

MINUTES
Community District Education Council 30
Virtual Calendar Meeting
October 13, 2020

The October Virtual Calendar Meeting of Community District Education Council 30 was held on Tuesday, October 13, 2020, via the Zoom platform.

Robert Cruz, Co-President, called the Calendar Meeting to order at 6:32PM.

Mr. Cruz explained the format of the meeting and introduced the Spanish interpreters.

Roll Call

Shannon Lee, Secretary, conducted roll call for the Calendar Meeting.

Present:

Deborah Alexander
Roberto Cruz
Jonathan Greenberg
Ka-Trina Harris
Fatima Lakrafl
Shannon Lee
Amina Maiza
Dani Marr
Nuala O'Doherty
Chuck Park
Scott Sharinn

Dr. Philip A. Composto, Community Superintendent's Report:

The Superintendent's report follows the minutes.

Nuala O'Doherty expressed concern that there are no Learning Bridges sites in Jackson Heights. Dr. Composto has alerted FACE.

Construction of schools has resumed. P.S. 384 and P.S. 2 are on track to be completed as scheduled. P.S. 85 addition, Skillman Avenue middle school, and the high school on Northern Boulevard remain stalled.

Public Agenda and Speaking Time

George Hadjiconstantinou, Business Recovery Specialist Queens Chamber of Commerce, started a new program, The NYC Small Business Resource Network.

Robin Forst, Finance Director for Councilmember Daniel Director, asked about numbers of students still in need of technology. Dr. Composto does currently have the numbers but also stated that not all students have WiFi at home.

Ms. O'Doherty stated that Legal Aid Society has a law suit against the city stating that all students should have internet access.

Mr. Greenberg requested that Council Member Dromm push for high speed internet for all students.

Can parents pick up Grab and Go meals for their students? Yes. And parents can go to a school that your child does not attend.

Is there a Learning Bridges Program at 122? No.

Adjournment

There being no further business Ka-Trina Harris made a motion to adjourn the meeting. Deborah Alexander seconded. All in favor. Motion was passed unanimously. The meeting adjourned at 7:25 PM.

Respectfully submitted,

Shannon Lee,

Shannon Lee
Secretary

The recording of this meeting is available on the Council's website cec30.org

**Superintendent's Report
Community District Education Council CDEC30
October 13, 2020**

In Support of the Framework for Great Schools under Supportive Environment

Dr. Philip A. Composto

- **District 30 Goals 2020-2021** (please see the attachment to email)

District Goals

These goals were identified as areas of need from parents and the school communities and by using benchmark data and observations during school visits. The goals are aligned to the Chancellor's Priorities, which are: Accelerating Learning and Instruction, Developing People and Partnering with Communities - all within a Supportive and Culturally Responsive Environment that serves to Advance Equity Now.

Summary:

Advancing Equity Now - Schools will analyze student data to identify disparate progress and provide increased interventions and responsive supports that will increase student growth. This will enable equitable access to higher level courses and gifted and talented programs.

Supportive Environment – Schools will reduce the number of students who are chronically absent that reflected low student engagement levels during remote learning. Schools will leverage social-emotional and relationship building programs to support students.

English Language Arts - Schools will continue to strengthen the instructional core by identifying high leverage standards and adjusting curriculum to incorporate the Hallmarks of advanced literacies. A focus will be placed on the use of varied intervention strategies in vocabulary development that will enhance literary skills for all students; with a specific emphasis on addressing the unique needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress through culturally responsive teaching practices.

Mathematics – Schools will continue to strengthen Pre-K through 12th grade students' problem-solving

skills to deepen students' conceptual understanding. A focus will be placed on the use of varied intervention strategies with a specific emphasis on addressing the unique needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress through culturally responsive teaching practices.

Science – Schools will continue to strengthen Pre-K through 12th grade students' scientific investigations as scientists and engineers. Students and teachers will understand the Disciplinary Core Ideas (DCI) and cross-cutting concepts and performance expectations of the NGLS. A focus will be placed on leveraging the Instructional Leadership Pathways that will improve student outcomes for all students, with a specific emphasis addressing the unique needs of multi-lingual learners, students with disabilities and sub-groups with disparate progress through culturally responsive teaching practices.

