXAMPLE BELOW, THE DISTRICT LAST LOADED DATA ON DECEMBER 6. BUT THE REPORT RUNS TO FEBRUARY 19. THE RESULT IS AN INFLATED CHRONIC ABSENTEE COUNTS

School Year: 2021-22 District Name: School Location: Finish										
Data Refresh Date: Feb 26, 2022 Attendance Through: Feb 19, 2022 Last Attendance Date Loaded: Dec 6, 2021										
			Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e = (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	104	3,098	22	2.3 %	51	1.6 %	2,975	96 %	47.57	49.47
Female	0	1,432	35	2.4 %	23	1.6 %	1,374	95.9 %	47.78	49.72

# QUESTIONS FROM THE FIELD

- I RECEIVED SCAN SHEETS FOR MY STUDENTS WHO ARE HOMESCHOOLED BY THEIR PARENT. ARE THOSE STUDENTS REQUIRED TO TAKE AN EXAM, AND WILL THEY AFFECT MY ACCOUNTABILITY
  - AS LONG AS YOU HAVE THEIR LOCATION SET AS 0888 THE STUDENT WILL NOT BE COUNTED FOR ACCOUNTABILITY PURPOSES
  - ALL STUDENTS HAVE THE RIGHT TO TAKE THE 3-8 EXAMS WHEN APPROPRIATE. DISTRICTS ARE WELCOME TO REACH OUT TO PARENTS IF THEY CHOOSE TO
  - DISTRICTS MUST ALLOW A HOMESCHOOLED STUDENT TO TAKE THE EXAM, ASSUMING THAT THE STUDENT MEETS ANY REQUIREMENTS FOR ENTERING A SCHOOL BUILDING



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Educational Services That Transform Lives

**Schooltool**  
DAB - Raymond A DeFeo Bldg  
215 Old Riverhead Rd, WHB NY 11978  
**Schooltool Helpdesk - 631-844-5724**  
**Helpdesk Email - [schooltoolhelp@esboces.org](mailto:schooltoolhelp@esboces.org)**



## **SIGN UP NOW**

**Schooltool Virtual Spring User Group**  
**April 1, 2022**

## **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**

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



# eSchool Training

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



Educational Services That Transform Lives

## Spring 2022 Class Schedule

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

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

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

### Advance registration is required

Only registered participants will be admitted. Registration is required 48 hours in advance of the class.  
To register online, please visit <http://datacentral.esboces.org> and select the Events Tab on the menu bar at the top.  
Choose the event for which you want to register and click on the "Click Here to Register" link.

This will open up My Learning Plan. Click on the ENROLL button.

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

### Student Data Services

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

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



## Class Schedule

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

**Classes will be offered on-line until further notice.**

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

Half Day - \$300.00 Full Day - \$500.00

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

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

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

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



Educational Services That Transform Lives

## **Synergy Training**

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

**Helpdesk Phone Number:**  
**631-844-5726**



## **2022 Webinars**

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

**MTSS - Setting Up and Awarding Behavior Points**  
**3/3, 12:30 - 1:30**

**Online Registration - Annual Verification 3/8, 1:00 – 2:00**

**NYS Monthly Webinar Series - 3/10, 10:30 – 11:00**

**Gradebook Training series -**  
**3/24, 1:00 -2:00**

**Master Schedule Builder Troubleshooting - 3/29, 12:00 - 12:30**

**MTSS Navigating Site Settings - 4/7, 1:30 – 2:30**

***Advance registration is required***

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

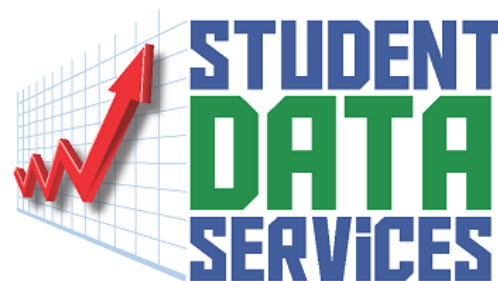
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Eastern Suffolk  
BOCES

**ClearTrack<sup>200</sup>**

*ClearTrack online  
course offerings*



Educational Services That Transform Lives

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

\*If your district does not participate in our support, the cost for each class is as follows:

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



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

Date	Training/Class	Brief Description
Anytime	Security	How to modify screen access and student access.
Anytime	New User Training for Office Staff	Learn basic navigation, shortcuts, data entry procedures.
Anytime	Query Lookup/Custom Reports	Learn to use and modify the customizable Query Lookup utilities (Demographics, Evaluations, Meetings, Services, Statistics). This class will also teach how to create and export custom queries.
Anytime	Custom Letters and Documents	Learn how to create, upload and modify your own custom letters and documents.
Anytime	New enhancements	A review of the latest features that have been added to ClearTrack.
End of Sept. through Start of Jan.	October Snapshot reporting for the Data Warehouse	This class is a short review of how to generate reports and exports for use in reporting data to the Data Warehouse. VR1-9
May through July	Year-End Reporting for the Data Warehouse	A review of the reports and exports for use in reporting data to Warehouse and PD data system. Events extracts, Year-end snapshot, Preschool Outcomes, and Suspension.

*Call or email to schedule an online training  
Steve, Janet, or Irene - 631-844-5720 - [spedhelp@esboces.org](mailto:spedhelp@esboces.org)*

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

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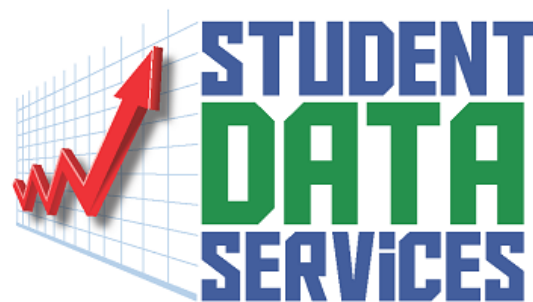




Eastern Suffolk  
BOCES



**Frontline IEP Trainings**



Educational Services That Transform Lives

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

\*If your district does not participate in our support, the cost for each class is as follows:

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



Until further notice, we will be presenting our **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.

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