District Data Coordinator Meeting
September 18, 2026
Agenda

A. Welcome and Announcements

* Welcome
  - DataCentral – Meeting Materials
* 2026-27 DDC Meeting Schedule & Format
* 2026-27 Workshop Dates
  - **A Year in Data Planning (CIO 101)**
    - Friday, September 25th – 9:00 am – 1:00 pm
    - Thursday, October 1st – 9:00 am – 1:00 pm
  - **Special Ed Reporting 101**
    - Monday, November 16th – 9:00 am – 12:00 pm
    - Thursday, November 19th – 9:00 am – 12:00 pm
* SDS Relocation Update
* The Future of Regents Exams
* Updating Contact Forms
* Available SDS Data Services
* Staffing Updates

B. District Superintendent Updates

* Dr. Jasmin Varela, Ed. D.
  - Superintendent's Update

C. School Data Bank Services

* School Data Bank Services Update
  - Vanessa Biagioli-Dittrich, Program Administrator
    - NYS Seal of Biliteracy Workshop
    - 2026-2027 NYSAA Test Administrator Training

D. Level 0 Updates

* Closing Out the 2025-26 data year
* Level 0 – Version 22.0
* New for 2026-2027
* Level 0 Trainings – Welcome to the 'Zero Zone'

E. BARS 2.0 Update

F. Test Scanning and Reporting

* Help Desk for Data Warehouse and Test Scanning
  - Email: DWTShelp@esboces.org or Tel: 631-218-4195
* Testing Coordinator Contact Forms

Charles King	Lisa Di Sibio	Peter Desjardins	Sharon Mayrant
Divisional Administrator	Program Administrator	Program Administrator	Admin. Coordinator

* Loggin[illegible]re Systems
* NYSTP Testing Updates
    - ISR Printing Service - UPDATE
    - 2026-27 NYSED 3-8 Exam Schedule
    - NYSAA Birthdate Chart
* WIDA Update
    - Christa Stevenson, Executive Director L.I. RBERN
        - WIDA District Administrator Checklist
* Regents Exams
    - August 2026 Regents Exams
    - August Grads/August Regents
    - January 2027 Regents Workshop – Dec. 3rd
    - January 2027 Regents Exam Schedule
    - Updated Regents Course Codes

G. Student Management / Special Education Systems

* Lisa Di Sibio - Program Administrator
    - Individual SMS pages on Datacentral
    - Upcoming Workshops and Training
        - Mindex/ClearTrack
        - Frontline IEP
        - eSchool
        - Infinite Campus
        - PowerSchool
        - SchoolTool

H. Updates on Required Collection and Reporting Reminders

* Data Deadline Information on DataCentral
    - **The weekly deadline for loading and locking data in Level 0 is Thursday at 5:00pm**
    - **2026-27 Year-End Deadline – Thursday, August 19, 2027**
* 2026-27 SIRS Reporting Memo & Timeline
* Final 2025-26 Special Education – VR 11, 12, 14 Certification
* Update to UPK Reporting
* Updated Regents Course Codes
* 2025-26 Teacher Evaluation Closeout
* August Graduates
* Civil Rights Data Collection Reminder
* 2026-27 BEDS Reporting Reminders
* Updating SEDREF

I. QUESTIONS FI[illegible]IELD

THINGS TO DO NOW
Superintendent's Certification of APPR Plan
Load Demographics, Enrollment, Programs and Staff Snapshot once Level 0 opens
Sign up for SDS Workshops – CIO 101, Special Ed 101, Zero Zone
Verify Certification of the VR 11,12,14 in the PD System
Complete BEDS Reporting
Update SEDREF

Eastern Suffolk BOCES

Educational Services That Transform Lives

David Wicks
Chief Operating Officer

Heather Ciccone
Director, Regional Information Center

Charles King
Divisional Administrator, Student Data Services

Peter Desjardins
Program Administrator, Student Data Services

2026-2027 MEETING DATES

District Data Coordinator

Friday	September 18, 2026	9:00 a.m. – 12:00 p.m.	In-person
Friday	October 16, 2026	9:00 a.m. – 11:30 a.m.	Hybrid
Friday	November 20, 2026	9:00 a.m. – 11:30 a.m.	In-person
Friday	December 18, 2026	9:00 a.m. – 11:30 a.m.	In-person
Friday	February 5, 2027	9:00 a.m. – 11:30 a.m.	Hybrid
Friday	March 12, 2027	9:00 a.m. – 11:30 a.m.	In-person
Friday	April 16, 2027	9:00 a.m. – 11:30 a.m.	*TBD
Wednesday	May 12, 2027	9:00 a.m. – 11:30 a.m.	*TBD
Friday	June 11, 2027	9:00 a.m. – 12:00 p.m.	*TBD

All meetings will be held at the Instructional Support Center at Sequoya
Only hybrid meetings will offer both an in-person and zoom option for all participants

Student Data Services SDS

Middle States Accredited

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

Eastern Suffolk BOCES HOME

Educational Services That Transform Lives

Student Data Services Workshops

2026 – 2027 Dates to Remember

all workshops are in person at Sequoya*

CIO 101 : A Year in Data Reporting **- Friday, September 25, 2026 or Thursday, October 1, 2026**

Special Ed Reporting 101 **– Monday, November 16, 2026 or Thursday, November 19, 2026**

End of Year Data Reporting Workshop **– Tuesday, June 1, 2027 or Friday, June 4, 2027 – ****Location TBD****

CIO 101 - "Planning a Year in Data Reporting"

LOCATION: Instructional Support Center at Sequoya

DATES AND TIMES: Friday Sept 25, 2026 - 9:00 am - 1:00 pm
OR Thursday Oct. 1, 2026 - 9:00 am - 1:00 pm

AUDIENCE: District Data Coordinators / Staff responsible for submitting data throughout the year

DESCRIPTION: Join us to discuss all aspects of being a District Data Coordinator, and how best to map out a plan for reporting data throughout the year. We will review roles and responsibilities, SED requirements, and Student Data Services resources.

A major portion of the session will include a question and answer session with Student Data Services staff to address your needs.

This session is appropriate for all administrators or other data team members involved in the reporting of data to the state data repository system. This workshop will take a deep dive into developing a plan to best meet all data requirements throughout the year.

Advanced registration is required

To register online please visit http://datacentral.esboces.org

Student Data Services (SDS) has transitioned the registration process for events to utilize Frontline Professional Learning (formerly My Learning Plan – MLP) WebReg. Those participants who do not have an MLP account will need to create a free WebReg account in order to register for SDS events.

Charles King, Divisional Administrator

Peter Desjardins, Program Administrator

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Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services

Special Ed. Reporting 101

DATES & TIMES: Monday November 16th from 9:00am – 12:00pm or Thursday, November 19th from 9:00am – 12:00pm

LOCATION: Instructional Support Center at Sequoya

AUDIENCE: District Data Coordinators / PPS Directors / Directors of Special Education

DESCRIPTION: This workshop is specifically intended for administrators who are involved in the process of reporting special education data to the State Education Department. Any district team members involved in the data reporting process are welcome to attend. Topics will be especially relevant to District Data Coordinators, Special Education Directors, and Pupil Personnel Services Directors. Topics discussed will include:

- The flow of data from source systems to SED
- Understanding VR Reports and Special Ed. data requirements
- Special Education Deadlines
- PD System entitlements and certification
- Best practices to verify the accuracy of Special Education data

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Charles King, Divisional Administrator
cking@esboces.org **/ (631) 244-4240**

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STUDENT DATA SERVICES

Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services

2026 - 2027 End of Year Data Reporting Workshop

LOCATION: Instruction Support Center at Sequoya

DATES and TIMES: Tuesday, June 1, 2027 9:00 AM to 1:00 PM
OR Friday, June 4, 2027 9:00 AM to 1:00 PM

AUDIENCE: District Data Coordinators / Staff Responsible for submitting and verifying year-end data

COST: No Cost

DESCRIPTION: This workshop is specifically intended for District Data Coordinators / Administrators who are responsible for loading and verifying year-end data.

Topics discussed will include :

- Review of Verification / Certification Requirements
- Reporting and Verifying Graduates
- L2RPT / ReportNet reports
- Deadlines / Timelines for reporting year-end data
- Year-end Special Education data reporting requirements
- Frequently asked questions / issues concerning year-end data

Advanced registration is required

To register online please visit http://datacentral.esboces.org

Peter Desjardins, Program Administrator

(631) 419-1676 / dwtshelp@esboces.org

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STUDENT DATA SERVICES SDS

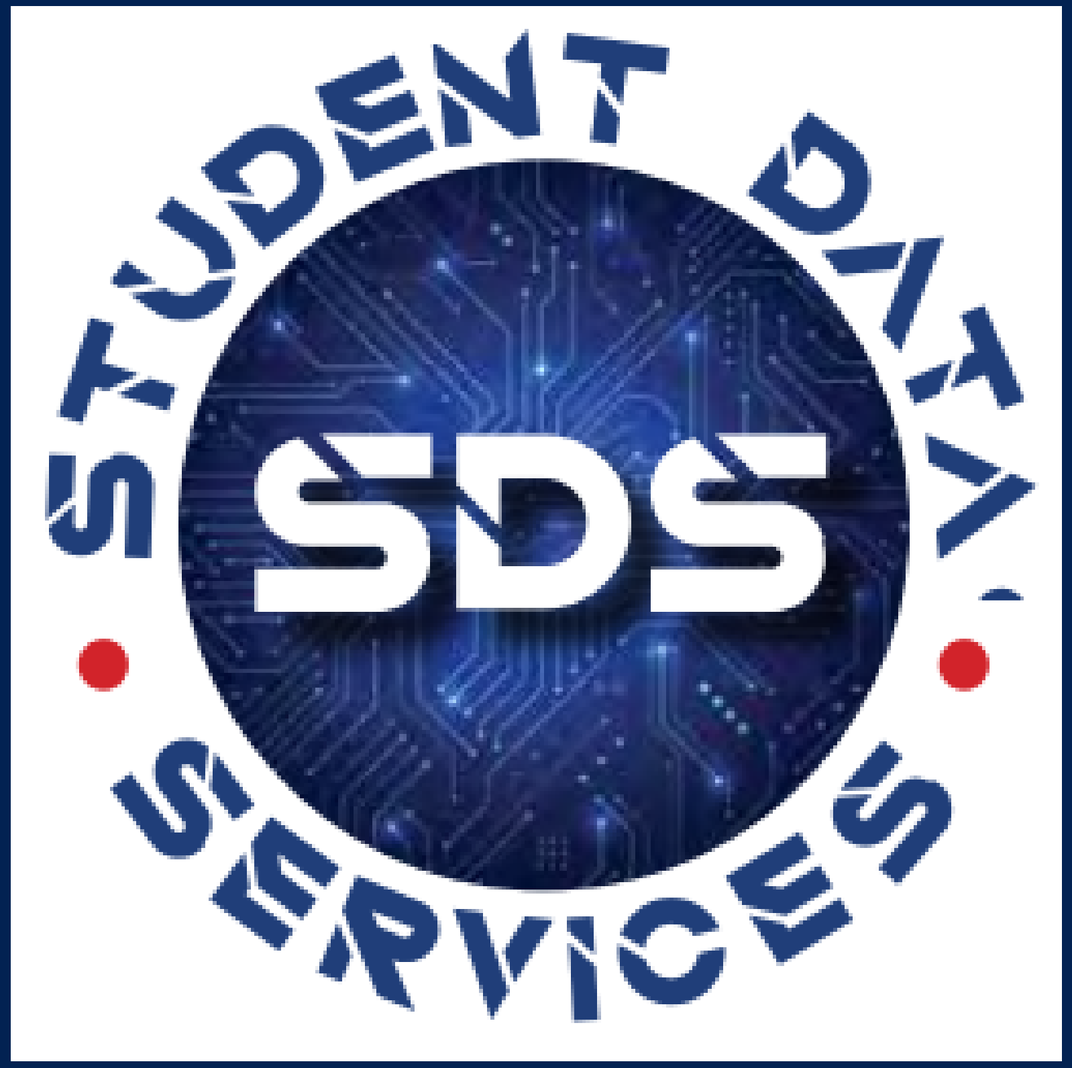
NY Inspires: Decoupling Regents Exams from the HS diploma

Beginning with graduates in 2028 New York will transition to one State high school diploma. Regents examinations will not be eliminated. Instead, their role will become more focused.

Under the new framework, they will continue to serve as rigorous measures of academic achievement but will no longer be a separate diploma requirement, beginning with students graduating in 2028.

- Students will no longer be required to pass a prescribed set of Regents examinations to graduate
- Regents examinations **will continue as rigorous statewide measures of student achievement**
- **Link to 9/14/2026 Memo**

HOME



Enhancing Data Reporting and Verification with Expert Services



DISTRICT DATA LOADING SERVICE

Transform district data management with Student Data Services' District Data Loading Service

EFFICIENT DATA MANAGEMENT FOR ACCURATE REPORTING AND TIMELY COMPLIANCE

Core Concepts

- Empower district staff and streamline reporting processes
- Data Extraction
  - Extraction from Student Management System and Special Ed Management Systems
  - Secure import and locking in Level 0 for accuracy and timelyness
- Comprehensive Error Review
  - Detailed analysis of Level 0 and Level 2 errors
  - Personalized guidance for resolving data integrity issues.
- Tailored Training Sessions
  - Weekly Data discussions and error rectification



ELIMINATES TECHNICAL OBSTACLES IN REPORTING DIFFICULT SETS OF DATA

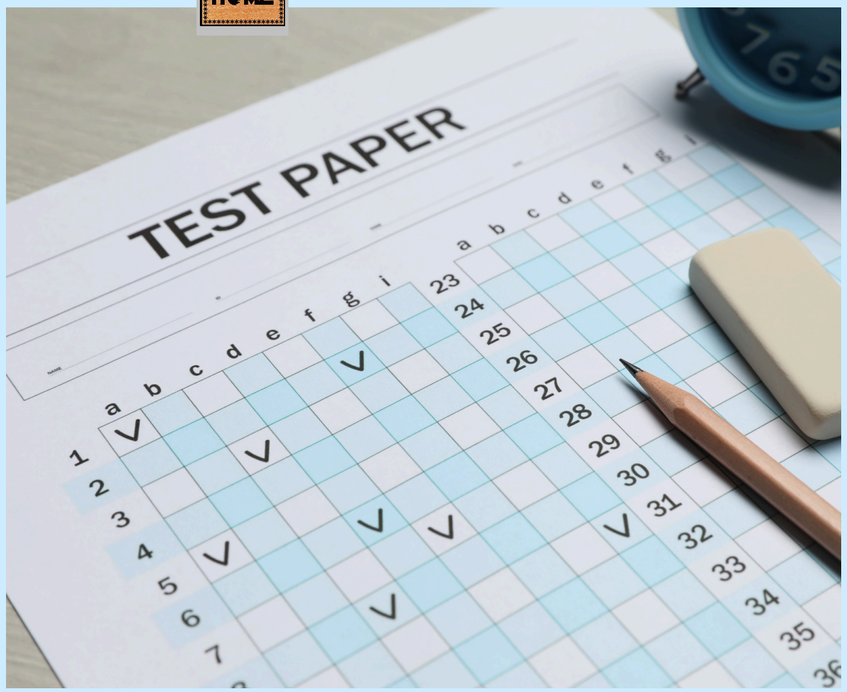
AP DATA LOADING SERVICE

With the AP Data Loading Service, you can focus on what matters most—supporting your students and enhancing their educational experience.

Core Concepts

The AP Data Loading Service is engineered to facilitate the accurate reporting of Advanced Placement (AP) data. This service eliminates technical obstacles in data loading through the following features:

- File Parsing: Files provided by the College Board are parsed with precision to ensure comprehensive data capture
- Student Identification: Multiple identification criteria are employed to match and accurately represent student data
- Data Loading: Data is directly loaded to Level 0 and Level 1, optimizing the institutional data management process
- SMS Specific File: A customized file, formatted for seamless system integration, is provided to streamline data incorporation



LET US HANDLE THE DATA TRANSFER SO YOU CAN FOCUS ON SUPPORTING STUDENTS & TEACHERS

REGENTS DATA LOADING SERVICE

Alleviate stress during peak busy season with our seamless data solutions

Core Concepts

Regents data is often due during the busiest time of the school year, creating stress and challenges for data professionals and the educators they support.

- Our expert team efficiently loads your Regents data to both Level 1 and Level 0
- We create a customized SMS-specific file tailored for easy upload into your system

Student Data Services: District Data Loading Service

The District Data Loading Service is a program offered by Eastern Suffolk BOCES Student Data Services. This service is designed for districts that need assistance with the day to day technical aspects of NYSED data reporting and verification.

SDS Service Includes	District is Responsible for
• Identification of primary and back-up contact personnel for this task • Extracting required data extracts from district Student Management System and Frontline IEP** • Import and locking of data in Level 0 from district source systems on a weekly basis or more frequently as needed • Review of Level 0 errors and provision of guidance on resolution • Review of Level 2 errors and provision of guidance concerning resolutions • Personalized guidance on End of Year reporting and best practices • Expedited service of NYS 3-8 Test Room files and Regents walk-in files • Two (2) 3 hour, personalized data reporting trainings of the district's choosing*	• Identification of primary and back-up contact personnel for this task • Extracting any and all required data extracts from district Human Resources systems (Finance Manager/nVision) and Third Party Systems (RTIM, MLP, OAYSIS) • Securely transmitting HR and/or Third Party system extracts to SDS via ESBOCES Secure Courier or SFTP • Resolution of any errors in district source systems • Districts are responsible for timely review and certification of all data • **Districts must have a support contract with ESBOCES for their Student Management and Special Education systems**

***Trainings may be scheduled as needed and may include:**

- *Special Ed 101: Our team will work directly with the DDC and Special Ed department to resolve errors and explain how NYSED reporting occurs*
- *CIO 101: Provides a personal tutorial for new DDCs or a higher level refresher for accelerated data coordinators*
- *End of Year Reporting: We will help districts identify all of the data that needs to be certified, help resolve errors and get your data loaded for the end of year certification*
- *Any other data related training that the district may request (Excludes SMS, HR System, FrontlineIEP/ClearTrack, 3rd Party Assessment and APPR Systems)*

2026-2027 Fee Schedule

Student Count*	Base Charge – Based on Full Year Commitment**	Base Charge – Based on Monthly Commitment	Per Student Fee
1 – 499	$3,000.00	1-3 months $900.00 / each additional month $300.00 per month	$2.35
500 – 999	$5,000.00	1-3 months $1,500.00 / each additional month $500.00 per month	$2.35
1,000 – 2,499	$10,000.00	1-3 months $3,000.00 / each additional month $1,000.00 per month	$2.35
2,500 – 4,999	$12,500.00 ($20,000.00 maximum)	1-3 months $3,750.00 / each additional month $1,250.00 per month	$2.35
5,000 +	$15,000.00 ($35,000.00 maximum)	1-3 months $4,500.00 / each additional month $1,500.00 per month	$2.35

**** Student Count will be determined by previous year's district wide January BEDS Day count.***

***** Yearly subscription will cover support from September 1, 2026 – August 31, 2027, and will be billed in the 2026-2027 school year.***

For more information contact:

Peter Desjardins
Program Administrator, Student Data Services
Regional Information Center
Eastern Suffolk BOCES
pdesjard@esboces.org
631-218-4195

REGENTS
DATA LOADING SERVICE

The completion of this form indicates subscription to the Student Data Services Regents Data Load Service for the 2026-2027 school year. The cost for this service for 2026-2027, which includes the August, January and June Regents exam periods, is $1655.50.

DISTRICT NAME: _____

CONTACT NAME: _____

TITLE: _____

E-MAIL ADDRESS: _____

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 dwtshelp@esboces.org.
Please call (631) 218-4195 with any questions.

AP Advantage

DATA LOADING SERVICE

The completion of this form indicates subscription to the Student Data Services AP Advantage Data Loading Service for the 2026-2027 school year at a cost of $2207.00.

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

DIGITAL RESOURCE SURVEY SERVICE

The completion of this form indicates subscription to the Student Data Services Digital Resource Survey Service for the 2026-2027 school year.

DISTRICT NAME: _____

CONTACT NAME: _____

TITLE: _____

E-MAIL ADDRESS: _____

PHONE: _____

SERVICE OPTION (must select one option)

☐ **Option #1 - Full Printing, Scanning and Reporting**
$541.00 set-up fee + $1.65 per student (student count will be determined by previous year's district wide January BEDS Day count)

☐ **Option #2 - Select Printing, Scanning and Reporting**
$541.00 set-up fee + $1.65 per student (student count is based on file provided in original student lite file and subsequent files throughout the year)

☐ **Option #3 - Digital File** - $1082.00 per district

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

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

_____ _____

Signature Date

Please email the completed form to dwtshelp@esboces.org
Please call (631) 218-4195 with any questions

Updates to Start the School Year

School Data Bank Services:

– Staff Developer/Shared Data Expert Service –

– Assessment Services–Scoring & Training –

– Continuous Improvement & Accountability –

Lauren Lewonka, Administrative Coordinator

NEW HOME NYSAA Data Exchange Process

* This official NYSED guidance was communicated through a weekly NYSED update email a few days ago, and is **not yet fully captured in the documents published on the DLM New York resource site**.

- Beginning with the 2026–27 NYSAA administration, NYSED will use a new enrollment and data-exchange process. NYSED will initially extract eligible NYSAA student records from the SIRS Data Warehouse (Level 2) **in mid-October** for upload to the DLM Kite Educator Portal.
- Student records in Kite Educator Portal **will not be able to be edited manually**, and must be made through SIRS (the district's source system, loaded to L2).

Reminder: NYSAA Eligibility & Reporting

In order to be pulled from SIRS and uploaded into Kite, student data must be reported in the following ways:

1. **Ungraded** status – Grade code 13 (ungraded elementary) or 14 (ungraded secondary) on the School_Entry/Exit template, *and*
2. NYSAA eligible with the **Program Fact code 0220**, *and*
3. a **Program Service Code** indicating a specific student **disability type**, *and*
4. **date of birth** is indicated on the current Birthdate Chart.

Please refer to the SIRS manual for more information about NYSAA eligibility and data reporting.

Other NYSAA Data Updates

- DTCs will **no longer need to enter in the Educator Identifier** when adding a teacher to Kite. This will now auto populate with the teacher's email address.
- There are **new columns added to the Monitoring Extracts** to make tracking testing administration easier. The new columns are specifically in the DLM Test Administration Monitoring extract, and they indicate the date the student took their first testlet and the date they took their last testlet.

Facilitator-led NYSAA Test Administrator Training

Full-Day, Full Certification:

- November 10 (virtual)
- November 12 (in-person)
- November 17 (virtual)
- November 18 (in-person)

Half-Day, Recertification:

- October 27 (in-person, AM)
- October 29 (virtual, AM or PM)
- October 30 (virtual, AM)
- November 4 (in-person, AM)
- November 5 (in-person, AM)
- November 13 (virtual, AM or PM)



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Eastern Suffolk BOCES

School Data Bank Services

2026-2027 NYSAA Test Administrator Training

Facilitated Training for the New York State Alternate Assessment
Computer-Based Testing for ELA, Mathematics and Science

The New York State Education Department (NYSED) in coordination with Dynamic Learning Maps (DLM) requires annual certification or recertification for all educators who will be Test Administrators of the New York State Alternate Assessment (NYSAA) in ELA, Mathematics, & Science.

NYSAA/DLM training can be completed through our **School Data Bank Services – Assessment Services** facilitator-led sessions. We offer two training formats (in-person or virtual) that include the official NYSAA/DLM materials:

Full-Day Training: Required if you...
- ✓ Have never administered the NYSAA
- ✓ Did not complete 2025-26 NYSAA training

Includes:
- Four CBT modules with a required passing score of 80% on each module.

Half-Day Training: Required if you...
- ✓ Completed 2025-26 Full-Day or Half-Day NYSAA training

Includes:
- One CBT overview module with a required passing score of 80%.

Required to Participate in Training
1) Activated Kite Educator Portal account
2) **Computer with camera** (necessary for all trainings, both virtual and in-person)
   - Please note that iPads and tablets are no longer compatible with Kite Educator Portal.

Training Type	Time	In-Person Date Options	Virtual Date Options
Full-Day	8:30 AM - 2:30 PM	November 12 or 18	November 10 or 17
Half-Day AM	8:30 AM - 11:30 AM	October 27 November 4 or 5	October 29 or 30 November 13
Half-Day PM	12:30 PM - 3:30 PM	None	October 29 or November 13

COST: **Full-Day:** $ 156.70 **Half-Day:** $ 76.14
AUDIENCE: Special Education Teachers administering the NYSAA for ELA, Math, and Science
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville, NY 11742 or Zoom (details will be provided by email)
REGISTER: https://webreg@esboces.org or Frontline
INSTRUCTOR: New York State Alternate Assessment (NYSAA) Training Network Specialists (AATN's)

Register on Frontline

Coming Soon…



- **Scoring Registration for NYS 3-8** exam scoring by OSC should open in ***October***.
- ESS workshop series:
  - Understanding and developing **District Assessment Strategies** in alignment with NY Inspires.
  - First workshop ***October 15***.
- SDBS workshop series: **Continuous Improvement and ESSA Accountability**.

Stay tuned!

School Data Bank Services

Eastern Suffolk BOCES

Educational Support Services • Working Together for Excellence

New York State Seal of Biliteracy

Where Do I Begin? The What, Why and How of the Process

The NYS Seal of Biliteracy (NYSSB) is an award that recognizes students who have studied and attained proficiency in two or more world languages (one of which must be English) by high school graduation. The NYSSB carries the highest weight on a school's "readiness measures" on the ESSA Accountability score. The weighting aligns with the NYS Regents with Advanced Designation, Advanced Placement, and International Baccalaureate exams.

This informational share is **designed for the district that <u>does not</u> offer** the NYS Seal of Biliteracy, however, is considering to begin the process, or would like more information before making a decision.

In this share, we will provide:

- An overview of the NYS Seal of Biliteracy.
- What to consider when making the NYS Seal of Biliteracy credential available to students.

DATE:	Tuesday, September 29, 2026
TIME:	10:00 AM – 11:00 AM
COST:	Complimentary for Subscribers; $50.00 for Non-Subscribers
AUDIENCE:	Directors of World Languages and District Level School Administrators
LOCATION:	Virtual Workshop – Details will be provided by email
REGISTER:	http://webreg.esboces.org



***Kimberly Hart** has been a Staff Developer/Shared Data Expert with Eastern Suffolk BOCES (ESBOCES) since 2018. In this role, Kim works with district leadership in the review and translation of data, and provides district and regional data focused professional development offerings. Kim analyzes data and supports meaningful data conversations with district administrators and staff. Kim is a New York State Certified Teacher (Pre-K, Grade 1-6). She also holds certifications in both Building and District Administration. Prior to her employment with ESBOCES, Kim has extensive years of experience in the management and supervision of employees and support staff for a non-profit early childhood/family service organization. She has also used her strong analytical writing and research skills in the development and writing of grants. In addition to her current role as a Shared Data Expert/Staff Developer, Kim is also an Evening Supervisor for CTE for Adults at Eastern Suffolk BOCES.*

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Eastern Suffolk BOCES

School Data Bank Services

2026-2027 NYSAA Test Administrator Training

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Includes:
- Four CBT modules with a required passing score of 80% on each module.

Half-Day Training: Required if you…
- ✓ Completed 2025-26 Full-Day or Half-Day NYSAA training

Includes:
- One CBT overview module with a required passing score of 80%.