- **Answers to Questions from CEC members at 9/15/2020 CEC Meeting**
(Please see attachment to email)
- **Learning Bridges Update**

The Learning Bridges program provides childcare options for parents of students in grades 3-K–8, on days when they are scheduled for remote learning. The Learning Bridges childcare is only available to students who are registered for blended learning and will only be available on the days that students are scheduled for remote learning. The program will be operated by community-based organizations (CBOs) and other partners under contract with the DOE for early childhood students, or Department of Youth and Community Development (DYCD) for K–8 students. Participants must follow the same rigorous health and safety precautions as schools. Updated Learning Bridges Start Dates are as follows:

- The Learning Bridges program will launch for 3-K and pre-K children beginning September 21.
- The Learning Bridges for students in K–8 grades launched along with the start of in-person/blended learning for elementary students on September 29 (in-person/blended learning for middle school students begins on October 1); seats will be added on a rolling basis throughout the fall, and families will be notified as more seats become available.

Learning Bridges Sites:

- To keep groups of children together, the DOE will match Learning Bridges sites with specific schools (and shelters). Students must attend a matched school (or live in a matched shelter) to enroll in a Learning Bridges program.
- Principals of schools matched to the initial list of sites received confirmation emails and introductions to their school-age (K–8) Learning Bridges affiliated sites from afterschool@schools.nyc.gov on September 16.
- Schools are matched to Learning Bridges sites based on:
 - Existing relationships and feeder patterns between schools and Learning Bridges sites/providers;
 - The school's overall Economic Need Index (ENI);
 - The number of students in temporary shelter that are served by the school;
 - The location and overall capacity of the site.

Families who enrolled in matched schools and submitted a preliminary application for Learning Bridges were contacted by the Office of Student Enrollment beginning the week of September 14.

Listed below are the District 30 schools that are matched with a Learning Bridges site;

- IS 10 - **Sunnyside Community Service** - Woodside Houses Cornerstone
(50-19 Broadway, Woodside, NY 11377)
- PS 76, PS 111 - **Jacob Riis** - (35-40 21st St LIC, NY 11106)
- IS 126, PS 17 - **Variety Boys and Girls Club**
(21-12 30th Road, Queens, NY, 11102)
- PS 166 - **NYC Parks – Arrow** - (35-30 35th St Astoria, NY 11106)
- PS 171 - **HANAC** - (4-05 Astoria Blvd. Astoria, NY 11102)
- PS 361 - **Woodside on the Move - Abrim Enterprises Inc.**
(39-42 59th St. Woodside, NY 11377)

Additional sites as of October 2, 2020

- **PS 70 - Sunnyside Community Services Inc;** Woodside Houses Cornerstone - (50-19 Broadway, Woodside, Queens, NY, 11377)
- PS 151 - **Sunnyside Community Services Inc;** Woodside Houses Cornerstone - (50-19 Broadway, Woodside, Queens, NY, 11377)
- PS 234 - **Variety Boys and Girls Club of Queens Inc.**
(21-12 30th Road, Queens, NY, 11102)

Additional sites as of October 12, 2020

- PS 78 - Jacob A. Riis Neighborhood Settlement COMPASS/SONYC
(10-25 41st Avenue, Queens, NY, 11101)
- PS 112 - Jacob A. Riis Neighborhood Settlement Ravenswood Cornerstone
(35-40) 21st Street, Astoria, NY, 11106, Queens, NY, 11106)
- IS 141 - HANAC INC - Astoria Cornerstone
(4-05 Astoria Blvd Astoria New York, NY, 11102, Queens, NY, 11102)
- IS 204 - Jacob A. Riis Neighborhood Settlement Ravenswood Cornerstone
(35-40 21st Street, Astoria, NY, 11106, Queens, NY, 11106)
- PS 384 - Jacob A. Riis Neighborhood Settlement COMPASS/SONYC
(10-25 41st Avenue, Queens, NY, 11101)

- **Transitions between Blended & Learning 2020-21 Timeline**
(Please see attachment to email)
- **2020-2021 Elementary and Intermediate Level State Testing Schedule**

(Please see attached to email)

- **Color Coding for School Closures** – (Please see attached to email)

There are three different color coded levels of restrictions, according to the color-coded maps unveiled Tuesday by Gov. Andrew Cuomo's office. The risk areas are color coded as follows:

red - highest risk area

orange - communities surrounding the highest risk area

yellow - communities identified as precautionary, based on their proximity to highest risk area

Updated Daily Health Screening Question and COVID-19 School Health Policy

Based on continuing guidance from health officials and evolving DOE policies, the DOE has updated the first daily [health screening question](#) to include the following scenarios:

- Have you experienced any symptoms of COVID-19, including a fever of 100.0 degrees Fahrenheit or greater, a new cough, new loss of taste or smell or shortness of breath within the past 10 days?
 - If the answer is No—go to the next question.
 - If the answer is Yes, and I have received a negative result from a COVID-19 test since the onset of symptoms AND I have not had symptoms for at least 24 hours—go to the next question.
 - If the answer is Yes, and I am not in the category above—no further screening is needed. The employee/guest may not enter the building.

