

**The LEA Special Education  
Point of Contact Monthly Webinar  
will begin momentarily.**

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available for download through  
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# **LEA Special Education Point of Contact Monthly Webinar**

**Feb. 15, 2017**

OSSE Division of Data, Assessment and Accountability  
OSSE Division of Elementary, Secondary, and Specialized  
Education  
OSSE Division of Student Transportation



# Poll Question

What is your current role relating to the LEA Special Education Point of Contact (LEA SE POC)?

- A. I have been the main POC for over one full year
- B. I have been main POC for less than a full year
- C. Not main POC, but serve as the POC for my campus
- D. Not main POC, but assist POC with many responsibilities
- E. Other



# Agenda |

- I. 2017 Extended School Year (ESY) Certification Process
- II. Determining Eligibility for ESY
- III. Documenting ESY Determinations in SEDS
- IV. ESY Requirements for the Transportation Online Tool for Education (TOTE)
- V. New Secondary Transition Planning Report
- VI. OSSE Support Tool
- VII. Announcements & Reminders



## 2017 Extended School Year (ESY) Certification Process





# 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.

OSSE ESY Services Policy, 2011, <http://osse.dc.gov/node/1555>



# ESY Certification

Per the OSSE 2011 ESY Policy, each spring all LEAs must certify ESY data to OSSE by the **first Monday in May**.

- **Purpose of Certification:**

- Assists LEAs and nonpublic programs in appropriate planning and staffing for the summer months.
- Assists OSSE in anticipating state-level expenses and transportation needs.

OSSE ESY Policy, 2011, <http://osse.dc.gov/node/1555>



# Steps for ESY Certification

An LEA has completed ESY certification when:

1. Student-level decisions on ESY eligibility status, goals and services, and transportation are updated and accurate in SEDS as part of a **finalized current IEP**.
2. **ESY calendar** and **bell times** are updated and accurate in TOTE.
3. Student **demographics, eligibility and ESY location** information is confirmed in TOTE.
4. Transportation requests for all students requiring services have **been submitted in TOTE**.

**2017 Deadline: Monday, May 1, 2017**





## Determining Eligibility for Extended School Year (ESY)



# ESY Eligibility: 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 three 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 Eligibility: Analysis of Data

- **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 five 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)		<div>Will one or more of the student's critical skills be jeopardized by the break in service?</div> <div>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.</div> <div>YES CONTINUE TO CRITERION 2 ↓</div>
Criterion 2: Degree of Regression of Critical Skill(s)		<div>Is there a likelihood of significant regression of the identified critical skill(s)?</div> <div>NO ↓ STOP ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.</div> <div>YES CONTINUE TO CRITERION 3 ↓</div>
Criterion 3: Time Required for Recoupment of Critical Skill(s)		<div>Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?</div> <div>NO ↓ STOP ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time.</div> <div>YES REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.</div>
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 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)	Critical Skills Analyzed: Math, Reading, Speech. After 2-week December break he's still making Steady progress in math & 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.	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	After X-mas it dropped to 45%, which is 35% decline in just 2 weeks. Antonio is	Is there a likelihood of significant regression of the identified critical skill(s)?  NO YES



# ESY Eligibility Framework: Criterion 2

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

RULE: Utilize at least three months of progress monitoring data.

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.




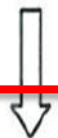


# ESY Eligibility Framework: Criterion 2

## 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).

<b>Criterion 2: Degree of Regression of Critical Skill(s)</b>	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 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>
<b>Criterion 3:</b>		<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

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

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.

*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.



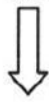



# ESY Eligibility Framework: Criterion 3

## 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 COMPLETE. 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

## 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.



# Additional Resources

Extended School Year (ESY) Services Policy

<http://osse.dc.gov/node/1555>

Extended School Year (ESY) Services Frequently Asked Questions

<http://osse.dc.gov/publication/extended-school-year-esy-services-frequently-asked-questions>



# Documenting ESY Determinations in SEDS





# IEP Team Process in SEDS for ESY

IEP teams must determine ESY eligibility status on an annual basis, as part of the overall IEP process.

IEP Process			Gina General63		
IEP Team	✓		Special Education Transportation	✓	
Meeting Invitation/Notice	✗		Extended School Year	✗	
Special Considerations	✓		Classroom Accommodations and Testing Participation	✓	
Present Levels of Performance	✓		Post-Secondary Transition Plan	✗	
Goals	✓		Graduation Planning	✓	
Services and Supplemental Aids	✓		Create IEP Document	✓	
Least Restrictive Environment	✓				



# IEP Team Process in SEDS for ESY

- IEP teams must follow state-level standards and criteria for determining ESY eligibility on a student-level basis, including required SEDS documents:
  - ESY criteria worksheet
  - ESY transportation eligibility worksheet

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)		<p>Will one or more of the student's critical skills be jeopardized by the break in service?</p> <p>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.</p> <p>YES ↓ CONTINUE TO CRITERION 2</p>
Criterion 2: Degree of Regression of Critical Skill(s)		<p>Is there a likelihood of significant regression of the identified critical skill(s)?</p> <p>NO ↓ STOP ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.</p> <p>YES ↓ CONTINUE TO CRITERION 3</p>
Criterion 3: Time Required for Recoupment of Critical Skill(s)		<p>Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?</p> <p>NO ↓ STOP ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time.</p> <p>YES ↓ REVIEW OF CRITERIA COMPLETED, PLEASE INDICATE IEP TEAM DETERMINATION BELOW.</p>

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

(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 not 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 not 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.



# IEP Team Process in SEDS for ESY

- Once the IEP team has determined ESY eligibility, **the ESY criteria worksheet** should be uploaded (or faxed) to SEDS using the link shown below.
- The IEP team marks the **Yes/No box** to document its decision.

**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	Date Received	Upload
01/24/2013	<a href="#">ESY Criteria Cover Sheet</a>			Upload Files

Permitted file extensions are: PDF, DOC, XLS, TXT, RTF, PPT, TIF, JPG, PNG, XLSX, PPTX, and DOCX  
No file may be greater than 25.00 MB in size.

