

GUIDANCE HANDBOOK 2009-2010

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Units of study in grades seven and eight.

The following are the units of study are required for students at the Junior High level. Unless otherwise noted, they must be met during grades 7 and 8.

- English language arts, two units of study
- Social Studies, two units of study;
- Science, two units of study
- Mathematics, two units of study
- Technology education, one unit of study ($\frac{1}{2}$ unit during grade 7 and $\frac{1}{2}$ unit during grade 8)
- Home and career skills, three quarters of a unit of study (generally we offer $\frac{1}{2}$ unit during grade 7 and $\frac{1}{4}$ unit during grade 8. If you are district based and the students mainstream, follow the district master schedule)
- Physical education, $\frac{1}{2}$ unit per year
- Health education, one half unit of study sometime during grade 6,7 or 8.
- The arts, including one half unit of study in the visual arts, and one half unit of study in music. ($\frac{1}{4}$ unit art and $\frac{1}{4}$ unit music during grade 7 and again during grade 8)
- Library and information skills, the equivalent of one period per week in grade seven and eight
- Languages other than English pursuant to section 100.2(d) Students will complete one unit of foreign language study during grade 7 and or 8. At the end of that unit, they will take the proficiency test. In the event they pass the test, they will be awarded 1 carnegie unit of credit toward the high school requirements.
- Career development and occupational studies

REGENTS DIPLOMA REQUIREMENTS FOR MATHEMATICS

| REGENTS DIPLOMA | | | | REGENTS DIPLOMA WITH ADVANCED DESIGNATION | | | |
|-------------------------------------|-----------------------------|---|----------------------------------|---|---|----------------------------------|---|
| Students first entering Grade 9 in: | Mathematics Units of Credit | Course/ Regents examination options* | Mathematics Regents examinations | Mathematics Units of Credit | Course Options | Mathematics Regents examinations | Regents examination options* |
| September 2006 | 3 | Mathematics A, Mathematics B | 1 | 3 | Mathematics A, Mathematics B | 2 | Mathematics A <u>and</u> Mathematics B |
| September 2007 | 3 | Mathematics A, Mathematics B, ----- Integrated Algebra, Geometry, Algebra 2/Trigonometry | 1 | 3 | Mathematics A, Mathematics B ----- Integrated Algebra, Geometry, Algebra 2/Trigonometry | 2 or 3 | Mathematics A <u>and</u> Mathematics B or Algebra 2/Trigonometry ----- Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry |
| September 2008 | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry ----- Mathematics A**, Mathematics B** | 1 | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry | 3 or 2 | Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry ----- Mathematics A** <u>and</u> Mathematics B** or Algebra 2/Trigonometry |
| September 2009 and thereafter | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry | 1 | 3 | Integrated Algebra, Geometry, Algebra 2/Trigonometry | 3 | Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry |

* All students who have completed the course of study leading to a Regents examination have the right to be admitted to the examination.

** Students may take these examinations to meet diploma requirements while they are still being administered. These examinations are being phased out (see NOTES below).

NOTES: Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010
 First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010



July 2006

To: District Superintendents
Superintendents of Public Schools
Superintendents of State-Operated and State-Supported Schools
Impartial Hearing Officers
Community Dispute Resolution Centers
Commissioner's Advisory Panel for Special Education Services
SETRC Program Development Specialists
Organizations, Parents and Individuals Concerned with Special Education

From: James P. DeLorenzo

Subject: Regents Competency Test (RCT) Safety Net and 55-64 Passing Score for a Local Diploma for Students with Disabilities

This memorandum is to provide information and clarification on two provisions available to students with disabilities in order to meet testing requirements for a local high school diploma: the Regents Competency Test (RCT) Safety Net and the 55-64 passing score on Regents examinations. Please share this information with Principals, Committee on Special Education (CSE) Chairpersons, Directors of Special Education and Pupil Personnel Directors.

The following students qualify for the RCT safety net and 55-64 passing score:

- Students with disabilities identified through a CSE. Specific language regarding the availability of the safety net does not have to be indicated on the student's individualized education program (IEP).
- Students with disabilities identified through the Section 504 Multidisciplinary Team (MDT) if recommended and documented by the MDT on the student's Accommodation Plan.
- Students with disabilities declassified while in grades 8-12 if recommended and documented by the CSE on the student's IEP.



