

# **Extended School Year (ESY) Services**

## **Annual Certification Process**

### **March 2014**



**OSSE Division of Specialized Education &  
OSSE Division of Student Transportation**



# Agenda

- A. Federal and State ESY Requirements**
- B. ESY Eligibility Framework and IEP Documentation Requirements in SEDS**
- C. Updated ESY Transportation Requirements**
- D. Annual ESY Certification Process**
- E. Purpose**
- F. SEDS Reporting Tool**
- G. Transportation Online Tool for Education (TOTE)**



# **FEDERAL AND STATE ESY REQUIREMENTS**

# Federal ESY Requirements

## Individuals with Disabilities Education Act (IDEA)

**“The term extended school year services means special education and related services that--**

- (1) Are provided to a child with a disability--**
  - (i) Beyond the normal school year of the [LEA];**
  - (ii) In accordance with the child’s IEP; and**
  - (iii) At no cost to the parents of the child; and**
- (2) Meet the standards of the SEA.”**

**34 CFR §300.106 (b)**

# Federal ESY Requirements

## Individuals with Disabilities Education Act (IDEA)

**LEAs “must ensure that extended school year services are available ... if a child’s IEP Team determines, on an individual basis... that the services are necessary for the provision of FAPE to the child.”**

**34 CFR §300.106(a)(2)**

**LEAs “may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.”**

**34 CFR §300.106 (a)(3)**

# State ESY Requirements

The Office of the State Superintendent of Education (OSSE) issued the *Extended School Year (ESY) Services Policy* on March 10, 2011 to establish state-level standards and criteria for ESY services that are consistent with the Individuals with Disabilities Education Act (IDEA) requirement to provide a free appropriate public education (FAPE) to all children with disabilities.

<http://osse.dc.gov/publication/extended-school-year-esy-services-policy-and-certification>

# State ESY Requirements

## Individualized Education Program (IEP) Team Decisions

- ❖ Eligibility for ESY services must be considered at least once a year as part of the annual IEP review, and must be based on current data.
- ❖ LEAs must ensure that the following decisions are made appropriately and documented in each child's IEP in a timely manner:
  - ✓ ESY eligibility determination (using OSSE's eligibility framework);
  - ✓ Special education and related service designation (including frequency, duration, and setting);
  - ✓ ESY goal development; and
  - ✓ ESY-related transportation services eligibility determination.

# State ESY Requirements

## IEP Amendments for ESY Eligibility Decision

- ❖ An IEP Team may need to reconvene if current data shows a need to change a student's ESY eligibility status.
- ❖ LEAs must use the IEP amendment process to change an ESY eligibility decision for a student.
- ❖ LEAs must base ESY decisions on at least three months of current progress monitoring data.



# State ESY Requirements

## ESY Decisions, Service Provision, and Documentation

- ❖ LEAs must have knowledge of, involvement or participation in, the IEP Team decisions regarding eligibility and service designation for ESY—including those decisions made for students served by nonpublic programs.
- ❖ LEAs must ensure ESY services are implemented correctly, service logs are completed, and closeout summaries are entered in SEDS.

## Annual Certification Requirement

- ❖ LEAs must provide adequate and timely notice to OSSE of ESY-related transportation and ESY nonpublic services through the certification process.
  - ❖ Each student's ESY eligibility status and ESY goals, services and transportation status are updated and documented in SEDS
  - ❖ All ESY transportation needs are accurate and updated in TOTE

# State ESY Requirements

## Early Childhood Transition (ECT) Guidelines

**“If your child is determined to be eligible for Part B services and turns three before the beginning of the school year, the IEP Team must develop the IEP and determine what date the child’s services will begin. In developing the IEP, Extended School Year (ESY) services should be considered.”**

- ❖ OSSE’s Extended School Year (ESY) Services Policy applies to all children with IEPs, including children starting school for the first time. ESY services are appropriate if the IEP Team decides that the break in service (time elapsed) between IEP development and start of school will result in significant critical skill regression. If insufficient Part B data is available, IEP Teams should request early intervention data from Part C, and apply this data to the ESY Policy eligibility criteria.**

# Federal and State ESY Requirements

## SUMMARY

- ❖ ESY services are individualized special education and related services that are provided to a child with an IEP beyond an LEA's regularly scheduled school year (NOT summer school).
- ❖ ESY services are only appropriate when the IEP Team decides they are necessary for a child to receive FAPE.
- ❖ ESY services must be provided without cost to parents.
- ❖ LEAs must complete all ESY decision-making through the IEP Process, and the IEP amendment process as needed.
  - ❖ NOTE: For children transitioning from Part C to Part B, ESY decisions should be made during the development of the initial IEP regardless of the time of year.
- ❖ LEAs must complete ESY service logs and annual ESY closeout summaries of progress.
- ❖ LEAs must complete an annual certification of ESY-related transportation services and ESY nonpublic services to OSSE by ensuring student-level ESY information in SEDS is correctly documented, and all ESY transportation information is correctly documented in TOTE.



# **ESY ELIGIBILITY FRAMEWORK AND IEP DOCUMENTATION REQUIREMENTS IN SEDS**

# ESY Criteria: Application of Child Data

## Analysis of Data

❖ IEP Teams must use child-specific data to quantify, to the extent possible, the likely impact of a break in service on educational benefit, through a rigorous discussion of critical skill regression and recoupment.

❖ IEP Teams must utilize at least 3 months of progress monitoring data.

### Examples of data include:

- Historical data of the child's rate of progress toward critical skill attainment, rate of regression of a critical skill, and time needed for the critical skill recoupment;
- Medical records or evaluations that speak to the nature and/or severity of the child's identified disability;
- Current developmental data that indicate a critical stage of breakthrough or attainment of an emerging skill.

# ESY Criteria: Application of Child Data

## Eligibility Framework for ESY Services

- ❖ Criterion 1: Impact of Break in Service on Critical Skill(s)
- ❖ Criterion 2: Degree of Regression of Critical Skill(s)
- ❖ Criterion 3: Time Required for Recoupment of Critical Skill(s)

IEP Teams must apply the eligibility framework using the ESY Eligibility Worksheet found in SEDS. (LEAs must upload a completed worksheet for each child with an IEP within 5 business days of making the ESY eligibility decision).

Student Name: _____		Student ID Number: _____		LEA of Enrollment: _____	
EXTENDED SCHOOL YEAR (ESY) ELIGIBILITY WORKSHEET					
CRITERION	DESCRIBE & ANALYZE STUDENT DATA		IEP TEAM CONSENSUS		
Criterion 1: Impact of Break in Service on Critical Skill(s)			Will one or more of the student's critical skills be jeopardized by the break in service? NO ↓ STOP ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills.		
			YES CONTINUE TO CRITERION 2 ↓		
Criterion 2: Degree of Regression of Critical Skill(s)			Is there a likelihood of significant regression of the identified critical skill(s)? NO ↓ STOP ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.		
			YES CONTINUE TO CRITERION 3 ↓		
Criterion 3: Time Required for Recoupment of Critical Skill(s)			Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time? NO ↓ STOP ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time.		
			YES REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.		
IEP TEAM DETERMINATION: Is the student eligible for Extended School Year (ESY) Services? <input type="checkbox"/> NO <input type="checkbox"/> YES DATE OF DETERMINATION: ____/____/20____ NEXT STEPS: Enter the IEP Team's decision on the ESY page of the student's IEP in SEDS. Print out the cover sheet located on Documents Tab in SEDS, and fax both documents into SEDS. Then complete the services and goal portion of the ESY section in the student's IEP in SEDS.					