The COVID-19 School Health Policy has been updated to reflect the new screening question as well as a revised “Criteria for Returning to School After Showing Symptoms.” The new criteria states that students or staff members may return to school if they received a negative COVID-19 test, since the onset of symptoms and have not had symptoms for at least 24 hours.

Guidance on Students Wearing Face Coverings

The DOE has released Guidance Regarding Use of Face Coverings for Students Participating in Blended Learning to ensure students adhere to COVID-related, health-and-safety, face-covering requirements. This document provides guidance on:

- Allowable breaks from wearing a face covering;
- Face-covering requirements on school buses;
- Process for obtaining a medical exemption from wearing a face covering;
- Supporting students who may struggle with wearing a face covering, such as students with disabilities and students in early childhood classes; and
- Supporting students who are non-compliant with wearing face coverings in grades K-12.

Clarification on Isolation Room Staffing

Every building has an Isolation Room with at least one staff member assigned for supervision when being used to separate a student who exhibits COVID-19 symptoms, after a consultation with the school nurse.

Principals have designated a staff member from DC-37, UFT, and/or CSA titles for this role.

Review Updates to Formal Identification Process of English Language Learners (ELLs)

Due to the COVID-19 pandemic, the New York State Education Department (NYSED) has issued emergency regulations that impact the timeline to complete the formal English Language Learner (ELL) identification process and the administration of the New York State Identification Test for English Language Learners (NYSITELL). Per NYSED, the timeline to identify and place ELLs began on September 16. Schools must identify ELLs and place students into an ELL program within 30 school days; this also includes incoming students with IEPs. This timeline applies to students who enrolled between the transition to remote learning in spring 2019, and 20 school days from the start of the 2020–21 school year. The 20-day flexibility period includes remote instruction days.

Based on the current school calendar:

- Students who enrolled between March 2 and **October 15**, must be identified and placed by **October 29**.
- Students who enroll after **October 15** must be identified and placed within the standard 10 school days (or 20 school days for incoming students with IEPs).

Note that NYSED has also issued guidance regarding families who have opted for remote-only instruction. If a family, at any time, opts for remote-only instruction, the parent or guardian will be able to request a temporary waiver from the NYSITELL, effectively pausing the ELL identification process. Once the student returns to in-person learning, the school will administer the NYSITELL, and if eligible, place the student in a program within 10 school days. The waiver has not been released by NYSED at this time.

iPad and Device Inventory/Distribution Update

As schools fulfill device requests, they should be in touch with families who requested a device but have not yet received one. Schools were asked to distribute the devices to students who need them. Schools can also reassign iPads, if needed, for families without internet connectivity to use as hotspots.

All devices are being shipped to schools for distribution to families as per DOE priorities (i.e., students residing in shelters or foster care, and students without internet connectivity at home). If schools see the status of a student request changed to “sent to shipping”, the school should let the family know that their device is being shipped to the school (a small number of devices are being reshipped to families for address corrections or delivering replacement devices).

Protocol for Parent Requests for Escalation Assistance in Open Complaint Investigations

During the 2020-21 school year, family support coordinators (FSCs) will continue to serve as escalation assistance staff, who are designated to coordinate the completion of an open investigation of a complaint alleging student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment pursuant to [Chancellor's Regulations A-832 and/ or A-831](#) (pending complaint), upon request by a parent in certain scenarios.

As in the previous school year, parents/guardians will be able to request escalation assistance from FSCs to help coordinate the completion of a pending complaint under the following three scenarios:

- **Scenario 1:** The parent or student has a pending complaint, and alleges retaliation by the school staff for filing a prior complaint of student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment at the same school;

- **Scenario 2:** The parent or student has a pending complaint, and the student has been the victim of two or more complaints of student-to-student discrimination, harassment, intimidation, and/or bullying, including sexual harassment that were determined to be material incidents (i.e., conduct that violated Chancellor’s Regulation A-831 and/or A-832) in the same school year; and
- **Scenario 3:** The parent did not receive a Notice of Determination from the school for the pending complaint within 10 school days of the school’s receipt of such complaint (absent extenuating circumstances).