RCT Safety Net

In October 2003, the Board of Regents approved an extension of the RCT safety net for students with disabilities. This action extends the safety net for an additional five years to make it available to all eligible students with disabilities **entering 9th grade from the 1996-97 school year through the 2009-10 school year.**

Beginning with students who entered grade 9 in the 2001-02 school year, in order to earn a high school Regents diploma, students need to take and pass five specific Regents examinations with a score of 65 or higher (see attached chart). The safety net allows students with disabilities who do not pass one or more of the required Regents examinations to instead meet testing requirements for the local diploma by passing the corresponding RCT(s) or the Department approved alternatives to the RCTs. The school may administer the RCT before or after the Regents examination, but, in all cases, the student must take the required Regents examinations in order to earn the local diploma.

As a reminder, the admission requirements for taking the Regents and RCTs and a listing of the Department-approved alternative examinations to the Regents or RCT examinations are described in the *Regents Examinations, Regents Competency Tests, and Proficiency Examination: School Administrator's Manual*. For example, only students enrolled in grades 11 and 12 may be admitted to the RCTs in reading and writing; they are generally expected to take these tests initially in January of Grade 11.

55-64 Passing Score

For students with disabilities who enter grade 9 in 2005 and thereafter, testing requirements for a local diploma may also be met by achieving a score between 55 and 64 on required Regents examinations (English, Mathematics, Science, Global History and U.S. History). The 55-64 passing score must be made available to students with disabilities and is no longer a district option. Refer to section 100.5(5)(a-e) of the Regulations of the Commissioner of Education for more information at <http://www.emsc.nysed.gov/part100/pages/1005a.html>.

Questions and Answers

- 1. Beginning with students who enter grade 9 in 2005, if a student with a disability earns between a 55 and 64 on a required Regents examination, does he or she also need to take the corresponding RCT?**

No. The 55-64 low pass satisfies the testing requirement for a local diploma.

- 2. If a student with a disability who entered grade 9 prior to 2005 lives in a district that did not previously adopt the 55-64 low pass option for all students and the student earns between a 55 and 64 on the required Regents examinations, will this meet testing requirements for a local diploma?**

No. The requirement (without local option) that the 55-64 passing score be made available to students with disabilities to meet testing requirements for a local diploma begins with students entering grade 9 in 2005. Students who entered grade 9 prior to 2005 in districts that did not adopt the 55 low pass option still have the RCT safety net available.

3. Is the 55-64 passing score to meet testing requirements for a local diploma available to students without disabilities who enter grade 9 in 2005?

Yes. In June 2005, the Board of Regents approved a phase in schedule for diploma requirements for all students.

- Students who enter grade 9 in 2005 must score 65 on 2 required Regents examinations and score 55 or above on 3 required Regents examinations to meet local diploma requirements.
- Students who enter grade 9 in 2006 must score 65 on 3 required Regents examinations and score 55 or above on 2 required Regents examinations to meet local diploma requirements.
- Students who enter grade 9 in 2007 must score 65 on 4 required Regents examinations and score 55 or above on 1 required Regents examination to meet local diploma requirements.
- Students entering grade 9 in 2008 must score 65 on all five required Regents examinations to meet Regents diploma requirements and the local diploma is no longer available (see attached chart).

4. If a student earns 55-64 on a required Regents examination, will this count toward a Regents or local diploma?

This will count toward a local diploma only. A score of 65 or higher is required for meeting Regents diploma requirements.

Resources

Further information can be obtained at <http://www.emsc.nysed.gov/> and <http://www.vesid.nysed.gov/specialed/>. Further questions about the 55-64 low pass and diploma requirements may be e-mailed to emscassessinfo@mail.nysed.gov. If you have questions about the RCT safety net for students with disabilities, please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), Special Education Policy and Partnerships Unit at 518-473-2878 or your Regional Associate at one of the following VESID Special Education Quality Assurance Regional Offices:

| | |
|-------------------------------|----------------|
| Eastern Regional Office | (518) 486-6366 |
| Hudson Valley Regional Office | (518) 473-1185 |
| Central Regional Office | (315) 428-3287 |
| Long Island Regional Office | (631) 884-8530 |
| New York City Regional Office | (718) 722-4544 |
| Western Regional Office | (585) 344-2002 |

**Please note: If you would like to receive notification of our publications via e-mail, register at <http://www.vesid.nysed.gov/specialed/publications/register.htm>*

Report Card Grading Information

(This applies to students in grades 7 – 12: Transition, Adjustment, Pinefield, 8:1:1 – non mainstreamed courses only)

Grading

1. **For the first quarter only:** If a student fails the quarter with any grade below 60, please give him a “circle 60”.
2. For the second, third and fourth quarters, if a student earns between a 50 and 59, please give him the actual grade earned. If he scores below a 50, please give him a “circle 50”.