Required to Participate in Training

1) Activated Kite Educator Portal account
2) **Computer with camera** (necessary for all trainings, both virtual and in-person)
   - Please note that iPads and tablets are no longer compatible with Kite Educator Portal.

Training Type	Time	In-Person Date Options	Virtual Date Options
Full-Day	8:30 AM - 2:30 PM	November 12 or 18	November 10 or 17
Half-Day AM	8:30 AM - 11:30 AM	October 27 November 4 or 5	October 29 or 30 November 13
Half-Day PM	12:30 PM - 3:30 PM	None	October 29 or November 13

COST: **Full-Day**: $ 156.70 **Half-Day**: $ 76.14
AUDIENCE: Special Education Teachers administering the NYSAA for ELA, Math, and Science
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville, NY 11742 or Zoom (details will be provided by email)
REGISTER: https://webreg@esboces.org or Frontline
INSTRUCTOR: New York State Alternate Assessment (NYSAA) Training Network Specialists (AATN's)

School Data Bank Services

1. **Required:** Pre-registration must be done through Frontline or http://webreg.esboces.org
2. Approval:
    a. Frontline Member: You must have your Administrator approve your training through the ESBOCES catalog in Frontline. Districts will be billed after training is completed.
    b. Non-Member of Frontline: You must mail your completed and approved enrollment form ASAP along with a check made payable to Eastern Suffolk BOCES to:

        Eastern Suffolk BOCES
        School Data Bank Services - Assessment Services
        750 Waverly Avenue
        Holtsville, NY 11742
        Attn: Eileen Jaeger

Important Information for Participants

1. **Required:** Kite Educator Portal account to complete training and module assessments.
    a. New teachers must activate their Kite Educator Portal account **at least one week prior** to their scheduled training date.
    b. Returning teachers make sure you can log into your account from last year.
    c. If you are not sure how to access Kite Educator Portal account, call School Data Bank Services – Assessment Services support at (631) 244-4243.

2. **Computer with camera** (necessary for all trainings, both virtual and in-person)
    - Please note that iPads and tablets are no longer compatible with Kite Educator Portal.

3. All training requirements and post-tests must be successfully completed *during the training session* to gain access to your NYSAA-eligible students required "First Contact Survey."

Questions:

- For questions regarding Registration or Kite Educator Portal accounts, contact the Assessment Services Support Team at (631) 244-4243, scoring@esboces.org

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

END OF YEAR
STATE REPORTING REMINDERS

Eastern Suffolk BOCES
Regional Information Center
Student Data Services
STUDENT DATA SERVICES

2025-26 School Year is CLOSED



2025-26 School Year is CLOSED



EXCEPT……

2025-26 School Year is CLOSED



EXCEPT……

- **October 16, 2026 - Staff Evaluation Scores and Ratings Data Due**

- **October 30, 2026 - Staff Eval Rating Verification Report Certification Due**

2025-26 School Year is CLOSED



EXCEPT……

- **October 16, 2026 - Staff Evaluation Scores and Ratings Data Due**

- **October 30, 2026 - Staff Eval Rating Verification Report Certification Due**

As of Wednesday 9/16:

33 districts have valid records

New for 2027!

NYS Education Department
Vendor Meeting for Reporting of SIRS Data

NYS-Level 0

Level 0 Version: 22.0



Level 0 v22.0 Release Notes

Lisa Seymour
Office of Information and Reporting Services
New York State Education Department

New for 2027!

Student Lite, 2026-27

Additional Phone Number: Report where available, Field #61

STUDENT LITE

Field Number	Max Length	FIELD NAME from eScholar template (DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	Key Field	NYS, Regional, or Local Purpose	Instructions or Rules	Format
50	3	*NEGLECTED OR DELINQUENT (NEGLECTED OR DELINQUENT INDICATOR)		NYS Reporting	Indication of whether the student met the definition of neglected or delinquent at some point during the academic year or was never considered neglected or delinquent during the academic year. If left blank, defaults to N (Never Neglected or Delinquent). Populate with code.	alphanumeric
51	8	HOMELESS PRIMARY NIGHTTIME RESIDENCE		Leave Blank		alphanumeric
52	16	NATIVE LANGUAGE			Leave blank.	
53	20	+CAREER PATH CODE		NYS Reporting	Code used to identify pathway student used to graduate. Populate with code.	alphanumeric
54	20	+GUIDANCE COUNSELOR DISTRICT CODE		NYS Reporting	NYC to submit the Geographic District Code. For other LEAs it will be the same as District Code in Field 1.	alphanumeric
55	12	GUIDANCE COUNSELOR ID		NYS Reporting	Provide TEACH ID from TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Guidance Counselor ID must be in Staff Snapshot. When Guidance Counselor ID is provided, Guidance Counselor District Code must also be provided.	alphanumeric
56	40	+COUNTY OF RESIDENCE		NYS Reporting for P-Tech Students (4026)	Report the student's county of residence.	alphanumeric
57	15	+EDUCATION LEVEL OF PARENT		NYS Reporting for P-Tech Students (4026)	Report the highest educational level of a parent.	alphanumeric
58	20	+CRISIS IMPACT CODE (STUDENT DISPLACED BY DISASTER)		NYS Reporting	Report a code for new students who were displaced due to a crisis or disaster.	alphanumeric
59	50	+CRISIS NAME (DISASTER NAME)		NYS Reporting	Report name of the crisis (disaster) the student was displaced by. If unknown, leave blank.	alphanumeric
60	250	EMAIL ADDRESS		NYS Reporting	Report an email address for the student's parent/guardian.	alphanumeric
61	14	CONTACT PHONE (ALTERNATIVE PHONE NUMBER)		NYS Reporting	Report an additional contact number for the parent or guardian where available.	Numeric

- Report where available.
- Should not be the same phone number provided in Field # 34.
- There should be no letters in the field.
- This change must be available to school districts before September 1st, 2026.

Must be numeric and in the following format: nnn-nnn-nnnn, (nnn)nnn-nnnn, or nnnnnnnnnn

NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

Level 0 v22.0 Release Notes

Area	Revision Description	Rule Number	Rule Text	Error Message	Purpose	Error Type
Demographics	Added numeric requirement to the fatal error.	DM1109	A Home Phone number that is blank, not numeric, or is less than 10 characters will receive the following error:	Missing or Invalid Home Phone number (must be at least 10 characters and numeric).	Phone numbers must be in specific formats.	Import
Demographics	Removed the numeric requirement from the information check.	DM1117	If a Home Phone number is not in the following format: nnn-nnn-nnnn, (nnn)nnn-nnnn, or nnnnnnnnnn, you will receive the following warning:	Invalid Home Phone number (must be numeric and in the following format: nnn-nnn-nnnn, (nnn)nnn-nnnn, or nnnnnnnnnn) - Please review.	Phone numbers must be in specific formats.	Information
Demographics	New Rule: Mirrors validation rule for Home Phone.	DM1120	A Contact Phone (Alternate Phone Number) if provided must be at least 10 characters and numeric or you will receive the following error:	A Contact Phone (Alternate Phone Number) must be at least 10 characters and numeric.	Phone numbers must be numeric.	Import
Demographics	New Rule: Mirrors validation rule for Home Phone.	DM1121	If a Contact Phone (Alternate Phone Number) is not in the following format: nnn-nnn-nnnn, (nnn)nnn-nnnn, or nnnnnnnnnn, you will receive the following warning:	Invalid Contact Phone (Alternate Phone Number) must be in the following format: nnn-nnn-nnnn, (nnn)nnn-nnnn, or nnnnnnnnnn) - Please review.	Phone numbers must be in specific formats.	Information
Demographics	New Rule: The Home Phone number field and Alternative Contact phone number should not be the same.	DM1122	The Contact Phone (Alternate Phone Number) must be different than Home Phone number or you will receive the following warning:	Contact Phone (Alternate Phone Number) cannot be the same as reported Home Phone number - Please review.	The Home Phone number field and Alternative Contact phone number should not be the same.	Information

New for 2027!

Dual Credit Programs, 2026-27

Education Law §319 outlines partnership agreement and data reporting requirements for dual enrollment programs and provides the following definition of a dual enrollment program in New York State:

Dual Enrollment Program: Any program that is a partnership between at least one school district, charter school, or BOCES and at least one institution of higher education that provides high school students with the opportunity to enroll in college courses and earn transferable college credit from the institution or institutions while completing high school graduation and diploma requirements. https://www.nysed.gov/postsecondary-services/dual-enrollment-data-collection

SIRS Data Reporting

1. ***Student Class Grade Detail (SCGD) Template*** – Need to Identify the Higher Education Institution where the student is dually enrolled for course work.
2. ***Student Credit GPA Template*** – LEAs will report the cumulative GPA for students who enroll in a course that is identified as "Dual/Concurrent." Currently reported for P-TECH, Smart Scholars Early College High School (ECHS), and Smart Transfer ECHS students.
3. ***Student Lite Template*** – Education Level of Parent. LEAs will report the highest education level of one parent or guardian. One of the options that can be reported is "unknown." Currently reported for P-TECH, Smart Scholars Early College High School (ECHS), and Smart Transfer ECHS students.

(Student Lite, Field 57)

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

New for 2027!

Student Class Grade Detail, 2026-27

New Field: Field 41

STUDENT CLASS GRADE DETAIL

Field Number	Max Length	(DATA ELEMENT NAME) as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	Key Field	NYS, Regional, or Local Purpose	Instructions or Rules	Format
24	20	STUDENT CLASS CREDIT TYPE CODE		Regional Reporting	Used to identify the type of credit the student will receive.	alphanume
25	20	+DUAL/CONCURRENT CREDIT CODE		NYS Reporting	Identify the setting where the student is taking the course for college credit.	alphanume
26	8,2	CUMULATIVE CLOCK TIME			Leave blank.	
27	12	EVALUATOR 2 STAFF ID			Leave blank.	
28	12	EVALUATOR 3 STAFF ID			Leave blank.	
29	20	EVALUATOR Evaluator 2 controlling district			Leave blank.	
30	20	EVALUATOR 3 CONTROLLING DISTRICT			Leave blank.	
31	20	INSTRUCTION TYPE CODE			Leave blank.	
32	20	INSTRUCTION DELIVERY METHOD CODE			Leave blank.	
33	20	INSTRUCTION MEDIUM TYPE CODE			Leave blank.	
34	20	COURSE DELIVERY MODEL CODE			Leave blank.	
35	3	COURSE COMPLETION INDICATOR			Leave blank.	
36	5,2	+POSTSECONDARY CREDIT UNITS		NYS Reporting	Report the credits for each course awarded to the student during the school year by a higher education institution. Report 0 if the student did not earn postsecondary credits for the course. If credits awarded by the college to a student enrolled in a dual credit course cannot be confirmed, leave	numeric
37	20	*CREDIT RECOVERY CODE		NYS Reporting	courses taken by students during the regular school year must be reported through the Student Class Grade Detail Record. For courses taken during summer school, a Student Class Detail Record must be reported only for those students who take a course to make up incomplete or failed course credit through CR Part 100.5(d)(8) or if the course grade and/or credit is needed for the student's transcript. For students who are making up incomplete or failed course credit at any time, a Student Class Grade Detail Record must be reported and the Credit Recovery Code field on the record must be identified as	alphanumeric
38	25	STUDENT GRADE LEVEL CODE WHEN TAKEN			Leave blank.	
39	20	GRADE STANDARD PERFORMANCE LEVEL CODE			Leave blank.	
40	8	STUDENT DISTRICT CODE (COURSE DISTRICT)	K	NYS Reporting	Provide the district code to identify the district where the course is taking place. This is used for New York City in situations where the student is enrolled in a geographic district other than the one where the course is offered.	alphanumeric
41	30	DUAL CREDIT INSTITUTION CODE		NYS Reporting	Provide the SED Code from the Dual Credit Institution Code lookup table identifying the college where the student is dually enrolled. Report this code when Field #25 Dual/Concurrent Credit Code is reported.	alphanumeric

SCHOOL_YEAR_DATE	LOOKUP_NAME	LOOKUP_CODE	LOOKUP_DESC
2027-06-30	DUAL CREDIT INSTITUTION CODE	280218344680	ADELPHI UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	010100384725	ALBANY COLLEGE OF PHARMACY & HEALTH
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000091563	ALBERT EINSTEIN COLLEGE OF MEDICINE
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000056188	ALDERSON-BROADDUS COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	020101354860	ALFRED UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	131701364995	BARD COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	310300360000	BARD GRAD CTR FOR DECORATIVE ARTS
2027-06-30	DUAL CREDIT INSTITUTION CODE	310500355000	BARNARD COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	310600360005	BORICUA COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000075233	BORICUA COLLEGE - BRONX
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000075234	BORICUA COLLEGE - BROOKLYN
2027-06-30	DUAL CREDIT INSTITUTION CODE	320900380003	BRONX LEBANON HOSPITAL
2027-06-30	DUAL CREDIT INSTITUTION CODE	331300380001	BROOKLYN HOSPITAL-CALEDONIA HOSPITAL
2027-06-30	DUAL CREDIT INSTITUTION CODE	750000340101	BROWN UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	010100270019	BRYANT & STRATTON COLLEGE - ALBANY
2027-06-30	DUAL CREDIT INSTITUTION CODE	140203279981	BRYANT & STRATTON COLLEGE - AMHERST
2027-06-30	DUAL CREDIT INSTITUTION CODE	140600279917	BRYANT & STRATTON COLLEGE - BUFFALO
2027-06-30	DUAL CREDIT INSTITUTION CODE	261600279919	BRYANT & STRATTON COLLEGE - GREECE
2027-06-30	DUAL CREDIT INSTITUTION CODE	421501270009	BRYANT & STRATTON COLLEGE - N SYR
2027-06-30	DUAL CREDIT INSTITUTION CODE	141800270000	BRYANT & STRATTON COLLEGE - SOUTHTOW
2027-06-30	DUAL CREDIT INSTITUTION CODE	421800279945	BRYANT & STRATTON COLLEGE - SYRACUSE
2027-06-30	DUAL CREDIT INSTITUTION CODE	261701270003	BRYANT & STRATTON COLLEGE -HENRIETTA
2027-06-30	DUAL CREDIT INSTITUTION CODE	140600355130	CANISIUS UNIVERSITY OF BUFFALO, NY
2027-06-30	DUAL CREDIT INSTITUTION CODE	512902395265	CLARKSON UNIVERSITY

- Approximately 300 higher education institutions are in the lookup table.
- Identify the college in Field #41 when reporting the Dual/Concurrent Credit Code (Field #25).
- This change must be available to school districts before September 1st, 2026.

New for 2027!

Level 0 Version: 22.0

Dual Credit Programs, 2026-27

Student Class Grade Detail

Must report Institution Credit is earned from

End of Year – Dual Credit Courses!

Report Dual Credit Code in Student Class Grade Detail.



Dual Credit Code: This code is used to identify the setting in which the student is earning dual credits (e.g. BOCES, Other District). Leave blank for non-dual credit courses. This code is important for the identification of a student in a dual credit course in a situation where the district responsible for reporting the student class grade detail record is not reporting the

Course Instructor Assignment or Student Class Entry Exit data. Leave blank for non-dual credit courses. Student Class Grade Detail Template, Field 25, leave blank for courses that are not Dual Credit.

denotes a required field

*Student ID:	*Location Code:	*Course Code:	*Section Code:	*M.P. Code/ Term Code:
070790000	[redacted]	B570 :: COLLEGE SOCIOLOGY	10	2 / 2

*Reporting Date:	*Grade Detail Code:	Num. Grade:	*Outcome Code:	*Supp. Crse. Diff.:	Assessment Include Ind.:	Credits Attempted:	Credits Earned:	Postsecondary Credit Units:
2024-06-30	FG :: FINAL GRADE	98.000	P :: Pass	NA		0.500	0.500	

Class Credit Type:	Alpha Grade:	Display Grade:	GPA Impact:	*Credit Recovery:	Dual Credit Code:	Comment:
				N :: No	COLLEGE :: (	

Import Validation Messages:

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

Dual Credit Indicator and Dual Credit Code are dependent data elements.

End of Year – Dual Credit Courses!

Report Dual Credit Code in Student Class Grade Detail.

Dual Credit Code: This code is used to identify the setting in which the student is earning dual credits (e.g. BOCES, Other District). Leave blank for non-dual credit courses. This code is important for the identification of a student in a dual credit course in a situation where the district responsible for reporting the student class grade detail record is not reporting the Course Instructor Assignment or Student Class Entry Exit data. Leave blank for non-dual cre courses. Student Class Grade Detail Template, Field 25, leave blank for courses that are no Dual Credit.



Student Class Grade Detail – Dual Credit Institution Code

SCHOOL_YEAR_DATE	LOOKUP_NAME	LOOKUP_CODE	LOOKUP_DESC
2027-06-30	DUAL CREDIT INSTITUTION CODE	280218344680	ADELPHI UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	010100384725	ALBANY COLLEGE OF PHARMACY & HEALTH
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000091563	ALBERT EINSTEIN COLLEGE OF MEDICINE
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000056188	ALDERSON-BROADDUS COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	020101354860	ALFRED UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	131701364995	BARD COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	310300360000	BARD GRAD CTR FOR DECORATIVE ARTS
2027-06-30	DUAL CREDIT INSTITUTION CODE	310500355000	BARNARD COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	310600360005	BORICUA COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000075233	BORICUA COLLEGE - BRONX
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000075234	BORICUA COLLEGE - BROOKLYN
2027-06-30	DUAL CREDIT INSTITUTION CODE	320900380003	BRONX LEBANON HOSPITAL
2027-06-30	DUAL CREDIT INSTITUTION CODE	331300380001	BROOKLYN HOSPITAL-CALEDONIA HOSPITAL
2027-06-30	DUAL CREDIT INSTITUTION CODE	750000340101	BROWN UNIVERSITY

denotes a required field

*Student ID:	*Location Code:				*Course Code:	
070790000	[redacted]				B570 :: COLLEGE SOCIOLOG	
*Reporting Date:	*Grade Detail Code:	Num. Grade:	*Outcome Code:	*Supp. Crse. Diff.:	Assessment Include Ind.:	
2024-06-30	FG :: FINAL GRADE	98.000	P :: Pass	NA		
Class Credit Type:	Alpha Grade:	Display Grade:	GPA Impact:	*Credit Recovery:	Dual Credit Code:	Comment:
				N :: No	COLLEGE :: (	

Import Validation Messages:

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

Dual Credit Indicator and Dual Credit Code are dependent data elements.

End of Year – Dual Credit Courses!

Report Dual Credit Code in Student Class Grade Detail.

Dual Credit Code: This code is used to identify the setting in which the student is earning dual credits (e.g. BOCES, Other District). Leave blank for non-dual credit courses. This code is important for the identification of a student in a dual credit course in a situation where the district responsible for reporting the student class grade detail record is not reporting the Course Instructor Assignment or Student Class Entry Exit data. Leave blank for non-dual cre courses. Student Class Grade Detail Template, Field 25, leave blank for courses that are no Dual Credit.



denotes a required field

*Student ID:	*Location Code:		*Course Code:	
070790000	[redacted]		B570 :: COLLEGE SOCIOLO	

*Reporting Date:	*Grade Detail Code:	Num. Grade:	*Outcome Code:	*Supp. Crse. Diff.:	Assessmer Include Ind
2024-06-30	FG :: FINAL GRADE	98.000	P :: Pass	NA	

Class Credit Type:	Alpha Grade:	Display Grade:	GPA Impact:	*Credit Recovery:	Dual Credit Code:	Comment:
				N :: No	COLLEGE :: (	

Import Validation Messages:

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

Student Class Grade Detail – Dual Credit Institution Code

LOOKUP_CODE	LOOKUP_DESC
580906340017	LONG ISLAND UNIV-SOUTHAMPTON CAMPUS
580513390099	NY INSTITUTE OF TECH-ISLIP CAMPUS
580224360018	ST JOSEPH'S UNIV.- SUFFOLK CAMPUS
580403360020	TOURO UNIVERSITY - LONG ISLAND
580106261515	ISLAND DRAFTING & TECH INST
580405279927	FIVE TOWNS COLLEGE
580201533555	SUNY STONY BROOK
580602591801	SUFFOLK CO COMM COLL EASTERN CAMPUS
580512590013	SUFFOLK CO COMM COLL WESTERN CAMPUS
580211591800	SUFFOLK COUNTY COMM COLL

Dual Credit Indicator and Dual Credit Code are dependent data elements.

NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

Dual Credit Programs, 2026-27

Student Class Grade Detail

Must report Institution Credit is earned from

Student Class Grade Detail	New Rule	SG7040	A Dual Credit Institution Code that cannot be found in the Dual Credit Institution Code Master Lookup table will receive the following error:	Invalid Dual Credit Institution Code: & bad data	The Higher Education Institution partner for dual/concurrent credit courses must be identified from the lookup table.	Import
Student Class Grade Detail	New Rule	SG7041	If a Dual/Concurrent Credit Code exists in Student Class Grade Detail, without a Student Credit GPA record, you will receive the following warning:	Student Credit GPA should be reported for students with a Dual/Concurrent Credit Code in Student Class Grade Detail - please review.	Student Credit GPA should be reported for students enrolled in Dual/Concurrent courses.	Information
Student Class Grade Detail	New Rule	SG7042	A Dual Credit Institution Code and Dual/Concurrent Credit Code must be paired or you will receive the following error:	A Dual Credit Institution Code must be paired with a Dual/Concurrent Credit Code.	A Dual Credit Institution Code must be paired with a Dual/Concurrent Credit Code.	Fatal

New for 2027!

Level 0 Version: 22.0

Dual Credit Programs, 2026-27

Student Credit GPA

Must report for all students earning dual credit

New for 2027!

Student Credit GPA, 2026-27

Report TOTAL GPA

Required for P-Tech, Smart Scholars, and *Dual Credit students

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

*where Field #25 (Dual/Concurrent Credit Code) on Student Class Grade Detail is not Null

New for 2027!

HOME

Student Credit GPA, 2026-27

*denotes a required field

Back to District Rpt

*Student ID:	*Credit GPA Code:	*Reporting Date:	*M.P. Code:	*Term Code:
100004674	TOTAL	2025-06-30	NA	NA

*Cumulative Credits Earned:	*Cumulative GPA:	*Student GPA Range Min.:	*Student GPA Range Max.:	*Cumulative Credits Attempted:
24.500	81.45	0.0000	110.0000	25.000

Credit GPA Comments:

Import Validation Messages:

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

Stu/Credit/GPA Records:

	Status:	Credit GPA Code:	Cumulative Credits Earned:	Cumulative GPA:	Reporting Date:
View	Valid	TOTAL	24.500	81.45	2025-06-30

New for 2027!

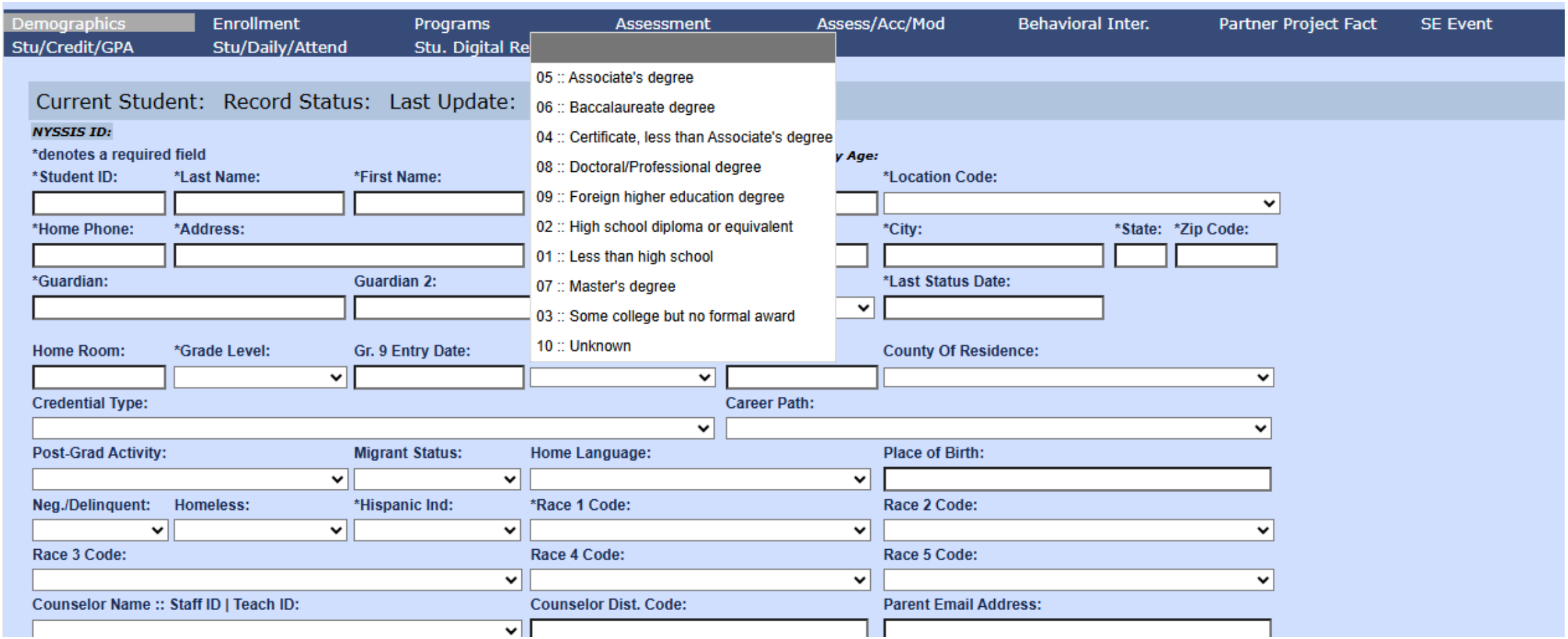
Level 0 Version: 22.0

Dual Credit Programs, 2026-27

Education Level of parent

Should report for all students earning dual credit

New for 2027!


HOME
Demographics
Stu/Credit/GPA
Enrollment
Stu/Daily/Attend
Programs
Stu. Digital Re
Assessment
Assess/Acc/Mod
Behavioral Inter.
Partner Project Fact
SE Event
05 :: Associate's degree
06 :: Baccalaureate degree
04 :: Certificate, less than Associate's degree
08 :: Doctoral/Professional degree
09 :: Foreign higher education degree
02 :: High school diploma or equivalent
01 :: Less than high school
07 :: Master's degree
03 :: Some college but no formal award
10 :: Unknown
Current Student: Record Status: Last Update:
NYSSIS ID:
*denotes a required field
*Student ID:
*Last Name:
*First Name:
*Location Code:
*Home Phone:
*Address:
*City:
*State:
*Zip Code:
*Guardian:
Guardian 2:
*Last Status Date:
Home Room:
*Grade Level:
Gr. 9 Entry Date:
County Of Residence:
Credential Type:
Career Path:
Post-Grad Activity:
Migrant Status:
Home Language:
Place of Birth:
Neg./Delinquent:
Homeless:
*Hispanic Ind:
*Race 1 Code:
Race 2 Code:
Race 3 Code:
Race 4 Code:
Race 5 Code:
Counselor Name :: Staff ID | Teach ID:
Counselor Dist. Code:
Parent Email Address:

New for 2027!