FSCs must continue to verify a parent’s eligibility for escalation assistance and follow the necessary steps outlined for each scenario. Depending on the eligibility of parents to receive assistance from the escalation staff for each scenario, family support coordinators may engage their respective borough safety director and director of student services to provide support or assistance in completing the pending A-832 complaint. FSCs must notify the parent when the FSC is responsible for coordinating the completion of a pending complaint. Details on how parents can escalate their concerns and complete the Request for Assistance form are available on the [Respect for All](#) webpage.

Immunization Requirements for the 2020–21 School Year

In accordance with the New York State Public Health Law, all students attending school, **including students attending remotely**, must be fully vaccinated against specific preventable diseases as identified in the [2020–21 school immunization requirements](#). Students must be in compliance with vaccines, or show proof of scheduled vaccines, as soon as possible, if they have not already done so.

All children 6–59 months of age, who are enrolled in NYC Article 47 and 43-regulated childcare, Head Start, nursery, or pre-K programs must receive one dose of influenza vaccine between July 1 and **December 31** of every year.

For students who are not in compliance, [warning letters](#) to families will be sent immediately, and at the latest by **October 9**, notifying families that they have 14 days to comply with immunization requirements or provide proof of scheduled vaccines. Exclusion letters will be sent 13 days after the date that the warning letter is issued—one day before the date of exclusion. For example, a warning letter sent on **October 9** would mean that a student who has not complied with immunization requirements can no longer attend school as of **October 23**. A notice of exclusion should be sent on **October 22**, stating that the student cannot attend as of **October 23**. Students who are excluded cannot attend school, either in-person or remotely.

Random COVID Testing Family Letter

Principals distributed letters regarding random COVID testing which began on October 9th. The letter to families is attached. Families are asked to complete the consent for testing and return it to the school. Families can now complete the form electronically using their NYC Student Account.

New Guest Wi-Fi Network Available in Schools

The DOE has enabled a guest Wi-Fi network in all school buildings for non-DOE devices (for example, a student’s Apple watch or cell phone). Please note the following updates and reminders:

- Non-DOE devices should connect using the following credentials: **Network name:** DOEGuest; **Password:** NYC\$itevent
- DOE devices (that are not Centrally-loaned iPads) should continue to connect to “NCPSP.”
- All Centrally-loaned iPads will automatically connect to “nycdoeMobile.” □

Takeout Meals for Students Learning Remotely

The DOE provides free takeout breakfast and lunch meals to all students from 9:00 a.m.–12:00 p.m., Monday through Friday.

Color Coding for School Closures

There are three different color coded levels of restrictions, according to the color-coded maps unveiled Tuesday by Gov. Andrew Cuomo's office.

The risk areas are color coded as follows:

red - highest risk area

orange - communities surrounding the highest risk area

yellow - communities identified as precautionary, based on their proximity to highest risk area(s)

Schools in the red zones were closed the week of 10/5/2020 by Governor Cuomo.

Schools in the orange zones switched to all-remote on 10/8/2020.

Those shaded yellow can remain open to in-person learning but must conduct weekly testing.

As of 10/9/2020, District 30 has 12 schools in the precautionary zone, based on the proximity of a surrounding higher risk area.

□

DBN	ZoneColor	School_Name
30Q069	Yellow	P.S. 069 Jackson Heights
30Q092	Yellow	P.S. 092 Harry T. Stewart Sr.
30Q145	Yellow	I.S. 145 Joseph Pulitzer
30Q148	Yellow	P.S. 148 Queens
30Q149	Yellow	P.S. 149 Christa McAuliffe
30Q212	Yellow	P.S. 212
30Q222	Yellow	P.S. Q222 - Fire Fighter Christopher A. Santora School
30Q227	Yellow	I.S. 227 Louis Armstrong
30Q228	Yellow	The Ivan Lafayette Early Childhood School of the Arts
30Q230	Yellow	I.S. 230
30Q280	Yellow	P.S. 280
30Q398	Yellow	The Hector Figueroa School

Below are answers to the questions raised at the September 15th CEC meeting.

What schools need equipment for students? How many?