Calculating Final Averages

Final averages are calculated by adding each quarter and the final exam together. Divide the total by 5. This gives 20% weight to all quarters and the final. Although mid-term exams are noted on the report card, they do not factor into the final. The impact of the midterm should be reflected in the 2nd quarter grade if you want it to carry weight in the final average.

Changing placements (or returning to district)

If students change placements (within BOCES programs) during the year, PLEASE be sure that the receiving teacher gets your copy of the report card with the hard back. In addition, please give the receiving teacher the grades in each course at the time the student leaves you. If a student returns to district or leaves mid-quarter, please give Steve that student’s report card and a copy of the grades in each course at exit.



David Abrams, Assistant Commissioner
Office of Standards, Assessment and Reporting

March 2009

Age Ranges for Students with Disabilities Participating in the 2009-10 New York State Alternate Assessment (NYSAA)

NYSAA is a datafolio assessment that measures student progress in achieving the learning standards through alternate grade level indicators. All students in the following age ranges who are eligible to take NY SAA must be tested in 2009-10. Students with severe disabilities are assessed according to chronological ages aligned with grade levels as indicated below. Students should be tested only once at each grade and in all the content areas indicated for each grade.

| Age Ranges for Testing on NYSAA in 2009–10 | | |
|---|-----------------------------------|---|
| Assessment | Birth Date | Reaches Age Given Between September 1, 2009 and August 31, 2010 |
| Grade 3 ELA, Mathematics | September 1, 2000—August 31, 2001 | 9 |
| Grade 4 ELA, Mathematics, Science | September 1, 1999—August 31, 2000 | 10 |
| Grade 5 ELA, Mathematics, Social Studies | September 1, 1998—August 31, 1999 | 11 |
| Grade 6 ELA, Mathematics | September 1, 1997—August 31, 1998 | 12 |
| Grade 7 ELA, Mathematics | September 1, 1996—August 31, 1997 | 13 |
| Grade 8 ELA, Mathematics, Science, Social Studies | September 1, 1995—August 31, 1996 | 14 |
| Secondary-Level ELA, Mathematics, Science, Social Studies | September 1, 1991—August 31, 1992 | 18* |

***Note:** NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1991 who have not been assessed at the secondary-level must be assessed in 2009-10 before they leave school.

Please contact Cynthia Wilson at 518-474-5900 if you have any questions regarding the age ranges for students participating in the NYSAA.



David Abrams, Assistant Commissioner
Office of Standards, Assessment and Reporting

July 2009

The 2009-10 schedule below, which supersedes all previously published Elementary- and Intermediate-level testing schedules, reflects the revised administration and make-up dates for each of the required Elementary- and Intermediate-level tests, as well as the scoring dates and timeline for submission of answer sheets to the scanning centers.

Under separate cover, the Department is releasing curriculum guidance for the Grades 3-8 Mathematics Testing Program; this can be found at <http://www.emsc.nysed.gov/osa/elintmath.html>. Please use this guidance to ensure that your local curriculum sequencing is aligned with the May administration of the Grades 3-8 Mathematics Tests.

Please direct any questions that arise in connection with this rescheduling to the Office of State Assessment at emscassessinfo@mail.nysed.gov.

Elementary- and Intermediate-Level Testing Schedule for the 2009–10 School Year 2009–10 School Year

| Test | Administration Dates | Make-up Dates* | Scoring Dates | Final Dates to Submit Answer Sheets to Scanning Centers |
|--|--|---|--|---|
| NYS Alternate Assessment (NYSAA) | Monday, October 5 – Friday, February 12 | Not Applicable | Monday, March 15 – Thursday, May 6 | Thursday, May 6 |
| Grade 5 Social Studies | Monday, November 16 – Tuesday, November 17 | Tuesday, Nov. 17 – Thursday, Nov. 19 | Scoring may start immediately following administration | Thursday, Dec. 3 |
| NYSESLAT: Speaking | Wednesday, April 14 – Tuesday, May 25 | Not Applicable | Speaking is scored as it is administered. | Thursday, June 3 |
| Grades 3–8 English Language Arts | Monday, April 26 – Wednesday, April 28 [†] | Tuesday, April 27 – Wednesday, May 5 [‡] | Friday, April 30 – Thursday, May 13 | Thursday, May 13 |
| Grades 3–8 Mathematics[§] | Wednesday, May 5 [†] – Friday, May 7 [†] | Thursday, May 6 – Friday, May 14 | Tuesday, May 11 – Thursday, May 20 | Thursday, May 20 |
| NYSESLAT: Listening, Reading, Writing | Monday, May 17 – Tuesday, May 25 | Tuesday, May 18 – Tuesday, May 25 | Wednesday, May 26 – Thursday, June 3 | Thursday, June 3 |
| Grade 4 Science Performance Test | Monday, May 24 – Thursday, June 3 | Tuesday, May 25 – Thursday, June 3 | Scoring may start immediately following administration | Thursday, June 17 |