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



# IEP Team Process in SEDS for ESY

Document appropriate ESY goals and services for the student.

- **NOTE:** Information on how to develop appropriate goals and services during ESY is found in Module I of the ESY Training Series.

ESY Goals ?					
Del	Position	Goal*	Functional Area(s)*	Critical Skill*	Details
<input type="checkbox"/>	1 of 1	Student will produce the target sound /s/ and /z/ in initial, medial, and final word positions with 80% accuracy,	Academic-Reading ▼	Reading and speech	<a href="#">Details</a>
<div><a href="#">Denote ESY Goals</a> <a href="#">Add New ESY Goals</a></div>					

**Goals to focus on during ESY**

ESY Special Education Services ?	
<div><a href="#">Denote ESY Special Education Service</a> <a href="#">Add ESY Special Education Service</a></div>	

**Hours of Specialized Instruction**

ESY Related Services ?							
Del	Service	Setting*	Amount of Time*	Provider*	Begin Date*	End Date*	Details
<input type="checkbox"/>	Speech-Language Pathology	General Education ▼	15 min per day ▼	Art Articulate ▼	01/28/2016	03/24/2016	<a href="#">Details</a>
<div><a href="#">Denote ESY Related Service</a> <a href="#">Add ESY Related Service</a></div>							

**Related Services required during ESY**



# ESY Transportation Eligibility


- The ESY-Related Transportation Worksheet aligns with the [Special Education Transportation Policy](#).
- IEP Teams must complete this worksheet for every child who is found eligible for ESY services.
- This worksheet must be uploaded into SEDS within five 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.

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.	NO, ESY services are <b>not</b> 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 <b>not</b> eligible for ESY-related transportation services.	NO, ESY services are <b>not</b> 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)
(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.			
<hr/> <hr/> <hr/>			



# ESY Transportation in SEDS

- Once the IEP team has determined transportation eligibility, the worksheet should be uploaded (or faxed) to SEDS.
- The IEP team marks the **Yes/No box** to document their decision.




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.

**ESY-Related Transportation**


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

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?<sup>\*</sup>



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.

**Reminder to also verify info in TOTE**





# ESY Transportation in SEDS

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

Is the ESY Transportation identical to the regular school year transportation?\*

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.

## Reminder:

If a student is eligible for ESY transportation, the LEA must still complete the request in TOTE.

SEDS only documents the eligibility decision, while TOTE captures logistical and routing information.

If **'Yes'** is selected, then the student's **school year** transportation information will pre-populate the page.

If **'No'** is selected, then the user will be prompted to manually fill in the student's transportation eligibility information.



# ESY Transportation in SEDS

Is the ESY Transportation identical to the regular school year transportation?\*


Yes ▼

- If yes, regular school year transportation eligibility status, category, and justification statement will pre-populate from the transportation section of the IEP process.

Is the ESY Transportation identical to the regular school year transportation?\*

No ▼

- If the ESY location is different than the school year, then the IEP team must re-determine if transportation is still appropriate, and document the decision below.


IEP Team Transportation Decisions	
On what basis is the student eligible or qualified for special education transportation services?*	ASP ▼
 NOTE: If student is under 12 years old or determined eligible for special education transportation services under the MFS or STS categories, then the appropriate mode of transportation is a DOT Vehicle.	
Mode of transportation*	DOT Vehicle ▼
Justification for DOT Vehicle (for students determined eligible in the ASP category that are at least 12 years old): *	Student attends nonpublic program in Maryland.



# ESY Transportation in SEDS

- Some students may be eligible for independent drop-off
  - Ages 12 and older, **and**
  - Eligibility category is “Accessing Special Programs” (ASP)
- Two steps to ensure independent drop-off is authorized:
  - Box is checked in SEDS as part of a finalized current IEP
  - Consent form is downloaded from SEDS, signed by parent, and **uploaded into TOTE** (not uploaded into SEDS)

Independent Student Dropoff

 If appropriate, print this form and upload the completed form into TOTE.

[Independent Student Dropoff Consent Form](#)

Check box if parent is submitting a completed independent dropoff consent form for the student. ☒



# Out-of-State Transfer Students in SEDS

SEDS has a special intake process for out-of-state transfer students to ensure they receive services in the interim while a full IEP is being developed.

- Interim or temporary services are called “comparable services”
- These are equivalent or similar to services that a student received in another state
- Determining ESY eligibility is an important step in creating comparable services
- Temporary IEP is then created and called a “Consult Letter”


Comparable Services		
	Transfer Student Intake	
	Consult Letter Services	
	Special Education Transportation	
	Consult Letter Extended School Year	
	Comparable Services Consult Letter	



# Out-of-State Transfer Students in SEDS

**Extended School Year (ESY) Services:** This page allows an IEP team to quickly determine if an out-of-state transfer student qualifies for ESY services.

- This page will look familiar as it replicates the ESY page in the regular IEP process and requires all of the same information, including the ESY eligibility worksheet.

Extended School Year Services				Gina General1101
<b>Student Information</b>				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade
<b>LEA / School Information</b>				
LEA of Enrollment	School / Site		Case Manager	
Docs Demo	1st Street Academy		Lea Admin101	
<b>ESY Eligibility</b> ?				
<div><p>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.</p></div>				



# Data Systems for ESY

Various ESY information is captured in multiple state-level data systems.

- **LEA Student Information Systems (SIS)** must contain the correct demographic information for students, which feeds into **SLED**, and then to **SEDS**.
- Once an IEP is finalized in **SEDS**, the information will be reflected in **TOTE** the **next business day**.
- Information from IEPs that are left in draft mode, or in the workspace of **SEDS**, are **not transferred to TOTE**.
- **LEA Data Managers** must ensure **ESY calendar dates for each school campus** are correct in **eSchoolPlus**



# Updating ESY Calendars in SEDS

LEA SE POCs must enter ESY calendars in SEDS in order to ensure data alignment in the system (e.g., progress reporting dates).