HOME

Current Student: Record Status: Last Update: By:

NYSSIS ID:

*denotes a required field

Beds Day Age:

*Student ID: | *Last Name: | *First Name: | MI: | *Gender: | *Birth Date: | *Location Code:

*Home Phone: | *Address: | Address 2: | *City: | *State: | *Zip Code:

*Guardian: | Guardian 2: | *Status: | *Last Status Date:

Home Room: | *Grade Level: | Gr. 9 Entry Date: | Education Level Of Parent: | *Dist. Code of Residence: | County Of Residence:

10 :: Unknown

Credential Type: | Career Path:

Post-Grad Activity: | Home Language: | Place of Birth: | Migrant Status:

Neg./Delinquent: | Homeless: | *Hispanic Ind: | *Race 1 Code: | Race 2 Code:



New for 2027!



Current Student: Record Status: Last Update: By:

NYSSIS ID:

*denotes a required field

Beds Day Age:

*Student ID: | *Last Name: | *First Name: | MI: | *Gender: | *Birth Date: | *Location Code:

*Home Phone: | *Address: | Address 2: | *City: | *State: | *Zip Code:

*Guardian: | Guardian 2: | *Status: | *Last Status Date:

Home Room: | *Grade Level: | Gr. 9 Entry Date: | Education Level Of Parent: | *Dist. Code of Residence: | County Of Residence:

10 :: Unknown

Credential Type: | Career Path:

Post-Grad Activity: | Home Language: | Place of Birth: | Migrant Status:

Neg./Delinquent: | Homeless: | *Hispanic Ind: | *Race 1 Code: | Race 2 Code:

NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

Dual Credit Programs, 2026-27

Education Level of parent

Should report for all students earning dual credit

Student Class Grade Detail	New Rule	SG7043	If a Dual/Concurrent Credit Code exists in Student Class Grade Detail, without an Education Level of Parent in Demographics, you will receive the following warning:	Education Level of Parent should be reported in Demographics for student with Dual/Concurrent Credit Code - Please review.	When available, the Education Level of Parent should be reported for students enrolled in Dual/Concurrent Credit courses.	Information

New for 2027!

New Codes for SIRS Reporting

Student Class Grade Detail – Dual Credit Institution Code

SCHOOL_YEAR_DATE	LOOKUP_NAME	LOOKUP_CODE	LOOKUP_DESC
2027-06-30	DUAL CREDIT INSTITUTION CODE	280218344680	ADELPHI UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	010100384725	ALBANY COLLEGE OF PHARMACY & HEALTH
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000091563	ALBERT EINSTEIN COLLEGE OF MEDICINE
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000056188	ALDERSON-BROADDUS COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	020101354860	ALFRED UNIVERSITY
2027-06-30	DUAL CREDIT INSTITUTION CODE	131701364995	BARD COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	310300360000	BARD GRAD CTR FOR DECORATIVE ARTS
2027-06-30	DUAL CREDIT INSTITUTION CODE	310500355000	BARNARD COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	310600360005	BORICUA COLLEGE
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000075233	BORICUA COLLEGE - BRONX
2027-06-30	DUAL CREDIT INSTITUTION CODE	800000075234	BORICUA COLLEGE - BROOKLYN
2027-06-30	DUAL CREDIT INSTITUTION CODE	320900380003	BRONX LEBANON HOSPITAL
2027-06-30	DUAL CREDIT INSTITUTION CODE	331300380001	BROOKLYN HOSPITAL-CALEDONIA HOSPITAL
2027-06-30	DUAL CREDIT INSTITUTION CODE	750000340101	BROWN UNIVERSITY

Staff Tenure Snapshot – Tenure Area Code

ACTION	CODE	DESC
ADD	AGR	Agriculture-general
ADD	DAN	Dance
ADD	ICL	Indigenous culture and language studies
ADD	THR	Theater
ADD	VIS	Visual arts
MODIFY	AGT	Agriculture-occupational
MODIFY	GBE	Business and marketing-general
MODIFY	HEG	Family and consumer sciences-general
MODIFY	HEO	Family and consumer sciences-occupational
MODIFY	IAG	Technology education
MODIFY	OBE	Business-occupational

Course – State Course Code

ACTION	CODE	DESC
ADD	12061	AP CK Business with Personal Finance
ADD	12120	Financial Accounting
ADD	12121	Managerial Accounting

Refer to the codes documents on the page below for complete lists:
https://www.nysed.gov/information-reporting-services/vendor-support-student-management-systems-smss



New for 2027!



To Do List for 2026-27

- Add Field #61, CONTACT PHONE, to the STUDENT LITE template extracts. Populate with a numeric phone number where available and a different number from that reported in Field #31, Home Phone.

- Add Field #41, DUAL CREDIT INSTITUTION CODE to the STUDENT CLASS GRADE DETAIL template extracts. Load the lookup table of institutions so LEAs can select the college. The SED Code in this table should be present in the extract whenever Field #25, DUAL/CONCURRENT CREDIT CODE, is not Null.

- Extract STUDENT CREDIT GPA records for all students reported in Partner Project Fact and those with a Dual/Concurrent Credit Code. While SCGPA is only required for those students, vendors may extract data for all students.

- Implement new course, tenure area and other codes as found on the SIRS Codes change and other dimension data documents available at: https://www.nysed.gov/information-reporting-services/vendor-support-student-management-systems-smss

- Ensure school districts and BOCES can report teachers and principals with either the 3012d or 3012e group (needed for June 2026).

NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

New features!

NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

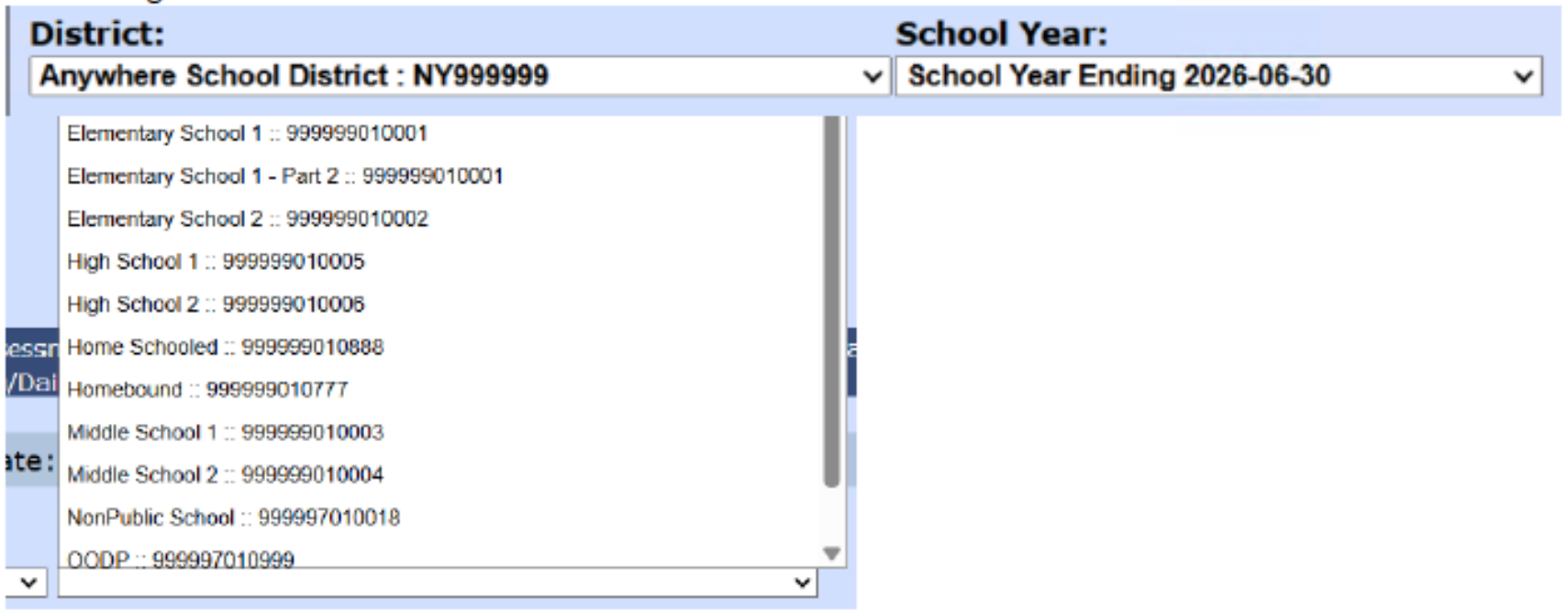
New features!

Locations in Dropdown

Show names before BEDSCODES

Service Provider Code (Manual Programs Fact, SE Snapshot have been changed)

Master Page



NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

New features!

Data Quality Report Enrollment

Add Start (Entry) date Column on the Data Quality Report under Enrollment Summary for each enrollment type to assist districts with the "60" day 4034 still open check.

Student ID:	Last Name:	First Name:	Grade Level:	Entry Date:	Exit Date:	Exit Code:	Exit Comment:
580680730	dezur	plews	KF	7/1/2026	8/31/2026	255	
580680648	donicht	peliroja	KF	7/1/2026	8/18/2026	170	
580680489	elias	olsen	KF	9/1/2026	9/25/2026	170	Alex Bay CSD

NYS HOME Level 0

New for 2027!

Level 0 Version: 22.0

New features!

Data Quality Demo Report

- Added Seal of Biliteracy

Location Name:	Location Code:	Grade 12 Missing (a)	Local (b)	Regents (c)	Regents: Honors (d)	Regents: Adv. (e)	Regents: Adv. Honors (f)	Regents: CTE (g)	Biliteracy (h)	Civic Readiness (i)	Commence. Cred. (j)	Total Grads (b+c+d+e+f)	Total Completers (b+c+d+e+f+j)
High School 1	0005	11	1	0	0	0	0	0	0	0	0	1	1
Home Schooled	0888	1	0	0	0	0	0	0	0	0	0	0	0
	Totals:	12	1	0	0	0	0	0	0	0	0	1	1

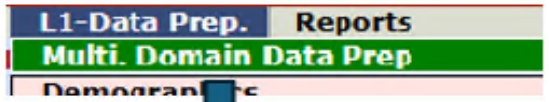
New for 2027!

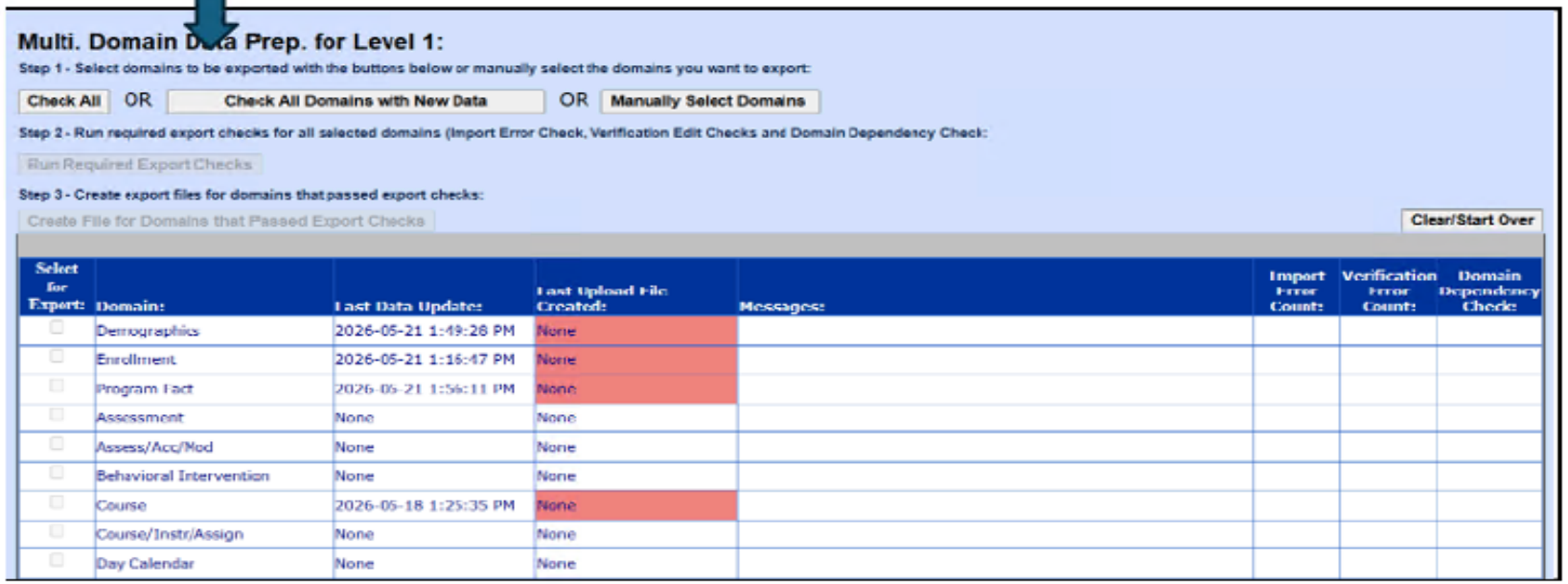
Level 0 Version: 22.0

L1 Data Prep

EZ Button (Multi-Prep) in Data Prep – Allow for all Templates to be selected at once.

- Provides flexibility for selecting all or a combination of templates by manually checking or unchecking boxes.
- Columns to include both Import Errors and Verification Errors.
- It will automatically uncheck the template that does not load because of errors.
- Red and green boxes to indicate success or fail.
- Includes record counts as well.





Select for Export:	Domain:	Last Data Update:	Last Upload File Created:	Messages:	Import Error Count:	Verification Error Count:	Domain Dependency Checks
☐	Demographics	2026-05-21 1:49:26 PM	None				
☐	Enrollment	2026-05-21 1:16:47 PM	None				
☐	Program Fact	2026-05-21 1:56:11 PM	None				
☐	Assessment	None	None				
☐	Assess/Acc/Mod	None	None				
☐	Behavioral Intervention	None	None				
☐	Course	2026-05-18 1:25:35 PM	None				
☐	Course/Instr/Assign	None	None				
☐	Day Calendar	None	None				

Suffolk BOCES

Educational Services That Transform Lives

Student Data Services
ZERO ZONE
Level 0 Training

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

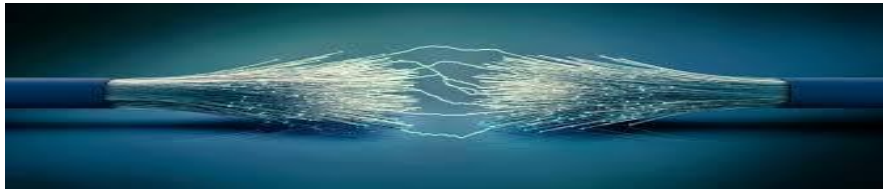
LOCATION: Zoom meetings by appointment

DATES: Every Tuesday

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



https://calendly.com/dwtshelp





HOME Suffolk BOCES

Educational Services That Transform Lives

Student Data Services

ZERO ZONE

Level 0 Training

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

LOCATION: Zoom meetings by appointment

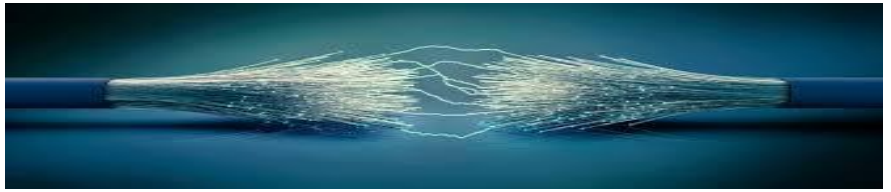
DATES: Every Tuesday

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

ZERO ZONE SERVICE

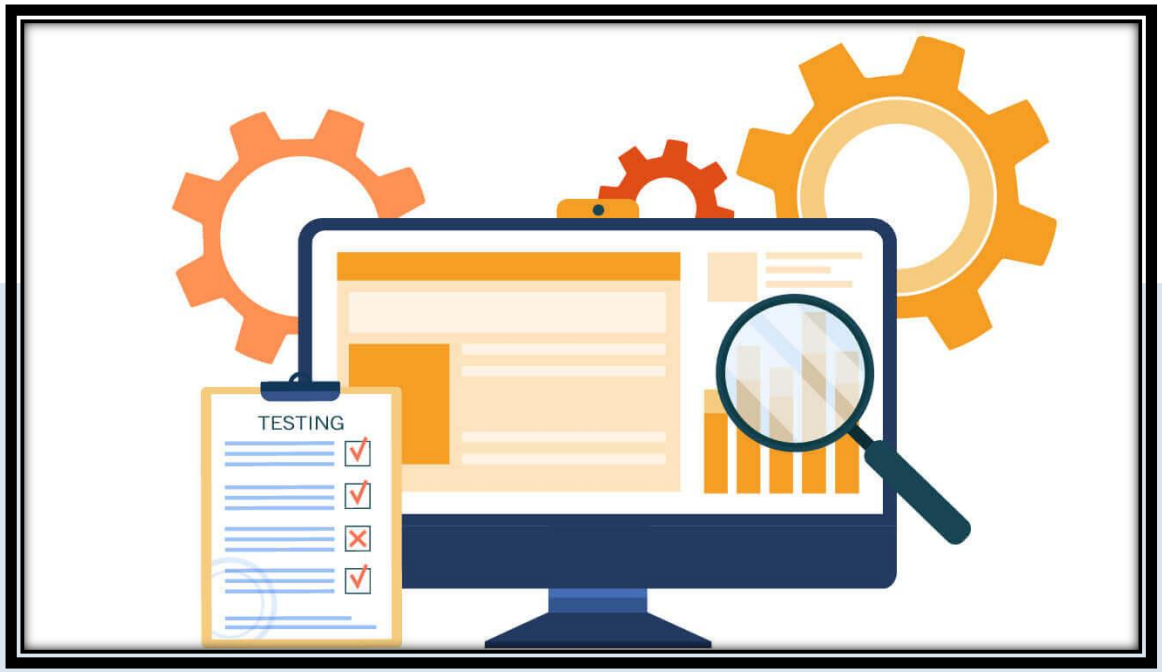


https://calendly.com/dwtshelp

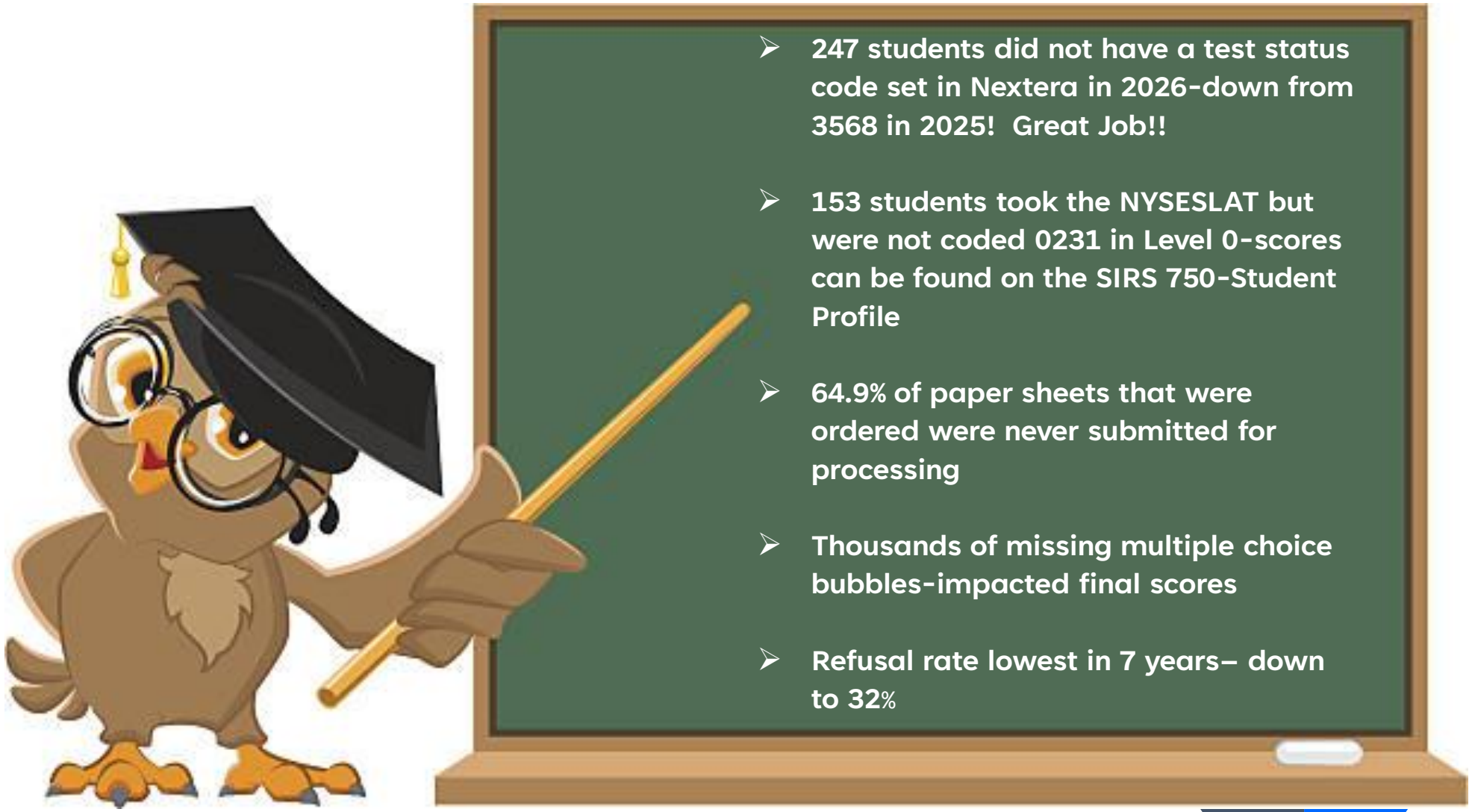




Testing Updates 2026-2027



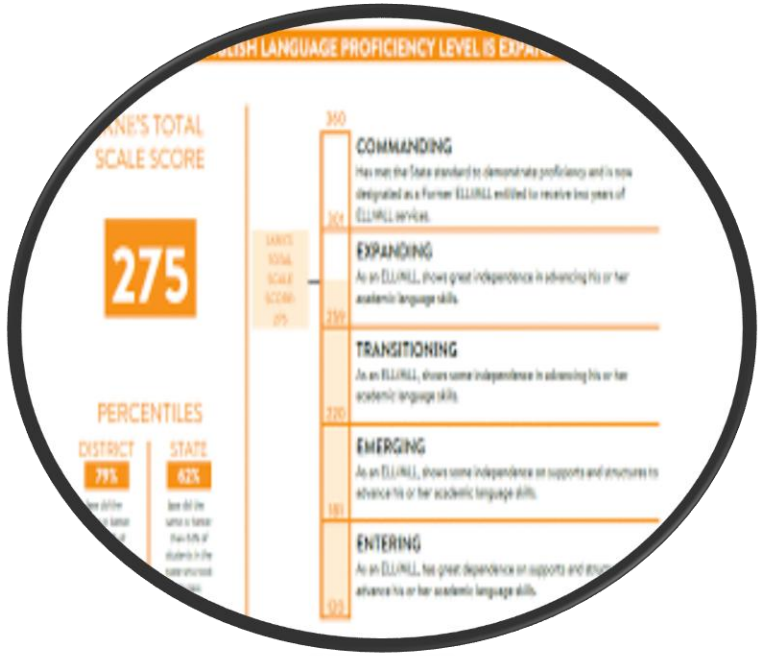
Lessons Learned from 2026

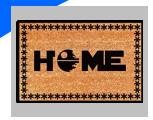


- 247 students did not have a test status code set in Nextera in 2026-down from 3568 in 2025! Great Job!!
- 153 students took the NYSESLAT but were not coded 0231 in Level 0-scores can be found on the SIRS 750-Student Profile
- 64.9% of paper sheets that were ordered were never submitted for processing
- Thousands of missing multiple choice bubbles-impacted final scores
- Refusal rate lowest in 7 years– down to 32%

Scores and Score Reports

- Scores can be downloaded for each SMS on ReportNet
- Scores are in the SIRS 301 and the SIRS 750 on L2RPT
- If you are in the ISR printing service:
  - **Digital Files**-posted to the SFTP site this week
  - **BULK Printing**-should be delivered next week
  - **Mailed**-EVI has the materials and should be sending them out over the next few weeks
  - **Posting service thru EVI**-they have all the files





Finding scores for new entrants

Scores can be found on the SIRS 750- Student Profile AFTER Demo and Enrollment have been reported

2027 Testing Schedule

2026–27 School Year Elementary- and Intermediate-level Testing Schedule

Operational Test	Administration Window
NYSAA English Language Arts, Mathematics, and Science	Monday, March 8 - Friday, June 11
Grades 3–8 English Language Arts* **Grades 3–8 Mathematics*** **Grades 5 & 8 Science***	Monday, April 5 - Friday, May 14
WIDA ACCESS**	Monday, February 1 - Friday, April 9
WIDA Alternate ACCESS**	Monday, February 1 - Friday, April 9

Make-ups for all tests must be given within the administration window.

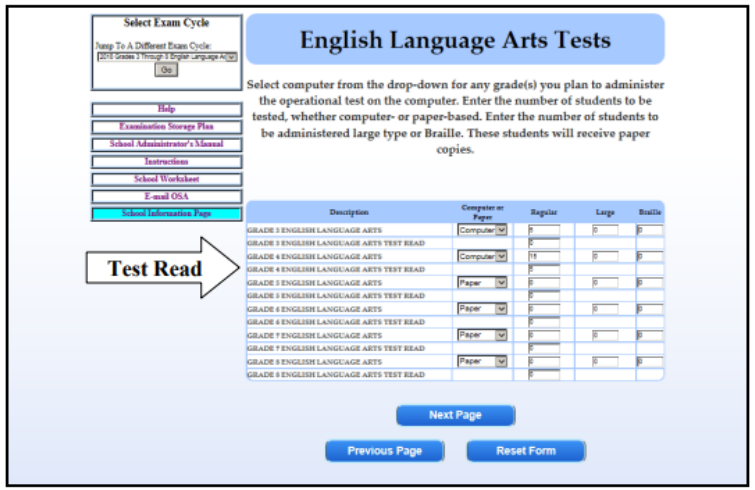
*For both the Grades 3–8 English Language Arts and Mathematics Tests, schools will select two consecutive days within the administration window to administer assessments for each grade level and subject. Schools must test the entire grade on the same two consecutive school days for each subject. For the Elementary-level (Grade 5) and Intermediate-level (Grade 8) Science Tests, the entire grade must test on the same day. This rule is school- specific and need not be observed across the district.

Scoring for the Grades 3–8 English Language Arts and Mathematics Tests and the Grades 5 & 8 Science Tests must be completed by Friday, May 21.

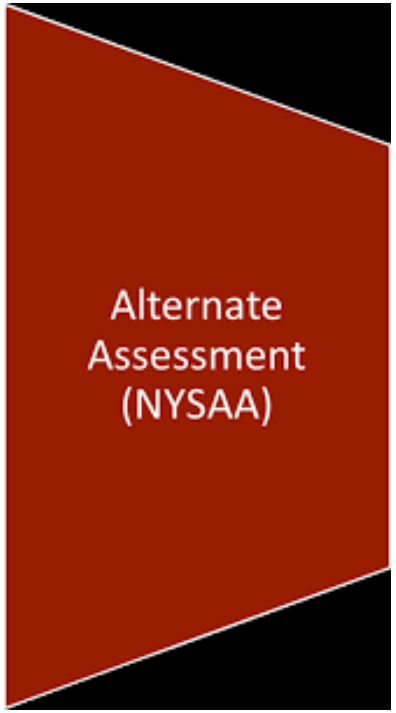
**All WIDA test materials (both used and unused) must be shipped to DRC no later than Thursday, April 15.