| | | | | |
|---|------------------------------------|--------------------------------------|---|-------------------|
| Grade 8 Science Performance Test | Monday, May 24 – Thursday, June 3 | Tuesday, May 25 – Thursday, June 3 | Scoring may start immediately following administration | Thursday, June 17 |
| Grade 4 Science Written | Monday, June 7 | Tuesday, June 8 – Wednesday, June 9 | Following administration, but no later than Thursday, June 17 | Thursday, June 17 |
| Grade 8 Science Written | Monday, June 7 | Tuesday, June 8 – Wednesday, June 9 | Following administration, but no later than Thursday, June 17 | Thursday, June 17 |
| Grade 8 Social Studies | Monday, June 14 – Tuesday, June 15 | Tuesday, June 15 – Thursday, June 17 | Following administration, but no later than Thursday, June 24 | Thursday, June 24 |

* Make-up testing may start on the second day of the scheduled administration dates. The make-up dates are to be used for administering make-up tests to students who were absent during the designated administration dates. The make-up dates can also be used to complete the initial administrations in schools that were closed due to religious observance or unexpected events such as flu-related closings. Make-up testing may begin on any days that remain following the school's completion of initial testing and must be completed no later than the last day of the make-up period.

† Schools must arrange to administer the English Language Arts and Mathematics Tests to students during the specified administration dates for the test. Within each grade, schools are to administer the test on the same day to all students except for those students who are absent. Schools may schedule the tests for different grades on different sets of days within the specified administration dates; for example, the school may administer the Grade 3 Mathematics Test on Wednesday, May 5, and Thursday, May 6, while administering the Grade 5 Mathematics Test on Thursday, May 6, and Friday, May 7.

‡ May 5, 2010, is the first day of administration for the Grades 3-8 Mathematics Tests and also the last day to administer make-ups for the Grades 3-8 English Language Arts Tests.

§ For program guidance on the Grades 3-8 Mathematics Tests, please see: <http://www.emsc.nysed.gov/osa/elintmath.html>.

NOTE: A concerted effort has been made to avoid scheduling the administration of State examinations on days of religious observance. Because each of these tests has scheduled make-up dates, no student should miss out on the opportunity to participate in these tests should the initial test administration in any school take place on a day of religious observance.



David Abrams, Assistant Commissioner
Office of Standards, Assessment, and Reporting

March 2008

TO: District Superintendents
Superintendents of Schools
Commissioner's Advisory Council on Nonpublic Schools

FROM: David Abrams *David Abrams*

SUBJECT: Regents Examination Dates for January and June, 2009-2011

Provided here are the **final** dates for the January and June Regents Examination periods for 2009 and 2010, along with the **tentative** dates for the 2011 administrations. Having this information now will enable schools to establish their calendars and facilitate planning and arrangements for important events such as staff development activities, class trips, and commencement exercises.

The final dates provided below are similar to those specified in the draft proposal of examination dates distributed for comment last November. Please note that beginning with the June 2008 Regents Examination period secondary-level examinations will be administered during both the morning and afternoon sessions on the first day. The Department will not be adding any extra time beyond this additional half day of testing to either the June 2009 or June 2010 examination periods as the new Regents Examinations in Geometry and Algebra 2/Trigonometry are phased in. It is our intention that the first time each of these examinations is available, it will be scheduled for the first morning during its initial administration period. This will aid in standard setting and subsequent score validation activities associated with the implementation of the three new Regents Examinations in mathematics being phased in, one new examination per year, through June 2010.

Our primary consideration is to make these examination periods as conducive to student achievement as possible. We believe that the testing dates presented here will enable us to provide examination schedules that are equitable for all students and that minimize conflicts for students with disabilities.