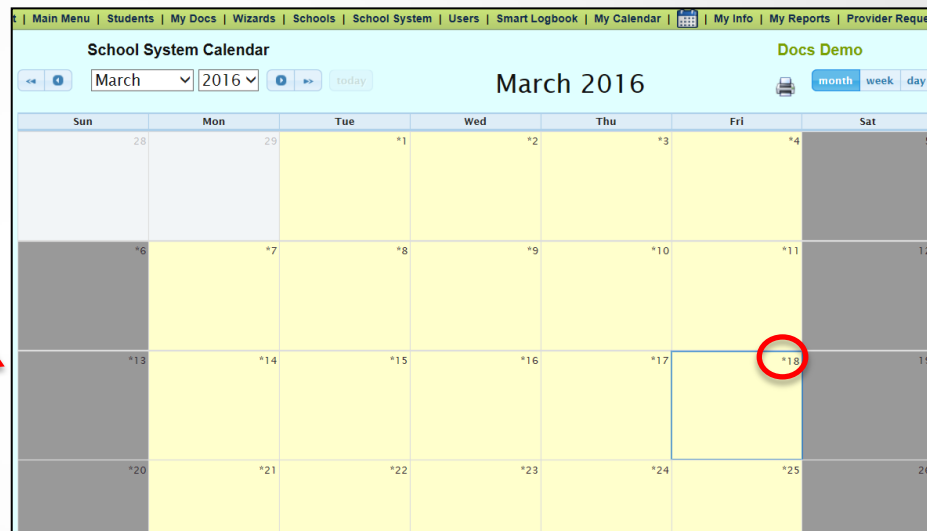
- ESY calendars in SEDS can be entered two ways:

- By selecting the dates on the calendar image

OR

- Entering a date range under the ESY Schedule column when editing school years

NOTE: LEA Data Managers must put ESY dates into eSchoolPlus.



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	Edit	Edit
<input type="checkbox"/>	1998-1999					Edit	Edit
<input type="checkbox"/>	1999-2000					Edit	Edit
<input type="checkbox"/>	2000-2001	08/02/2000	06/15/2001	318	227	Edit	Edit
<input type="checkbox"/>	2001-2002					Edit	Edit
<input type="checkbox"/>	2002-2003					Edit	Edit





# 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.)

ts | Assign Schools | Inactive Students | User Types | Unr | Assign Teachers | Inactive Users | User Type Assign | Man

**Reports - ESY (pdf)**

Select Students to Include:

School: -- All Schools --

Sort By: -- None --

**Generate Report**

Wizards | Schools | **School System** | Users | Smart Logbook | My Calendar | My Info | My Re

System Inc | Reports | Assign Schools | Inactive Students | User Types | Unrecognized Faxes | M  
Summary | Lists | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs | Use

anced Reporting System provides features such as Graphical Data Representation, Drill Down for specific data, and Ad H

**Standard Reports**

Drill-Down Reports

Service Log Reports

Services Documentation Report

**Scheduled Reports**

[DC Meeting Status Report](#) [DC State Assessment Accommodations Spreadsheet](#)

[Overdue Meetings](#) [DC State Assessment Participation Report](#)

[IEP at a Glance](#) [Transportation Changes](#)

[Table Verification Report](#) [BJ - Rate of Timeliness Report - IEP](#)

[Table Verification Report \(TXT\)](#) [BJ - Rate of Timeliness Report - IEP \(RAW\)](#)

[DC Message Board](#) [SmartLogbookReportDTLS](#)

[User All](#) [Related Services Management Report \(excel\)](#)

[EasyFax Compliance Report](#) [Related Services Management](#)

[Usage](#) [Related Services Management \(Yearly\)](#)

[Services Prescribed Vs. Delivered](#) [EasyFax Page Count Report](#)

[DC Assessment](#) [Related Service Management ESY \(excel\)](#)

[DC Active Student Report](#) [Related Services Management ESY](#)

[All Students Roster](#) [Assessment Timeliness Report \(xls\)](#)

[DC Transportation](#) [Assessment Status Report \(PDF/Excel\)](#)

[ESY \(pdf\)](#) [Assessment Status Report \(xls\)](#)

[ESY \(xls\)](#) [Smart Log book Report](#)

[EasyFax/Paperclip Compliance 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.

Schools   School System   Users   Smart Logbook   My Calendar      My Info   <b>My Reports</b>   Provider Re					
			Report Level		
Report	Date Created	Created By	System	School	User
<a href="#">ESY (pdf)</a>	03/18/2016	Lea Admin100			
( Reports)					



# ESY and Transportation Roster Report

This report is found in SLED → SEDS Reports → Enrollment & Attendance

SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM

Click Here For Reports Search for a Report Hello dcgovlannette.thack

Home / Categories / SEDS / Enrollment And Attendance / ESY and Transportation Roster Report

LEA\_Name Capital City PCS View Report

1 of 3 Find | Next

## ESY and Transportation Roster

Number of Students Eligible for Transportaion	Number of Students Eligible for ESY	Number of Students Eligible for ESY Transportaion
15	40	12

SI	First Name	Middle Name	Last Name	Date of Birth	Gender	Grade	School Code	School Name	LEA Code	LEA Name
----	------------	-------------	-----------	---------------	--------	-------	-------------	-------------	----------	----------

Provides a snapshot of number of students, and gives student details in an exportable spreadsheet below.



# ESY Requirements for the Transportation Online Tool for Education (TOTE)



# TOTE Overview

- TOTE helps streamline the transportation facilitation process with less manual submission, greater transparency and more reliable child data exchange between schools, LEAs, student case managers/IEP team members.
- The information delivered in TOTE assists OSSE DOT in providing safe, reliable and efficient transportation services that support and enhance learning opportunities for eligible students of the District of Columbia.
- TOTE receives updated student eligibility, enrollment and accommodation data from SEDS daily in order for users to enter student transportation request forms.
- Student data must be updated on a finalized IEP form in SEDS in order for it to feed into the TOTE system. Information completed in the workspace or that is left in draft mode will not make it into TOTE.



# ESY Certification

Certification by LEAs assists OSSE in anticipating state-level expenses and transportation needs.