School DBN (30Q000)	How many laptops do you still have available to distribute to students?	How many iPads do you have available to distribute to students?	At this time, what is the greatest need for technology within your school?
30Q002	100	0	Additional devices for the building and for students.
30Q010	35	0	Additional devices
30Q011	5	80	More devices are needed for students
30Q017	1	2	At least 300 ipads with wifi/ internet/ hotspot. the ones that are returned are coming back broken beyond repair.
30Q069	0	0	PreK and K DOE devices
30Q070	0	0	We need 120 laptops or I-pads for students for remote learning
30Q076	0	0	DOE devices for a newly-registered students, especially in Pre-K and K
30Q078	5	27	More technology devices
30Q084	40	4	Additional iPads / ATS printers not working in office
30Q085	0	0	Devices for staff members
30Q092	50	100	Devices for PK and K
30Q111	0	0	30-40 Chromebooks
30Q112	0	10	Devices for students (iPads and laptops)
30Q122	0	0	45 devices are needed
30Q126	0	0	We need IPADS and Chrome Books for our remote learning students.
30Q127	0	0	We do not have laptops available to distribute to educators. At this time we need 12 laptops.
30Q141	100	50	School is taking care of all the requirements
30Q145	800	60	800 laptops needed
30Q148	10	114	At least 30 students do not have wifi access. They would need a hot spot or a device that is already connected to the internet so they won't need to get wifi. My Ipads will be useless for them without the internet access.
30Q149	0	0	We gave away all our portable devices in the Spring and now cannot support classroom technology in the classrooms or for remote learners.
30Q150	0	0	200 devices are needed

30Q151	13	0	Parents of new Prek and k students have requested devices from the city that have yet to be delivered. In addition there are parents who have reported they have broken devices and broken charging cords-both the school's and DOE issued.
30Q152	0	0	38 additional laptops needed
30Q166	0	0	We need more devices, laptops or ipads.
30Q171	0	0	86 devices needed
30Q204	0	0	65 laptops needed - needs wifi (20 laptops available but needs wifi)
30Q212	0	0	laptops
30Q227	40	4	Devices (that fully function with cameras, speakers, and microphones).
30Q228	0	0	30 laptops needed for students and 80 iPads needed
30Q230	42	0	Chromebooks for both blended and remote students
30Q234	0	0	iPads and Laptops
30Q235	0	0	50 iPads needed for students
30Q280	64	54	60 iPads with internet access
30Q291	10	0	At least 68 Chromebooks or iPads. We have 68 (and counting) requests for iPads and I can't fulfill them. Thanks!
30Q300	10	0	Student laptops for fully remote students. I need about 50.
30Q329	18	10	We need both ipads and laptops
30Q361	0	0	Need 100 more devices with internet for incoming students
30Q384	0	19	We are in need of 8 laptops for new staff members. We are a growing school.
30Q389	0	0	25 laptops
30Q398	0	0	I do not have any technology. I had just enough for the staff members in the building and distributed 11 laptops to families. Only five laptops were returned. I now have added a grade, and hired a new parent coordinator. I don't have any laptops to distribute to students. I also don't have iPads.

Is there a mechanism to provide funds to purchase technology for students/schools?

If the school **has devices** to distribute to students, they may "**Assign**" devices to the students who need a device.

If the school **does not** have devices, the **Principal** or assigned **point person** may "**attest**" that they no longer have devices and put a request for the number of devices needed.

To request a new device parents should use this link.

Families should reach out to their child's school regarding devices that have been requested and those not yet received. Please distribute the devices to students who need them. Schools can also reassign iPads, if needed, for families without internet connectivity to use as hotspots.

All devices that are being shipped to schools for distribution to families as per DOE priorities (i.e., students residing in shelters or foster care, and students without internet connectivity at home). If schools see the status of a student request changed to "sent to shipping" in their Remote Learning Device Report, the school should let the family know that their device is being shipped to the school (a small number of devices are being reshipped to families for address corrections or delivering replacement devices). For schools that have DOE-loaned iPads broken, the school is responsible for opening a Division of Instructional Technology ticket for replacement or repair as these devices have a three-year warranty.

For family-facing support, see the Getting Started with Your iPad page on the DOE website.

If parents purchase Technology, can they get the DOE configuration to limit access?

Many students use their own devices.

Students can access student resources on TeachHub using their students.nyc email and resources assigned by their teachers.

Families can also access DOE webpage: Technical Support for Families.

Can the DOE provide privacy training for families?

Yes, please provide the Superintendent with the specific training(s) you would like to have provided.

What schools are using outdoor space and how are they using it?

Q148 - Physical Education & recreation (currently on hold due to principal and parental concerns)

Q329 - Physical Education & recreation (currently on hold due to principal and parental concerns due to incident)

Q398 - Outdoor learning - Pre-K using pop-up tents (concern about homeless and drivers (delivery trucks and residents) driving around the barriers).