Onlin[HOME]am Ordering System
ct 2-Nov 13

- Each building is responsible for ordering their exams
- Be sure to order paper for test read
- Be sure to order the large print and
- Be sure to order translated copies needed for Math and Science
- DO NOT order CBT Math 8 or Science 8 if the building is not
- giving these exams
- We will send each DDC the list of what was ordered
- Please confirm the accuracy with each building
- Lead Scoring Entity-If contracting with BOCES Assessment scoring select Optimum Solutions Corporation-OSC



New York State Alternate Assessment



2026–27 NYSAA Test Window:

Monday, March 8, 2027 – Friday, June 11, 2027

The assessment must be completed, or the appropriate special circumstance codes entered, by 5:00 p.m. on Friday, June 11, 2027

NYSED NYSAA Website



Programs:

0220-NYSAA Eligible

Type of Disability

Enrollment:

Must be ungraded

Data pull for NYSAA

November 5, 2026

These students will be uploaded to KITE.

NEW this year:

SED will continue to update student data based on what is reported in Level 0

DTC can no longer edit or move students



2027 Computer Based Testing

- Nextera Admin flip began on 9/14 and will be done by the end of the month-no access to the system during this time including constructed responses
- All accounts from last year will be deleted
- District Testing Coordinators will get their Welcome Letter on 10/2
- Tech Readiness Checklist will be available on 10/2
- There will be a new secure browser this year-stay tuned for installation guide
- Simulation dates 1/11/27-1/22/27-this is required by all schools-school can select the day, the grade and the content area

CBT Training



SED no longer offers live trainings
The recording of the Fall presentation will be posted in mid-October

All training materials, video presentations and FAQs will be available on cbtsupport.nysed.org

Student Data Services will be offering training workshops on Zoom- dates to be announced soon

If you are a new DDC or have new building staff who need comprehensive training, we can set-up a training for your district

NYSITELL

- This is the last year NYSITELL be will on paper
- Starting Fall 2027, the assessments will be performed through the WIDA Screener
- For this school year, NYSITELL sheets must be ordered from us-submit the form or just email dwtshelp@esboces.org
- DOT NOT make copies of the sheets
- NYSITELL exams can be ordered through the Online Exam Request System
- NYSITELL scores are populated in ASAP within 24 hours of scanning
- Check the batch tracker for updates after scanning for errors



Students Scanned over the Summer

- SDS reports NYSITELL scores directly to Level 2 and they do not have to be entered into Level 0
- Scores will start to be reported to Level 2 after Level 0 opens and demo and enrollment records are uploaded

Programs:

0231-

ELL Eligible

+

ELL Program

Data pull for WIDA

October 29, 2026

These students will be uploaded to WIDA. This is the only data pull for the year. Any new students will have to be manually added.

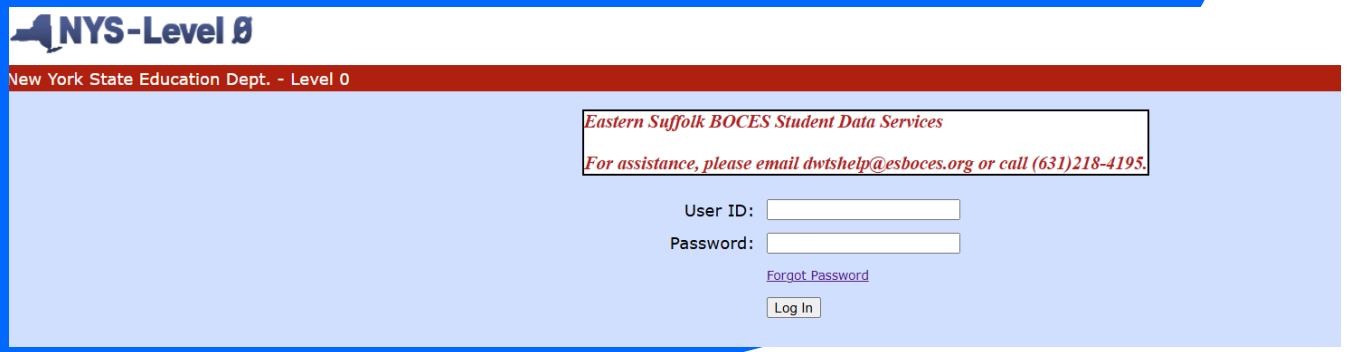
WIDA CONSORTIUM NEW YORK



Passwords and Secure Sites

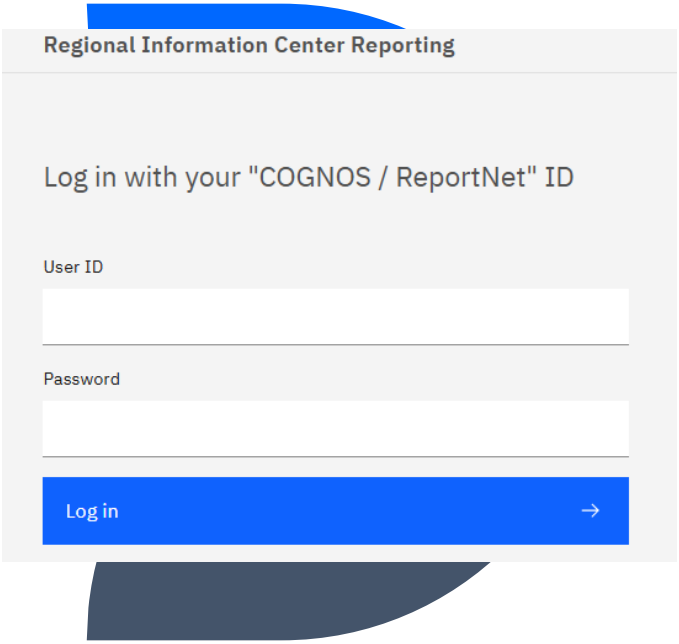
Level 0

- Passwords can be reset by clicking Forgot Password on login screen
- Level 0 passwords and ASAP passwords are the same
- ASAP passwords are also reset on the Level 0 login page
- New users need to submit a form



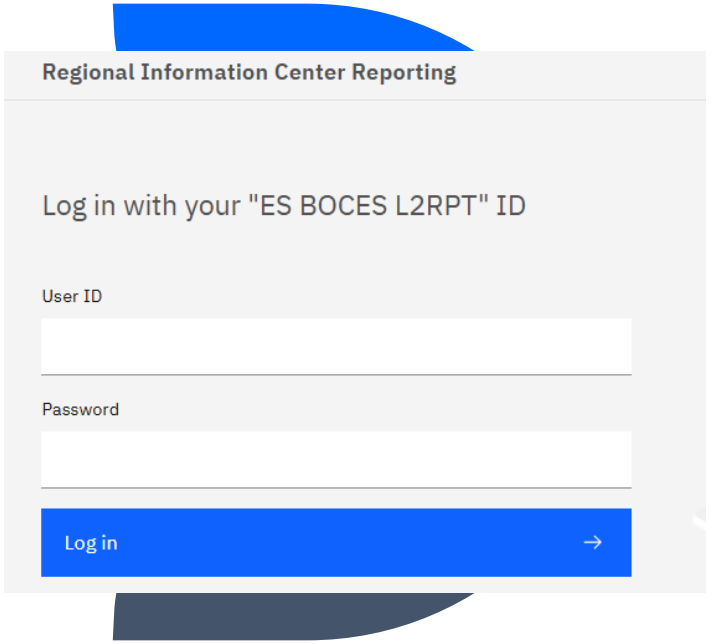
ReportNet/SFTP

- Passwords can be reset on dataccentral.esboce.org under Important Links click Account Management
- To reset you password you must first enroll in CMP
- ReportNet and SFTP use the same passwords
- Only 2 users in the district can have STPT access



SEDDAS

- The same password is used for L2RPT, NYSSIS, PD System and Level 0 Historical
- Passwords can be reset on the NYSED Business Portal- https://portal.nysed.gov/abp/
- The Superintendent or someone in your district must set-up your permissions in SEDDAS first
- SDS cannot help you change this password





Student Data Services

631-218-4195

dwtshelp@esboces.org

T[HOME]UCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

IMISSIONER, OFFICE OF STATE ASSESSMENT
[illegible] Avenue, Room 775 EBA
Albany, New York 12234

June 2026

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

FROM: Zachary Warner

SUBJECT: Final Dates for the 2026–27 Elementary- and Intermediate-level Testing

2026–27 School Year Elementary- and Intermediate-level Testing Schedule

Operational Test	Administration Window
NYSAA English Language Arts, Mathematics, and Science	Monday, March 8 - Friday, June 11
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Make-ups for all tests must be given within the administration window.

*For both the Grades 3–8 English Language Arts and Mathematics Tests, schools will select two consecutive days within the administration window to administer assessments for each grade level and subject. Schools must test the entire grade on the same two consecutive school days for each subject. For the Elementary-level (Grade 5) and Intermediate-level (Grade 8) Science Tests, the entire grade must test on the same day. This rule is school- specific and need not be observed across the district.

Scoring for the Grades 3–8 English Language Arts and Mathematics Tests and the Grades 5 & 8 Science Tests must be completed by Friday, May 21.

**All WIDA test materials (both used and unused) must be shipped to DRC no later than Thursday, April 15.

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

NT COMMISSIONER, OFFICE OF STATE ASSESSMENT
Washington Avenue, Room 775 EBA
Albany, New York 12234

August 2026

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

FROM: Zachary Warner

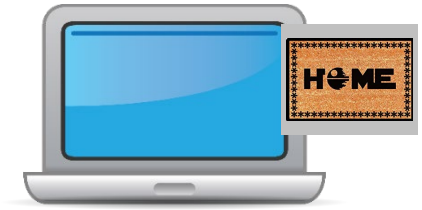
SUBJECT: Birthdate Ranges for Students with Disabilities Participating in the 2026-27 New York State Alternate Assessment (NYSAA)

Students with disabilities participating in the New York State Alternate Assessment (NYSAA) are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2026-27 NYSAA. Students should be tested based on their birthdate in the content areas indicated for each grade level. Please contact the Office of State Assessment at 518-474-5902 or by email at emscassessinfo@nysed.gov if you have any questions regarding the NYSAA.

Birthdate	NYSAA Grade and Component	Reaches this Age Between September 1, 2026 and August 31, 2027
September 1, 2017–August 31, 2018	Grade 3 ELA and Math	9
September 1, 2016–August 31, 2017	Grade 4 ELA and Math	10
September 1, 2015–August 31, 2016	Grade 5 ELA, Math, and Science	11
September 1, 2014–August 31, 2015	Grade 6 ELA and Math	12
September 1, 2013–August 31, 2014	Grade 7 ELA and Math	13
September 1, 2012–August 31, 2013	Grade 8 ELA, Math, and Science	14
September 1, 2008–August 31, 2009	Secondary-Level ELA, Math, and Science*	18

*NYSAA-eligible students who do not meet the age criteria above for the secondary level and will be exiting school before they reach their eighteenth birthday **must** take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old).

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



NEW YORK
WIDA ACCESS Checklist
2026-2027

WIDA
UNIVERSITY OF WISCONSIN-MADISON

This state checklist is a guide for personnel involved in administering WIDA ACCESS, and includes unique steps related to Kindergarten and WIDA Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

State-specific information	
Testing Window	Monday, February 1, 2027 – Friday, April 9, 2027
WIDA Member Page	wida.wisc.edu/about/consortium/ny

Online Resources	
Training Courses (login to Secure Portal required) • WIDA ACCESS Online: Administration • WIDA Alternate ACCESS: Administration and Scoring • WIDA ACCESS for Kindergarten: Administration and Scoring **Course Resources** (login to Secure Portal required) WIDA ACCESS Online, WIDA ACCESS for Kindergarten, WIDA Alternate ACCESS	**Other Resources** • WIDA ACCESS Interpretive Guide for Score Reports • WIDA Alternate ACCESS Interpretive Guide for Score Reports • Technology Resources • Accessibility and Accommodations Resources • Assessment Webinar Links and Recordings For more state-specific resources, visit your WIDA member page.

Checklist Key

- District Test Coordinator (DTC) task
- School Test Coordinator (STC) task
- Test Administrator (TA) task

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Last Updated: 09/16/26

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X	X	Determine which WIDA ACCESS assessment(s) you are responsible for administering.	NYSED requires schools to administer the WIDA ACCESS assessments: • **WIDA ACCESS Online** for grades 1-12 • **WIDA ACCESS for Kindergarten** • **WIDA Alternate ACCESS** for students with the most significant cognitive disabilities • **WIDA ACCESS Paper** is only for students with a documented need for a paper-based assessment as an accommodation on their IEP or 504 plan. In **public and charter schools**, WIDA ACCESS must be administered by certified teachers or administrators. The principal is responsible for making the final determination as to whether a teacher may administer or score WIDA ACCESS.	
X	X		Communicate roles, responsibilities, and training requirements to test administrators.	**DTCs** and **STCs** must ensure TAs have completed the required WIDA ACCESS training courses for the tests they will administer.	
X	X	X	Review training requirements based on your role.	**DTCs** and **STCs** are required to successfully complete the WIDA ACCESS Online: Administration training course. **TAs** are required to certify annually. TAs must complete the applicable training course(s) for all WIDA ACCESS assessments they will administer.	

DTC	STC	TA	Task	State-specific Clarification	✓
				TAs administering: • **ACCESS Online** must complete the WIDA ACCESS Online: Administration training course. • **Kindergarten ACCESS** must complete the WIDA ACCESS for Kindergarten: Administration and Scoring training course. • **Alternate ACCESS** must complete the WIDA Alternate ACCESS: Administration and Scoring training course. • **ACCESS Paper** must complete the WIDA ACCESS Paper: Administration training course, as well as the relevant grade-level specific Speaking training course(s). (ACCESS Paper training courses) • **ACCESS Braille** must complete the WIDA ACCESS Braille: Administration training course, the WIDA ACCESS Paper: Administration training course, as well as the relevant grade-level specific Speaking training course(s). (ACCESS Braille training courses) All test coordinators and TAs are responsible for reviewing the appropriate WIDA manuals (District and School Test Coordinator Manual or Test Administrator Manual). WIDA recommends that test coordinators complete training early in the school year, as they are responsible for overseeing all aspects of the testing process, which often begins 6-10 weeks in advance of the testing window. Test administrators may benefit from training closer to the time of administration	

DTC	STC	TA	Task	State-specific Clarification	✓
				so that the information is fresh in their minds when they administer the test. All training must be completed prior to the test administration.	
X	X	X	Log in to your WIDA account and agree to the Non-Disclosure and User Agreement (NDUA) that appears automatically upon first login.	New users should contact their DTC or the WIDA Client Services Center at 866-276-7735 or help@wida.wisc.edu after September 9 to have a WIDA Secure Portal account created for them. You can also contact the WIDA Client Services Center if you already have an account and are having trouble logging in, or if you need additional permissions added to your account. WIDA requires users to agree to the Non-Disclosure and User Agreement annually.	
X	X	X	Log in to WIDA AMS and agree to security terms that appear automatically at first login.	New District Test Coordinators should update their changes in My Contacts in the NYSED Business Portal. If you require additional assistance, review the P-12 My Contacts article about adding the ELL Testing Coordinator or contact datasupport. Once the update has been completed in SEDREF, please contact DRC Customer Service at wida@datarecognitioncorp.com or (855) 787-9615 to create an account. New **STCs** and **TAs** who need a WIDA AMS account should contact their local DTC after September 14. DTCs create WIDA AMS accounts and update permissions for others as needed.	

DTC	STC	TA	Task	State-specific Clarification	✓
				If you already have an account and have trouble logging in, contact DRC Customer Service at 855-787-9615 or WIDA@datarecognitioncorp.com. DRC requires users to agree to the security terms at the user's first login.	
X	X	X	Complete **Module 1: Introduction** in the WIDA ACCESS Online: Administration training course. This module gives background information about ACCESS Online, including the test's purpose, design, and materials, and clarifies your role in testing. WIDA ACCESS Paper TAs complete **Module 1: Introduction** in the WIDA ACCESS Paper: Administration training course.		
X			Set up WIDA AMS accounts for Technology Coordinators and Test Administrators. ***Tip:*** *If you need assistance, review the WIDA AMS User Guide.*	**DTCs** are responsible for creating WIDA AMS accounts for new Technology Coordinators. If you already have an account and have trouble logging in, contact DRC Customer Service at 855-787-9615 or WIDA@datarecognitioncorp.com.	
X	X		Ensure all student enrollment is updated in your local school management system.	Pre-ID enrollment, program service, and demographic data are due to the statewide data warehouse by a date to be determined.	
			Submit Pre-ID file to DRC.	**NYSED** will import the Pre-ID file into WIDA AMS. Pre-ID labels will be created from the information in the Pre-ID file.	

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X	X	Complete **Module 2: Planning & Logistics** in the WIDA ACCESS Online: Administration training course. This module focuses on ordering and returning materials, as well as managing, distributing, and securing test materials. WIDA ACCESS Paper TAs complete **Module 2: Planning & Logistics** in the WIDA ACCESS Paper: Administration training course.		
X	X		Order materials in WIDA AMS.	**DTCs** and **STCs** will place initial materials orders in WIDA AMS. **DTCs** and **STCs** are responsible for indicating when Alternate ACCESS, ACCESS Braille, Large Print kits, and/or ACCESS Paper tests need to be included in their initial materials orders. NYSED requires schools to administer WIDA ACCESS Online for grades 1-12 unless a student has a documented need for a paper-based assessment as an accommodation indicated in their IEP or 504 Plan. **STCs** should confer with the educators who are most familiar with the language skills of each student before ordering ACCESS Paper materials.	
X	X		Discuss district and school technology needs and capacity to administer the online test with the Technology Coordinator.	**DTCs** and **STCs** must work with **Technology Coordinators** to ensure student testing devices are properly configured and updated to help avoid technology-related testing disruptions.	

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X	X	Complete **Module 3: Your Students**, **School and District** in the WIDA ACCESS Online: Administration training course. This module focuses on preparing a detailed testing schedule, preparing your students for testing, and assigning accommodations. WIDA ACCESS Paper TAs complete **Module 3: Your Students, School and District** in the WIDA ACCESS Paper: Administration training course.		
X	X	X	Review "**Accessibility**" in Module 1: Introduction in the WIDA ACCESS Online: Administration training course Meet with all stakeholders regarding testing needs for students with an IEP or 504 plan. Refer to the Administrative Considerations section of the Accessibility and Accommodations Manual to consider testing needs for students who do not have an IEP or 504 plan.	NYSED's Office of Special Education provides information on testing accommodations for students with disabilities in the guidance document, Testing Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation. School personnel may contact the Office of Special Education via email at speced@nysed.gov if they have any questions.	
X	X		In WIDA AMS, assign accommodations for students with an IEP or 504 plan.	Accommodations were not assigned to students through the initial Pre-ID upload. **DTCs** and **STCs** are responsible for assigning the appropriate accommodations in WIDA AMS Student Management when the test setup window opens on **January 4, 2027**.	
X	X		Modify generic registrations in WIDA AMS where necessary to meet district/school needs.	**DTCs** and **STCs** are responsible for the management of Test Monitoring in schools. Monitoring testing in WIDA AMS can vary depending on the user role and permissions assigned, as	

DTC	STC	TA	Task	State-specific Clarification	✓
			Enable Test Monitoring on registrations as desired. Refer to Online Help in the Test Monitoring application in WIDA AMS for details.	well as the size of the school, the number of students, and the number of Test Administrators. Please see the knowledge articles on Test Monitoring (provided in WIDA AMS) for further information.	
X	X		Finalize student counts. Add any new students to WIDA AMS and assign them to registrations.	**DTCs** and **STCs** are responsible for adding new students who enroll after November 11, 2026 to WIDA AMS and assigning them to the appropriate test registrations. If you have trouble adding new students or with student transfers, please review the knowledge articles provided in WIDA AMS or contact DRC Customer Service at 1-855-787-9615, WIDA@datarecognitioncorp.com for assistance. **DTCs** and **STCs** may add students during the WIDA AMS test setup window from **January 4-April 9, 2027**. Additional information is provided in the District and School Test Coordinator Manual.	
X	X		Review student data for accuracy in WIDA AMS. Confirm that all students are listed in WIDA AMS and assigned to correct registrations.	**DTCs** and **STCs** are responsible for editing any inaccurate student demographic information in WIDA AMS. **DTCs** and **STCs** may edit student information during the WIDA AMS test setup window from **January 4-April 9, 2027**.	
X	X	X	Complete **Module 4: Administering the Test** in the WIDA ACCESS Online: Administration training course.		

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
			This module focuses on generating login credentials (test tickets) for students, preparing space, materials and equipment, and technology troubleshooting. WIDA ACCESS Paper TAs complete **Module 4: Administering the Test** in the WIDA ACCESS Paper: Administration training course.		
X	X		Create a testing schedule. All **Kindergarten** and **WIDA Alternate ACCESS** test sessions are administered one-on-one. ***Tip:*** *Allow several days at the end for makeup testing. See the Test Coordinator Manual for help with scheduling.*		
	X		Reserve space and all necessary equipment for testing days.		
	X	X	Plan a seating arrangement for testing areas. Verify that students are adequately spaced for the Speaking Test. Refer to Test Scheduling in Section 6 of the Test Coordinator Manual.		
	X	X	Plan communication for parents/family members about WIDA ACCESS and WIDA Alternate ACCESS testing and upcoming testing schedules. What is WIDA ACCESS? and What is WIDA Alternate ACCESS? flyers are available in 18 languages.		

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X		Receive, inventory, and distribute test materials to designated sites/staff. Review "**Managing Secure Materials**" in Module 2 of the WIDA ACCESS Online: Administration training course.	Districts receive test materials on January 19-20, 2027.	
	X		Review materials for correct amount and type. Report the amount and type of overage to the District Coordinator.		
X			Review **"Ordering Additional Materials"** in Module 2 of the WIDA ACCESS Online: Administration training course.		
X	X		Verify information on Pre-ID Labels is accurate. If necessary, edit information in WIDA AMS.		
X			Check District/School Labels for accuracy. Contact DRC Customer Support if information is incorrect.		
X	X		Print test tickets and test rosters. Securely store according to state and local policies. Review **"Test Tickets & Rosters"** in Module 4 of the WIDA ACCESS Online: Administration training course.		
	X	X	Review test tickets for accuracy of demographic information and accommodations.		
		X	**Kindergarten** and **Alternate only** – Apply labels to test booklets. Bubble in demographic information and apply a		

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
			District/School Label to test booklets that do not have Pre-ID Labels.		
		X	**Kindergarten** Complete the WIDA ACCESS for Kindergarten: Administration and Scoring training course. **Alternate** Complete the WIDA Alternate ACCESS: Administration and Scoring training course.		
		X	Have students view Test Demos and try Test Practice items Review "**Pep Talks, Test Demo, and Test Practice**" in Module 3 of the WIDA ACCESS Online: Administration training course. **Alternate** Test administrators review Alternate ACCESS sample items. ACCESS Paper test administrators review "**Pep Talks, Test Demo, and Test Practice**" in Module 3 of the WIDA ACCESS Paper: Administration training course.		
X	X		Review **"Tracking Site Completion Status"** in Module 2 of the WIDA ACCESS Online: Administration training course.		
		X	Pass required certification quiz(zes). Quizzes are located within the training courses.	**TAs** must successfully complete training prior to the test administration.	

Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X		Ensure all staff involved in testing are certified according to state requirements, have completed required training, and understand how to follow test security and confidentiality procedures.	**DTCs** and **STCs** can use the Certification Report in the WIDA Secure Portal to help them monitor TA completion of required training courses.	

During Testing

DTC	STC	TA	Task	State-specific Clarification	✓
	X	X	Set up the testing room according to the Test Administrator Manual. For group settings, ensure students are seated far enough apart to avoid distractions.	ACCESS Online can be administered in groups of up to 15 for the Listening, Reading, and Writing domains; in groups of up to five for the Speaking domain; or individually, based on student needs. If testing groups are larger than the recommended group sizes, consider scheduling an additional trained proctor to help monitor student progress and ensure test security	
	X	X	Gather test administration materials: Test Administrator Script(s), Test Administrator Manual, test tickets, test roster, Writing Booklets, #2 pencils, clock, etc. The ACCESS Online Test Administration Script is available as translated ASL videos, in addition to 18 other languages.		
	X	X	Ensure testing devices are ready and distribute necessary materials to students (e.g., booklets, pencils, headsets).		
		X	Distribute test tickets to students and verify information on ticket matches student's test plan.		

During Testing

DTC	STC	TA	Task	State-specific Clarification	✓
		X	Follow all directions provided in the manuals and scripts. Monitor students to ensure test security.	Proctors must follow all security protocols when supervising the test administration. All testing staff must actively monitor students during testing to ensure students are doing their own work and are not using cell phones, smartwatches, Bluetooth headsets or other electronic devices.	
	X	X	After students have completed the Listening and Reading tests, determine students' tier placement information in WIDA AMS. View the **How to View Tier Placement Information** screencast (under Action Items) in the "**Test Day: Listening & Reading**" section of Module 4 of the WIDA ACCESS Online: Administration training course to learn how to export registration details in WIDA AMS.		
		X	Apply labels to Grades 1-3 ACCESS Online Writing Test Booklets. Bubble in demographic information and apply a District/School Label to test booklets that do not have Pre-ID Labels. To avoid erroneous or incomplete student reports, ensure bubbled student information matches record in WIDA AMS.	Demographic information in WIDA AMS must match the information on the Pre-ID label. If information on a Pre-ID Label is incorrect, correct the student's information in WIDA AMS and use the label. Do not write on the label to correct the information.	
	X	X	Report additional material needs to the District Test Coordinator.		

During Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X			Keep track of all material requests from schools during testing and place **one** additional materials order prior to the end of the testing window. Contact SEA if additional District/School Labels are needed. Review **"Ordering Additional Materials"** in Module 2 of the WIDA ACCESS Online: Administration training course. Refer to the **Secure Material Tracking Report** in WIDA AMS under My Applications > Scoring and Reporting > Reporting Services. Select "Published Reports" from the menu in the top left of the screen for a full list of all materials sent to your school/district.	**DTCs** are responsible for placing Additional Materials Orders (AMOs) in WIDA AMS. AMOs must be placed at the district level. Additional materials ordering will be available from **January 19-April 2, 2027**. **DTCs** are responsible for tracking available overage materials and ensuring that all overage materials have been used before placing an additional materials order. District overage materials can be shared between schools. When additional materials are needed, **DTCs** should place a single, consolidated additional materials order that includes the test materials needed for all schools in the district.	
X	X	X	Securely store all testing materials in between test sessions.	**Principals**, **DTCs**, and **STCs** are responsible for test security and ensuring that all test administrators and school personnel authorized to have access to secure test materials comply with the requirements and instructions provided by the Office of State Assessment. Each school must implement an accounting system for distribution and collection of all testing materials, secure and unsecure, at both the district and school level for each test administration.	

During Testing

DTC	STC	TA	Task	State-specific Clarification	✓
	X	X	Collect and account for all test materials. Return them to the **STC**.		

After Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X			Review **"Returning Materials"** in Module 2 of the WIDA ACCESS Online: Administration training course.		
	X		Collect test materials from Test Administrators once testing is completed at each testing site.	See "**Preparing Test Materials for Return"** in the Test Administrator Manual.	
X	X		Ensure all accommodations and Do Not Score codes are correctly marked on the booklet or in WIDA AMS. See Test Coordinator Manual and **Viewing and Editing a Registration** in Test Management Online Help in WIDA AMS for guidance on entering Do Not Score codes.		
X	X		Prepare test materials for return. Refer to Returning Test Materials in Section 3 of the Test Coordinator Manual.	Districts are encouraged to return their materials once testing is completed. Districts do not have to wait until the end of the test window to return completed test materials. Schools should keep unused overage materials on hand while the test window is open in case new students who enroll during the window need to be assessed. All unused overage materials must be returned by the materials return deadline of **April 15, 2027**.	

After Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X		Return test materials to DRC. Refer to the **Secure Material Tracking Report** in WIDA AMS under My Applications > Scoring and Reporting > Reporting Services. Select "Published Reports" from the menu in the top left of the screen for a full list of all materials sent to your school/district.	All secure materials, used and unused, must be postmarked for return to DRC by no later than **April 15, 2027**. Scoring and reporting will be delayed for any completed tests returned after this date. The Test Administrator Scripts for Grade 1 and Grades 2-3 are secure and must be returned to DRC. Unused Pre-ID labels, District/School labels and scratch paper must be securely destroyed locally. Non-secure materials including the Test Administrator Manual, Test Coordinator Manual, and Online Test Administrator Script for Grades 4-12 should not be returned to DRC. Refer to Section 3 of the Test Coordinator Manual for a full list of secure and non-secure materials.	
X	X	X	Complete **Module 5: Test Scores** in the WIDA ACCESS Online: Administration training course. This module focuses on data validation, accessing score reports, and effectively communicating test scores.		
X	X		Complete data validation process.	**DTCs** and **STCs** will complete pre-reporting data validation in WIDA AMS from May 3-May 14, 2027. **DTCs** and **STCs** will complete post-reporting data validation in WIDA AMS, during a window to be announced.	

After Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X		Review and distribute score reports to designated sites/staff.	Individual Student Reports (ISRs) will be available for review/download in WIDA AMS on a date to be announced. ISRs can be generated in a variety of languages in WIDA AMS.	
X	X	X	Communicate with students' parents/family members about WIDA ACCESS test results. WIDA ACCESS: Understanding Your Child's Scores and WIDA Alternate ACCESS: Understanding Your Child's Scores flyers available in 18 languages.		

REGENTS REMINDERS

August 2026 Regents



August 2026 Regents



August 2026 Regents



- We are working diligently to address all N/A records currently in ASAP
- If you can provide any useful information please let us know



Regents January 2026 WORKSHOP!

Regents January 2026 WORKSHOP!

Wednesday December 3rd



Regents January 2026 WORKSHOP!

Eastern Suffolk BOCES

Educational Services That Transform Lives

Student Data Services Regents Scanning Workshop

TIME: 9:00 AM to 11:30 AM

LOCATION: Instructional Support Center @ Sequoya

DATES: December 3, 2025

AUDIENCE: Any District Personnel Involved with Regents Scanning

DESCRIPTION:

- Order Form and Timeline
- Pre-print File Verification
- New Regents Exams
- 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 November 26, 2025
At: http://datacentral.esboces.org/

Charles King, Divisional Administrator

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

STUDENT DATA SERVICES

Regents January 2027 Schedule



Regents January 2027 Schedule

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

EXAMINATION SCHEDULE: JANUARY 2027

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

JANUARY 26 TUESDAY	JANUARY 27 WEDNESDAY	JANUARY 28 THURSDAY	JANUARY 29 FRIDAY
9:15 a.m.	**9:15 a.m.**	**9:15 a.m.**	**9:15 a.m.**
English Language Arts	U.S. History and Government	Global History and Geography II	Life Science: Biology Algebra II
1:15 p.m.	**1:15 p.m.**	**1:15 p.m.**	**Uniform Admission Deadlines**
Earth and Space Sciences Physical Science: Chemistry (NYSP12SLS) Physical Setting/Chemistry	Algebra I Physical Science: Physics (NYSP12SLS) Physical Setting/Physics*	Geometry	Morning Examinations – 10:00 a.m. Afternoon Examinations – 2:00 p.m.

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

Regents June 2027 MEMO



Regents June 2027 MEMO

HOME

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

EXAMINATION SCHEDULE: JUNE 2027

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

June 15 TUESDAY	June 16 WEDNESDAY	June 17 THURSDAY	June 18 FRIDAY	June 21 MONDAY Φ	June 22 TUESDAY	June 23 WEDNESDAY	June 24 THURSDAY	June 25 FRIDAY
9:15 a.m.	**9:15 a.m.**	**9:15 a.m.**	**Juneteenth Holiday Observed** (Rating Day for schools that are open)	**9:15 a.m.**	**9:15 a.m.**	**9:15 a.m.**	**9:15 a.m.**	**RATING DAY**
English Language Arts	Global History and Geography II	Life Sciences: Biology		Φ World Language Assessment suggested date/time: Locally developed Checkpoint A or B Exam	U.S. History and Government	Physical Science: Chemistry (NYSP12LSS) Physical Setting/ Chemistry	Physical Science: Physics (NYSP12LSS) Physical Setting/ Physics	
1:15 p.m.	**1:15 p.m.**	**1:15 p.m.**		**1:15 p.m.**	**1:15 p.m.**			
Earth and Space Sciences	Algebra I	Algebra II		Φ World Language Assessment suggested date/time: Locally developed Checkpoint A or B Exam	Geometry			

Uniform Admission Deadlines

Morning Examinations: 10:00 a.m.

Afternoon Examinations: 2:00 p.m.

Regents June 2026 MEMO

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For science, the new learning standards are not as strongly aligned to the prior standards. This necessitates an overlap period of the old and new exams to ensure that students can complete the exam that matches the instruction they received.

Regents June 2026 MEMO

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Regents June 2027 MEMO

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03101	Phy Set/Chemistry	Chemistry
03120	Physical Science: Chemistry	Physical Science: Chemistry
03151	Phy Set/Physics	Physics
03170	Physical Science: Physics	Physical Science: Physics

Regents June 2027 MEMO

03101	Phy Set/Chemistry	Chemistry
03120	Physical Science: Chemistry	Physical Science: Chemistry
03151	Phy Set/Physics	Physics
03170	Physical Science: Physics	Physical Science: Physics

Is there a reason any district uses 03101 or 03151 in the 2026-27 school year?

Regents June 2027 MEMO

03101	Phy Set/Chemistry	Chemistry
03120	Physical Science: Chemistry	Physical Science: Chemistry
03151	Phy Set/Physics	Physics
03170	Physical Science: Physics	Physical Science: Physics

Is there a reason any district uses 03101 or 03151 in the 2026-27 school year?

Should any district have this code in the course table in Level 0?

Regents June 2026 MEMO

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First and Last Administration of New Regents Examinations

Exam Title	First Administration of New Exam	Last Administration of Current Exam
Algebra I	June 2024	January 2024
Geometry	June 2025	January 2025
Earth & Space Sciences*	June 2025	June 2026
Life Science: Biology*	June 2025	June 2026
Algebra II	June 2026	January 2026
Chemistry*	June 2026	June 2027
Physics*	June 2026	June 2027
English Language Arts	June 2026	January 2026

* For science, the new learning standards are not as strongly aligned to the prior standards. As a result, there will be an overlap period of the old and new exams for four administrations. This will ensure that students can complete the exam that matches the instruction they received.

NEW REGENTS TEST DESCRIPTIONS

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DISTRICT_COD	TEST_DESCRIPTIC	ASSESSMENT_SCHOOL_YEAR_DAT	SUBTEST_IDENTIFIER
NY580101	Regents	2027-06-30	Regents Algebra I: Aug
NY580101	Regents	2027-06-30	Regents Algebra I: Jan
NY580101	Regents	2027-06-30	Regents Algebra I: Jun
NY580101	Regents	2027-06-30	Regents Algebra II: Aug
NY580101	Regents	2027-06-30	Regents Algebra II: Jan
NY580101	Regents	2027-06-30	Regents Algebra II: Jun
NY580101	Regents	2027-06-30	Regents Earth and Space Sciences: Aug
NY580101	Regents	2027-06-30	Regents Earth and Space Sciences: Jan
NY580101	Regents	2027-06-30	Regents Earth and Space Sciences: Jun
NY580101	Regents	2027-06-30	Regents English Language Arts: Aug
NY580101	Regents	2027-06-30	Regents English Language Arts: Jan
NY580101	Regents	2027-06-30	Regents English Language Arts: Jun
NY580101	Regents	2027-06-30	Regents Geometry: Aug
NY580101	Regents	2027-06-30	Regents Geometry: Jan
NY580101	Regents	2027-06-30	Regents Geometry: Jun
NY580101	Regents	2027-06-30	Regents Global History and Geography: Aug
NY580101	Regents	2027-06-30	Regents Global History and Geography: Jan
NY580101	Regents	2027-06-30	Regents Global History and Geography: Jun
NY580101	Regents	2027-06-30	Regents Life Science: Biology: Aug
NY580101	Regents	2027-06-30	Regents Life Science: Biology: Jan
NY580101	Regents	2027-06-30	Regents Life Science: Biology: Jun
NY580101	Regents	2027-06-30	Regents Phy Set Chemistry: Aug
NY580101	Regents	2027-06-30	Regents Phy Set Chemistry: Jan
NY580101	Regents	2027-06-30	Regents Phy Set Chemistry: Jun
NY580101	Regents	2027-06-30	Regents Phy Set Physics: Jan
NY580101	Regents	2027-06-30	Regents Phy Set Physics: Jun
NY580101	Regents	2027-06-30	Regents Physical Science: Chemistry: Aug
NY580101	Regents	2027-06-30	Regents Physical Science: Chemistry: Jan
NY580101	Regents	2027-06-30	Regents Physical Science: Chemistry: Jun
NY580101	Regents	2027-06-30	Regents Physical Science: Physics: Jan
NY580101	Regents	2027-06-30	Regents Physical Science: Physics: Jun
NY580101	Regents	2027-06-30	Regents US History and Govt: Aug
NY580101	Regents	2027-06-30	Regents US History and Govt: Jan
NY580101	Regents	2027-06-30	Regents US History and Govt: Jun

NEW REGENTS TEST DESCRIPTIONS

HOME

DISTRICT_COD	TEST_DESCRIPTIC	ASSESSMENT_SCHOOL_YEAR_DAT	SUBTEST_IDENTIFIER
NY580101	Regents	2027-06-30	Regents Algebra I: Aug
NY580101	Regents	2027-06-30	Regents Algebra I: Jan
NY580101	Regents	2027-06-30	Regents Algebra I: Jun
NY580101	Regents	2027-06-30	Regents Algebra II: Aug
NY580101	Regents	2027-06-30	Regents Algebra II: Jan
NY580101	Regents	2027-06-30	Regents Algebra II: Jun
NY580101	Regents	2027-06-30	Regents Earth and Space Sciences: Aug
NY580101	Regents	2027-06-30	Regents Earth and Space Sciences: Jan
NY580101	Regents	2027-06-30	Regents Phy Set Chemistry: Jan
NY580101	Regents	2027-06-30	Regents Phy Set Chemistry: Jun
NY580101	Regents	2027-06-30	Regents Phy Set Physics: Jan
NY580101	Regents	2027-06-30	Regents Phy Set Physics: Jun
NY580101	Regents	2027-06-30	Regents Physical Science: Chemistry: Aug
NY580101	Regents	2027-06-30	Regents Physical Science: Chemistry: Jan
NY580101	Regents	2027-06-30	Regents Physical Science: Chemistry: Jun
NY580101	Regents	2027-06-30	Regents Physical Science: Physics: Jan
NY580101	Regents	2027-06-30	Regents Physical Science: Physics: Jun
NY580101	Regents	2027-06-30	Regents US History and Govt: Aug
NY580101	Regents	2027-06-30	Regents US History and Govt: Jan
NY580101	Regents	2027-06-30	Regents US History and Govt: Jun

We met with SED and they confirmed that there is **NO** impeding SIRS deadline and Regents data will be collected until August 2027 as part of the 2026-27 end of year deadline. **ALL** SMS vendors have been made aware of these changes. Districts in our Data loading and Regents loading services will have the correct test descriptions reported on their behalf until their SMS has made the changes.

Eastern Suffolk BOCES

Educational Services That Transform Lives

Infinite Campus Fall Training Schedule 2026

(WHB) Raymond A. DeFeo Admin Building
215 Old Riverhead Road, WHB, 11978

Infinite Campus Helpdesk 631-844-5721

Class Schedule

Training classes will be a hybrid model (remote and in person)

The Fall User Meeting will be held in person

For districts participating in our support, there is no charge for these classes.

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

Half day - $400 Full day - $600

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

Upon Request	New Look Navigation	Half Hour Sessions
Sept 14, 2026	Census / Registration	9:00 – 10:30
Oct 2, 2026	Attendance End User	9:00 – 10:30
Oct 19, 2026	Walk in Scheduler	9:00 – 10:30
Nov 6, 2026	Fall User Meeting	9:00 – 11:30

To register online, please visit https://datacentral.esboces.org and select the Events Tab on the menu bar at the top.

Choose the event for which you want to register and select the "Click Here to Register" link. This will open Frontline formerly My Learning Plan.

Click on the ENROLL button. Thank you.

Student Data Services
Lisa Di Sibio, 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 American Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org: the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.



Save the Date

SchoolTool Fall User Group Meeting
October 5, 2026

*Hosted at Eastern Suffolk BOCES (WHB - DeFeo)

REGISTER NOW

SchoolTool Flex Training

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 in-person training or virtual webinar.

SchoolTool Helpdesk

631-844-5724

SCHOOLTOOLHELP@ESBOCES.ORG

Visit the Data Central SchoolTool Page

Eastern Suffolk BOCES
Educational Services That Transform Lives

Student Data Services
Lisa DiSibio, Program Administrator
631-844-5750

SCHOOLTOOL

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eSchool Training

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

Summer/Fall 2026 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.

Train The Trainer

August 27, 2026	**Teacher Connect Elementary**	**9:00-12:00 WHB/Zoom**
August 28, 2026	**Teacher Connect Secondary**	**9:00-12:00 WHB/Zoom**
September 10, 2026	**Registration/Online Registration**	**9:00-12:00 WHB/Zoom**
September 17, 2026	**Basic Overview (In Person ONLY)**	**9:00-12:00 WHB**
September 23, 2026	**Attendance**	**9:00-12:00 Zoom**
September 28, 2026	**Security**	**9:00-11:00 SEQ/Zoom**
TBD	**eSchool User Meeting**	**TBD**
October 5, 2026	**Health**	**9:00-11:00 WHB/Zoom**
October 8, 2026	**Administrative Assistant**	**9:00-11:00 WHB/Zoom**
October 15, 2026	**Administrator - Administrative Reports**	**9:00-12:00 WHB/Zoom**
October 22, 2026	**Guidance**	**9:00-11:30 WHB/Zoom**
October 28, 2026	**Grade Reporting + Setup (In Person ONLY)**	**9:00-12:00 WHB**
November 5, 2026	**Student Status**	**9:00-11:00 WHB/Zoom**
November 9, 2026	**MTSS Module**	**9:00-11:00 WHB/Zoom**
November 18, 2026	**Discipline**	**9:00-11:00 WHB/Zoom**
December 1, 2026	**Parent/Student Portal**	**9:00-12:00 WHB/Zoom**
December 8, 2026	**Assessments**	**9:00-11:00 WHB/Zoom**
December 10, 2026	**Custom Reports**	**9:00-10:00 WHB/Zoom**
December 15, 2026	**GURU Boards**	**9:00-11:00 WHB/Zoom**
December 16, 2026	**ZAPS and API Setup**	**9:00-11:00 WHB/Zoom**

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.

FOR MORE INFORMATION, PLEASE CONTACT: LISA DI SIBIO - PROGRAM ADMINISTRATOR
EMAIL: LDISIBIO@ESBOCES.ORG OR 631-844-5750

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Eastern BOCES HOME

Educational Services That Transform Lives

CLEARTRACK | MTSSEDGE BY MINDEX

ClearTrack Trainings

STUDENT DATA SERVICES SDS

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

Our **ClearTrack Special Education Class Workshops** trainings will be at the Westhampton Beach BOCES
215 Old Riverhead Rd. Westhampton Beach
631-844-5720
(*Please Bring Laptop and Charger*)

Date	Training/Class	Brief Description
Call for 2026/2027 TBD	Custom Letters and Documents	Learn how to create, upload and modify your own custom letters and documents.
October 14, 2026 8:30 am -10:30 am	Fall Snapshot Reporting for the Data Warehouse	This class is a short review of understanding and creating the SIRS October Snapshot Extract
November 17, 2026 or February 10, 2027 8:30 am –10:30 am	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.
May 12, 2027 8:30 am -12:30 pm	Year End Reporting for the Data Warehouse	This class is a review of how to generate reports and ex-ports for use in reporting data to the Data Warehouse. ⇒ Year End Snapshot VR13 ⇒ Events VR11, VR12, VR14, ⇒ Child Outcome Summary Form VR15, ⇒ Suspension PD8

Call or email to schedule a training session
Steve or Kristen or Jennifer – 631-844-5720 – spedhelp@esboces.org

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

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Eastern BOCES HOME

Educational Services That Transform Lives

frontline education

Frontline IEP Trainings

STUDENT DATA SERVICES SDS

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

Our **Frontline Special Education Class Workshops** trainings will be at the Westhampton Beach BOCES
215 Old Riverhead Rd. Westhampton Beach
631-844-5720
(*Please bring laptop and charger*)

Date	Training/Class	Brief Description
Call to Schedule	New User Training for Central Office Personnel	Intro class for new clerical staff. Software navigation, format indicators, generating letters/reports, and creating/finalizing IEP documents.
Oct 21, 2026, Jan 13, 2027 or July 1, 2027 8:30 am – 10:30 am	Listings and Selects	Learn to build custom report queries to pull student data, create checklists, and maintain clean records. Please feel free to bring ideas of listings you wish to create.
Oct 29, 2026 or Nov 10, 2026 8:30 am – 10:30 am	October Snapshot State Reporting	This class is a short review of understanding and creating the SIRS October Snapshot Extract
Dec 9, 2026 8:30 am – 11:00 am	Annual Review Prep	Prepares districts for Annual Reviews covering; District/Agency Preferences, Calendars/BOE dates, Recommended School info, FTE specs, Goals, and Progress Reporting.
Feb 3, 2027 8:30 am – 10:30 am	Custom Letters	Learn how to create, upload, and modify custom letters.
May 5, 2027 or May 19, 2027 8:30 am – 12:30 pm	Year End Reporting for Data Warehouse	Review generating reports/exports for Data Warehouse reporting (VR11, VR12, VR13, VR14, VR15, and PD8 suspension data).

Call or email to schedule a training session
Steve or Kristen or Jennifer - 631-844-5720 - spedhelp@esboces.org
Sharon Mayrant, Administrative Coordinator Student Data Services
631-844-5756

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Eastern Suffolk BOCES

Educational Services That Transform Lives

PowerSchool 2026-27 Training

PowerSchool Help Desk: 631-844-5723

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

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

STUDENT DATA SERVICES SDS

PowerSchool Support is offering:

"Personalized District Training"

The PowerSchool Support Team will create a program to meet to your district's needs. Training will be provided via zoom or in-person at our Westhampton Beach Site. Individuals and groups welcome. Please contact us to set up a date and time for your training.

Thurs. Nov.19 2026	**PowerSchoool Long Island Fall User Meeting** Defeo Building Westhampton Beach	8:30 to 11:30

For districts participating in our support, there is no charge for these classes.

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

Student Data Services

Lisa DiSibio - Program Administrator
(631)-844-5750

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Rev 9/25

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

Yufan Huang, Assistant Commissioner / Lead Data Officer, Information and Reporting Services, EBA 880-A

TO: District Superintendents
Superintendents of Public Schools
Public School Leaders
Charter School Leaders
Religious and Independent School Leaders
Regional Information Center Directors
Level 1 Primary and Secondary Project Managers

FROM: Yufan Huang, Assistant Commissioner
SUBJECT: Reporting 2026-27 School Year Data

DATE: July 2, 2026

This memo highlights data collection requirements and deadlines for public school districts (school districts), Board of Cooperative Educational Services (BOCES), charter schools, and Religious and Independent schools (collectively referred to as Local Education Agencies or LEAs) for reporting 2026-27 school year (SY) data to the New York State Education Department (NYSED or the Department) via the Student Information Repository System (SIRS) and the Basic Educational Data System (BEDS) Institutional Master File (IMF). Dates for data collected through other NYSED collection systems not owned or managed by the Office of Information and Reporting Services (IRS) are posted on their respective web pages. Please share this information with the appropriate data personnel within your LEA responsible for data reporting and verification protocols.

The NYSED SIRS Timeline indicates when the data are to be reported to the NYSED Level 2 (L2) Data Warehouse by your Level 1 (L1) Reporting Center. Please note, dates on the reporting timeline are added or modified throughout the reporting school year and communicated to your Regional Information Center (RIC)/Big 5 City School District scanning centers. RICs and scanning centers will have earlier data submission dates. Personnel within your LEA responsible for data reporting and verification must review all dates carefully and work with their RIC or scanning center timeline to ensure accurate and timely data reporting to the Department.

The Department will extract and use data as needed throughout the school year before the collection closes at end of year (EOY) deadline. It is imperative for each LEA to have data collection, entry, vetting, and verification protocols in place with their team early and always, to ensure continuous reporting of complete and accurate data to the Department while providing opportunities to detect data irregularities and correct inaccurate records in your source data management system and verify data accuracy in the Level 2 Reporting System (L2RPT).

All reporting entities are expected to manage internal data protocols and data quality best practices within their source systems for data accuracy, validity, completeness, and consistency. LEA data team staff must:

- ensure data integrity in source systems,
- understand data collection requirements,
- know business rules, expectations, and timelines,
- have processes to ensure the reporting of accurate data and understand how they impact their institution,
- understand data flow, and
- use available reasonableness reports and resources throughout the school year reporting cycle.

If you have questions about best practices for managing internal data protocols, using best practices for data quality, RIC and scanning center dates, or the data contained in the SIRS, please contact your District Data Coordinator (DDC), RIC, or Big 5 City School District contact. For other commonly asked questions and answers, please refer to articles provided in the IRS Datasupport Help Center pages.

2026-27 SIRS Data Collection and Reporting Requirements and Reminders

The deadline to submit final 2026-27 data to the SIRS is **Friday, August 20, 2027**. Special Education Events, Staff Evaluation, and Level 0 Historical (L0H) data have different due dates. Please see the SIRS Timeline for other reporting deadlines. The NYSED vendor support webpage contains SIRS reporting data format requirements and changes to reportable codes.

Subject	What to Know
Special Education Removals and Suspensions	The current PD8 aggregate collection of special education removals and suspensions will continue to fulfill state and federal reporting requirements through the 2026–27 school year. LEAs should continue collecting student-level disciplinary removal data using the Student Infraction Response template to the greatest extent possible. Full implementation of this SIRS collection will begin in 2027-28.
Special Education Events	Three existing codes have been modified and three new codes have been added to the compliant and noncompliant reason codes for the reporting of Special Education Events for SPP Indicators #11 and #12. The codes address delays in timely evaluation or timely transition from Early Intervention to preschool special education services due to the student having moved out of the district. Please see the 2026-27 SIRS Code Change document for the new and modified codes.
Assessments	Codes for new assessments administered in the 2026-27 SY can be found in the SIRS Manual and on the SIRS Code Change document on the IRS vendor support webpage. Program service and demographic data *must be reported* to the SIRS prior to the Level 2 Pre-ID data extract for the specific assessment.
Courses	Please see the New York State Comprehensive Course Catalog web page for the 2026-27 SCED Course Catalog and the SCED Course to Certification Crosswalk. A new field, "Dual Credit Institution Code," has added to Student Class Grade Detail for LEAs to report the SED Code for higher education institutions partnering with LEAs to provide dual credit courses. This field will be required when field #25 "Dual Credit Code" is populated. The lookup list for this field can be found on the SIRS Code Change document on the IRS vendor support webpage.
Student Demographics	New field "Alternate Phone Number," has been added to Student Lite so that an additional parent/guardian phone number can be reported. This field is optional.

<table>
<tr><th>Subject</th><th>What to Know</th></tr>
<tr><td>CTE</td><td>Please see the IRS vendor support web page for an up-to-date list of NYSED-approved CTE CIP codes.

NYSED-approved CTE program providers must use course code 22202W to report students who have completed at least 54 hours of work-based learning. The Office of CTE uses student participation in work-based learning experiences as a performance indicator for evaluating program quality.</td></tr>
<tr><td>Dual Credit</td><td>In addition to the Dual Credit Institution Code, beginning in 2026-27 LEAs should report two additional data points for students enrolled in dual credit courses (a course in which secondary and post-secondary credit may be earned upon successful completion):
Parent Level of Education (Student Lite field #57)
Cumulative GPA (Student Credit GPA field #10; report “TOTAL” for the Credit GPA Code)
These fields will continue to be collected for P-Tech, Smart Scholars, and Smart Transfer students.</td></tr>
<tr><td>Staff</td><td>In accordance with the amendment of section 30-1.8 of the Rules of the Board of Regents, five new special subject tenure areas have been established, and six existing special subject tenure areas have been renamed to align with current certification areas. Please see the 2026-27 SIRS Code Change document on the IRS vendor support page for more information.</td></tr>
<tr><td>UPK</td><td>The Office of Early Learning (OEL) will utilize a single child count date, the Basic Education Data System (BEDS) Day on October 7, 2026, to determine final UPK payments for the 2026–2027 school year. This represents a change from prior years, when OEL used the higher enrollment total from two designated child count dates to calculate a district's maximum UPK funding amount.

With the new UPK funding structure established in the 2027 enacted New York State budget, the number of SIRS codes used to report UPK students has been significantly reduced. The SIRS Program Codes for UPK Child Counts for School Year 26-27 are as follows:<table><tr><th>Program Code</th><th>Description</th><th>Definition</th></tr><tr><td>902</td><td>Universal PreK Program</td><td>Participation in a Universal Prekindergarten state-funded program (either half-day or full-day). PKH or PKF.</td></tr><tr><td>990</td><td>Other PreK Program</td><td>Prekindergarten students NOT funded by UPK or SUFDPK money. Setting codes cannot be entered for this program code. PKH or PKF.</td></tr></table></td></tr>
</table>

Data Verification

NYSED provides tools for reviewing, verifying, and certifying data throughout the school year. Information officers and data coordinators must be familiar with the various systems and applications associated with data verification in order to prepare for end of year (EOY) verification and certification.

HOME

Level 0 (L0), L0 Data, Resources, Reports, and Documentation

The L0 is a NYSED application that is hosted by the RICs. Since RICs directly support districts' Student Management Systems, L0 is the closest data warehouse application to the source of student and staff information. It serves as the business rules engine to validate submitted data before they move to the next level of the warehouse.

The L0 Data Quality User Reports should be used to identify data anomalies and gaps in record counts for school and district users. The L0 Missing Data Reports indicate missing data and information not yet reported. These reports are available and can be run any time after the current school year data collection is open.

L2RPT Reports – Reviewing the SIRS Data

Verification reports for SIRS data are available in the L2RPT environment. During the 2024-25 school year, the Department improved many L2RPT reports with extensive contributions from end-users, including filtering, additional data points, and better user experience. Using these reports is critical to verify data accuracy and identify errors. If errors are discovered upon review of reports, corrections must be made in local data systems. Corrected data must be reported via the SIRS and reviewed again in the L2RPT for confirmation of accuracy. Guides for understanding the L2RPT reports are posted on the L2RPT Resources and Information page.

User accounts for L2RPT access are created and managed by the superintendent, charter school Chief Executive Officer (CEO), or their Delegated Account (DA) Administrator through the Department's Delegated Accounts System (SEDDAS), which is available via the NYSED Application Business Portal. CEOs can delegate account administration to their staff for specific NYSED applications. Additional support for authorized users of SEDDAS can be found on NYSED's SEDDAS resources page and from your L1 data center.