As a reminder, a LEA has completed ESY certification when:

1. Student-level decisions on ESY eligibility status, goals and services, and transportation are updated and accurate in SEDS as part of a **finalized current IEP**.
2. **ESY calendar** and **bell times** are updated and accurate in TOTE.
3. Student **demographics, eligibility and ESY location** information is confirmed in TOTE.
4. Transportation requests for all students requiring services have **been submitted in TOTE**.

**2017 Deadline: Monday, May 1, 2017**





# Logging into OSSE TOTE

Request access to TOTE through the QuickBase app:

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

## 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.

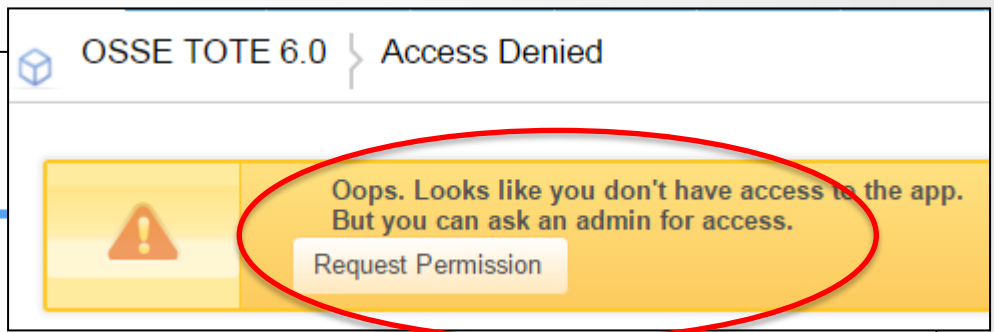
The OSSE Transportation Online Tool for Education ([OSSE TOTE 6.0](#)) application is the place all LEAs will submit school calendar, bell time information, and complete the process of requesting transportation services.

### [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/bh9fgniun>





# Logging into OSSE TOTE

- New users must register with QuickBase
- Your OSSE TOTE username will be your **email address** that you used to register for QuickBase.

**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

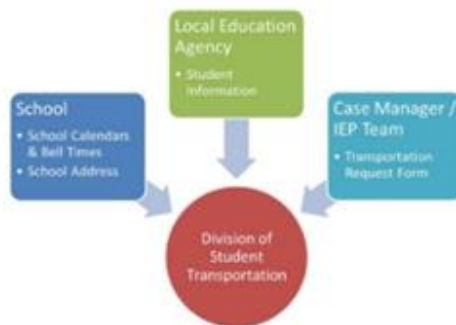


# Logging into OSSE TOTE

TOTE URL is <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
EDIT VIEW	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
EDIT VIEW	999999	Aang School of Avatars	23 North Avatar Epoch Street NE	Washington, DC 20009	(999) 867-5309	Avatar Aang	LEA (Independent) Charter
EDIT VIEW	999998	Avatar Air Temple	2122 Air Temple Way NW	Washington, DC 20032	(202) 867-5208	Ainsley Air-Nomad	LEA (Independent) Charter
EDIT VIEW	999996	Avatar Earth Temple	45 Ba Sing Sae Street NW	Washington, DC 20002	(202) 555-2645	Vanessa Dowd	LEA (Independent) Charter
EDIT VIEW	999995	Avatar Fire temple	24 Fire Temple Mount Street SE	Washington, DC 20018	(202) 867-5124	Jake Kelly	LEA (Independent) Charter
EDIT VIEW	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)										
EDIT VIEW	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
EDIT VIEW	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
EDIT VIEW	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
EDIT VIEW	Aang Charter Schools	<u>5</u>	<u>14</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>1</u>
TOT		5	14	9	1	0	3	1



# OSSE TOTE: Functionality (continued)

## LEA Administration

- Users can view 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:
  - Special Education Transportation Contacts
  - ESY Certification Student Status Summary
  - Student ESY Certification Details

LEA Name LEA Schools

LEA ID LEA Students

### School Address and Contact Information

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

Full ReportGrid EditEmailMore

	School Code	▲ School Name	Street Address	City / State / Zip	Main Phone Number	Main Fax Number	Principal Name	
<a href="#">EDIT</a>	<a href="#">VIEW</a>	999999	Aang School of Avatars	23 North Avatar Epoch Street NE	Washington, DC 20009	(999) 867-5309	(999) 867-5308	Avatar Aang
<a href="#">EDIT</a>	<a href="#">VIEW</a>	999998	Avatar Air Temple	2122 Air Temple Way NW	Washington, DC 20032	(202) 867-5208		Ainsley Air-Nomad
<a href="#">EDIT</a>	<a href="#">VIEW</a>	999996	Avatar Earth Temple	45 Ba Sing Sae Street NW	Washington, DC 20002	(202) 555-2645		Vanessa Dowd
<a href="#">EDIT</a>	<a href="#">VIEW</a>	999995	Avatar Fire temple	24 Fire Temple Mount Street SE	Washington, DC 20018	(202) 867-5124		Jake Kelly
<a href="#">EDIT</a>	<a href="#">VIEW</a>	999997	Avatar Water Temple					
<a href="#">EDIT</a>	<a href="#">VIEW</a>	999997	Avatar Water Temple					

### Spec. Education Transportation Contacts

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

[Add Contact](#)