# ESY Criteria: Application of Child Data

## Case Study: Antonio, 2<sup>nd</sup> Grader

### Disability:

Specific Learning Disability (SLD)

### Areas of Concern:

Reading, Math, and Communication

### Related Services:

Speech Therapy, 30 minutes/week

### Specialized Instruction:

20 hours/week (in the general education setting)



# ESY Eligibility Framework, Criterion 1

## Criterion 1: Impact of Break in Service on Critical Skills

### **RULE: IDENTIFY CRITICAL SKILL(S)**

**ASK: *What is a critical skill?***

- ❖ **Essential to overall educational progress**
- ❖ **Must have educational impact, includes:**
  - **Academic skills (*e.g.* reading, writing, math, etc.)**
  - **Non-academic skills with direct educational impact (*e.g.* social, functional, behavioral, motor skills, etc.)**

**NOTE: Definition of critical skill is broad enough to apply to all age-groups and disability categories.**





# ESY Eligibility Framework, Criterion 1

## Describe and Analyze Data for Criterion 1

**ASK:** *Will one or more of the child's critical skills be jeopardized by the break in service?*

- ❖ Analyze data such as the nature/severity of the disability, rate at which the child learns, rate of regression (unlearning) over past breaks, whether the attainment of the skill is currently at a critical point in development (emerging skill), current service level, and the length of the break.

CRITERION	DESCRIBE & ANALYZE STUDENT DATA	IEP TEAM CONSENSUS
Criterion 1: Impact of Break in Service on Critical Skill(s)	<p><i>Critical Skills Analyzed: Math, Reading, Speech.</i></p> <p><i>After 2-week December break he's still making steady progress in math &amp; speech goals, although no mastery yet. However, his reading levels, particularly in phonics, dropped far below his pre-break levels. Before X-mas: 80% accuracy in teacher-assessed reading passages.</i></p>	<p><i>Will one or more of the student's critical skills be jeopardized by the break in service?</i></p> <div> <div> <p><b>NO</b></p>  <p><b>STOP</b></p> <p>ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills.</p> </div> <div> <p><b>YES</b></p> <p>CONTINUE TO CRITERION 2</p>  </div> </div>
Criterion 2:	<p><i>After X-mas it dropped to 45%, which is 35% decline in just 2 weeks. Retain is</i></p>	<p><i>Is there a likelihood of significant regression of the identified critical skill(s)?</i></p>

# ESY Eligibility Framework, Criterion 2

RULE: UTILIZE AT LEAST 3 MONTHS OF CURRENT PROGRESS-MONITORING DATA.

## Criterion 2: Degree of Regression of Critical Skill(s)

***ASK: What is progress-monitoring data?***

- ❖ Information that, collected and measured over time, demonstrates a performance trend toward or away from the achievement of a specific goal in the IEP.

***ASK: What is regression?***



- ❖ A decrease in performance level or ability related to a previously attained or partially attained (emerging) critical skill.

# ESY Eligibility Framework, Criterion 2

## Describe and Analyze Data for Criterion 2

**ASK:** *What does the progress-monitoring data suggest about the anticipated degree of critical skill regression?*

- ❖ The IEP Team must determine if there is a likelihood of significant regression (*i.e.* the child would need to re-learn the critical skill or skill set in its entirety, to the detriment of his/her overall educational progress).

Criterion 2: Degree of Regression of Critical Skill(s)	After X-mas it dropped to 45%, which is 35% decline in just 2 weeks. Antonio is trending away from his IEP reading goals. Now it's March and he's finally back to 80% consistently, he's on the verge of mastery of his IEP phonic skill (85% goal on IEP) and his mastery on phonics is an emerging skill set.	<p>Is there a likelihood of significant regression of the identified critical skill(s)?</p> <div><div><p>NO</p><p>STOP</p><p>ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.</p></div><div><p>YES</p><p>CONTINUE TO CRITERION 3</p></div></div>
Criterion 3:		<p>Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?</p>

# ESY Eligibility Framework, Criterion 3

RULE: DUE TO NATURAL REGRESSION, MOST CHILDREN WILL REQUIRE SOME RE-TEACHING FOR RECOUPMENT ONCE SCHOOL BEGINS; A FEW CHILDREN MAY REQUIRE EXTRAORDINARY TIME FOR RECOUPMENT OF SKILLS.

## Criterion 3: Time Required for Recoupment of Critical Skill

***ASK: What is recoupment?***

- ❖ A child's capacity to recover a regressed critical skill to a degree demonstrated prior to the break in service.

***ASK: Why is time required for recoupment central to ESY eligibility decisions?***

- ❖ ESY services are not appropriate for children with disabilities who can recoup critical skills without an extraordinary amount of time re-teaching.







# ESY Eligibility Framework, Criterion 3

## Describe and Analyze Data for Criterion 3

**ASK:** *Is the time required for critical skill recoupment extraordinary within the context of expectations for acquisition of additional skills during the new school year?*

- ❖ The IEP Team must assess whether the time the child requires for critical skill recoupment is extraordinary.

Critical Skill(s)	Now it's March and he's finally back to 80% consistently, he's on the verge of mastery of his IEP phonic skill (85% goal on IEP) and his mastery on phonics is an emerging skill set. But, when he misses a few days he backslides. It took him extraordinary time to recoup to 80% mastery, even with extra 1-on-1 help. Also, past history shows he hasn't moved up a grade in reading level for 2 years. Antonio needs ESY for reading but not for math or speech.	 <b>STOP</b> ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.	CONTINUE TO CRITERION 3 
Criterion 3: Time Required for Recoupment of Critical Skill(s)		Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?  <b>NO</b>  REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.	<b>YES</b>  <b>STOP</b> ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time.

IEP TEAM DETERMINATION: Is the student eligible for Extended School Year (ESY) Services? ☐ NO ☒ YES


# ESY Eligibility Framework Wrap-up

## Helpful Discussion Questions


- ❖ **Without ESY services, will the child be able to benefit from, and make adequate progress related to, his/her educational program during the school year?**
- ❖ **Without ESY services, is there a likelihood that the child will need a more restrictive placement in the upcoming school year?**
- ❖ **Are there any children whose ESY needs have changed since the annual IEP review (*e.g.* child may have mastered previously identified critical skill)? If so, the IEP needs to be amended.**
- ❖ **Are there any children, with IEPs, who are starting school for the first time who may need ESY services? If so, these children need to be accounted for, and appropriate service arrangements need to be made.**

# ESY Goals and Services


- ❖ IEP Teams may designate all, some, but a minimum of one service that the child receives during the school year.
- ❖ IEP Teams must develop and document at least one ESY goal per identified critical skill.
- ❖ Any service designated should be directly related to critical skill performance.