Changes made to historical data using the Level 0 Historical (L0H) Application will be displayed within the L0H system. The L0H opens in the 2026-27 SY after the NYS Assessment Cleanup process closes. The NYS Assessment Cleanup process allows districts and schools to correct certain assessment data submitted in the prior school year. Historical changes will also be displayed in the L2RPT. All public facing reports are based on frozen data and will not be updated. This includes data published at data.nysed.gov and previously fulfilled data requests.

IRS Portal (IRSP) Reports

In addition to verification reports available through the L2RPT and the L0 application, other reports are distributed to schools and districts via the IRSP. When reports are posted to the IRSP, an email notification is sent to the Information Officer/DDC listed in the State Education Department Reference File (SEDREF), indicating that a file is available for downloading. It is important that LEAs ensure correct staff are in SEDREF to receive notifications.

Please be advised that LEAs should not use the IRSP to store files. Files that remain on the SFTP will be purged by the Department annually.

Basic Educational Data System Institutional Master File (BEDS IMF) Data

The BEDS IMF application for public school districts, public schools, charter schools, BOCES, and nonpublic schools is scheduled to be available on Wednesday, **October 7, 2026,** and must be submitted by **November 13, 2026**.

BEDS IMF forms and instructions for the 2026-27 SY will be available on the NYSED IRS BEDS landing page.

New York City Public Schools (NYCPS) and NYC Charter Schools Access

NYCPS principals, NYCPS teachers, and NYC Charter School leaders access to various NYSED systems in different ways. The table below provides information about access to select NYSED IRS systems.

NYCPS With Access to Select NYSED IRS-Supported Data Collection & Reporting Systems

System Name	NYCPS Principals	NYCPS Teachers	NYC Charter School Leaders	Additional Information
IRS Portal	No	No	Yes	For data that NYSED makes available via the IRSP, the NYCPS will provide alternate access for NYCPS principals. Information on access to the IRSP for charter school principals is noted on the IRSP Resources and Information page.
L2RPT	Yes	No	Yes	NYC L2RPT assistance and access for charter schools

New York City Public Schools that have access issues or questions should contact the NYCPS Systems Access. For general assistance with data reporting, NYCPS should contact your Superintendent District Office Lead. NYC Charter Schools should visit the NYC Charter School Help Desk and submit a ticket. For support with all staff, course enrollment, and course outcomes data, NYC charter schools should review the NYC Charter Data website at Eastern Suffolk BOCES or submit a ticket with the NYC Charter School Help Desk.

Accountability under the Every Student Succeeds Act (ESSA)

Data reported to the Department as of the close of the 2026-27 SY (August 20, 2027) are used to make accountability status and support model determinations for public school districts, public schools, and charter schools. Please refer to the SIRS Timeline for certain due dates after the EOY. For more information on New York State's State Plan under ESSA and the accountability system, see the Office of Accountability's website.

Mandated Federal Reporting

The SIRS data reported to the Department are used to build and submit federally mandated reports. LEAs must be mindful of the SIRS Timeline to ensure completeness and accuracy of data submitted to the United States Department of Education, which includes ED*Facts* Reporting, the Consolidated State Performance Report (CSPR), Individuals with Disabilities Education Acts (IDEA) State Performance Plans/Annual Performance Reports (SPP/APR). For more information on ED*Facts*, visit the ED*Facts* Initiative website. For more information on the CSPR, visit the USDE's CSPR website. For more information about IDEA SPP/APR, please visit the IDEA website.

VR 11 & 12 Reporting

Attn: DDCs, District Admins, Sp. Ed. Admin

DUE: Multiple Deadlines

Helpdesks:
Student Data Services: DWTShelp@esboces.org

In November of 2023, the New York State Education Department (NYSED) communicated to the field that it would be expanding its collection of Special Education Events Data to meet the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and to more effectively monitor and support school districts in compliance with federal and state regulations under the State Performance Plan (SPP) Indicator 11 (Child Find) and SPP Indicator 12 (Early Childhood Transition)

SPP Indicator 11 (Child Find)

- **Measures the percent of children who were evaluated within 60 days of parental consent for initial evaluation through Special Education Events Data submitted and certified via the verification report VR 11**

SPP Indicator 12 (Early Childhood Transition)

- **Measures the percent of children referred by Early Intervention prior to age 3, who are found eligible and who have an individualized education program (IEP) developed and implemented by their third birthday through Special Education Events submitted and certified via the VR 12**

All school districts are required to submit Special Education Events Data four times a year

- **September 11, 2025**
  - VR11: Parent Consent to Evaluate Received between July 1 – June 30
  - VR12: Referral from Early Intervention Received between July 1 – June 30
- **September 15, 2025**
  - All VR 11 & 12 data must be certified in the PD System
  - Any missing or incorrect data must be cured through the Level 0 Hist. platform
    - SPP 11 – L0 Historical Data must be updated for any student missing a Date of Meeting to Discuss Completed Evaluation and Event Outcome Code.
    - SPP 12 – L0 Historical Data must be updated for any student missing a Full IEP Implementation Date.
- **January 15, 2026**
  - Last date for **FIRST** submission of Special Education Events data for the date range July 1 – Sept. 30
- **April 9, 2026**
  - Last date for **SECOND** submission of Special Education Events data for the date range July 1 – Dec. 31
- **July 9, 2026**
  - Last date for **THIRD** submission of Special Education Events data for the date range July 1 – March 31
- **September 10, 2026**
  - Last date for **FINAL** submission of Special Education Events data for the date range July 1 – June 30
- **Resources**
  - **Primary CPSE Service Codes**
  - Least Restrictive Environment Codes
  - Event Type Codes
  - Event Reason Codes
  - Preschool Student with a Disability Transitioning To Kindergarten Scenarios
  - PDF Version

2026-2027 UPK Enrollment counts are based on Oct. 7, 2026 BEDS Day counts

The Office of Early Learning (OEL) will utilize a single child count date, the Basic Education Data System (BEDS) Day on October 7, 2026, to determine final UPK payments for the 2026–2027 school year. This represents a change from prior years, when OEL used the higher enrollment total from two designated child count dates to calculate a district's maximum UPK funding amount.

With the new UPK funding structure established in the 2027 enacted New York State budget, the number of SIRS codes used to report UPK students has been significantly reduced. The SIRS Program Codes for UPK Child Counts for School Year 26-27 are as follows:

Program Code 902 – Universal PreK Program

Definition: Participation in a Universal Prekindergarten state-funded program (either half-day or full-day). PKH or PKF.

Program Code 990 – Other PreK Program

Definition: Prekindergarten students NOT funded by UPK or SUFDPK money. Setting codes cannot be entered for this program code. PKH or PKF.

For assistance in determining which prekindergarten funding you receive, please see the Office of Early Learning (OEL) Website's Allocation and Financial Forms page or contact the office at (518) 474-5807 or via email at OEL@nysed.gov.

- 2026-27 UPK Reporting Memo
- UPK for 2026-27 and Beyond
- UPK Calendar of Important Dates
- SIRS Manual

E EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK
Executive Director
rly Learning
89 Washington Avenue, EB 514 West
Albany, New York 12234
Tel. (518) 474-5807 / Fax: (518) 473-7737

To: Superintendents of Schools with Universal Prekindergarten (UPK) Allocations
UPK Program Contacts
UPK Fiscal Contacts

From: Erik Sweet, Executive Director of the Office of Early Learning

Subject: Understanding the 2026-2027 Universal Prekindergarten (UPK) Funding Allocation

Date: June 22, 2026

The enacted 2027 State Budget included some significant changes in Universal Prekindergarten (UPK) funding for the 2026-2027 school year and beyond, ensuring that every school district now has access to UPK funding to support early childhood education. The move to a single funding structure, along with increased per-pupil rates for 4-year-olds, will make it more accessible for districts to plan, grow, and sustain high-quality programs. This memo is intended to support school districts by providing clear information about the UPK allocation to help guide the planning and implementation of these high-quality prekindergarten programs.

UPK Allocation

UPK funds are allocated to school districts in accordance with a formula set forth in Section 3602-e (10) of Education Law. The **Universal Prekindergarten (UPK) Allocations** chart will allow districts to determine funding for four-year-olds and three-year-olds when applicable.

Four-year-old Funding

Funding for four-year-olds is no longer limited by a pre-set maximum allocation amount or a defined number of students to serve. Districts can enroll all eligible 4-year-old students and receive UPK funding for each student served, provided program requirements are met. The amount of aid is only limited by the number of students served.

- For **full-day** 4-year-old UPK programs, districts will receive the greater of
  - $10,000 per pupil, or
  - The district's chosen Foundation Aid per-pupil amount.
    - To confirm these rates, please refer to the district's UPK Output Report in SAMS or the UPK Allocational List for 2026-2027 on the OEL website.
- For **half-day** programming, 4-year-old slots will be paid a per pupil rate of ½ of Full-Time Equivalent (FTE) rate for 4-year-olds.
  - **Please note** that half-day programming will be ineligible for UPK aid beginning in the 2028-2029 school year.

Three-year-old Funding



To be eligible for the full 3-year-old funding amount, districts must continue to serve the maximum number of eligible 3-year-old students**.**

- The Base Eligible count of 3-year-old half-day students
- The Base Eligible count of 3-year-old full-day students
- The Base Eligible count of FTE 3-year-old students to serve
  (Half-day * 0.5) + Full-day)
- The Maximum UPK Allocation for the 2026-2027 school year

To Access UPK Funding

To access UPK funding, districts must submit two items through the NYSED Business Portal (via the SED Monitoring and Vendor Performance System):

1. **An Initial Survey** stating the district's intent to use the funding and the forecasted number of students to be served.
2. **An Annual UPK Application** detailing how students will be served alongside a proposed budget.

Districts will receive an automated email once these are available.

For more information and guidance, please see the **Universal Prekindergarten (UPK) for 2026-27 and Beyond: What School Districts Need to Know** posted on the OEL website. If you have specific questions regarding your funding or require guidance for the 2026-2027 school year, please contact the Office of Early Learning at (518) 474-5807 or OEL@nysed.gov.



versal Prekindergarten (UPK) for 2026-27 and Beyond

WHAT SCHOOL DISTRICTS NEED TO KNOW

Overview

The enacted state budget for the 2026-2027 fiscal year includes notable changes for UPK throughout the state. This guide explains what the budget says about UPK funding and how it will affect UPK programs for the upcoming school year and in the future.

Major Takeaways

- An additional $431M has been allocated for UPK programming
- All school districts can access funding for UPK
- One funding stream
- Higher per pupil rates for 4-year-olds
- Districts may expand program slots without applying for a NYSED competitive grant. This change does not change the existing 10% collaboration requirement.
- 10% Collaboration requirement remains
- Lottery and waitlist are required when students exceed the number of available seats
- Half-day programming is ineligible for UPK aid beginning in 2028-2029
- In alignment with K-12 reporting requirements, UPK child counts (unduplicated counts of actively enrolled 3- and 4-year-olds) will be collected using the October 7th BEDS day
- By 2028-2029, districts must provide UPK to all eligible four-year-old students who apply.

4-Year-Old UPK: Fiscal and Programmatic Specifics

Per Pupil Rates

- For full-day 4-year-old UPK programs, districts will receive the greater of
  - $10,000 per pupil, or
  - The district's chosen Foundation Aid per-pupil amount.
    - To confirm these rates, please refer to the district's UPK Output Report in SAMS or the UPK Allocational List for 2026-2027 on the OEL website.
- For half-day programming, 4-year-old slots will be paid a per pupil rate of ½ of FTE rate for 4-year-olds.

Allocation Amounts/Number of Students to Serve

- UPK funding is no longer limited by a pre-set maximum allocation amount or by a defined number of students.
- Districts can enroll all eligible 4-year-old students and receive State funding for each student served, provided program requirements are met.
- Funding is age-specific and is restricted to its designated group.
  - 4-year-old funding cannot be used to establish or support 3-year-old programs, and 3-year-old funding cannot be diverted to expand 4-year-old programming. Districts must use the funds exclusively for the age group for which they were allocated.



versal Prekindergarten(UPK) for 2026-27 and Beyond

WHAT SCHOOL DISTRICTS NEED TO KNOW

4-Year-Old UPK: Fiscal and Programmatic Specifics (Continued)

Program Delivery

- Programming can be offered as either half-day or full-day in the 2026-27 and 2027-28 school years.
- Half-day seats will be funded at half of the applicable per-pupil amount.
  - For the 2026-27 and 2027-28 school years, the half-day conversion overage penalty and waiver process has been eliminated for 4-year-old students.
  - The provision of using state UPK funds for half-day programming sunsets June 30, 2028.

Programming Requirements

- All programming must comply with Education Law 3602-e and Commissioner's Regulations 100.3, 151-1, and 117.
- District residents must be 4-years-old on or before December 1st or otherwise be first eligible to attend kindergarten the following year. Please note that some districts use alternative cutoff dates, which is permissible.
- Lottery and waitlist requirements remain in place when there are more students interested than seats available. Please note that in school year 28-29 districts must provide UPK to all eligible four-year-old students who apply.

3-Year-Old UPK: Fiscal and Programmatic Specifics

Funding Rates

- 3-year-old funding remains unchanged.
  - For confirmation of these rates, please consult the district's UPK Output Report in SAMS or the UPK Allocational List for 2026-2027 on the OEL website.

Allocation/Number of Students to Serve:

- To be eligible for the full 3-year-old funding allocation, districts must continue to serve the maximum number of eligible 3-year-old students.
- Funding is age-specific and is restricted to its designated group.
  - 3-year-old funding cannot be used to establish or support 4-year-old programs and 4-year-old funding cannot be diverted to expand 3-year-old programming. Districts must use the funds exclusively for the age group for which they were allocated.

Program Delivery

- Programming may be provided as either half-day or full-day sessions.
  - For half-day programming, 3-year-old slots will be paid a per pupil rate of ½ of FTE rate for 3-year-olds.
    - For those planning to implement half-day programming, please be aware that:
      - Converting 30% or more of full-day slots to half-day slots will incur a penalty unless a hardship waiver is submitted to and approved by NYSED.
      - **Please note** this waiver cannot be used in three or more consecutive school years.



versal Prekindergarten (UPK) for 2026-27 and Beyond

WHAT SCHOOL DISTRICTS NEED TO KNOW

3-Year-Old UPK: Fiscal and Programmatic Specifics (Continued)

Programming Requirements

- All programming must comply with Education Law 3602-e and Commissioner's Regulations 100.3, 151-1, and 117.
- District residents must be 3-years-old on or before December 1st or otherwise be first eligible to attend kindergarten two years from the time of enrollment. Please note that some districts use alternative cutoff dates, which is permissible.
- Lottery and waitlist requirements remain in place when there are more students interested than seats available.

Other Requirements

Collaboration with Community-Based Organizations for UPK Programming

The State budget establishes a statewide mandate that by the 2028–2029 school year, districts will make a full-day UPK seat available to every 4-year-old whose family requests one.

To meet your community's needs and to expand beyond district spaces:

- The 10% set aside requirement for collaborating with eligible agencies* remains.
  - It will be based on the district's annual projected budget amount (their intended spending).
  - Districts will still be required to use a competitive process (RFP) to seek out collaborative partners.
  - As funding is allocated directly to the school district, the per pupil rates paid to CBO partners for UPK programming are to be determined at the local level.
- **Please note:** Education Law § 3602-e(5)(e) offers a waiver process for districts unable to secure an eligible partner agency.

** Eligible agencies are community-based organizations that include providers of child care and early education, day care providers, early childhood programs or centers, non-profit organizations, charter schools, libraries and/or museums, approved preschool special education programs, Head Start, and nursery schools.*

Office of Early Learning Statewide UPK Monitoring

Each school year, the NYSED Office of Early Learning (OEL) will select a sample of UPK programs for on-site monitoring visits. Grounded in a philosophy of continuous improvement, these visits allow OEL staff to review the systems and structures essential for maintaining high-quality programming and ensuring full compliance with Education Law and Commissioner's Regulations.



versal Prekindergarten (UPK) for 2026-27 and Beyond

WHAT SCHOOL DISTRICTS NEED TO KNOW

Office of Early Learning Supports

The Office of Early Learning (OEL) is committed to supporting all districts as they navigate these changes to UPK funding and program expansion. To ensure every school district has the tools for success, OEL will maintain ongoing direct contact and offer personalized technical assistance.

For districts newly funded to operate a State-funded UPK program, OEL will be establishing a dedicated Professional Learning Community (PLC) to provide foundational guidance and peer-to-peer networking.

Additionally, OEL will provide a library of resources along with a series of live and recorded webinars, allowing districts to access key information and regulatory updates at their convenience. Specific dates for these support sessions and webinar releases will be forthcoming.

Office of Early Learning Newsletters

OEL publishes two quarterly newsletters to keep the field informed.

- **The UPK Newsletter** provides important dates and deadlines for UPK programs, as well as best practices, news, and resources specific to UPK.
- **The P-3 Newsletter** is a dedicated newsletter that focuses on Prekindergarten through 3rd Grade initiatives. This newsletter highlights best practices, exciting news from the field, and resources to help districts support their students.
- Subscribe to both newsletters on our website, here.

Contact Us

If you have any questions or need assistance, please feel free to reach out using the contact information provided below:

(518) 474-5807

OEL@nysed.gov

2024-25 UPK Reporting

Attn: DDC, UPK Staff	Multiple Deadlines	Help Desks: • ESB Help: DWTShelp@esboces.org • NYS UPK: OEL@nysed.gov

For the 2024-25 UPK Enrollment counts, NYSED will ***review BOTH*** the BEDS day, October 2, 2024 (SIRS Reporting) Counts and PreK Child Counts day, March 12, 2025 (MVPS Reporting) ***and select the higher of the two***.

Districts should refer to the following allocation documents to determine which funding stream(s) they will utilize, how many students they are expected to serve, and which UPK code to report

- **2024-2025 UPK State-Funded Allocations List (Project #0409-25)**
  - UPK funds are allocated to school districts in accordance with the formula in Section 3602-e (10) of Education Law
    - Reporting Instructions
- **Statewide Universal Full-Day Prekindergarten (SUFDPK) Grant Awards (Project # 0545)**
  - Awarded to districts during the **2014-2015** school year for the provision of full-day 4-year-old Prekindergarten
  - Special Reporting Requirement
    - Reporting half-day UPK placement converted to full-day using the Statewide Universal Full-day Prekindergarten (SUFDPK) grant
    - Reporting NEW full-day placements using SUFDPK
- **2024-2025 Statewide Universal Full-Day PreK (SUFDPK) Expansion (Project #0548-25)**
  - As per the FY 2025 enacted state budget, SUFDPK funds awarded in SY 2022, SY 2023, or SY 2024, including the Federal SUFDPK and the newly awarded RFP, have been consolidated into one single funding source
  - Special Reporting Requirement
    - Reporting half-day UPK placement converted to full-day using the Statewide Universal Full-day Prekindergarten (SUFDPK) grant
    - Reporting NEW full-day placements using SUFDPK
- **Any child identified as Non-resident and/or Other Age (3 YO/5 YO)**
  - Students must be reported with the UPK program code and a Provider Setting Code
- **NYSED Memos:**
  - Understanding Your 2024-2025 Prekindergarten Funding
  - PreK Child Count Memo
    - If you have specific question regarding your funding or require guidance, please contact the Office of Early Learning at (518) 474-5807 or OEL@nysed.gov.

Action Items 

- ☐ Identify funding streams & allotted FTEs
  - ☐ What funding stream(s) are you using?

    _____
  - ☐ Count of 4 YO ½ Day students _____
  - ☐ Count of 4 YO Full-Day students_____
- ☐ Assign the appropriate UPK Program Code & Provider Setting to UPK students
- ☐ UPK enrollment count as of BEDS Day Oct. 2, 2024
  - ☐ Submit data through Level 0
    - ☐ Verify SIRS 316 District PreK Report
    - ☐ Verify SIRS 333 UPK Enrollment Report
  - ☐ **Final chance to load BEDS Day data is Jan. 2, 2025**
- ☐ UPK Child Count Day March 12, 2025
  - ☐ Submit Data through the Monitoring & Vendor Performance System
    - ☐ **Districts will receive an automated email from the Office of Early Learning in February 2025** to prompt them to complete the 2024-2025 SUFDPK Child Counts Survey.

Updated New York State Regents Exams and Associated Courses

ATTN: DDC, Curriculum Dept. | FINAL | Helpdesk: DWTShelp@esboces.org

Updated Exam Descriptions and Course Codes

These are the only Course Codes that should be used with ANY COURSE THAT ENDS IN A REGENTS EXAM*

Exam Name	Course Code
Regents Algebra I	02050
Regents Algebra II	02056
Regents Earth and Space Sciences	03008
Regents English Language Arts	01003
Regents Geometry	02072
Regents Global History and Geography	04052
Regents Life Science: Biology	03050
Regents Physical Science: Chemistry	03120
Regents Physical Science: Physics	03170
Regents US History and Govt:	04101

***If you have students who are taking the final administration of the "old" Regents Phy Set Chemistry (03101) in January, you must submit a file**

Resources

- New Regents Implementation Memo
- NYS Comprehensive Course Catalog (SCED) - AUTOMATIC Excel DOWNLOAD

To Do:

- ☐ **LEAs must be sure that the updated Regents Descriptions and Course Codes are correct in their Student Management Systems**
  - **DO NOT schedule students into sections that use defunct Exam Names and Course Numbers**

Evaluation Closeout & Reporting

Attn: DDC, District Admins

Multiple Due Dates See Below

ESB Helpdesk: DWTShelp@esboces.org
NYSED Eval Office: EvalData@nysed.gov

2025-26 Educator Evaluation Closeout Process

- Implementation certification, data collection, and reporting

Superintendent's Statement of Staff Evaluation Implementation

- **Opens June 15, 2026 - Final Deadline August 28, 2026**
- The certification form can be found on the NYSED Application Business Portal in the Monitoring & Vendor Performance System in the Educator Quality folder
  - NYSED Quick Guide to MVPS

Educator Evaluation Implementation Data Reporting

- **Opens: July 6, 2026, Final Deadline: October 22, 2026**
  - **Target Submission Date August 20, 2026 (Encouraged but not required)**
- SIRS reporting requires each teacher/principal to have one set of scores
  - Student Performance Score (REQSP)
    - See your District APPR Plan
  - Observation/School Visit (REQOB)
    - Observation evaluation completed by the district
  - A composite score that follows the HEDI rubric (REQOC)
    - Current HEDI Rubric

Superintendent's Confirmation of Staff Evaluation

- **Due Date October 22, 2026**
- The certification form can be found on the NYSED Application Business Portal in the Monitoring & Vendor Performance System
  - NYSED Quick Guide to MVPS

Due Dates	August 28, 2026 - Final Date Implementation Certification (Superintendent) August 20, 2026 - *Target* Date for Data Submission (DDC) October 22, 2026 - Final Date for Data Submission (DDC) October, 30, 2026 - Final Certification (Superintendent)
Next Steps	☐ Check your APPR Software, and verify that the correct export is in place ☐ Review your district's APPR Plan ☐ Finalize Staff Evaluation Data ☐ Load Staff Evaluation Data to Level 0 ☐ Use SIRS 331 (below) to verify your data ☐ L2RPT > Content > Team Content > District > SEDDAS > Staff > SIRS 331 ☐ Correct errors in the source system and reload to Level 0 ☐ Complete certification in the Monitoring & Vendor Management Page
Support Documents	• Staff Reporting Presentation • 2025-26 Educator Eval Timeline • 3012-d Evaluation NYSED Guidance • 3012-e Evaluation NYSED Guidance

Data Refresh Date: Oct 23, 2024

Education Law 301

HOME

SIRS 331 Staff Evaluation Rating Verification Report

Row Number	-a-	Count -b-	Rating -c-
1	Total Number of Educators Reported in Staff Evaluation Rating Table in SIRS	504	
2	Total Number of Educators Reported with Required Student Performance Subcomponent (0 to 20)	504	
5	Total Number of Educators Reported with Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	502	
6	Total Number of Educators Missing the Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	2	
8	Total Number of Educators Reported with Overall Rating	502	
9	Total Number of Educators Missing the Overall Rating	2	
10	Educators Reported with Overall Rating	404	Highly Effective
11	Educators Reported with Overall Rating	97	Effective
12	Educators Reported with Overall Rating	1	Developing

August Graduates

Attn: DDCs, Guidance, Principals

Due Date: October 15, 2026

Helpdesk: DWTShelp@esboces.org

2022 Total Cohort (4-Year August) Students who first entered grade 9 in the 2022-23 school year, **includes diplomas awarded through August 31, 2026**

In order to be counted in your 2025-26 Graduation Rate, **All August Graduates Must Have:**

- **Grade 9 Entry date in the 2023 - 23 school year**
- **Enrollment Entry Code 0011 — Enrollment in building or grade**
- **Enrollment Exit Code 799 — Graduated (earned a Regents or local diploma)**
  - **This code is used to indicate the student has earned a Regents or local diploma.**
- **Enrollment Exit Date of August 31, 2026**

Use of Appeals, Safety Nets, and Superintendent's determination
September 2016 Use of Regents in grade policy memo

Due Date	**October 15, 2026**
Key Information	2022 Total Cohort (4-Year August) Students who first entered grade 9 in the 2020-21 school year, **includes diplomas awarded through August 31, 2026**
Next Steps	☐ Districts should identify any August Grads and ensure they have the information above ☐ Grads MUST have an Exit Date of August 31, 2026 ☐ Districts should verify that the data is correct using the SIRS 201 Total Cohort Report

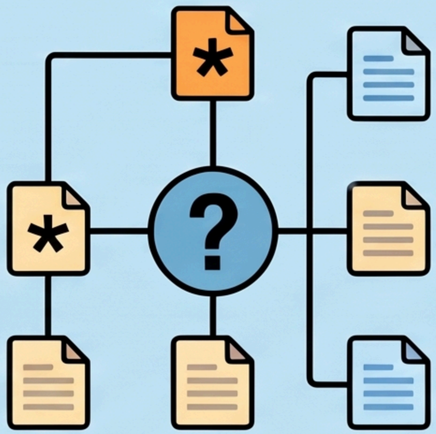
The LEA Path to CRDC Compliance

STEP 1: FALL SNAPSHOT DATE



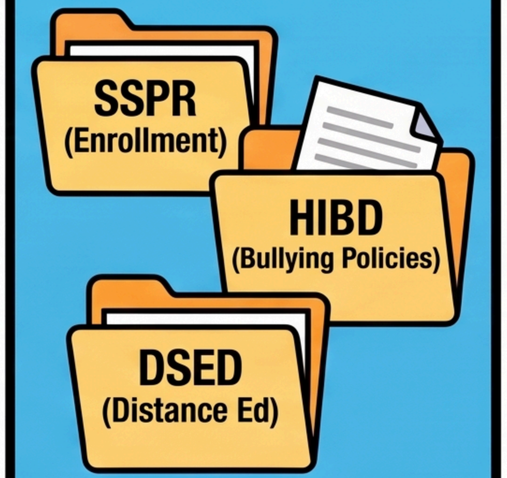
Most data must reflect student counts as of October 1, 2025, or the closest school day.

STEP 2: GUIDING QUESTIONS



Answer asterisked items (*) to determine which specific modules and tables your LEA must complete.