Full ReportGrid EditEmailMore

9 Contacts

	School Name	Role	Contact Name	Email Address	Direct Phone	
<a href="#">VIEW</a>		LEA Administrator	Heinrich, Phil	<a href="mailto:phil.heinrich@dc.gov">phil.heinrich@dc.gov</a>	(202) 421-1037	
<a href="#">EDIT</a>	<a href="#">VIEW</a>	<a href="#">Aang School of Avatars</a>	LEA Administrator	Williams, Dartanion	<a href="mailto:dartanion.williams@dc.gov">dartanion.williams@dc.gov</a>	(202) 422-1153
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Avatar Air Temple</a>	Data Administrator	Shonough, Susan	<a href="mailto:sshon@avatar.aang.org">sshon@avatar.aang.org</a>	(202) 541-2574
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Avatar Water Temple</a>	Special Education Coordinator	Water-Tribe, Katara	<a href="mailto:k_tribe@aangschools.org">k_tribe@aangschools.org</a>	(999) 867-5309
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Avatar Fire temple</a>	Transportation Coordinator	Campbell, Jason	<a href="mailto:jason.campbell@dc.gov">jason.campbell@dc.gov</a>	(202) 299-9999
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Avatar Earth Temple</a>	LEA Administrator	Blasioli, Cassondra	<a href="mailto:cassondra.blasioli@dc.gov">cassondra.blasioli@dc.gov</a>	(202) 727-6789
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Avatar Air Temple</a>	LEA Administrator	King, Ernest	<a href="mailto:ernest.king@dc.gov">ernest.king@dc.gov</a>	(202) 741-0272
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Avatar Earth Temple</a>	LEA Administrator	Enos, Jessica	<a href="mailto:jessica.enos@dc.gov">jessica.enos@dc.gov</a>	(202) 867-5309
<a href="#">VIEW</a>	<a href="#">VIEW</a>	<a href="#">Aang School of Avatars</a>	LEA Administrator	Rogers, Lia	<a href="mailto:lia.rogers@dc.gov">lia.rogers@dc.gov</a>	(202) 576-5510





# OSSE TOTE: Functionality (continued)

## LEA Administration

- In addition to the ESY Certification Status Summary, users can view the certification details for students under their LEA jurisdiction.
- Student Status Detail:**  
This is the full report used to certify students for ESY 2017.

### Student Summary By Status

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

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

### 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	Aang School of Avatars	21005555	Reese, Teller		Incomplete	Incomplete	Incomplete		Incomplete	1. Pending Eligibility Determination



# OSSE TOTE: Functionality (continued)

## School Administration

- Users can view/edit the following school information by accessing the School Information Form
  - Confirmation of ESY program
  - Special Education Transportation Contacts
  - School Calendar & Bell Times
  - Configure bell times for multiple programs
- Users will need to request and then submit an EMI form to OSSE's Division of Data Management at [OSSE.LEAdata@dc.gov](mailto:OSSE.LEAdata@dc.gov)
  - School Address & Contact Information

### 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:ddwilliams4@cps.k12.il.us">ddwilliams4@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



# Certification Deadline Reminder

## **Deadlines:**

- ESY – May 1, 2017
- SY – June 5, 2017

Please submit your ESY and SY calendar(s) and transportation requests at the same time if that information is available.

## **Additional Resources**

- TOTE Support Line: (202) 576-5520



# New Secondary Transition Report in SEDS




# New Secondary Transition Report in SEDS

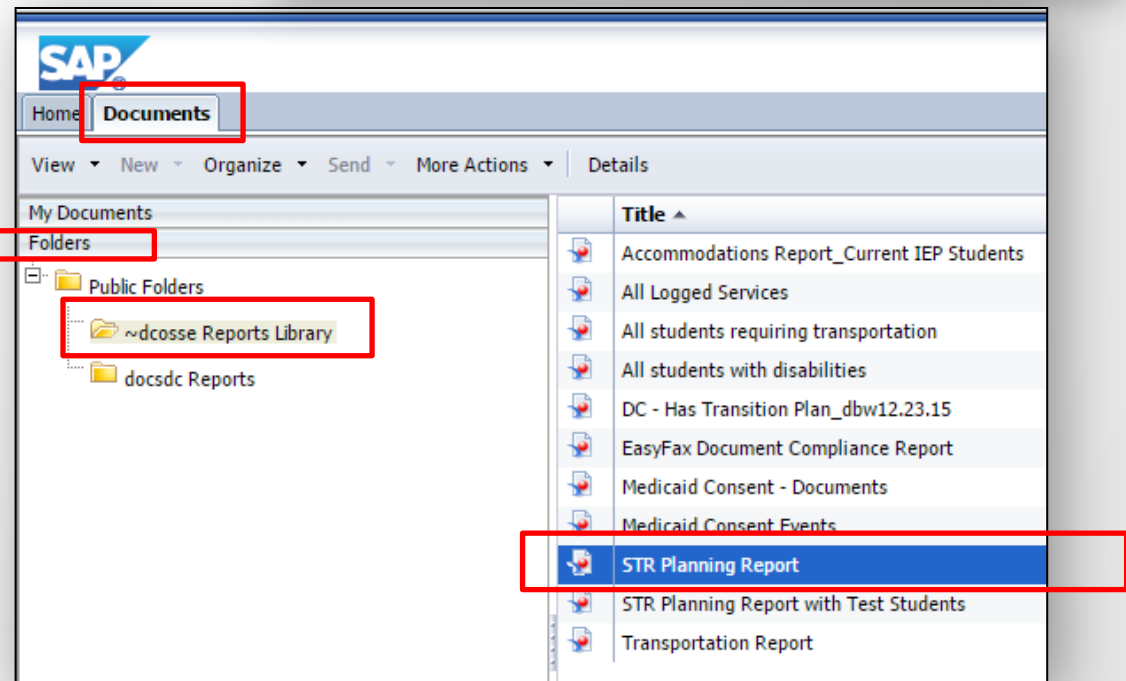
**Secondary Transition (STR) Planning Report** in the Advanced Reporting Tool (ART) within SEDS has been **updated** in preparation for the new age 14 transition plan requirement (beginning July 1, 2017).

Access the ART from the **School System** and **Reports** tabs in SEDS.

Once in the ART, select the following:

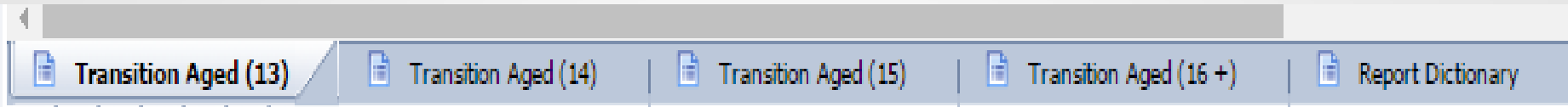
1. **Documents**
2. **Folders**
3. **~dcosse Reports Library**
4. **STR Planning Report**

**TIP:** If the ART only shows garbled JAVA text, hit the browser refresh button. 





# New Secondary Transition Report in SEDS



The new report contains a separate roster for each age category (age 13, 14, 15, 16+) and contains helpful information for IEP teams and school administrators about each student's secondary transition plan status.