<b>ESY Goals:</b>		
<input type="button" value="Denote ESY Goals"/>	<input type="button" value="Add New ESY Goals"/>	

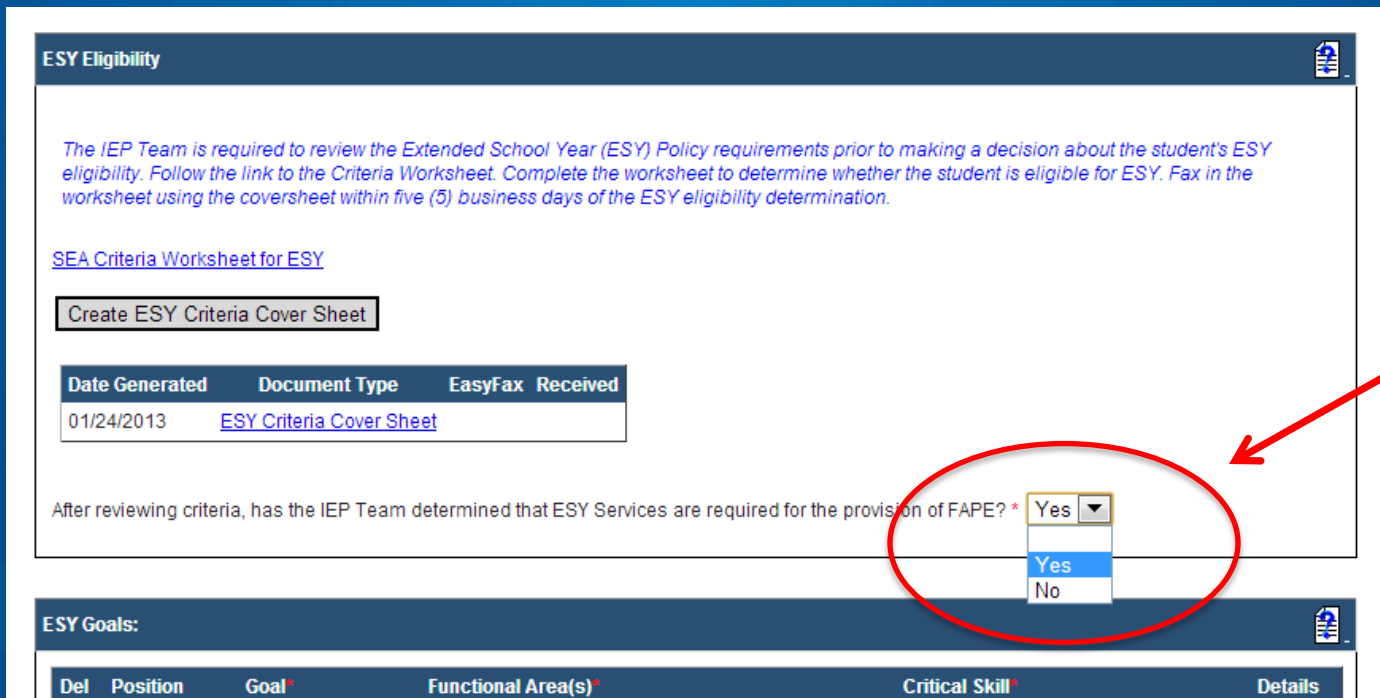
<b>ESY Special Education Services:</b>		
<input type="button" value="Denote ESY Special Education Service"/>	<input type="button" value="Add ESY Special Education Service"/>	

<b>ESY Related Services:</b>		
<input type="button" value="Denote ESY Related Service"/>	<input type="button" value="Add ESY Related Service"/>	

# Documenting ESY Eligibility in SEDS

- ❖ The IEP Team must select YES or NO in SEDS.
- ❖ The IEP Team must select YES or NO on the ESY Eligibility Worksheet and fax it into SEDS within 5 days of the eligibility decision, as evidence of the YES/NO decision chosen in SEDS.
- ❖ As the school year goes on, if the student's current data shows the need for a change in ESY status or services, the IEP Team must make the change through the IEP Amendment process.



The screenshot shows the 'ESY Eligibility' section of the SEDS system. It includes a header, a paragraph of instructions, a link to the 'SEA Criteria Worksheet for ESY', a 'Create ESY Criteria Cover Sheet' button, and a table of generated documents. Below the table is a question about ESY services with a dropdown menu set to 'Yes'. A red circle and arrow highlight the dropdown menu.

**ESY Eligibility**

The IEP Team is required to review the Extended School Year (ESY) Policy requirements prior to making a decision about the student's ESY eligibility. Follow the link to the Criteria Worksheet. Complete the worksheet to determine whether the student is eligible for ESY. Fax in the worksheet using the coversheet within five (5) business days of the ESY eligibility determination.

[SEA Criteria Worksheet for ESY](#)

[Create ESY Criteria Cover Sheet](#)

Date Generated	Document Type	EasyFax	Received
01/24/2013	<a href="#">ESY Criteria Cover Sheet</a>		

After reviewing criteria, has the IEP Team determined that ESY Services are required for the provision of FAPE? \*

Yes   
Yes  
No

**ESY Goals:**

Del	Position	Goal*	Functional Area(s)*	Critical Skill*	Details
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# Developing ESY Goals & Services

ESY goals and services are similar to regular IEP goals and services, but only address the identified critical skill area(s).

**ESY Goals:**

Del	Position	Goal*	Functional Area(s)*	Critical Skill*	Details
<input type="checkbox"/>	3 of 3	Antonio will develop recall of short vowel sounds with 80% accuracy in 4 out of 5 trials.	Academic-Reading	Reading fluency	<input type="button" value="Details"/>

**ESY Special Education Services:**

Del	Service	Setting*	Amount of Time*	Provider*	Begin Date*	End Date*	Details
<input type="checkbox"/>	Specialized Instruction	General Education	30 min per day	Not Yet Determined	06/10/2013	07/26/2013	<input type="button" value="Details"/>

**ESY Related Services:**

**Functional Area**

**Critical Skill**

**Setting**

**Provider**

# Antonio's ESY Goals & Services

School Year	ESY
<b>IEP Reading Goal:</b> Given a set of words, Antonio will read basic words with common vowel teams with 85% accuracy as measured by teacher, in 4 out of 5 opportunities.	<b>ESY Reading Goal:</b> Given a set of words, Antonio will read basic words with common vowel teams with 85% accuracy as measured by teacher, in 4 out of 5 opportunities.
<b>Setting:</b> General education setting with co-teacher (LRE)	<b>Setting:</b> General education setting in summer school classroom with co-teacher (same LRE)
<b>Specialized Instruction:</b> 20 hrs/week	<b>Specialized Instruction:</b> 5 hrs/week
<b>Additional Accommodation:</b> N/A	<b>Additional Accommodation:</b> Weekly reading worksheet packet for home setting with parent. Teacher provides feedback.
<b>Related Services:</b> Speech 30 min/week	<b>Related Services:</b> N/A



# **UPDATED EXTENDED SCHOOL YEAR (ESY) TRANSPORTATION REQUIREMENTS**

# ESY-Related Transportation Eligibility

The Special Education Transportation Policy went into effect on January 6, 2014. This policy outlines the eligibility criteria for school-year (SY) transportation services.

## Frequently Asked Questions:

- When will students need to have the transportation eligibility worksheets uploaded in SEDS?
  - At the student's next annual IEP meeting.
  - If the student's IEP is amended after January 6<sup>th</sup>.
  - If ESY eligibility is determined after January 6<sup>th</sup> and students qualify for transportation services.
- Is this policy retroactive for students whose annual IEP meeting took place prior to January 6<sup>th</sup>?
  - No. No amendments need to be made if a student's IEP was finalized prior to January 6<sup>th</sup>.