For schools along the 34th Avenue corridor, the superintendent and the principals have walked and observed the street activity and noted the following concerns:

- Bicyclists are riding at very fast speeds, causing a safety hazard to walkers and people congregating in the streets.
- Large crowds of people are walking on the sidewalk and in the street.
- Dog droppings on the streets
- Delivery trucks and residents move the barriers and drive through the street.

For Q329 - 97th Street (between Astoria Blvd & 31st Avenue)

- a car crashed through the barrier, breaking the police barrier.
- Students were quickly ushered inside the school.
- Fortunately, no injuries to students or staff were sustained.

For 30Q148 - 32nd Avenue between 89th & 90th Street and use of the park adjacent to the school

- There was a shooting in the park the weekend of September 24th.
- Parents expressed concern about having their children outside based on the above incident.
- Vehicular traffic often drives around the barrier and approach the barrier at high speeds--abruptly stopping.

□

Dates	Task
July 15 – August 7	Families can begin opting into 100% remote learning
Week of August 10	DOE sends reports to schools indicating which students have opted into 100% Remote Learning All other students should be programmed for blended learning (based on model school selects)
Week of August 24	Families informed of their fall schedules by their school
First Day of School – November 13	Quarter 1
October 26 – 30	Blended Learning Opt-In Window for Quarter 2
Week of November 2	Schools program students newly opted in to Blended Learning
Week of November 9	Schools inform students newly opted in to Blended Learning of their schedule
Monday, November 16	Quarter 2 Begins
November 16 – January 29	Quarter 2
January 11 – 15	Blended Learning Opt-In Window for Quarter 3
Week of January 18	Schools program students newly opted in to Blended Learning
Week of January 25	Schools inform students newly opted in to Blended Learning of their schedule
February 1	Quarter 3 Begins

Dates	Task
February 1 – April 16	Quarter 3
March 22 – 26	Blended Learning Opt-In Window for Quarter 4
March 29 – April 2	Schools program students newly opted in to Blended Learning
Week of April 5 OR April 12	Schools inform students newly opted in to Blended Learning of their schedule
April 19	Quarter 4 Begins
April 19 – June 25	Quarter 4



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

Assistant Commissioner
Office of State Assessment

Updated June 2020

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

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

SUBJECT: 2020–21 Elementary- and Intermediate-level Testing Schedule

2020–21 School Year

Operational Test		Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
NYSAA English Language Arts, Mathematics, and Science		Monday, March 8 – Friday, June 11	Make-ups must be given within the testing window	N/A	N/A
Grades 3-8 English Language Arts	Paper-based	Tuesday, April 20 – Thursday, April 22	Friday, April 23 – Tuesday, April 27	Friday, April 23 – Wednesday, May 5	Wednesday, May 5
	Computer-based	Monday, April 19 – Monday, April 26	Tuesday, April 27 – Thursday, April 29	Friday, April 23 – Wednesday, May 5	N/A
Grades 3-8 Mathematics	Paper-based	Tuesday, May 4 – Thursday, May 6	Friday, May 7 – Tuesday, May 11	Friday, May 7 – Thursday, May 20	Thursday, May 20
	Computer-based	Monday, May 3 – Monday, May 10	Friday, May 7 – Friday, May 14	Friday, May 7 – Thursday, May 20	N/A
NYSESLAT Speaking		Monday, April 19 – Friday, May 28	Make-ups must be given within the testing window	Speaking is scored as it is administered.	Tuesday, June 15
NYSESLAT Listening, Reading, Writing		Monday, May 17– Friday, May 28	Make-ups must be given within the testing window	Tuesday, June 1 – Tuesday, June 15	Tuesday, June 15

Operational Test	Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
Grade 4 Science Performance Test	Tuesday, May 25 – Friday, June 4	Make-ups must be given within the testing window	Scoring may start immediately following administration.	Thursday, June 17
Grade 8 Science Performance Test	Tuesday, May 25 – Friday, June 4	Make-ups must be given within the testing window	Scoring may start immediately following administration.	Thursday, June 17
Grade 4 Science Written Test	Monday, June 7	Tuesday, June 8 – Wednesday, June 9	Following make-up dates, but no later than Thursday, June 17	Thursday, June 17
Grade 8 Science Written Test	Monday, June 7	Tuesday, June 8 – Wednesday, June 9	Following make-up dates, but no later than Thursday, June 17	Thursday, June 17