*In each **June** examination period, the last date indicated is the Rating Day. No examinations will be scheduled on this day.*

| | January | June |
|-------------|---|---|
| 2009 | Tuesday, January 27 <i>through</i> Friday, January 30, 2009 | Tuesday, June 16 <i>through</i> Thursday, June 25, 2009 |
| 2010 | Tuesday, January 26 <i>through</i> Friday, January 29, 2010 | Tuesday, June 15 <i>through</i> Thursday, June 24, 2010 |
| 2011 | TENTATIVE Tuesday, January 25 <i>through</i> Friday, January 28, 2011 | TENTATIVE Wednesday, June 15 <i>through</i> Friday, June 24, 2011 |

Regents Week Times

A.M Session

**Must stay until
10:00**

P.M. Session

Must stay until 2:00

REGENTS WEEK PROCEDURES

- All tests must be picked up from Steve in the Guidance Office at the Center.
- Morning tests can be picked up at 7:00 A.M.
Afternoon Tests can be picked up at 10:30.
- Exam keys will be released for each test after the statewide admissions deadline.
- Morning session: students may not be admitted after 10:00 A.M. Students must stay until 10 A.M. Afternoon session, students may not be admitted after 2:00 P.M. Students must stay until 2:00 P.M. All students must be under the direct supervision of the proctor until they leave the session. Students may not return to the session once they leave (unless they have been under the direct supervision of a proctor or other staff member).
- You must score all your exams. If the final score requires a conversion chart, please be sure you do that prior to handing your results in. If the conversion chart is not provided with the answer key, it can be found on the web. The web address will be found on the answer key.
- Return all tests to Steve in the guidance office. Please be sure that the final score is clearly marked on each test.

February 2002

To: District Superintendents
Superintendents of Public and Nonpublic Schools
Superintendents of State-Operated and State-Supported Schools
Principals of Public and Nonpublic Schools
Site Coordinators for Regional Scoring
Directors of Special Education
Chairpersons of Committees on Special Education
SETRC Professional Development Specialists

From: **Rita D. Levay**
Manager, Special Education Policy
Gerald E. DeMauro
Coordinator, State Assessment Office

Subject: Changes in Allowable Testing Accommodations on Elementary and Intermediate-Level Tests,
Effective September 2002

This memorandum provides specific information on testing accommodations for students with disabilities when taking New York State elementary and intermediate-level tests. The changes described in this memorandum apply **only** to elementary and intermediate-level tests in English language arts (ELA) and mathematics and become effective beginning with the **2002-2003** school year. These changes do not apply to elementary and intermediate-level assessments in other subjects or to any of the secondary-level tests.

Currently, the Department permits the following testing accommodations on the State's elementary and intermediate assessments in English language arts and mathematics:

1. Oral reading or signing of reading passages (not listening selections), multiple choice questions, and/or extended response items;
2. Use of a calculator or abacus on mathematics tests measuring calculation skills such as addition, subtraction, multiplication, or division;
3. Use of a spell/grammar checking device on tests measuring spelling and/or grammar; and
4. Deletion of spelling, paragraphing and/or punctuation requirements on tests assessing spelling and/or grammar.

Use of these testing accommodations on certain sections of these tests change the construct of the test and yield inaccurate scores. As a result, the student may be denied appropriate and needed supports such as Academic Intervention Services. Additionally, testing accommodations that change constructs yield scores that do not provide teachers with valid information upon which to guide instruction.

As a result, effective September 2002 and thereafter, testing accommodations that alter the measurement of a construct will no longer be permitted on elementary and intermediate-level State assessments. Analysis of the constructs underlying the existing elementary and intermediate-level State tests indicate that for many of the tests no changes are needed. However, for the elementary and intermediate-level State tests in ELA and mathematics, it will be necessary to make some changes in the accommodations permitted. A description of these changes with respect to each of the tests is provided below.

Grades 4 & 8 ELA

Reading

1. All directions/items/questions within the Grade 4 ELA Session 2, Part 1 and Grade 8 ELA Session 1, Part 2: Listening part of the test (including the listening selection) may be read aloud to the student.
2. All directions, instructions/items/questions within Session 2, Part 2: Writing may be read aloud to the student.
3. No other parts of the student test books may be read to students.

Writing

1. Students may not use spell-checking and/or grammar-checking devices on any parts of the ELA test. (Spelling and grammar are not assessed on multiple choice or short answer items. Spelling and grammar are only assessed on extended writing items such as those found within the Grade 4 ELA Session 2: Part 1; Session 2: Part 2; or Session 3; or in the Grade 8 ELA Session 1: Part 2; Session 2: Part 1; or Session 2: Part 2.)
2. Students may not have requirements for spelling, paragraphing and/or punctuation (writing mechanics) waived for the extended writing items found within the Grade 4 ELA Session 2: Part 1; Session 2: Part 2; or Session 3; or in the Grade 8 ELA Session 1: Part 2; Session 2: Part 1; or Session 2: Part 2. (Other parts of the test do not assess writing mechanics.)

Grade 4 Mathematics

Because this test measures students' proficiencies involving basic calculations, the use of calculators will not be allowed for all students.