# ESY-Related Transportation Eligibility

- ❖ SEDs Winter Release Upgrade 2014: With the release of the new OSSE Special Education Transportation Services Policy, ESY-related transportation eligibility is now determined using the ESY-Related Transportation Worksheet 2013-2014.
- ❖ The ESY Transportation worksheet must be uploaded to SEDs within 5 days of finalizing the IEP.

Document  
the decision  
here

**ESY-Related Transportation**

[ESY -- Related Transportation Eligibility Form](#)

*Complete the ESY-Related Transportation Eligibility Form provided above. If the IEP Team determines that the student is eligible for ESY-related transportation services, the completed eligibility form must be faxed into SEDs, within five (5) business days of finalizing the IEP, using the cover sheet below.*

[Create ESY Transportation Form Cover Sheet](#)

No Documents have been generated for this student.

After completing the appropriate form, has the IEP team determined that the student is eligible for ESY related Special Education Transportation Services?\* ☐

*Users must complete and submit the ESY-related transportation request form in the [Transportation Online Tool for Education \(TOTE\)](#) in order for the student to receive transportation services.*

Users must submit ESY-related transportation information in the Transportation Online Tool for Education (TOTE) in order for the student to receive transportation services.

# ESY-Related Transportation Eligibility

❖ IEP Teams must complete the ESY-Related Transportation Worksheet for every child who is found eligible for ESY services, and fax it into SEDS within 5 business days of the eligibility decision.

❖ If a child is found eligible for ESY-related transportation, the LEA must complete the student's information in TOTE.

❖ TIP: Save completed individual ESY-Transportation Request Forms to a secure, password-protected computer to prepare for easy submission to TOTE.

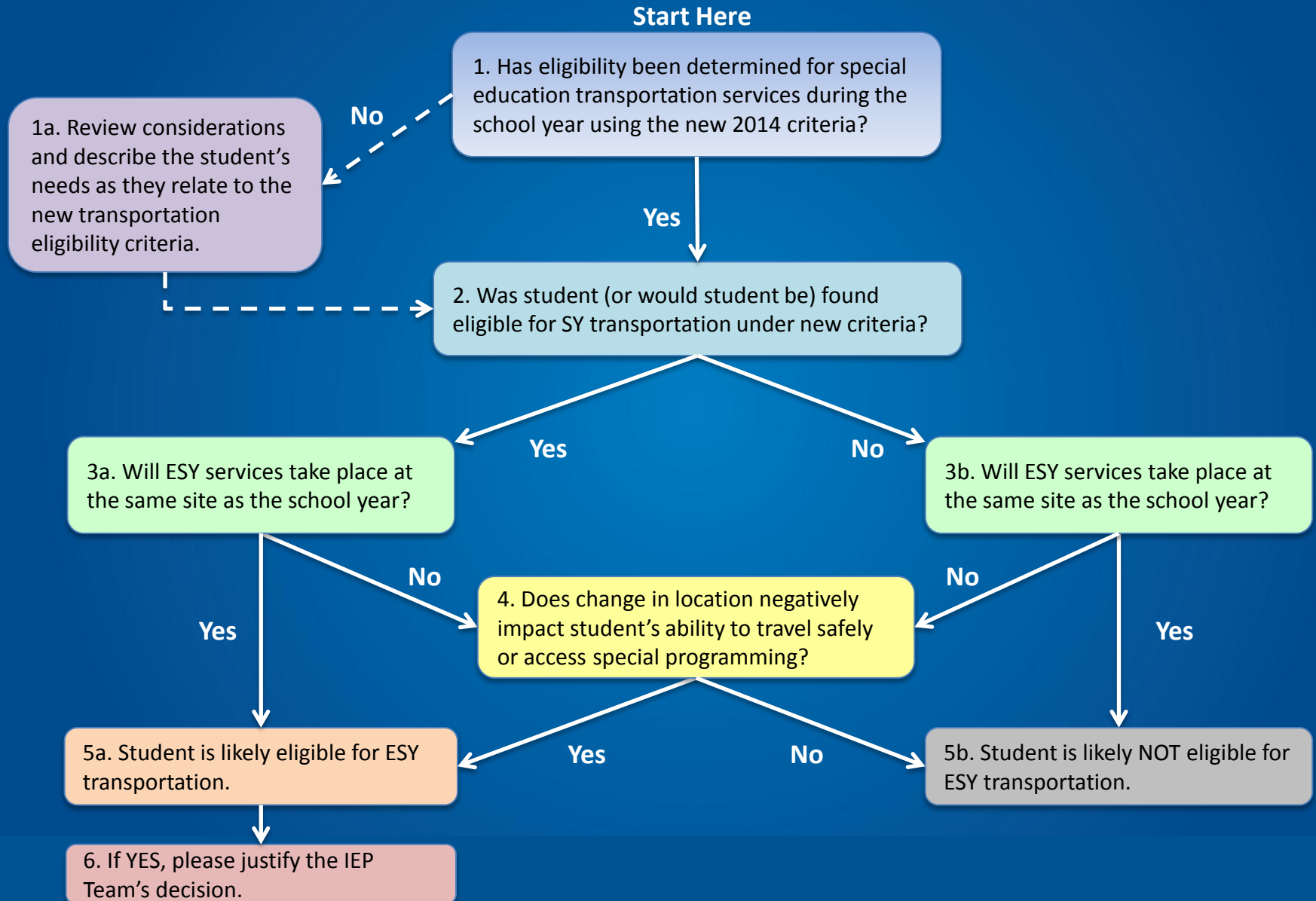
ESY-Related Transportation Worksheet 2013-2014			
(1) Has an eligibility decision for special education transportation services (for the 2013-2014 school year) been made for the student using the state-level eligibility criteria established by the Special Education Transportation Policy (January 6, 2014)?			
CIRCLE ANSWER →	YES (Proceed to STEP 3)		NO (Proceed to STEP 2)
(2) Review the considerations below and describe the student's needs as they relate to the factors to analyze the student's eligibility for special education transportation services:			
Does the student have a medical condition that prevents the student from traveling safely without specialized transportation?		Does the student require structured transportation supports to travel safely to school?	Does the student need to access specialized programming outside the school of enrollment?
<hr/> <hr/> <hr/>			
(3) Was the student (or would the student be) found eligible for special education transportation services during the school year using the state-level eligibility criteria established by the Special Education Transportation Policy (January 6, 2014)?			
CIRCLE ANSWER →	YES (Proceed to STEP 4A)		NO (Proceed to STEP 4B)
(4) A. Are ESY services provided at the same school site as services are provided during the school year? (Circle Answer)		B. Are ESY services provided at the same school site as services are provided during the school year? (Circle Answer)	
YES, ESY services are provided at the same site where services are provided during the school year. The student is likely eligible for ESY-related transportation services. (Proceed to STEP 6)		NO, ESY services are not provided at the same site where services are provided during the school year. (Proceed to STEP 5)	
		YES, ESY services are provided at the same site where services are provided during the school year. The student is likely <b>not</b> eligible for ESY-related transportation services. (Proceed to STEP 6)	
		NO, ESY services are not provided at the same site where services are provided during the school year. (Proceed to STEP 5)	
(5) Does the change in service site negatively impact the student's ability to (1) travel safely without supporting health or related services OR (2) access specialized programming?			
CIRCLE ANSWER →	YES Student is likely eligible for ESY-related transportation services.		NO Student is likely <b>not</b> eligible for ESY-related transportation services.
(6) Does the IEP Team find that the student is eligible for ESY-related transportation services?			
CIRCLE ANSWER →	YES		NO
(7) If YES, please justify the IEP Team's determination.			
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# ESY-Related Transportation Eligibility

When determining eligibility for ESY transportation, IEP teams will consider two main factors as they use the ESY Transportation Eligibility Worksheet:

School-Year Transportation Eligibility	The Location Site of ESY
Does the student already qualify for school-year (SY) transportation under the new criteria?	Will ESY be held at the same location site as regular school year services?
Was the student's IEP finalized under the old transportation criteria? If so, would the student probably still qualify for SY transportation under the new criteria?	Are there any other factors to consider for ESY transportation, that were not considered as part of the school year transportation eligibility decision?
Teams will be asked to describe the student's needs as they relate to the new SY transportation eligibility criteria and factors.	