## STUDENTS AGED 14 YEARS - TRANSITION SERVICES PLANNING DATES

Has Transiti on Plan	School	First Name	Last Name	Age	IEP End Date	14th Birthday	14 Before IEP End Date?	Days From 14th Birthday	Transition Assessments Due	RSA Consideration Due	Parental Consent for RSA Invitation Due	RSA Invitation Due If Parent Consented	Overdue Plans
No	ABC Academy PCS	Sally	Student	14	11/20/2017	11/26/2016	Yes	76	8/22/2017	10/6/2017	10/21/2017	11/5/2017	Yes
No	ABC Academy PCS	Leonard	Learner	14	2/17/2017	12/2/2016	Yes	70	11/19/2016	1/3/2017	1/18/2017	2/2/2017	Yes
No	ABC Academy PCS	Franky	Freshman	14	3/17/2017	7/9/2016	Yes	216	12/17/2016	1/31/2017	2/15/2017	3/2/2017	Yes
No	ABC Academy PCS	Tina	Teenager	14	4/6/2017	3/26/2016	Yes	321	1/6/2017	2/20/2017	3/7/2017	3/22/2017	Yes
No	ABC Academy PCS	Bugs	Bunny	14	3/22/2017	5/4/2016	Yes	282	12/22/2016	2/5/2017	2/20/2017	3/7/2017	Yes





# New Secondary Transition Report in SEDS

The **Report Dictionary** tab defines each column of the report and explains how the responses are generated.

KEY DATA FIELDS	
Report Field	Definition
Transition Plan	Yes or No --Whether or not there is a finalized Transition Plan in the student's IEP process.
IEP End Date	Expiration date for current IEP in the student's SEDS record.
Transition Assessments Due	90 days before student's next IEP meeting -- The recommended due date for the LEA to conduct age-appropriate Transition Assessments.
RSA Consideration Due	45 days before student's next IEP meeting -- The recommended due date for the LEA to consider if RSA services are needed to meet postsecondary goal.
Parental Consent for RSA Invitation Due	30 days before student's next IEP meeting --The recommended due date for the LEA to obtain parental consent to invite RSA to the IEP meeting.
RSA Invitation Due	15 days before student's next IEP meeting -- The recommended due date for the LEA to invite RSA to the IEP meeting.
Overdue Plan	Student reached age when plan is required before finalized plan was created.
Column N for 15 Year old Students	Definition
16th Birthday Before IEP End Date	Yes or No --Whether or not the 15 year old student will turn 16 prior to the next IEP meeting.
Column O for 15 Year old Students	Definition
Days Until 16th Birthday	Number of days until the student's 16th birthday
Column N for Students 16 Years and Older	Definition
Days Post 16th Birthday w/o Transition Plan	Number of days post the student's 16th birthday without a finalized Transition Plan.
Column N for 13 Year old Students	Definition
14th Birthday Before IEP End Date	Yes or No --Whether or not the 13 year old student will turn 14 prior to the next IEP meeting.
Column O for 13 Year old Students	Definition
Days Until 14th Birthday	Number of days until the student's 14th birthday



All data can be **exported** to PDF, Excel, or CSV, and shared with other staff who assist in the secondary transition plan development or implementation.

A screenshot of the SAP Web Intelligence interface. The top bar shows the SAP logo and user information: "Welcome: ~dcosse\_Annette Thacker\_1020 | Applications ▾ Preferences Help menu ▾". Below this is a tab labeled "STR Planning Report". A red arrow points from the top center to the "Export" icon in the toolbar. The "Export" dropdown menu is open, showing three options: "Export Document As", "Export Current Report As", and "Export Data to CSV ...". The "Export Current Report As" option is highlighted with a red box. Its submenu is also visible, listing four formats: "PDF", "Excel 2007", "Excel", and "CSV Archive". The "Text" option is also listed below "CSV Archive". The main report area displays the title "STUDENTS AGED 15 YEARS - TRANSITION PLANNING DATES" above a table with columns: Has Transition Plan, School System Name, School System Code, School, School Code, State ID (USI), First Name, Last Name, Grade, Age, and Date of Birth.



# Overview of Transition Survey Results

In December 2016, OSSE sought feedback from LEAs on what resources , trainings, and guidance is needed to support schools, students, and families in preparing to implement the new secondary transition age 14 requirement beginning in the 2017-18 school year.

## Secondary transition age needs

- **Resources and trainings:** Nearly all respondents anticipate needing resources and training (in person and webinar) on appropriate assessments and drafting transition plans for students in middle school
- **Staffing:**
  - Respondents serving a larger number of 13- and 14-year olds with disabilities (35+) anticipated needing at least 1 additional staff member, with larger LEAs anticipating requiring more.
  - Smaller LEAs did not identify additional staffing needs but stressed the need for training and technical assistance, especially for LEAs who do not currently serve students of transition age.



# Overview of Evaluation Survey Results

In the same December 2016 survey, OSSE sought feedback from LEAs on the anticipated new initial evaluation timeline of 60 days.

## Initial evaluation timeline needs

- **Resources and trainings:** Most respondents requested formal written guidance, informal guidance, and trainings (in person and webinar).
- **Funding:** Respondents anticipated needing more staff and evaluators (related service providers/ psychologists/ contractors), but did not necessarily specify how many.
  - Some LEAs conducting evaluation in-house identified additional staff needs.
  - Some LEAs contracting for evaluations mentioned contractors charging “expedited fees” and/or concerns about not being able to find enough vendors to meet new timeline.
- **Other concerns:** Respondents generally supportive of students receiving services more quickly, but expressed concerns about quality of evaluations completed on shorter timeline and increased rates on untimely evaluation evaluations.



# OSSE Support Tool Tips & Reminders



# OSSE Support Tool - Ticket Submissions

**REMINDER:** If the **same issue** affects **multiple students**, please utilize the **Global Issues Template** found under the Quick Reference Guides tab.