STEP 3: ORGANIZE DATA MODULES



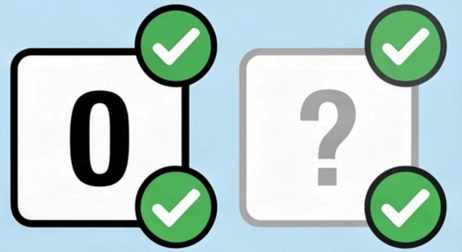
Gather data for specific categories including student enrollment (SSPR), bullying policies (HIBD), and distance education (DSED).

STEP 4: UPDATE 2026-27 COORDINATOR INFO



Unlike other modules, Civil Rights Coordinator contact info must reflect a Fall 2026 snapshot.

STEP 5: VALIDATE ZEROS VS. BLANKS



Report ‘0’ only for actual zero counts; leave fields blank if data is unknown or not applicable.

FINISH

Gemini Notebook

The Office for Civil Rights

2025–26 Civil Rights Data Collection

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) is to obtain data authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. § 3413). The regulations implementing these provisions can be found at 34 CFR § 100.6(b); 34 CFR § 106.71; and 34 CFR § 104.61. The Department of Education Organization Act (20 U.S.C. 3413(c)(1)) authorizes the Office for Civil Rights (OCR) to collect data that are necessary to ensure compliance with civil rights laws within its jurisdiction. The CRDC collects a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner (EL), and disability. This information is also used by other ED offices as well as policymakers and researchers outside of ED.

WHO IS CONDUCTING THIS SURVEY?

The ED OCR is conducting this survey pursuant to 20 U.S.C. 3413(c)(1). The CRDC is a mandatory data collection, conducted based on the statutory authority cited above.

HOW WILL YOUR INFORMATION BE REPORTED?

Information reported on this survey becomes available to the public in a privacy protected format. You can see how the previous CRDC data were reported to the public by going to https://civilrightsdata.ed.gov.

WHERE CAN I FIND INFORMATION ABOUT THE APPROVAL OF THIS COLLECTION BY THE OFFICE OF MANAGEMENT AND BUDGET (OMB)?

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0504. All documentation submitted to OMB about this information collection is available at https://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=202507-1870-001. Public reporting burden for this collection of information is estimated to average 15.4 hours per school survey response and 6.0 hours per local educational agency (LEA) survey response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914).

HOW ARE THE CRDC SURVEY ITEMS ORGANIZED?

The CRDC survey contains school-level and LEA-level items. The school-level items are presented in the CRDC School Form, while the LEA-level items are presented in the CRDC LEA Form. Each Form is organized by topical modules. Modules are groups of tables about the same topic area. For example, tables about mathematics, science, computer science, and data science courses and classes form the Courses & Classes module. Each module has a 4-letter module initialism, which is used to number tables within modules. For example, the first table in the Courses & Classes module is labeled COUR-1.

WHAT IS COMING NEXT FOR THE CRDC?

OCR plans to engage in a comprehensive review of the CRDC elements for the 2027–28 and 2029–30 collections. While more information will be announced as OCR engages in the appropriate process to review the CRDC, in the meantime, please be advised that the 2025–26 CRDC survey forms should only be used to complete the 2025–26 CRDC survey.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

2025–26 CRDC LEA Form

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Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

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Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

SSPR: Students, Schools & Programs

Module Instructions

DATES

Report data from the 2025–26 school year. The data reported should be as of October 1, 2025 (or the closest school day to October 1), unless otherwise noted. This is known as a "Fall snapshot." LEAs should use the same Fall snapshot date to report all the data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are English learners (EL), then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Early childhood refers to early childhood education programs and/or services for children birth through age 2.

English learner students (EL)[1]: In coordination with the state's definition based on section 8101(20) of ESEA, as amended by ESSA, the term 'English learner,' when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native language is not English;
(ii) (who is I and II)
(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant (Please note that "migratory" typically refers to students who move repeatedly from one residence to another); and

(D) whose difficulties in speaking, reading, writing, or understanding the English language *may* be sufficient to deny the individual[2]

(i) the ability to meet the challenging state academic standards;
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.

Note:

- To be classified as an English learner, an individual must be A, B, C, and D.
- For C, an individual can be C- i, C-ii, or C-iii.
- If C-ii, the individual must be I and II.
- For D, an individual *may* be denied D-i, D- ii, or D-iii.

[1] English learner students were previously referred to as limited English proficient students, and include the same subgroup of students.
[2] Must be determined by a valid assessment.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

Free appropriate public education (FAPE). Part B of the Individuals with Disabilities Education Act (IDEA) requires states receiving financial assistance under IDEA to ensure that a FAPE is made available to eligible children with disabilities residing in the state. Section 504 of the Rehabilitation Act of 1973 regulation requires an LEA that receives federal funds to provide a FAPE to each qualified student with a disability who is in the LEA's jurisdiction. For additional information, go to https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/frequently-asked-questions-section-504-free-appropriate-public-education-fape.

Students with disabilities (IDEA) or IDEA children refers to students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

Non-IDEA children include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

Preschool refers to preschool programs and/or services for children ages 3 through 5.

Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

Students with disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

Ungraded (UG) refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

SSPR-1. Count of Students*

All LEAs and justice facilities, preschool-grade 12, UG

- Overall student enrollment (LEA) refers to the unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific LEA or students whose membership is reported by another LEA.

Instructions

- Enter the overall student enrollment count for the LEA.
- Include students who are the responsibility of the LEA, including students who are served in LEA facilities, non-LEA facilities, or both.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

For the Fall 2025 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in LEA facilities, non-LEA facilities, or both.

	Number
Overall student enrollment for the LEA	

SSPR-2. Count of Students Served in Non-LEA Facilities*

All LEAs and justice facilities, preschool-grade 12, UG

Instructions

- Include students who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

For the Fall 2025 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only.

	Number
Students served in non-LEA facilities	

SSPR-2.1. Preschool Students Served in Non-LEA Facilities Indicator* *NEW! OPTIONAL FOR 2025–26*

All LEAs

Instructions

- Include students in preschool who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students in preschool participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students in preschool who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students in preschool who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students in preschool who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students in preschool who reside in the school district but whose parents/guardians decide to send them to private schools.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

For the Fall 2025 snapshot date, did the LEA have any students in preschool who were enrolled in the LEA and who were being served in non-LEA facilities only?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-2.2. Preschool Students Served in Non-LEA Facilities *NEW! OPTIONAL FOR 2025–26*

Only for LEAs with any preschool students served only in non-LEA facilities

Instructions

- Include students in preschool who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students in preschool participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students in preschool who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students in preschool who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students in preschool who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students in preschool who reside in the school district but whose parents/guardians decide to send them to private schools.

For the Fall 2025 snapshot date, enter the number of students in preschool who were enrolled in the LEA and who were being served in non-LEA facilities only.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males in preschool served in non-LEA facilities:											
Females in preschool served in non-LEA facilities:											
Total students in preschool served in non-LEA facilities:											

SSPR-2.3. Grades K-12 Students Served in Non-LEA Facilities Indicator* *NEW! OPTIONAL FOR 2025–26*

All LEAs and justice facilities

Instructions

- Include students who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

For the Fall 2025 snapshot date, did the LEA have any students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-2.4. Grades K-12 Students Served in Non-LEA Facilities *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities

Instructions

- Include students who are the responsibility of the LEA and served in non-LEA facilities only.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.
- Non-LEA facilities may be public or private.
- Include students who the LEA has placed in private schools and who are the responsibility of the LEA.
- Include students who the LEA has placed in private schools for the purpose of providing a FAPE.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Do not include students who reside in the school district but whose parents/guardians decide to send them to private schools.

For the Fall 2025 snapshot date, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males in grades K-12 served in non-LEA facilities:											
Females in grades K-12 served in non-LEA facilities:											
Total students in grades K-12 served in non-LEA facilities:											

SSPR-3. Count of Schools*

All LEAs

- School is an organization authorized by public authority and financed primarily through public funds to provide public education to students. Under this definition, a school: (1) is operated by a public school district, independent charter district or state agency on behalf of the state (or federal government in the case of Bureau of Indian Education and Department of Defense schools); (2) provides instruction for students; (3) has, will have or had one or more students;

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

(4) has, will have or had one or more teachers; (5) has an assigned administrator(s) (principal) responsible to public authority; and (6) receives public funds as its primary support. For purposes of this definition, "public funds" includes federal, state, and local public funds. Schools include public schools that provide half day (50%) or more educational services. **Schools may include: alternative; career and technical education; regular; and/or special education schools. These four types of schools may be authorized as a charter school or designated as a magnet school.**

- Alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems. Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.
- Career and technical education school is a public elementary or secondary school that focuses primarily on providing students with an occupationally relevant or career–related curriculum, including formal preparation for technical or professional occupations.
- Regular school is a public elementary or secondary school that does not focus primarily on career and technical, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- Special education school is a public elementary or secondary school that focuses primarily on serving the educational needs of students with disabilities under IDEA or Section 504 of the Rehabilitation Act.
- Charter school is a public school that provides free public elementary and/or secondary education to eligible students under a specific charter issued pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.
- Magnet school is a public school that operates a magnet program for all students or some students within the school. A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or non-English language).

Instructions

- Include all facilities where students attend.

For the Fall 2025 snapshot date, enter the number of public schools that were under the governance of the LEA.

	Number
Public schools in the LEA	

SSPR-3.1. Remote Instruction and Setting Indicator* *NEW! OPTIONAL FOR 2025–26*

All LEAs and justice facilities

- Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

Instructions

- All instruction offered by the LEA or its school(s) is remote.
- Examples of students who received remote instruction who were not physically in the LEA setting or the LEA's school(s') setting(s) include: students who were at home or another remote location, while teachers were at the LEA or school(s); and students who were at home, while teachers were also at home.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

This LEA only offered or only had schools that offered remote instruction and all students who received remote instruction were not physically in the LEA or school(s') setting(s) during the regular 2025–26 school year, not including intersession or summer.

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-4. Early Childhood Program Indicator*

All LEAs

Instructions

- Indicate whether the LEA provided one or more early childhood services and/or programs that served children from birth through age 2. The LEA may provide early childhood programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide early childhood services and/or programs by contracting with another entity to provide them to children. Early childhood programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include early childhood programs and/or services for IDEA and non-IDEA children from birth through age 2.

For the Fall 2025 snapshot date, did the LEA provide early childhood services and/or programs, in either LEA or non-LEA facilities, to children from birth through age 2?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-5. Early Childhood Program for Non-IDEA Children

Only for LEAs that provide early childhood programs and/or services

Instructions

- Indicate whether the LEA provided one or more early childhood services and/or programs that served non-IDEA children from birth through age 2. The LEA may provide early childhood programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide early childhood programs and/or services by contracting with another entity to provide them to children. Early childhood programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the Fall 2025 snapshot date, did the LEA provide early childhood services and/or programs, in either LEA or non-LEA facilities, to non-IDEA children from birth through age 2?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-6. Preschool Program Provided by the LEA Indicator*

All LEAs

Instructions

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

- Indicate whether the LEA provided one or more preschool services and/or programs that served children ages 3 through 5. The LEA may provide preschool programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide the preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include preschool programs and/or services for IDEA or non-IDEA children ages 3 through 5.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

For the Fall 2025 snapshot date, did the LEA provide one or more preschool services and/or programs, in either LEA or non-LEA facilities, to children ages 3 through 5?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-7. Preschool Daily Length and Cost*

Only for LEAs that provide preschool

- A full-day preschool program is a program that a child attends each weekday for approximately six hours or more.

Instructions

- Indicate the daily length(s) and cost(s) associated with the LEA's preschool services and/or programs that served children ages 3 through 5. The LEA may provide preschool programs and/or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the Fall 2025 snapshot date, indicate the type of LEA preschool service(s) and/or program(s), in either LEA or non-LEA facilities, that were serving children ages 3 through 5. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Full-day preschool and no charge to parent(s)/guardian	
Full-day preschool and partial or full charge to parent(s)/guardian	
Part-day preschool and no charge to parent(s)/guardian	
Part-day preschool and partial or full charge to parent(s)/guardian	

SSPR-8. Preschool Eligibility - All Children*

Only for LEAs that provide preschool

- "All children" refers to all children ages 3 through 5.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

For the Fall 2025 snapshot date, were the LEA's preschool service(s) and/or program(s), in either LEA or non-LEA facilities, being offered to all children?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-9. Preschool Eligibility – Student Groups

Only for LEAs that provide preschool, but not to all children

- Title I schools are schools with large concentrations of low-income students that receive Title I funds (i.e., supplemental funds under Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) to assist in meeting their students' educational goals. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program.
- For the purposes of preschool eligibility, low-income is defined by the LEA, and may vary from LEA to LEA.

For the Fall 2025 snapshot date, indicate whether the LEA's preschool service(s) and/or program(s), in either LEA or non-LEA facilities, were being offered to children with disabilities (IDEA), children in Title I schools, and/or children from low-income families. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Children with disabilities (IDEA)	
Children in Title I schools	
Children from low-income families	

SSPR-10. Preschool Children Served

Only for LEAs that provide preschool

Instructions

- Include children who are the responsibility of the LEA, including children who are served in preschool in LEA facilities, non-LEA facilities, or both.
- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- For the "children age 3 years served" category, include children who are 3 years of age and children who are 2 years of age who are allowed to be served in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- Include IDEA and non-IDEA children.
- The LEA may provide preschool programs or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

For the Fall 2025 snapshot date, enter the number of 3, 4, and 5-year old students who were being served in the LEA's preschool service(s) and/or program(s), either in LEA or non-LEA facilities.

	Number
Children age 3 years served	
Children age 4 years served	
Children age 5 years served	

SSPR-11. Preschool Age for Non-IDEA Children

Only for LEAs that provide preschool

Instructions

- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- The LEA may provide preschool programs and/or services by contracting with another entity to provide them to children. Preschool programs and/or services that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the Fall 2025 snapshot date, indicate whether any of the LEA preschool service(s) and/or program(s), in either LEA or non-LEA facilities, were serving non-IDEA children in the ages specified below. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Children age 3 years	
Children ages 4 and 5 years	

SSPR-12. Kindergarten Program Indicator*

All LEAs

Instructions

- Indicate whether the LEA provided one or more kindergarten programs that served one or more students. The LEA may provide kindergarten programs in LEA facilities, non-LEA facilities, or both.
- The LEA may provide kindergarten programs by contracting with another entity to provide them to students. Kindergarten programs that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the Fall 2025 snapshot date, did the LEA provide one or more kindergarten programs that served one or more students?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

SSPR-13. Kindergarten Daily Length and Cost*

Only for LEAs that provide kindergarten

- A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.

Items noted with an asterisk “” reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

Instructions

- Indicate the daily length(s) and cost(s) associated with the LEA's kindergarten program(s) that served students. The LEA may provide kindergarten programs in LEA facilities, non-LEA facilities, or both.
- The LEA may provide kindergarten programs by contracting with another entity to provide them to students. Kindergarten programs that are provided in a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the Fall 2025 snapshot date, indicate the type of LEA kindergarten program(s) that served students. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Full-day kindergarten and no charge to parent(s)/guardian	
Full-day kindergarten and partial or full charge to parent(s)/guardian	
Part-day kindergarten and no charge to parent(s)/guardian	
Part-day kindergarten and partial or full charge to parent(s)/guardian	

CRCO: Civil Rights Coordinator/Desegregation Plan

Module Instructions

DATES

Report data from the 2025–26 school year, unless otherwise noted. The data reported should be as of October 1, 2025 (or the closest school day to October 1), unless otherwise noted. This is known as a "Fall snapshot."

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are English learners (EL), then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A civil rights coordinator is an individual who is appointed by the LEA to coordinate compliance with civil rights laws, including investigations of discrimination complaints.

CRCO-1. Civil Rights Coordinators Indicator* *REVISED!*

All LEAs and justice facilities

- Civil rights laws that prohibit discrimination include:
  - Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex).
  - Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the bases of race, color, or national origin).
  - Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability).
  - Title II of the Americans with Disabilities Act of 1990 (prohibits discrimination on the basis of disability by public entities [including public schools], whether or not they receive federal financial assistance).

Instructions

- Report data from the 2026–27 school year. The data reported should be as of October 1, 2026 (or the closest school day to October 1). This is known as a "Fall snapshot."
- Indicate whether the LEA had appointed one or more employees to lead efforts to carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/national origin, and disability.
- Civil rights coordinators may be part-time or full-time.

For the Fall 2026 snapshot date, indicate whether the LEA had designated one or more employees (either part-time or full-time) to act as civil rights coordinators. Please select "yes" or "no" for each option.

	Permitted Values: Yes or No
Sex (Title IX)	
Race, color, or national origin (Title VI)	
Disability (Section 504 and/or Title II)	

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

CRCO-2. Civil Right Coordinators Contact Information *REVISED!*

Only for LEAs and justice facilities reporting having civil rights coordinators

Instructions

- Report data from the 2026–27 school year. The data reported should be as of October 1, 2026 (or the closest school day to October 1). This is known as a "Fall snapshot."

Enter the contact information (name and email address) for the civil rights coordinator(s) that were identified in CRCO-1. If the LEA has more than one coordinator for a specific civil rights law, then provide the contact information for the lead coordinator.

	First Name	Last Name	Email
Sex (Title IX)			_____@___.___
Race, color, or national origin (Title VI)			_____@___.___
Disability (Section 504 and/or Title II)			_____@___.___

CRCO-3. Desegregation Order or Plan

All LEAs

- A desegregation order or plan is an order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district's actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.

For the Fall 2025 snapshot date, was the LEA covered by a desegregation order or plan?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

HIBD: Harassment or Bullying

Module Instructions

DATES

Report data from the 2025–26 school year. The data reported should be as of October 1, 2025 (or the closest school day to October 1). This is known as a "Fall snapshot." LEAs should use the same Fall snapshot date to report all the data in this module.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Harassment or bullying on the basis of sex REVISED! refers to harmful conduct based on actual or perceived sex (including sexual orientation, sex stereotypes, and pregnancy). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. This includes sexual harassment, sexual assault, and rape. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of race, color, or national origin refers to harmful conduct based on actual or perceived race, color, or national origin (including ancestry and ethnicity). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of disability refers to harmful conduct based on actual or perceived disability. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of sexual orientation refers to harmful conduct based on actual or perceived sexual orientation (including harassment because a student identifies as or is perceived to be gay, lesbian, bisexual, or heterosexual). Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that is physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

Harassment or bullying on the basis of religion refers to harmful conduct based on actual or perceived religion. Harassment or bullying may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment or bullying includes conduct carried out by school employees, other students, or third parties.

HIBD-1. Harassment or Bullying Policy Indicator*

All LEAs and justice facilities

Instructions

- Written policy (or polices) must be for ALL basis categories.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

For the Fall 2025 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HIBD-2. Harassment or Bullying Policy Web Link Indicator*

Only for LEAs and justice facilities reporting having a harassment or bullying policy prohibiting harassment or bullying on the basis of sex, race/color/national origin, and disability

For the Fall 2025 snapshot date, did the LEA have a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HIBD-3. Harassment or Bullying Policy Web Link

Only for LEAs and justice facilities reporting having a web link to a harassment or bullying policy prohibiting harassment or bullying on the basis of sex, race/color/national origin, and disability

Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.

	Web Link
	http://_____.____

HIBD-4. Harassment or Bullying Policy Indicator – Other Categories* *REVISED!*

All LEAs and justice facilities

For the Fall 2025 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation and/or religion?

	Permitted Values: Yes or No
Sexual Orientation	
Religion	

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

HIBD-5. Harassment or Bullying Policy Web Link Indicator – Other Categories* *REVISED!*

Only for LEAs and justice facilities reporting having a harassment or bullying policy prohibiting harassment or bullying on the basis of sexual orientation and/or religion

For the Fall 2025 snapshot date, did the LEA have a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation and/or religion?

	Permitted Values: Yes or No
Sexual Orientation	
Religion	

HIBD-6. Harassment or Bullying Policy Web Link – Other Categories *REVISED!*

Only for LEAs and justice facilities reporting having a web link to a harassment or bullying policy prohibiting harassment or bullying on the basis of sexual orientation and/or religion

Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sexual orientation and/or religion.

	Web Link
Sexual Orientation	http://_____.____
Religion	http://_____.____

DSED: Distance Education

Module Instructions

DATES

The data reported should be based on the entire 2025–26 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

SPECIAL INSTRUCTIONS

The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

DSED-1. Distance Education Enrollment Indicator*

All LEAs and justice facilities

Instructions

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.
- The LEA should consider students who were enrolled in any distance education courses that were provided during the 2025–26 school year.

Did the LEA have any students in grades K-12 (or the ungraded equivalent) who were enrolled in any distance education courses during the 2025–26 school year?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

DSED-2. Distance Education Enrollment

Only for LEAs and justice facilities reporting student enrollment in distance education

Instructions

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.
- The LEA should consider students who were enrolled in any distance education courses that were provided during the 2025–26 school year.

Enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course during the 2025–26 school year.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)
Males who were enrolled in a distance education course:										
Females who were enrolled in a distance education course:										
Total number of students who were enrolled in a distance education course:										

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

HSEE: High School Equivalency Exam

Module Instructions

DATES

The data reported should be based on the entire 2025–26 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns .

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

High school equivalency exam preparation programs are programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential. High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).

SPECIAL INSTRUCTIONS

The LEA may provide high school equivalency exam preparation programs by contracting with another entity to provide them to students. High school equivalency exam preparation programs that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided programs.

Do not include students who participated in high school equivalency exam preparation programs that were not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided programs.

HSEE-1. High School Equivalency Exam Preparation Program Provided by the LEA Indicator*

All LEAs and justice facilities

Instructions

- Indicate whether the LEA provided one or more high school equivalency exam preparation programs that served students ages 16 through 19. The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

Did the LEA provide a high school equivalency exam preparation program, either in LEA or non-LEA facilities, that served students ages 16 through 19 during the 2025–26 school year?

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HSEE-2. High School Equivalency Exam Preparation Program Student Participation

Only for LEAs and justice facilities that provide a high school equivalency exam preparation program

Instructions

- Enter the number of students ages 16 through 19 who participated in one or more high school equivalency exam preparation programs provided by the LEA. Include students who participated in one or more programs, regardless of whether they took the programs' high school equivalency exams.
- Do not include students who participated in a high school equivalency exam preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.
- Include only students who are homeschooled if the students are considered enrolled in the LEA.
- The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Non-LEA facilities may include home or other settings where students participate in remote instruction provided by a school.

Enter the number of students ages 16 through 19 who participated in at least one LEA-operated high school equivalency exam preparation program during the 2025–26 school year.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)
Males who participated in a high school equivalency exam preparation program:										
Females who participated in a high school equivalency exam preparation program:										
Total number of students participated in a high school equivalency exam preparation program:										

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

RSTS: Restraints and Seclusion

Module Instructions

DATES

The data reported should be based on the entire 2025–26 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/resources/zeros-blanks-ie-nulls-and-ns.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term includes the use of handcuffs or similar devices by law enforcement officers or other school security to prevent a student from moving the student's arms or legs. The term does not include devices used by trained school personnel or a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

--Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;

--Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;

--Restraints for medical immobilization; or

--Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical restraint refers to a personal restriction, imposed by a school staff member or other individual, that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort includes a touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of inducing a student to walk to a safe location, when the contact does not continue after arriving at the safe location. Encouraging, inducing, or forcing a student to walk to a safe location in a way that involves methods utilized to maintain physical control of a student should be considered a physical restraint.

Seclusion refers to the involuntary confinement of a student in a room or area, with or without adult supervision, from which the student is not permitted to leave. Students who believe or are told by a school staff member that they are not able to leave a room or area, should be considered secluded. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area such as to use the restroom; a behavior management technique that is part of an approved program, which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

A law enforcement officer includes a sworn or unsworn law enforcement officer. A sworn law enforcement officer is a person who is authorized to make arrests while acting within the scope of explicit legal authority. This officer is responsible for safety and crime prevention and may respond to calls for service and document incidents that

occur within their jurisdiction. This officer may be a school resource officer (who has specialized training and is assigned to work in collaboration with school organizations). An unsworn law enforcement officer typically does not have arrest authority, but otherwise holds limited law enforcement powers and responsibilities as part of their regular duties. This officer's law enforcement powers and responsibilities may include investigative and enforcement activities. A law enforcement officer may be employed by any entity (e.g., police department, school district or school). An officer's duties may include: motor vehicle traffic control; security enforcement and patrol; maintaining student discipline; identifying problems in the school and proactively seeking solutions to those problems; training teachers and staff in school safety or crime prevention; mentoring students; teaching a law-related education course or training students (e.g., drug-related education, criminal law, or criminal prevention courses); recording or reporting discipline problems to school authorities; and providing information to school authorities about the legal definitions of behavior for record-keeping or reporting purposes (e.g., defining assault for school authorities).

SPECIAL INSTRUCTIONS

Students may be counted in more than one restraint or seclusion category.

A student may be handcuffed with metal, plastic, or cloth devices used to secure a student by linking arms or legs, or to secure a student to another object.

For LEAs that complete the SSPR-2.3: Grades K-12 Students Served in Non-LEA Facilities Indicator and select "No," the RSTS: Restraints and Seclusion module does not apply.

For LEAs that complete the SSPR-2.3: Remote Instruction and Setting Indicator and select "Yes," the RSTS: Restraints and Seclusion module does not apply.

RSTS-1: Restraint or Seclusion Indicator* *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities

During the regular 2025–26 school year, not including intersession or summer, were any students in grades K-12 (or the ungraded equivalent), who were enrolled in the LEA and served in non-LEA facilities only, subjected to mechanical restraint, physical restraint, or seclusion by non-LEA facilities, regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use?

	Permitted Values: Yes or No
Mechanical Restraint	
Physical Restraint	
Seclusion	

RSTS-2. Grades K-12 Students Served in Non-LEA Facilities – Mechanical Restraint *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities reporting having non-LEA facilities using mechanical restraint

Instructions

- Report the number of students who were subjected to mechanical restraint regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use.
- For mechanical restraint, include counts for students who are handcuffed. This includes counts for any student who is handcuffed by law enforcement personnel or other school staff, regardless of whether the student is arrested, removed from school grounds, or handcuffed and not arrested.
- A student may be counted in more than one Restraint or Seclusion table.

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

For the regular 2025–26 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, served in non-LEA facilities only, and subjected to mechanical restraint by non-LEA facilities.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males subjected to mechanical restraint by non-LEA facilities:											
Females subjected to mechanical restraint by non-LEA facilities:											
Total students subjected to mechanical restraint by non-LEA facilities:											

RSTS-3. Grades K-12 Students Served in Non-LEA Facilities – Physical Restraint *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities reporting having non-LEA facilities using physical restraint

Instructions

- Report the number of students who were subjected to physical restraint regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use.
- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2025–26 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, served in non-LEA facilities only, and subjected to physical restraint by non-LEA facilities.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males subjected to physical restraint by non-LEA facilities:											
Females subjected to physical restraint by non-LEA facilities:											
Total students subjected to physical restraint by non-LEA facilities:											

RSTS-4. Grades K-12 Students Served in Non-LEA Facilities – Seclusion *NEW! OPTIONAL FOR 2025–26*

Only for LEAs and justice facilities with any grades K-12 students served only in non-LEA facilities reporting having non-LEA facilities using seclusion

Instructions

Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

- Report the number of students who were subjected to seclusion regardless of whether there was a law, statute, regulation, rule, guidance, and/or policy that prohibited its use.
- A student may be counted in more than one Restraint or Seclusion table.