Grade 8 Mathematics

Because Book 1 of this test assesses proficiencies involving basic calculations, the use of calculators for this section of the test will not be allowed for any students. The use of calculators will continue to be permitted on Book 2 of the test for all students.

Grade 4 Elementary level Science; Grade 5 Social Studies Test; Grade 8 Intermediate level

Science and Social Studies and Intermediate level Technology Education tests

There will be no changes in the accommodations permitted for any of these tests. These tests do not assess reading or writing mechanics. Therefore, the entire test must be read aloud to students with disabilities whose Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) requires this accommodation. Additionally, spell checking and grammar-checking devices must be provided for students with disabilities and students should not be penalized for spelling, grammar and/or punctuation requirements if the IEP or 504 Plan requires these accommodations.

These tests do not assess calculation skills. The use of calculators will continue to be allowed on the Grade 4 and 8 Science and Technology Education tests for all students. Students with disabilities will continue to be allowed to use calculators, if so indicated in the IEP or 504 Plan, when taking the elementary and intermediate-level assessments in social studies.

For more information on determining the skills and knowledge measured on specific tests, refer to the test blueprints (usually in the test sampler information). These are available on the Office of State Assessment webpage: <http://www.emsc.nysed.gov/ciai/assess.html>. Questions regarding information in this memorandum may be directed to the State Assessment Office at (518) 474-5099 or the Special Education Policy Development Unit at (518) 473-2878.

NOTE: The above changes will not be implemented until the 2002-2003 school year in order to allow Committees on Special Education sufficient time to amend students' Individualized Education Programs as appropriate. These changes will result in greater consistency across the State, and school districts and nonpublic schools will also have valid and reliable results from elementary/intermediate examinations for evaluation of the progress of students with disabilities in meeting the learning standards.

A Timely Reminder

Changes in Allowable Testing Accommodations On Elementary and Intermediate-Level Tests¹ – 2002-2003

| ELA 8 | |
|---|---|
| Allowed | Not Allowed |
| Any accommodations that do not change the construct of the test, for example: <ul style="list-style-type: none"> • Extended time • Separate location • Revised test format | Oral reading or signing of <ul style="list-style-type: none"> • Reading passages(not listening selections) • Multiple choice questions • Extended response items |
| <i>Session 1, Part 2: Listening</i> Reading aloud of all <ul style="list-style-type: none"> • Directions • Items • Questions (including the listening selection). | Use of spell-checking and/or grammar-checking devices on any part of the ELA. |
| <i>Session 2, Part 2: Writing</i> Reading aloud of all <ul style="list-style-type: none"> • Directions • Instructions • Items • Questions | Waiving of requirements for ² <ul style="list-style-type: none"> • Spelling • Paragraphing • Punctuation for extended writing items, found in <i>Session 1, Part 2</i> <i>Session 2, Part 1</i> <i>Session 2, Part 2</i> |

| Math 8 | |
|---|--|
| Allowed | Not Allowed |
| Use of calculators for Book 2 of test. | Use of Calculators for Book 1 of test, Including <ul style="list-style-type: none"> • Grids • Abacus |
| Any accommodations that do not change the construct of the test, for example: <ul style="list-style-type: none"> • Extended time • Separate location • Revised test format | |

¹ These changes to accommodations do not apply to elementary & intermediate-level assessments in other subjects or to any of the secondary-level tests.

² When the IEP allows a scribe to be used, the student must provide the scribe with the spelling of words, paragraphing, and punctuation on the extended writing items: *Session 1, Part 2; Session 2, Part 1; & Session 2, Part 2.*

Transition Information



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TRANSITION PLANNING TIMELINE

From an individual student perspective, the following is a series of events that may need to be considered during the student's transition from school to adult life. All items will not be applicable to all students. The list is provided to serve as an optional planning tool.

| Action | Suggested Age Range |
|---|-----------------------------------|
| Administer initial vocational assessment | 12 |
| Complete periodic vocational evaluations. | 12 - 21 |
| Develop a career plan. | 12 - 21 (any age) |
| Participate in strength based person centered planning. | 12 - 21 (any age) |
| Develop skills in self-determination and self advocacy. | 12 - 21 |
| Notify parents that transition services will be incorporated into the IEP beginning at age 14. | 13 (or younger if appropriate) |
| Introduce and discuss transition services. | 14 (or younger if appropriate) |
| Assure that copies of work-related documents are available: | 14 - 17 |
| <ul style="list-style-type: none"> ● Social Security card ● Birth certificate ● Working papers (if appropriate) ● Obtain personal ID card | |
| Obtain parental consent so that the appropriate adult agency representative can be involved. | 14 - 21 |