– **DO NOT SUBMIT A NEW TICKET FOR EVERY STUDENT.**

Home Issues **Quick Reference Guides** Previous LEAs

Quick Reference Guides Quick Reference Guides Home  
▶ REPORTS & CHARTS

Embedded for LDAs	5 Quick Reference Guides	Archive? is not '1'		
	Name	Description	Guide	Archive?
👁	OSSE Support Tool Guide		<a href="#">LEA Data Administrator II - Course Presentation - OSSE Support Tool Section.pdf</a>	
👁	LEA Contact List		<a href="#">Updated 2013 Contact List.xlsx</a>	
👁	Nonpublic Training of TA Model		<a href="#">Nonpub training of new TA model UPDATED 02 09 2014 (1).pdf</a>	
👁	OST Enrollment Audit Global Issue Template		<a href="#">OST Enrollment Audit Global Issue Template 2014-2015.xlsx</a>	
👁	OSSE Support Tool Guide for DSE POCs		<a href="#">OSSE Support Tool PPT Guide - DSE POC updated 09 04 2014.pptx</a>	



# OSSE Support Tool – Ticket Submissions

▼ OSSE Support Request

Directions:  
Use this form to request support for SEDS

Issue Type \*

Access to SEDS  
Administrative Actions  
Administrative Actions - Close Out  
Assessments - Affidavits  
Assessments - Incident Report  
Assessments - Med Exemptions  
Assessments - MSAA, DC Science Alt  
Assessments - Other  
Assessments-DC Science  
Assessments-PARCC  
Assessments-Test Security Plan  
Child Count  
Enrollment  
Enrollment/Enrollment Audit  
Extended School Year  
Fax/Upload Document Issues  
Nonpublic  
OSSE Support Tool Access  
**Other**  
Policy  
Reports-SEDS, SLED, and Distributed  
Student Record Transfers  
System Issues  
System Maintenance  
TOTE  
Training  
Unified Data Errors

- **‘Other’** should only be selected as the issue type when none of the other options apply.
- Choosing the most relevant issue type allows OSSE staff to route the support request more quickly to the correct team.
- The sub-category list provides additional information that may assist in determining overall issue type.

Issue Type \*

Enrollment ▼

Status Sub-Category: \*

Make a Selection...

Make a Selection...

**Student Not appearing in SEDS - currently attending LEA**  
Student Erroneously appearing in SEDS - Not attending LEA  
Annual Enrollment Audit: School Issue (School, Grade) ; (Exit Entry)  
Annual Enrollment Audit: LEP Status Issue; Residency/ Tuition Issue; Cour  
Annual Enrollment Audit: SLED/USI Issue  
Student Information Appearing Incorrectly  
Administrative Exit from SEDS/PWN  
Duplicative Enrollment  
EA Supplemental Quickbase App User Account (Add/Delete/Modify)  
Student not appearing in SLED





# OSSE Support Tool - Ticket Submissions

**Examples of issues that should NOT be denoted as ‘other’ for issue type:**

*“Student disappeared from our SEDS. I saw her/his name in the system yesterday. Can you please assist with getting her back in SEDS at our LEA?”*

– Category: **Enrollment**

Sub-Category: **Student Not appearing in SEDS – currently attending LEA**

*“Student is no longer attending the state school. He/she has moved to West Virginia.”*

– Category: **Enrollment**

Sub-Category: **Student Erroneously appearing in SEDS – not attending LEA**

*“One of my student’s attendance data is feeding incorrectly into Qlik. How should we go about getting the information corrected?”*

– Category: **System Issue**

Sub-Category: **Qlik**



# Nonpublic Access to SEDS

- NP SEDS POCs are responsible for obtaining a **SEDS aggregate account** for themselves and all relevant nonpublic staff (even if a staff member only needs access to one LEA's SEDS site)
  - NP SEDS POC makes request through the **OSSE Support Tool**
  - NP SEDS POCs should **never ask the LEA** to create a SEDS account for a nonpublic staff member.
    - LEAs are not responsible for managing nonpublic SEDS accounts overall. They only manage **nonpublic access to specific students**.
- Access to individual students in SEDS
  - The LEA SE POC is responsible for providing student access to nonpublic staff members, who already have SEDS aggregate accounts (set up by OSSE), when the **request is made by the NP SEDS POC to the LEA SE POC**.



# Announcements & Reminders



# LEA SE POC Monthly Webinars

- **SEDS Train-the-trainer**
  - For LEA SE POC and/or designated LEA/school-level SEDS trainer
    - April 6, 2017, 12-3 p.m.
- **Related Services Provider SEDS Train-the-trainer**
  - LEAs may choose an experienced RSP to attend this training who then will return to the LEA to train his/her colleagues
    - April 12, 2017, 12-3 p.m.

All training registrations are listed on the OSSE Data Systems Training Registration Page: <https://octo.quickbase.com/db/bj339wdcr>



# LEA SE POC Resources

Resource documents and archived webinar trainings for LEA SE POCs.

<http://osse.dc.gov/service/technical-assistance-support-and-training-education>

## Technical Assistance, Support, and Training Education

The Technical Assistance, Support, and Training Education team within DAR equips educational stakeholders in the District of Columbia with tools and resources for system and data use to increase educational outcomes and effectiveness for students and educators. Our work ensures that LEAs are able to meaningfully use data to evaluate performance and improve outcomes for students.