# ESY-Related Transportation Eligibility





# ESY-Related Transportation Eligibility

The Special Education Transportation Policy went into effect on January 6, 2014.

- All students whose IEP is created or amended after January 6, 2014 must have an updated SY Transportation eligibility status, based on the new policy.
- Eligibility for ESY-related transportation is affected by whether or not a student qualifies for SY transportation based on the new policy.

The three factors to consider listed here align with the considerations contained in the new transportation policy

ESY-Related Transportation Worksheet 2013-2014			
<b>(1)</b> Has an eligibility decision for special education transportation services (for the 2013-2014 school year) been made for the student using the state-level eligibility criteria established by the Special Education Transportation Policy ( January 6, 2014)?			
<b>CIRCLE ANSWER →</b>	<b>YES (Proceed to STEP 3)</b>	<b>NO (Proceed to STEP 2)</b>	
<b>(2)</b> Review the considerations below and describe the student's needs as they relate to the factors to analyze the student's eligibility for special education transportation services:			
<b>Does the student have a medical condition that prevents the student from traveling safely without specialized transportation?</b>	<b>Does the student require structured transportation supports to travel safely to school?</b>	<b>Does the student need to access specialized programming outside the school of enrollment?</b>	
<hr/> <hr/> <hr/>			
<b>(3)</b> Was the student (or would the student be) found eligible for special education transportation services during the school year using the state-level eligibility criteria established by the Special Education Transportation Policy ( January 6, 2014)?			
<b>CIRCLE ANSWER →</b>	<b>YES (Proceed to STEP 4A)</b>	<b>NO (Proceed to STEP 4B)</b>	

# ESY-Related Transportation Eligibility

In addition to considering eligibility for school-year transportation, teams should also consider the location of ESY when determining ESY-related transportation eligibility.

(4) A. Are ESY services provided at the same school site as services are provided during the school year? (Circle Answer)		B. Are ESY services provided at the same school site as services are provided during the school year? (Circle Answer)	
YES, ESY services are provided at the same site where services are provided during the school year. The student is likely eligible for ESY-related transportation services.	NO, ESY services are <u>not</u> provided at the same site where services are provided during the school year.	YES, ESY services are provided at the same site where services are provided during the school year. The student is likely <u>not</u> eligible for ESY-related transportation services.	NO, ESY services are <u>not</u> provided at the same site where services are provided during the school year.
(Proceed to STEP 6)	(Proceed to STEP 5)	(Proceed to STEP 6)	(Proceed to STEP 5)

When ESY is held at a different site location, teams should consider any other factors that might affect the student's ability to travel safely.

(5) Does the change in service site negatively impact the student's ability to (1) travel safely without supporting health or related services OR (2) access specialized programming?		
CIRCLE ANSWER →	YES Student is likely eligible for ESY-related transportation services.	NO Student is likely <u>not</u> eligible for ESY-related transportation services.

# ESY-Related Transportation Eligibility

After completing Steps 1—5, a team should be ready to make a final decision about ESY-related transportation eligibility.

If found eligible, the team must justify it's determination in the space provided.

<b>(6) Does the IEP Team find that the student is eligible for ESY-related transportation services?</b>		
<b>CIRCLE ANSWER →</b>	<b>YES</b>	<b>NO</b>
<b>(7) If YES, please justify the IEP Team's determination.</b>		
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Once the worksheet is complete, the IEP team has 5 days from the time of the decision to upload this worksheet into SEDS.

# Update ESY Calendars in SEDS

SEDS LEA Data Administrators must enter ESY calendars in SEDS in order for the system to work properly.

Log Out | Main Menu | Students | My Docs | Wizards | Schools | School System | Users | Smart Logbook | **ESY** | My Info | My Reports | Provider Requests | SEDS Resource Site

Calendar (Docs Demo)


Month: February Year: 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					* 1	2
3	* 4	* 5	* 6	* 7	* 8	9
10	* 11	* 12	* 13	* 14	* 15	16
17	* 18	* 19	* 20	* 21	* 22	23
24	* 25	* 26	* 27	* 28		

Legend: \* School Day \* Summer School Holiday Teacher Workday Weekend Summer Day \* ESY \* Summer School & ESY

\* = Services Provided

[Edit School Years](#)



Edit School Years (Docs Demo)

Del	School Year	Begin Date	End Date	Cal Days	Sch Days	ESY Schedule	Report Periods
<input type="checkbox"/>	1997-1998	08/18/1997	06/10/1998	297	189	<a href="#">Edit</a>	<a href="#">Edit</a>
<input type="checkbox"/>	1998-1999					<a href="#">Edit</a>	<a href="#">Edit</a>
<input type="checkbox"/>	1999-2000					<a href="#">Edit</a>	<a href="#">Edit</a>
<input type="checkbox"/>	2000-2001	08/02/2000	06/15/2001	318	227	<a href="#">Edit</a>	<a href="#">Edit</a>

- ❖ ESY calendars in SEDS can be entered two ways:
  - Day by day by selecting the hyperlink date OR
  - Entering a date range under the ESY Schedule column when editing school years



# **ANNUAL EXTENDED SCHOOL YEAR (ESY) CERTIFICATION PROCESS**

# Introduction to Certification

## **Certification serves three main purposes:**

- ❖ Confirms LEA awareness of and participation in all ESY-Related decisions, including those made for children attending nonpublic programs.**
- ❖ Produces data that assists OSSE in anticipating state-level expenses associated with ESY-Related transportation and nonpublic ESY programming.**
- ❖ Assists LEAs and nonpublic programs to plan adequately for ESY programming and staffing.**

# Introduction to Certification

## LEA Responsibility to Certify

- ❖ LEAs must participate in the certification process.
- ❖ LEAs must ensure all ESY certification is up to date and accurate
- ❖ ESY Certification consists of two types of documentation:
  - ❖ Student-level decisions on ESY eligibility status, goals and services, and transportation are updated and accurate in SEDS.
  - ❖ ESY-related transportation information is updated and documented in TOTE.
  - ❖ District Charters must work with DCPS to ensure ESY certification data for eligibility and transportation is accurately documented in both SEDS and TOTE, including for children attending nonpublics. DCPS, in turn, must certify this information to OSSE.

# Generating the ESY Report in SEDS

- ❖ The SEDS ESY Report is a report generated in SEDS that LEAs can use for internal ESY planning purposes.
- ❖ Click School System → Reports → ESY Report
- ❖ Enter Report Criteria
  - Select “All Associated Schools”
  - Leave the “ESY Goals” dropdown at the default level
- ❖ Click “Generate Report”  
(Reminder: There must be a valid email address in the system to generate a report.)