| | |
|--|---------|
| Develop post-school outcomes with the student | 14 - 21 |
| Develop transition component of IEP and annually thereafter review and update. | 14 - 21 |
| Explore community leisure activities. | 12 - 21 |
| Consider summer employment/volunteer experience. | 15 - 20 |
| Consider the need for residential/ housing opportunities, including completing applications, as appropriate. | 14 - 21 |
| Visit supportive community agencies and organizations. | 14 - 21 |
| Develop transportation/mobility strategies such as: | 16 - 21 |
| <ul style="list-style-type: none"> ● independent travel skills training ● public or paratransit transportation ● need for travel attendant ● obtain a driver's license | |
| Consider guardianship or age of majority issues. | 16-18 |
| Involve VESID/CBVH, as appropriate, within two years of school exit. | 16-21 |
| Investigate post-school opportunities (further educational/ vocational training, college, military, etc.). | 16-18 |
| Apply for college and other educational training programs. | 17-21 |
| Investigate SSDI/SSI/Medicaid programs. | 16-18 |

| | |
|---|----|
| Reapply for SSI, as appropriate. | 18 |
| Investigate work incentives | 18 |
| Review health insurance coverage: inform insurance company of son's/daughter's disability and investigate rider of continued eligibility. | 18 |
| Male students register for the draft. (No exceptions) | 18 |
| Register to vote. | 18 |

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Guidance Forms for Transition Services

VESID Referral Form

HIPAA Release

School to Work Referral

(2 Pages)

**BOCES/Options Unlimited
School to Work Referral Questionnaire**

Please complete the following questionnaire with the student being referred and attach it to the referral form. Information provided will assist in determining priority in filling slots.

Student Name: _____

Post Graduation Plans: _____

Vocational Goal(s): _____

Employment History: _____

Attitude towards Work:

 Paid: _____

 Unpaid: _____

Family's Attitude towards Work: _____

Transportation Needs: _____

School Attendance: _____

Behavioral Concerns:

 In School: _____

 Out of School: _____

Legal History: _____

In your own (Student's) words, state why you would like to work with the School to Work Program and what would you hope to get out of the Program? _____

Signature of Referring Person: _____

Authorization to Release / Obtain Information

(Please read instructions on page two before completing this form.)

VES-22 (09/03)

| | |
|---|---------------------------|
| CONSUMER NAME | CONSUMER ID NUMBER |
| CONSUMER ADDRESS <i>[include street (apartment number or building, if applicable), city, state, zip]</i> | |
| <p>The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has <i>my</i> permission to release or obtain information indicated in item #1 below. This information may include reports about <i>my</i> physical or mental condition, school records, facts necessary to determine <i>my financial need, or other information that VESID needs to determine my eligibility</i> and to provide vocational rehabilitation services. I understand that this information will be treated as confidential and privileged and will only be used for the purpose of obtaining services offered through VESID.</p> <p>I can change my mind about this release, by telling VESID in writing that I do not want any further information to be given out. I understand that information disclosed according to this consent may be subject to redisclosure and will no longer be subject to the HIPPA privacy requirements. This will not affect actions already taken with <i>my</i> permission.</p> <p>My permission to release or obtain information expires on date _____ or no later than one year from the date of signature, whichever is sooner.</p> | |
| <p>1. What information is to be released or obtained? <i>(Be specific.)</i></p> <p style="text-align: center;">Transcripts, Vocational Assessment, Psychological, Psychiatric (if available), IEP, Health Record, Social History, PT/OT/Speech Record</p> | |
| <p>2. Who is releasing this information? <i>(Insert the full name of this person or organization.)</i></p> <p style="text-align: center;">Oneida County BOCES Special Education Department</p> | |
| <p>3. Who is receiving this information? <i>(Insert complete information about this person.)</i></p> <p><i>Name:</i> Ann Colgan; Joanne Donaruma <i>Title:</i> VESID Counselor; ARC Supported Employment Director <i>Address:</i> Genesee St. State Office Building, Utica, NY 13501; 245 Genesee St., Utica, NY 13502</p> | |
| <p>4. Why is this information needed?</p> <p style="text-align: center;">To facilitate the implementation of Transition planning and delivery of services.</p> | |

I have read all of the information on this form. I understand and agree to what it says.

Consumer or Parent/Guardian Signature: _____ *Date:* _____

This release meets all requirements of Title 45 section 164.508 of the Code of Federal Regulations, which implements HIPPA; Title 34 Part 99 of the Code of Federal Regulations, which implements the Family Education Rights and Privacy Act; and Title 42 Part 2 of the Code of Federal Regulations governing the confidentiality of alcohol and drug abuse records. Form VES-540, *Prohibition on Redisclosure of Information Concerning Individuals with a Disability of Alcoholism or Substance Abuse*, must be attached to this form when necessary.