## Monthly LEA Data Discussion Meeting Resources

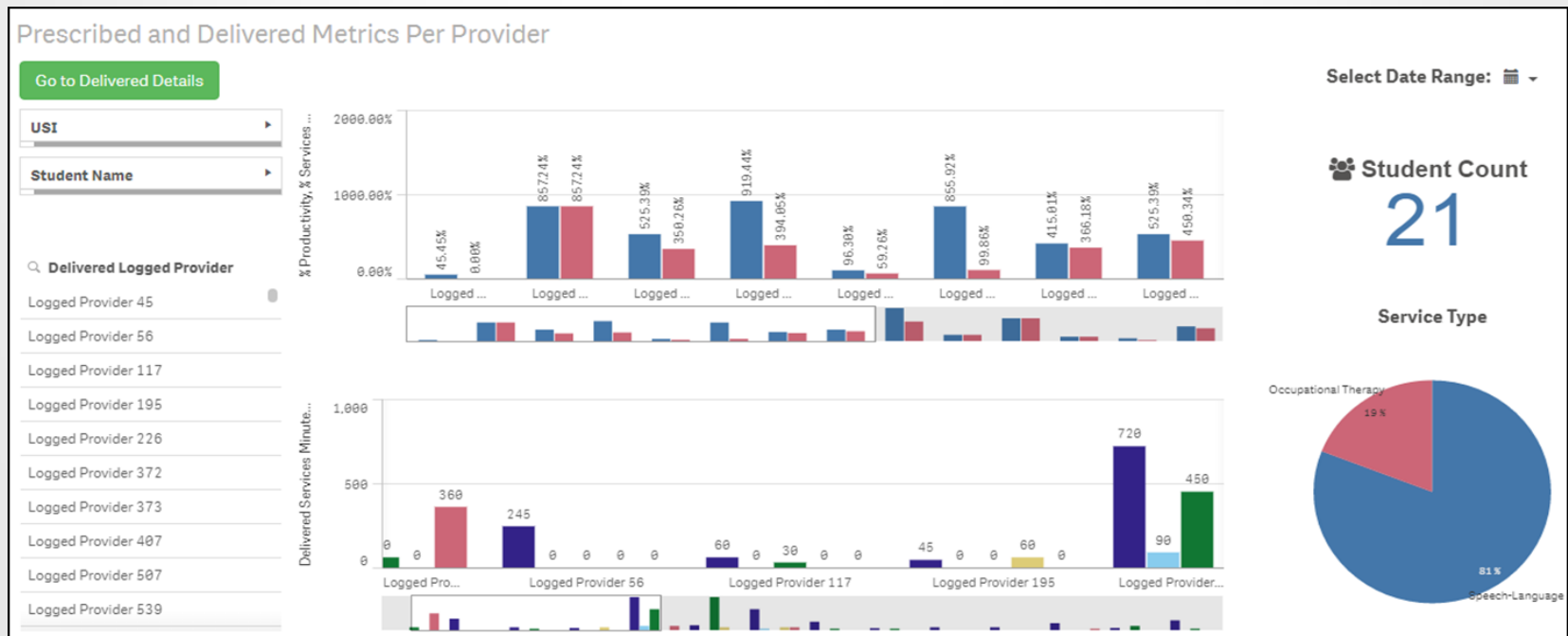
### 2016-17 School Year Trainings

- eSchoolPLUS LEA Calendars and LEA Points of Contact
- LEA Data Mapping Application
- LEA Special Education Point of Contact (LEA SE POC) Monthly Training Series
  - October 2016
  - September 2016
  - August 2016
- Nonpublic SEDS Point of Contact Webinar
- Orientation for LEA Data Managers
- Qlik Related Services Management Report Webinar
- Teacher Shortage Areas and Teacher and Principal Evaluation Data Collections



# New RSMR Tool Available

- New and improved RSMR Tool available to LEA SE POCs in Qlik Sense includes many easy-to-use visual features.
- Training webinar recording [here](#). Additional in-person training will be provided the end of March/beginning of April for LEA SE POCs.





# February 2017 LEA Institute on ESSA



Jane Lowenstein, 7th Grade, DC International School

District of Columbia Office of the State Superintendent of Education presents its second LEA Institute for the 2016-17 school year:

## IT TAKES A CITY TO ENSURE EVERY STUDENT SUCCEEDS

**Tuesday, Feb. 28, 2017** | 8:30 a.m. – 4 p.m.

Gallaudet University Kellogg Center  
800 Florida Ave, NE, Washington, DC 20002

Register now: <http://bit.ly/2hNCO5R>

For questions: [OSSE.TTA@dc.gov](mailto:OSSE.TTA@dc.gov)



Register today! <http://bit.ly/2hNCO5R>





# Professional Development Opportunities

Teaching and Learning Professional Development Calendar

<http://osse.dc.gov/service/specialized-education-trainings>

EDUCATION						
November 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 <a href="#">RSP SEDS Train-the-Trainer</a> <a href="#">ELs in the Math Classroom</a> <a href="#">Book Study</a>	4	5
6	7 <a href="#">DC STEM Summit</a> <a href="#">"STEM in the City"</a>	8	9	10	11 <i>Holiday</i>	12
13	14 <a href="#">ACCESS Test Prep</a>	15 <a href="#">ACCESS Test Prep</a> SY 2016-17 School Based Medicaid Re- imbursement Training	16 <a href="#">LEA Sped POC</a> <a href="#">Monthly Webinar</a>	17 <a href="#">ELs in the Math Classroom</a> <a href="#">Book Study</a>	18	19
20	21	22	23	24 <i>Holiday</i>	25	26
27	28	29 <a href="#">LEA Institute: It</a> <a href="#">Takes a City</a>	30 <a href="#">Nonpublic SEDS</a> <a href="#">POC Webinar</a>			



# Survey Evaluation (Live Poll Questions)

1. I had a positive experience in this training.
2. Overall this was an effective training.
3. Please rate the overall course content and training materials.
4. Please rate the presentation of materials by the trainer.
5. What were the strengths of this session? How could this session be improved? (e.g., time, location, materials, resources provided, training format, etc.) **(Type your answer in the chat box)**
6. What additional training or professional development do you need to strengthen your practice? **(Type your answer in the chat box)**



Q&A



# Thank you!

TOTE questions: [DOT.data@dc.gov](mailto:DOT.data@dc.gov) or (202) 576-5520

All other questions: OSSE Support Tool or  
[OSSE.DARtraining@dc.gov](mailto:OSSE.DARtraining@dc.gov)

## **NEXT WEBINARS:**

**Wednesday, March 15, 2017**

**Topic:** Utilizing Reports to Oversee Service Provision  
and Ensure Timeliness

**\*DATE CHANGE FOR APRIL WEBINAR\***

**Changed from April 19 to April 26 due to spring break.**  
(registration link does not change)