Log Out | Main Menu | Students | My Docs | Wizards | School System | My Info | My Reports

School System | System Info | Reports

Reports [New Mail](#)

Student Reports	User Reports
(None Available)	(None Available)
Service Reports	Service Log Reports
(None Available)	(None Available)
Scheduled Reports	
<a href="#">DC Meeting Status Report</a>	<a href="#">DC State Assessment Accommodations Spreadsheet</a>
<a href="#">Overdue Meetings</a>	<a href="#">DC State Assessment Participation Report</a>
<a href="#">IEP at a Glance</a>	<a href="#">Related Services Management</a>
<a href="#">DC Active Student Report</a>	<a href="#">Related Services Management ESY</a>
<a href="#">All Students Roster</a>	<a href="#">Assessment Timeliness Report (PDF/Excel)</a>
<a href="#">DC- Transportation</a>	<a href="#">Assessment Status Report (PDF/Excel)</a>
<a href="#">ESY</a>	

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Reports - ESY [New Mail](#)

Select Students to Include:

School:

ESY Goals:

Sort Order:

Sort By:

[Generate Report](#)



# How to Read the SEDS ESY Report

- ❖ The completed report will display on the “My Reports” page within a few minutes.
- ❖ Open the report by clicking on the hyperlink.
- ❖ The children displayed will be those who have ESY on their most recent finalized IEPs.
- ❖ The children who have been determined not eligible for ESY should not appear.

Menu | Students | My Docs | Wizards | School System | My Info | **My Reports**

Reports for **Test SEC**    [New Mail!](#)

Report	Date Created	Created By	System	School	User
<a href="#">ESY</a>	03/18/2011	Test SEC			Test SEC

ESY Participation - Closed - Van Ness Es - 331

As of 01/30/2013

## THE FOLLOWING STUDENTS HAVE BEEN IDENTIFIED AS REQUIRING ESY SERVICES:

### Sample Public School - Cluster

Student Name	ID	DOB	Grade	Case Manager	ESY Eligibility	ESY Transportation	IEP End Date	ESY Goals Completed
Sousa, Kirk	1111199999	11/19/2004	12	Sec/Rsp Test	Yes	Yes	11/10/2012	Yes
Test, Version5-0_5	33333333344	01/01/1994		Sec/Rsp Test	Yes	Yes	10/31/2012	Yes
Test1, Ogerta	55667	01/31/2001	7	Test SEC	Yes	Yes	01/20/2013	Yes
Test1, Version06	TEST123460	12/01/2003	2	SEC Test	TBD		04/25/2011	TBD

# How to Read the SEDS ESY Report

As of 1/30/2012

THE FOLLOWING STUDENTS HAVE BEEN IDENTIFIED AS REQUIRING ESY SERVICES:

## Sample Nonpublic School - NonPublic Tuition Grant

Student Name	ID	DOB	Grade	Case Manager	ESY Eligibility	ESY Transportation	IEP End Date	ESY Goals Completed
Sousa, Kirk	1111199999	11/19/2004	12	Sec/Rsp Test	Yes	Yes	11/10/2012	Yes
Test, Version5-0_5	33333333344	01/01/1994		Sec/Rsp Test	Yes	Yes	10/31/2012	Yes
Test1, Ogerta	55667	01/31/2001	7	Test SEC	Yes	Yes	01/20/2013	Yes
Test1, Version96	TEST123469	12/01/2003	2	SEC Test	TBD		04/25/2011	TBD
Test1, Version97	TEST123475	02/26/2007	1	SEC Test2	Yes		09/26/2012	Yes
Test2, Manual	USI3737475	05/10/1994		Test SEC	Yes	No	01/29/2012	TBD
Test2, Version96	TEST123470	12/02/1996	UG	test compliance	Yes	TBD	01/29/2012	Yes
Tester5, Ken	TEST123465	06/21/2000	KG	Sec/Rsp Test	Yes		03/12/2011	Yes

Closed - Van Ness Es - 331

## Sample Public School - Cluster

Student Name	ID	DOB	Grade	Case Manager	ESY Eligibility	ESY Transportation	IEP End Date	ESY Goals Completed
Sousa, Kirk	1111199999	11/19/2004	12	Sec/Rsp Test	Yes	Yes	11/10/2012	Yes
Test, Version5-0_5	33333333344	01/01/1994		Sec/Rsp Test	Yes	Yes	10/31/2012	Yes
Test1, Ogerta	55667	01/31/2001	7	Test SEC	Yes	Yes	01/20/2013	Yes
Test1, Version96	TEST123469	12/01/2003	2	SEC Test	TBD		04/25/2011	TBD
Test1, Version97	TEST123475	02/26/2007	1	SEC Test2	Yes		09/26/2012	Yes
Test2, Manual	USI3737475	05/10/1994		Test SEC	Yes	No	01/29/2012	TBD
Test2, Version96	TEST123470	12/02/1996	UG	test compliance	Yes	TBD	01/29/2012	Yes
Tester5, Ken	TEST123465	06/21/2000	KG	Sec/Rsp Test	Yes		03/12/2011	Yes

Closed - Van Ness Es - 331

Items to look for in the report:

## ❖ Nonpublic vs. Public

- Take note if a student is attending a public or nonpublic school.

## ❖ TBD

- There should no longer be any 'TBD' decisions listed for ESY, ESY Transportation, or ESY Goals in SEDS.

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## ❖ Blanks under ESY Transportation:

- There should not be any blank spaces or TBDs in this column. All ESY transportation decisions must be made at the time of the annual IEP, and revised through the IEP amendment process later, as needed.



# **TRANSPORTATION ONLINE TOOL FOR EDUCATION (TOTE) ESY Transportation**

# Logging into OSSE TOTE

*OSSE Transportation Online Tool for Education*

## ❖ How to request Access to OSSE-TOTE?

### Intuit QuickBase

---

Jason (OSSE) Campbell has shared a QuickBase app with you.

**Note from Jason (OSSE) Campbell:**

I want to share the QuickBase [OSSE TOTE 6.0](#) app with you.

The OSSE Transportation Online Tool for Education ([OSSE TOTE 6.0](#)) application is the place all LEAs will submit school calendar, bell time information, and complete the process of requesting transportation services.

### [Open OSSE TOTE 6.0](#)

This invitation was sent by [Intuit QuickBase](#) -- the fastest way to automate your business processes, enabling your team to collaborate efficiently while saving time and increasing productivity.

Note: If you have trouble using the links above, copy and paste the following Web address into the address bar of your browser:

<https://octo.quickbase.com/db/bh9fqniun>

**\*Please Note: DCPS School Staff and Dependent Charter School Staff should not have access to TOTE. Currently, DCPS Central Office is responsible for data entry into the OSSE TOTE system.**

# Logging into OSSE TOTE

*OSSE Transportation Online Tool for Education*

- ❖ Users will register with QuickBase.
- ❖ OSSE TOTE username is email address at which registration was received.

**Sign Up for QuickBase**

All fields marked with an asterisk (\*) are required.

**First name\***

**Last name\***

**Email address**

---

**Choose a password\***

**Retype password\***

Password strength:

✓ Must be at least 8 characters

✓ Must include both numbers and letters

---

Please set up a security question in case you ever need to reset your password.

**Question:\***

**Answer:\***

Your answer is not case sensitive.