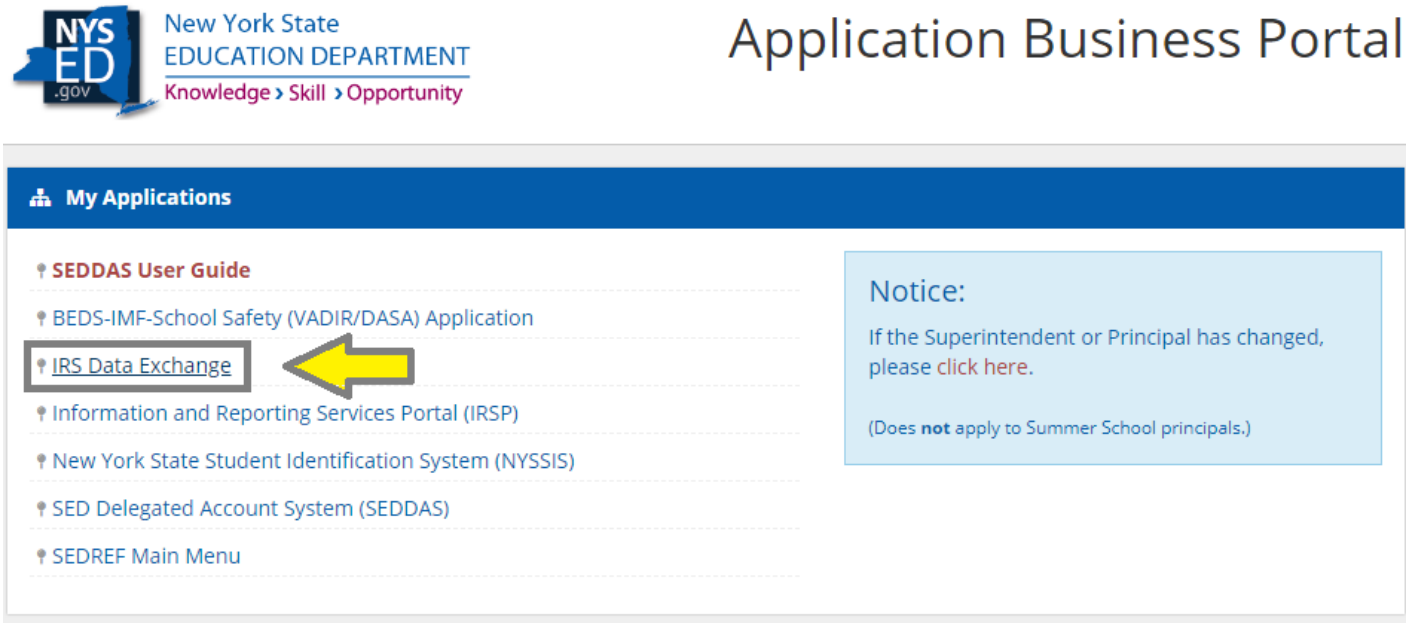
For the regular 2025–26 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, served in non-LEA facilities only, and subjected to seclusion by non-LEA facilities.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males subjected to seclusion by non-LEA facilities:											
Females subjected to seclusion by non-LEA facilities:											
Total students subjected to seclusion by non-LEA facilities:											

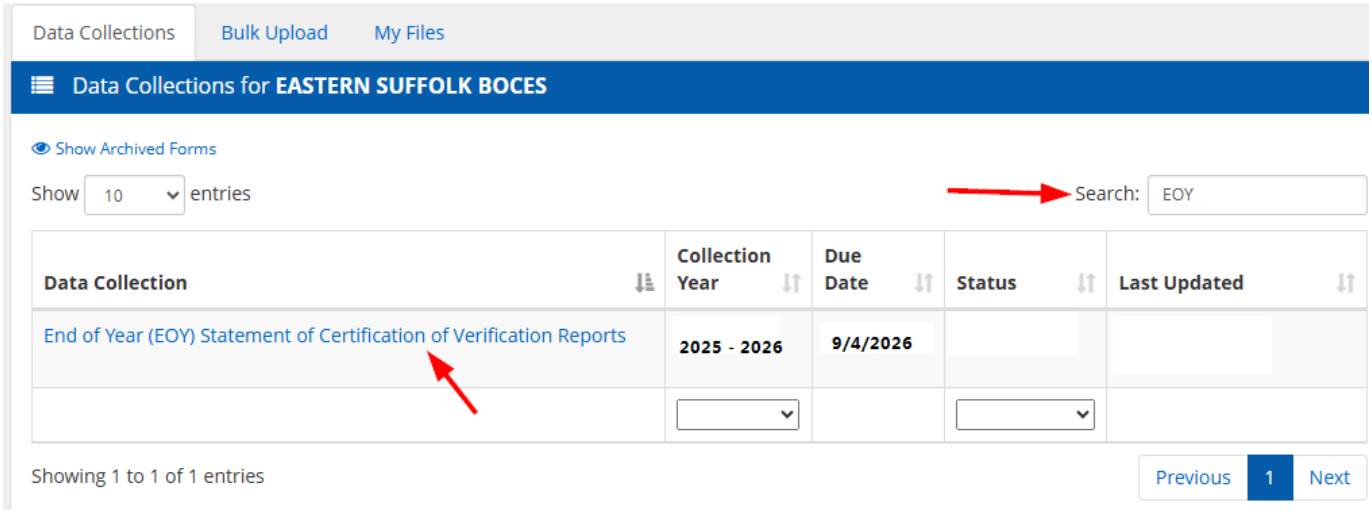
Items noted with an asterisk "" reflect guiding questions.*
Answers to these questions determine whether an LEA will be presented with subsequent items.

IRS Data Exchange (IDEx) Guidance For BEDS IMF Reporting

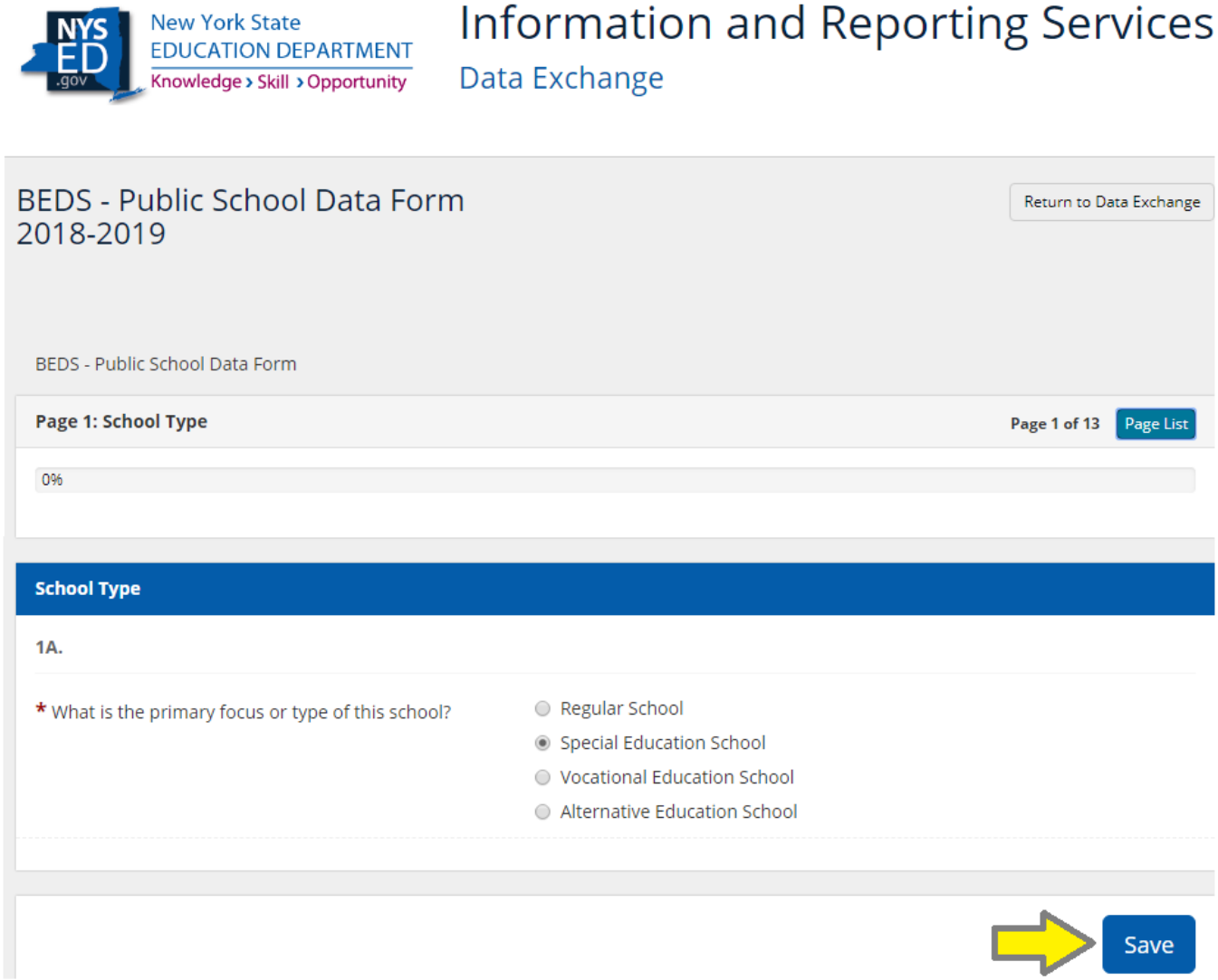
- Go to the NYSED Application Business Portal at https://portal.nysed.gov
- Log in and click on the IRS Data Exchange link.



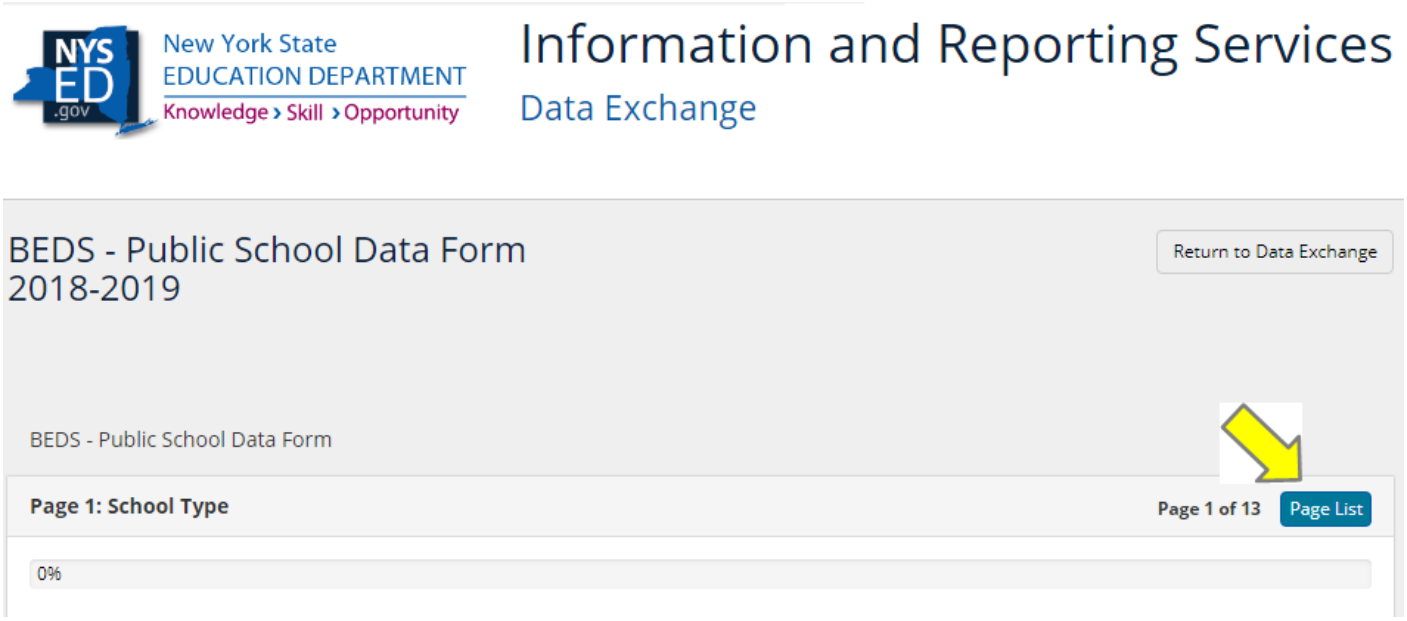
- You will see a list of "Data Collections" with the collection year, due date, submission status and the last user to update form. Click on the desired form to enter the online data collection.
- If you do not see the form on the first screen, use the "Search" box to find the "EOY" form



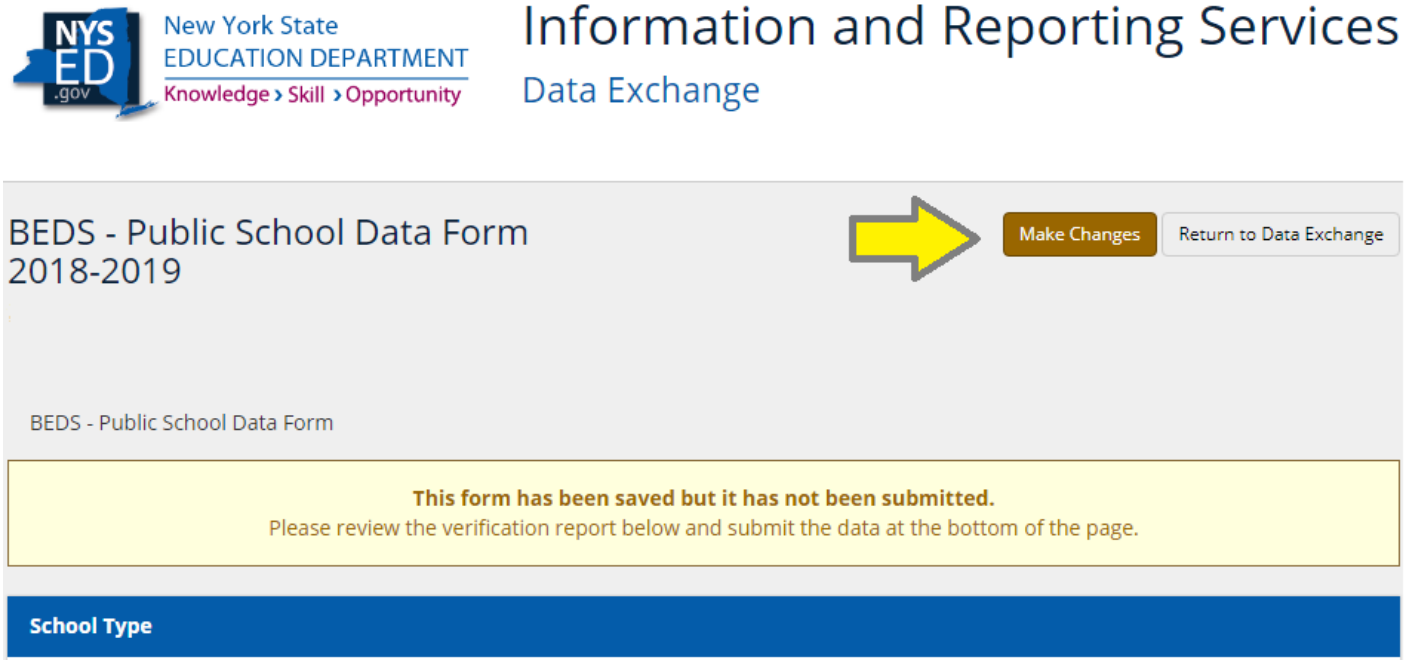
- Complete the required fields and click “Save” at the bottom of each question to move on to the next page. If there is any incorrect or missing data, the application will prompt you to correct it before allowing you to save the data or progress.



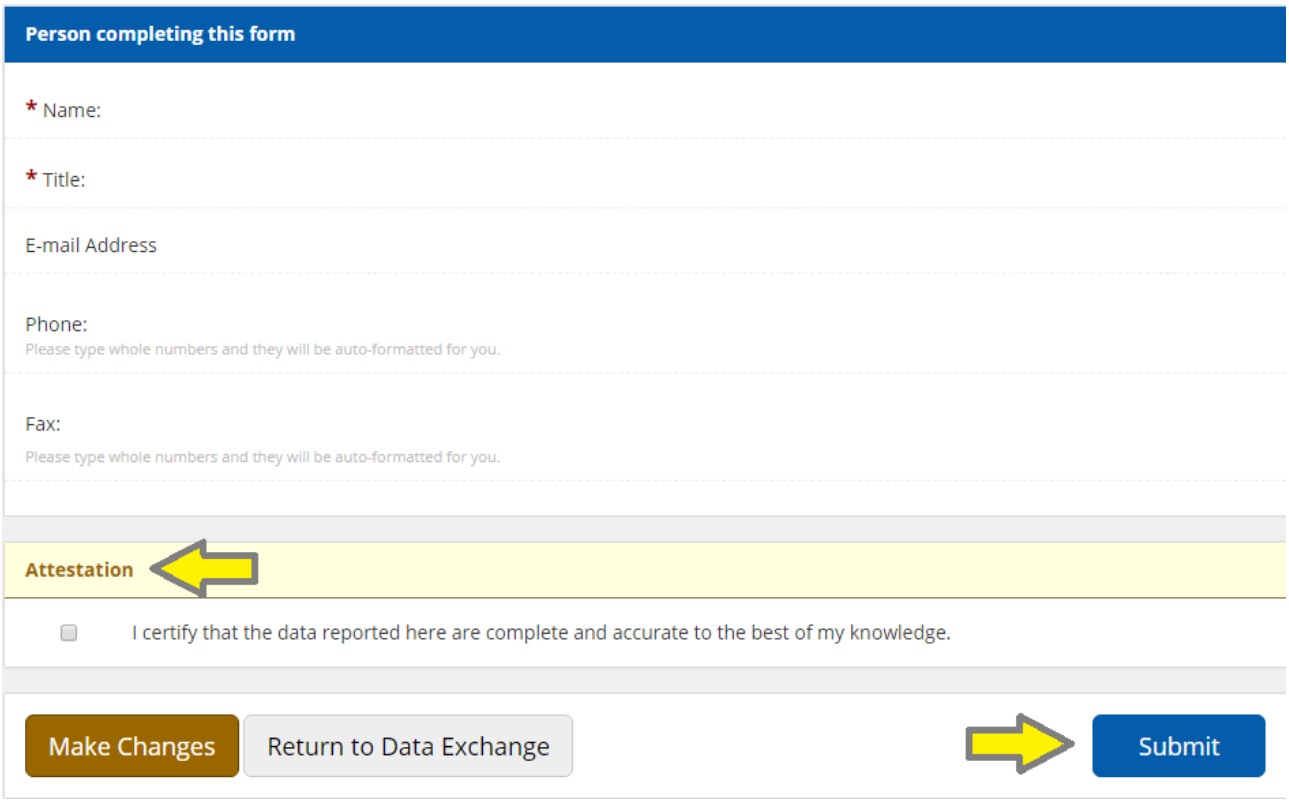
- You can als[HOME] “Page List” button to navigate between the pages that you have already saved.



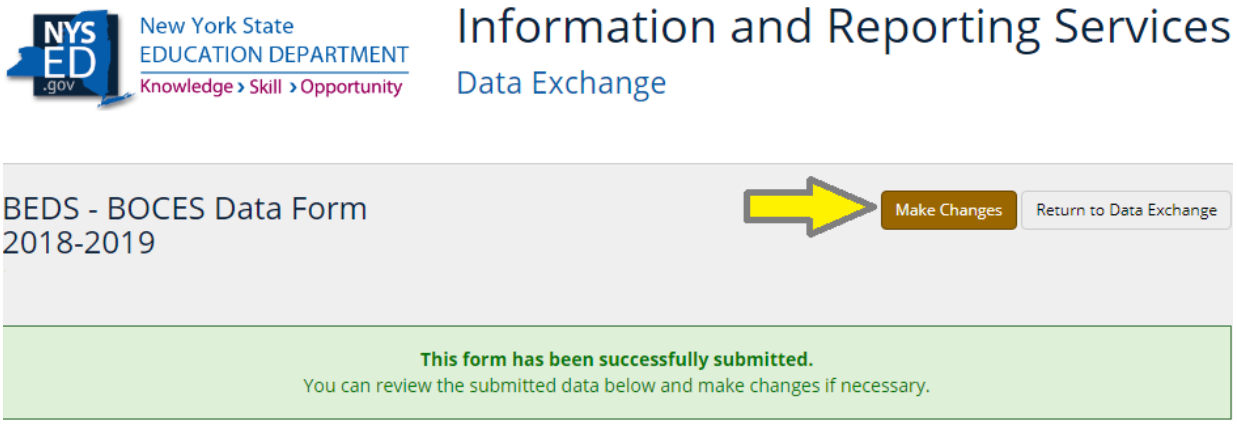
- When you complete the form and have saved the last question, a screen will appear with all of the questions and your responses. You will have the opportunity to “Make Changes”.



- After reviev esponses, the principal or superintendent must check the Attestation box at the bottom of the page to certify the accuracy of your data. Then click “Submit” at the bottom of the page to complete your submission. **Only the CEO of the school will see the Attestation and Submit button**.



- Your submission will be confirmed and the data collection complete. This submitted page has all of your responses and can be **printed** (using Ctrl+P) from the website on this page.



- Once submitted, the “Make Changes” button will be available to un-submit the form and allow for any corrections or updates up until the due date listed on the home screen of the IRS Data Exchange.

- For any further questions or assistance, please visit the help center https://bedsvadirsupport.nysed.gov and click on the “BEDS IMF” section.

TH[HOME]ATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
Yufan Huang, PhD, Assistant Commissioner / Lead Data Officer, Information and Reporting Services, EBA 880-A

TO: BOCES District Superintendents
School District Superintendents
Superintendents of Schools
Public School Administrators
Charter School Leaders
Religious and Independent School Administrators

FROM: Yufan Huang, Assistant Commissioner

SUBJECT: New Process for Collecting Administrative Contact Information Using the My Contacts Form in IDEx

DATE: June 18, 2026

A New Process for Collecting Administrative Contact Information

The New York State Education Department's (SED or the Department) State Education Data Reference File (SEDREF) database serves as the authoritative source of institutional information used for a wide range of applications, including the Student Information Repository System (SIRS), the Basic Educational Data System (BEDS), the exam ordering system, and official communications with educational institutions. Maintaining accurate and current information in SEDREF is essential.

While existing processes for updating institutional location data will remain unchanged, the Department has implemented a new process for collecting and maintaining administrative contact information. This new approach:

- Streamlines the management of administrative contact data
- Replaces most of the previous Annual Verification of Contact Information conducted each summer
- Enables updates throughout the year, allowing timely changes when staffing updates occur

Beginning in June 2026, the Department will collect contact information for key administrative positions directly from School Districts, BOCES, Public Schools, Charter Schools, and Religious and Independent Schools through the My Contacts form in the Information and Reporting Services (IRS) Data Exchange (IDEx) application, accessible via the Department's Business Portal. Information entered into the My Contacts form will populate and update the SEDREF database.

In addition to managing their own administrative contact information, users will be able to update the following information:

- Public schools, district-operated preschool programs and reportable programs
- BOCES virtual locations (BOVL), BOCES buildings, preschool programs, and reportable programs
- Charter Schools satellite sites
- Religious and Independent Schools' child school sites



Utilizing the My Contacts Form in IDEx

The My Contacts form is available to users with entitlement to the IDEx application through the Department's Business Portal. Please refer to the table below about viewing or changing contact information.

Action	User	Instruction
View Access	All users currently entitled to the IDEx application can view contact information. Staff without access can be granted entitlement by the Entitlement Administrator	➢ Sign into NYSED Business Portal and access IDEx. ➢ Select the "My Contacts" link (in the top right corner) to view the current contacts listed for your institution.
Edit/Update Access	***School District, BOCES, and Charter Schools:*** CEOs and Information Officers listed in SEDREF can edit the My Contacts form. ***Public Schools:*** CEOs listed in SEDREF can edit the My Contacts form. ***Religious and Independent Schools:*** CEOs, CFOs, and Information Officers can edit the My Contacts form.	➢ Click the pencil icon next to the contact title. ➢ Update the information in the pop-up window and click "Save". **Important:** Do not update a position with a new staff member until that individual has officially assumed the role. This is particularly important for CEO roles, as changes affect system access.
Add a New Contact (Position) Title	***School District, BOCES, and Charter Schools:*** CEOs and Information Officers listed in SEDREF can edit the My Contacts form. ***Public Schools:*** CEOs listed in SEDREF can edit the My Contacts form. ***Religious and Independent Schools:*** CEOs, CFOs, and Information Officers can edit the My Contacts form.	➢ Click 'Add Contact' link in the right corner of the blue menu bar and a new pop-up window will appear. ➢ Choose an admin position type and a title from the drop-down lists. ➢ Enter the contact information and click "Create". ➢ The new title will now appear in the list of contacts for your institution.
Deleting a Contact	***School District, BOCES, and Charter Schools:*** CEOs and Information Officers listed in SEDREF can edit the My Contacts form. ***Public Schools:*** CEOs listed in SEDREF can edit the My Contacts form. ***Religious and Independent Schools:*** CEOs, CFOs, and Information Officers can edit the My Contacts form.	➢ Select the trash can icon next to the title. ➢ Ensure the position is not required before deleting it. ➢ Positions without a trash can icon are required and cannot be removed.



Action	User	Instruction
Search and Update Another Entity	***School District, BOCES, and Charter Schools:*** CEOs and Information Officers listed in SEDREF can edit the My Contacts form. ***Public Schools:*** CEOs listed in SEDREF can edit the My Contacts form. ***Religious and Independent Schools:*** CEOs, CFOs, and Information Officers can edit the My Contacts form.	➢ Type entity name, Institution ID or BEDSCODE in the "Search by Institution" field at the top of the page. ➢ Select an entity from the drop-down list; only applicable options will be displayed. ➢ Add, edit, or delete a contact by following the steps outlined above.
➢ Additional guidance is available on DataSupport: o P-12 District and School access to IDEx forms—guide on gaining access o P-12 My Contacts—instruction for using the application. ➢ Most updates are reflected in SEDREF immediately. CEO and CFO updates require SED approval before they are applied to SEDREF. ➢ To review the current information on file in SEDREF, please visit the main Institution Search page. ➢ If you require additional assistance or have questions related to the new SEDREF process, please put in a datasupport ticket.		

Updating Other SEDREF Information

Changes to institution telephone number, fax number or URL should be submitted via a datasupport ticket.

Updates to other institution-related information in SEDREF, including entity names, BEDSCODES, and addresses, will continue to follow existing processes. More information is available on the SEDREF Main Information Page.

Contact Information for ELL Testing Coordinators

All School Districts, BOCES, Charter Schools, and Religious and Independent Schools are required to use the My Contacts form to **submit ELL Testing Coordinator information by July 10th, 2026.**

The ELL Testing Coordinator is responsible for managing the administration of WIDA ACCESS and WIDA Alternate ACCESS assessments, including:

- Coordinating test logistics
- Managing user access in the WIDA Assessment Management System (AMS)
- Ensuring materials are ordered, secured, and returned
- Monitoring testing progress and staff training



If an ELL Testing Coordinator is not submitted, initial WIDA AMS and the WIDA administration platform access will be assigned to the CEO (District Superintendent for BOCES, Superintendent for public school districts, and Principal or Leader of Charter Schools, and Religious and Independent Schools) listed in SEDREF. The CEO will then be responsible for assigning appropriate staff roles.

More information related to the WIDA requirements can be found here.

Questions related to WIDA should be directed to the Office of State Assessment.