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics and Access, Room 130, Education Building, Albany, NY 12234

Computer Information

- 1. General**
- 2. Success Maker &
Nova Net**
- 3. Websites for
Resources**

GENERAL COMPUTER INFORMATION - HOW TO'S

1. If you need a new computer or printer, please check first with your supervisor. If they agree and have money in the budget, send an email to: ldoring@oneida-boces.org. Please do not leave a voice mail or stop me in the hall.
2. If you have a problem with your computer (crashing, won't boot, etc.) YOU MUST USE THE TROUBLE TICKET SYSTEM. The address is: <http://ticket.ohmboces.oneida-boces.org> Please do not call the guidance office or IT. USE THE TROUBLE TICKET SYSTEM if your computer is down, go to any computer and use the system. You don't have to be on your computer to do it!!!!
3. If you have a problem running curriculum software (Nova Net, Success Maker), please contact Anita Becker: anbecker@oneida-boces.org Please use EMAIL!!!!
4. If you need to order computer supplies, you MUST do that yourself. Please do not contact the guidance office for ink, etc.
5. If you are looking for instructional software, please check the Model Schools site: www.modelschools.org When you see the Model Schools page, there is another link on the left side: CLO - Software. This is an excellent resource. You must order software yourself, not through the guidance office.
6. A reminder: You and your students **MUST** use your own Internet account in school - never log in under someone else's name. Keep your password secure. You are responsible for all use under your password. Staff will have email, students will not. Staff accounts (Center Based and any outside requesting web-based email): get a pink form from Carol Branner in the main office, fill it out and hand it into Lyn Doring in the Guidance office. Student accounts on the Special Ed Campus - please email Lyn with the student's name. She will set up their account. All student account passwords will be their last name. If you are housed in a district, you must contact your district SYSOP or network administrator in order to be placed on the district system.
7. A quick "how to" hint: You can put a shortcut to an Internet page (e.g. guidance website, trouble ticket page) right on your desktop. Here's how:
 1. Get to the site.
 2. With the page open, RIGHT CLICK your mouse.
 3. From the drop-down menu that opens, choose "create shortcut."
 4. Hit enter to accept.

A shortcut will be placed on your desktop. The next time you want to go there, just double click on the shortcut, No navigating! STRONGLY URGE you place a shortcut to The trouble ticket and to the guidance website on your desktop. It will make your life easier!

Directions For Launching Successmaker Enterprise

All of our licenses are solo licenses. This means that the program is installed on the individual hard drive of each computer. Therefore, the student must always work on the **SAME COMPUTER**. I strongly suggest that you enroll your students on **ONLY ONE COMPUTER** so that there is no mix up. Even though your computers are networked, the student data for this program goes on the hard drive (C:) of the computer.

Now for the "tricky, glitchy" part. (Of course it couldn't be simple!)

You will find that if you are not the first person in your building to launch the database, you will get a message that a database with that name is already running. However, you do have to launch on EACH COMPUTER. It is not really running. You have to trick the computer if you get this message. In order to do this, do the following steps:

1. **Do not turn off your computer or log out!**
2. Unplug the network line from the back of your computer (not the wall!) This line has a little clip on the end like a phone clip.
3. Launch the database
4. Once the database is running and you can see it in your lower right task bar, then **plug our network line back into our computer.**
5. Launch the program.

As long as you don't turn off your computer, you should only have to go through that performance for launching the database once when you first turn on your computer. You do not need to launch the database every time you launch the program. The database keeps running even if you close the actual program.

Suggested Websites for Great Resources

| Topic | Address |
|---|---|
| Copies of Regents Exams | http://www.nysl.nysed.gov/regentsexams.htm |
| Career Zone (Kids Portfolios) | http://www.nycareerzone.org |
| Regents Exam Prep Site for Students | http://regentsprep.org |
| Model Schools - Excellent for Curriculum and Software Resources | http://www.modelschools.org |
| Occupational Outlook Handbook Online | http://www.bls.gov/oco/ |
| Curriculum, Assessment and Instruction | http://www.emsc.nysed.gov/ciai/home.html |
| NYS Special Ed Publications | http://www.vesid.nysed.gov/specialed/publications/home.html |
| Alternate Assessment Home Page | http://www.vesid.nysed.gov/specialed/alterassessment/home.html |
| Transition Planning Resources | http://www.ncset.org/topics/ieptransition/ |