---

☐ I have read and agree to the QuickBase [Terms of Service](#)

---

**Register**

# Logging into OSSE TOTE

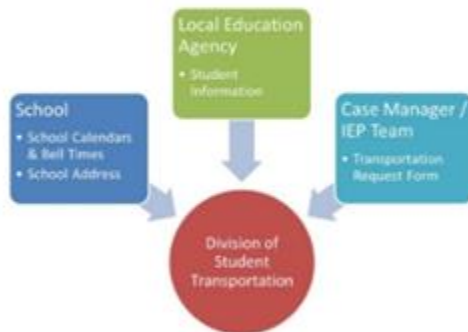
*OSSE Transportation Online Tool for Education*

❖ URL: <https://octo.quickbase.com/db/bh9fgniun>



## OSSE Transportation Online Tool for Education (OSSE TOTE)

The Transportation Online Tool for Education (TOTE) is the Office of the State Superintendent of Education (OSSE), Division of Student Transportation's (DOT) database for school information and student transportation request forms. TOTE helps streamline the transportation facilitation process with less manual submission, greater transparency, and more reliable child data exchange between schools, local education agencies (LEAs), student case managers and/or Individualized Education Plan (IEP) team members. The information delivered to TOTE assists DOT in providing safe, reliable, and efficient transportation services that support and enhance learning opportunities for eligible students from the District of Columbia.



School Administrators support DOT's mission by providing school configuration data, to include:

- First Day and Last Day of School
- Breaks
- Closed Days or Early Dismissal Days
- Bell Times (Instruction Start Time & PM Dismissal Time)

LEA Administrators support DOT's mission by providing student information, to include:

- Eligibility Confirmation
- School Placement Data
- Student Demographic Confirmation
- Transportation Request Forms

A case manager or IEP team member supports DOT's mission by providing transportation details, to include:

- Transportation Request Forms



# OSSE TOTE: Sample Dashboard

- The User's role in OSSE TOTE will determine the dashboard view and available functionality.

LEA List

Full Report

Grid Edit

Email

More

1 LEAs

	▲ LEA Name	Schools within LEA	Special Education Students in LEA	1. Pending Eligibility Determination	2. Pending Transportation Form Upload in TOTE	3. Pending Confirmation of Upload to SEDS	4. Certification Complete	5. No SEA Responsibility
<div>EDIT</div> <div>VIEW</div>	Aang Charter Schools	5	14	9	1	0	3	1
TOT		5	14	9	1	0	3	1

Schools List

Full Report

Grid Edit

Email

More

5 Schools

	School Code	▲ School Name	Street Address	City / State / Zip	Main Phone Number	Principal Name	School Type
<div>EDIT</div> <div>VIEW</div>	999999	Aang School of Avatars	23 North Avatar Epoch Street NE	Washington, DC 20009	(999) 867-5309	Avatar Aang	LEA (Independent) Charter
<div>EDIT</div> <div>VIEW</div>	999998	Avatar Air Temple	2122 Air Temple Way NW	Washington, DC 20032	(202) 867-5208	Ainsley Air-Nomad	LEA (Independent) Charter
<div>EDIT</div> <div>VIEW</div>	999996	Avatar Earth Temple	45 Ba Sing Sae Street NW	Washington, DC 20002	(202) 555-2645	Vanessa Dowd	LEA (Independent) Charter
<div>EDIT</div> <div>VIEW</div>	999995	Avatar Fire temple	24 Fire Temple Mount Street SE	Washington, DC 20018	(202) 867-5124	Jake Kelly	LEA (Independent) Charter
<div>EDIT</div> <div>VIEW</div>	999997	Avatar Water Temple		,			LEA (Independent) Charter

ESY School Calendar Dashboard

Full Report

Grid Edit

Email

More

3 School Calendar

	▲ School Name	First Day	Last Day	Doors Open	Instruction Starts	Dismissal Time	Early Dismissal Recurrence Interval	Early Dismissal Day(s)	Early Dismissal Time	Estimated Bus Schedule
Aang Charter Schools (3 School Calendars)										
<div>EDIT</div> <div>VIEW</div>	Aang School of Avatars	06-01-2013	07-19-2013	8:50 am	9:30 am	4:30 pm	Weekly	Wednesday	2:15 pm	We will schedule the bus to arrive between 9:00 am and 9:20 am
<div>EDIT</div> <div>VIEW</div>	Avatar Air Temple	06-03-2013	08-14-2013	9:00 am	9:30 am	4:30 am	Bi-Weekly	Tuesday	1:30 am	We will schedule the bus to arrive between 9:00 am and 9:20 am
<div>EDIT</div> <div>VIEW</div>	Avatar Fire temple	06-10-2013	08-30-2013	9:00 am	9:30 am	4:30 pm				We will schedule the bus to arrive between 9:00 am and 9:20 am

# OSSE TOTE: Functionality

## ❖ LEA Administration

Users have the capability to edit details for LEAs that fall under their respective jurisdictions.

## ❖ Users view the LEA(s) within their jurisdiction

Users can view the ESY certification status of all children by category and LEA.

LEA List									
Full Report		Grid Edit	Email ▼	More ▼					1 LEAs
	▲ LEA Name	Schools within LEA	Special Education Students in LEA	1. Pending Eligibility Determination	2. Pending Transportation Form Upload in TOTE	3. Pending Confirmation of Upload to SEDS	4. Certification Complete	5. No SEA Responsibility	
<a href="#">EDIT</a>	<a href="#">VIEW</a>	Aang Charter Schools	<a href="#">5</a>	<a href="#">14</a>	<a href="#">9</a>	<a href="#">1</a>	<a href="#">0</a>	<a href="#">3</a>	<a href="#">1</a>
TOT		5	14	9	1	0	3	1	



# OSSE TOTE: Functionality (continued)

- **LEA Administration**
  - ❖ Users can view and/or edit LEA information by accessing the LEA Form.
  - ❖ This is the full ESY report for the individual LEA.
  - ❖ Here the user can view/edit information pertaining to all schools within the LEA, to include:
    - School Address and Contact Information
    - Special Education Transportation Contacts
    - ESY Certification
    - Child Status Summary
    - Child ESY Certification Details

LEA Name

Aang Charter Schools

LEA Schools

5

LEA ID

dcaaaa

LEA Students

14

School Address and Contact Information

This section lists the detailed School Address and Contact Information for schools within this LEA.

Full Report

Grid Edit

Email ▾

More ▾

Spec. Education Transportation Contacts

These are all the Special Education Transportation Contacts by school within this LEA.

[Add Contact](#)

Full Report

Grid Edit

Email ▾

More ▾

9 Contacts

# OSSE TOTE: Functionality (continued)

## LEA Administration

In addition to the ESY Certification Status Summary, users can view the certification detail for children under their LEA jurisdiction.

### The Child Status Detail

- This is the full report used to certify children for ESY – Summer 2014.

### Student Summary By Status

This is the transportation request status summary for all students within this LEA.

1. Pending Eligibility Determination	2	0
2. Pending Transportation Form Upload in TOTE	1	0
3. Pending Confirmation of Upload to SEDS	0	0
4. Certification Complete	2	0
5. No SEA Responsibility	1	0

### Student ESY - Status Detail

This is the transportation request detail grid. You will need to edit existing records until Certification Completion status is obtained. Please report missing students to Lia.Rogers@dc.gov and include the student's full name and USI ID#.

Full Report	Grid Edit	Email	More	14 Students										
				LEA Name	Attending School	Student USI	Student Name	ESY Site	Eligible for ESY (Summer 2013)?	Attends Non-Public School?	Needs ESY-Related Transportation?	Student Transportation Form Uploaded in TOTE	All Eligibility Docs Uploaded to SEDS?	Student ESY Status
Aang Charter Schools (14 Students)														
NEW	EDIT	VIEW		Aang Charter Schools	Aang School of Avatars	20146985	Harris, Thomas		No	No	Yes	Cert_HThomas.pdf	Yes	4. Certification Complete
NEW	EDIT	VIEW		Aang Charter Schools	Aang School of Avatars	65842685	Johnson, Greg		Yes	Yes	Yes	Cert_Johnson.pdf	Yes	4. Certification Complete
NEW	EDIT	VIEW		Aang Charter Schools	Aang School of Avatars	54169696	Smith, Brad		No	No	No		Incomplete	5. No SEA Responsibility
NEW	EDIT	VIEW		Aang Charter Schools	Aang School of Avatars	20859370	Smith, Jessica		Yes	No	Yes		Incomplete	2. Pending Transportation Form Upload in TOTE
NEW	EDIT	VIEW		Aang Charter Schools	Aang School of Avatars	25006608	Smith, Johnny	Aang School of Avatars	Yes	Yes	Yes	Cert_JSmith.pdf	Yes	4. Certification Complete
NEW	EDIT	VIEW		Aang Charter Schools	Aang School of Avatars	20046825	Stone, Flint		No	Yes	Incomplete		Incomplete	1. Pending Eligibility Determination
NEW	EDIT	VIEW		Aang Charter Schools	Avatar Air Temple	22020586	Kamarie, Thoh		Incomplete	Incomplete	Incomplete		Incomplete	1. Pending Eligibility Determination
NEW	EDIT	VIEW		Aang Charter Schools	Avatar Air Temple	22020586	Kamarie, Thoh		Incomplete	Incomplete	Incomplete		Incomplete	1. Pending Eligibility Determination

# OSSE TOTE: Functionality (continued)

- School Administration

Users can view and/or edit school information by accessing the School Information Form.

Users can view and/or edit:

- School Address & Contact Information
- Confirmation of ESY program
- Special Education Transportation Contacts
- School Calendar & Bell Times
- Configure bell times for multiple programs

### School Information Form

---

#### School Address & Contact Information

LEA  
Aang Charter Schools

School Name      School Code      School Type  
Aang School of Avatars      999999      LEA (Independent) Charter

Principal Name  
Avatar Aang

On-Site ESY Program Manager Name  
Sokka Water-Tribe

Main Phone Number      Main Fax Number  
(999) 867-5309      (999) 867-5308

Street Address  
23 North Avatar Epoch Street NE

City / State / Zip  
Washington, DC 20009

Is the address listed above correct?  
Yes

#### Spec. Education Transportation Contacts

Full Report   Grid Edit   Email   More   1-4 of 5 Contacts

	Role	Contact Name	Direct Phone	Email Address
<a href="#">VIEW</a>	LEA Administrator	Heinrich, Phil	(202) 421-1037	<a href="mailto:phil.heinrich@dc.gov">phil.heinrich@dc.gov</a>
<a href="#">EDIT</a> <a href="#">VIEW</a>	LEA Administrator	Williams, Dartanion	(202) 422-1153	<a href="mailto:dartanion.williams@dc.gov">dartanion.williams@dc.gov</a>
<a href="#">EDIT</a> <a href="#">VIEW</a>	DCPS LEA Administrator	Williams, Dartanion	(773) 553-4331	<a href="mailto:dwilliams4@cps.k12.il.us">dwilliams4@cps.k12.il.us</a>
<a href="#">EDIT</a> <a href="#">VIEW</a>	DCPS LEA Administrator	Bowski, Johnny	(773) 553-1000	<a href="mailto:jb@cps.edu">jb@cps.edu</a>

Result Pages: 1 2 ➔

Are the contact(s) listed above the only contact(s) for this school?  
Yes

#### School Calendar and Bell Times

In this section, you will enter all information related to your school calendar reflecting school hours, school schedule, observed Holidays, and early dismissal days.

[Add School Term Calendar](#)

Full Report   Grid Edit   Email   More   1 School Calendar

	First Day	Last Day	Student Entry Time	Instruction Start Time	PM Dismissal Time	Is Early Dismissal Recurring?	Early Dismissal Recurs How Often?	What is the Early Dismissal Day(s)?	Early Dismissal Time	Estimated Bus Arrival Time
<a href="#">EDIT</a> <a href="#">VIEW</a>	06-01-2013	07-19-2013	8:50 am	9:30 am	4:30 pm	Yes	Weekly	Wednesday	2:15 pm	We will schedule the bus to arrive between 9:00 am and 9:20 am

# OSSE TOTE: Certification

## Certification steps

- ❖ **LEA Admin, School Staff, and Non Public School Staff must enter school calendar and bell times into TOTE**
- ❖ **LEA Admin and School Staff must confirm student eligibility and placement information in TOTE**
  - ❖ **This information will come from SEDS**
- ❖ **LEA Admin and School Staff must submit transportation requests for all students requiring services in TOTE**
- ❖ **All LEAs must certify the School and Student information by the Certification deadline**

# OSSE TOTE: Additional Information

## OSSE TOTE Training

- ❖ Additional training will be held for LEAs
- ❖ OSSE-DOT will notify LEAs of training schedule

## OSSE TOTE Benefits

- ❖ Less Manual Submission
- ❖ Greater Transparency
- ❖ More Reliable Child Data Exchange
- ❖ Improved Workflow
- ❖ Streamlined Communication

# Additional Resources

## Resources on the OSSE Website ([osse.dc.gov](https://osse.dc.gov))

- ❖ **Extended School Year (ESY) Services Policy**
- ❖ **ESY Nonregulatory FAQ Guidance**
- ❖ **ESY Framework Guidance Tool**
- ❖ **ESY Certification Letter to LEAs**
- ❖ **TOTE User Manual/Guidance**

# Conclusion

## Important State-Level Contacts

### Extended School Year (ESY) 2014 OSSE Contact Information

Contact	Email Address Phone Number	Information
Grace Chien, Director of Policy Division of Specialized Education	Grace.Chien@dc.gov (202)741-5089	Contact this unit lead with any programmatic questions regarding the Extended School Year (ESY) Services Policy.
Tara Beaner, SEDS Team Project Manager Division of Specialized Education	Tara.Beaner@dc.gov (202) 576-5510	Contact this team lead with questions regarding IEP-related ESY data requirements or reporting tools in the Special Education Data System (SEDS).
Jason Campbell, Senior Management Analyst Department of Student Transportation	Jason.Campbell@dc.gov (202)724-8570	Contact this unit with questions regarding the online certification tool or to check the status of ESY materials that have been submitted.
Robbin Marshal, Management Analyst Department of Student Transportation	Robbin.Marshall@dc.gov (202)724-7818	
Parent Resource Center Division of Student Transportation	(202)576-5000	Contact this unit if a bus is more than 20 minutes late, a student is unable to attend school, or if a student has experienced a pick up or scheduling issue
Office of Investigations	(202)576-6860	Contact this unit with concerns about problems with transportation services, concerns about the school bus driver or attendant, or issues pertaining to compliance