

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

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LEA Special Education Point of Contact Monthly Webinar

Feb. 21, 2018

OSSE Division of Data, Assessment and Accountability
OSSE Division of K-12 Systems and Supports
OSSE Division of Student Transportation
OSSE Division of Teaching and Learning



Agenda

- I. Providing Appropriate SEDS Access to Nonpublic Staff
- II. 2018 Extended School Year (ESY) Certification Process
- III. Determining Eligibility for ESY
- IV. Documenting ESY Determinations in SEDS
- V. ESY Requirements for the Transportation Online Tool for Education (TOTE)
- VI. Announcements & Reminders



Providing Appropriate SEDS Access to Nonpublic Staff



SEDS Access for Nonpublic Staff

SEDS access for nonpublic staff requires OSSE, the nonpublic, and LEAs to work together. Key players include:

- 1. Nonpublic SEDS Point of Contact (NP SEDS POC):** Each nonpublic campus has a designated POC who is responsible for:
 - Coordinating SEDS access for nonpublic staff
 - Training nonpublic staff on how to use SEDS
- 2. LEA SE POC:** Responsible for overseeing SEDS access for **any user, including nonpublic users**, who serves students from that LEA. LEA SE POC directly controls which student files a user can access.
- 3. OSSE Help Desk Staff:** Only the NP SEDS POC and the LEA SE POC can communicate with the OSSE Help Desk by using the OSSE Support Tool.



Nonpublic Staff SEDS Access

Case Scenario: Nonpublic program hires a new related service provider (RSP) who needs access to Student A and Student B, who are enrolled at two different LEAs in DC.

STEP 1: RSP needs a **SEDS aggregate account**, which allows RSP to access multiple LEAs' SEDS sites via one common login page.

- LEAs should **NEVER** create a SEDS account for a nonpublic staff.
- OSSE is responsible for creating nonpublic SEDS aggregate accounts.
- Nonpublic SEDS POC makes request in **OSSE Support Tool (OST)**, including list of LEAs with students whom the RSP serves.
 - LEA SE POC can also make this request in the OST on behalf of a nonpublic user.

EasyIEP™ Ver. 12.6
for
OSSE Aggregate

Name:

Password:

Login

You can log into these systems:

<u>Customer Name</u>	<u>School System Name</u>
<u>dcacademyhopepcs</u>	<u>Academy of Hope Adult PCS</u>
<u>dcapapcs</u>	<u>Achievement Preparatory Academy PCS</u>



Nonpublic Staff SEDS Access

STEP 2: RSP has access to LEAs' SEDS sites, but still cannot see her students in SEDS. **ONLY the LEA SE POC** for each LEA can grant access to student files for nonpublic staff. This is done by modifying the user profile to include **access to the nonpublic school campus.**

- Open up RSP's user profile.
- **ONLY** check the box for the RSP's nonpublic campus.
- **NEVER** check the box for a LEA campus, as this will violate **FERPA** by granting access to **ALL students** at that LEA campus.

NOTE: Although OSSE created the RSP's account, it is not appropriate for OSSE to grant access to specific students.

Check All Check None Reset

Schools:

- Acadia Healthcare Millcreek of Arkansas (Fordyce, AR)
- Accotink Academy Therapeutic Day School (Springfield, VA)
- Chelsea School (Hyattsville MD)
- Childrens Guild - Prince George's (Chillum, MD)
- Devereux Georgia Treatment Network (Kennesaw, GA)
- E L Haynes PCS – Middle School
- E.L. Haynes PCS – Elementary School
- EL Haynes PCS High
- Episcopal Center for Children (DC)



Troubleshooting Nonpublic SEDS Access

Scenario: Nonpublic RSP still cannot see her students in SEDS, nor log services, even though she has a SEDS account. **The LEA SE POC and NP SEDS POC should work together** through these steps to troubleshoot.

Step 1: LEA SE POC asks registrar to double check Student Information System (SIS) to ensure the nonpublic is listed as the **student's attending school campus**.

Step 2: LEA SE POC updates the RSP's user profile to ensure the **nonpublic campus box** is checked under "Schools."

Step 3: LEA SE POC confirms and/or updates the **RSP's user type** (e.g., speech pathologist).

Step 4: LEA SE POC selects the appropriate **"Can Provide"** designations.

Step 5: LEA SE POC **checks current IEPs** to ensure the correct related services are prescribed.

Step 5: Nonpublic SEDS POC, SEC, or LEA SE POC assigns students to the **RSP's caseload**.

Related Services	
Services:	Can Provide
Audiology	<input type="checkbox"/>
Behavioral Support Services	<input checked="" type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>
Orientation and Mobility	<input type="checkbox"/>

After following these steps, if **issue persists**, the LEA SE POC should contact OSSE using the **OSSE Support Tool**.



Limiting SEDS Access by Campus

SEC/RSP
Pre-Training Account Access
RSP Supervisor *
Transportation Coordinator *
LEA View Only Administrator *
LEA Data Administrator *
State Special Education Staff *
Special Education Supervisor *
Special Education Specialist
Occupational Therapist
Physical Therapist
Speech/Language Pathologist
Psychologist
Social Worker
Art Therapist
Audiologist
Adapted PE Teacher
Related Service Provider- Vendor
School Leader *
RSP Program Coordinator *

When editing user accounts, select the user type very carefully.

User types with an asterisk (*) automatically grant access to all campuses (both LEA and nonpublic).

- These are **not** appropriate user types for **nonpublic staff**.

User Type:



Note: Associations with Schools -- User Types can be set up with automatic School associations.

To select the appropriate School associations for a new user:

- If you select a User Type in the dropdown list above with no symbol after it, the system will associate the user with each School you choose below.
- If you select a User Type that is followed by an asterisk (*) (All Schools), the new user is automatically associated with every School.



Limiting SEDS Access by Campus

To do a quick check of campus-level access, pull up a list of current users and look at the “School(s)” column.

For example, this OT provider has access to 17 campuses.

<u>School(s)</u>	<u>Students</u>	<u>Title</u>	<u>User Type</u>
TMS	0, 1	Occupational Therapist	Occupational Therapist
RSMCTG	0, 1	Occupational Therapist	Occupational Therapist
LC	0, 1	Occupational Therapist	Occupational Therapist
KDAA, KDATA, KDCCA, KDCP, KDCSA, KDCVA, KDDA, KDGA, KDKA, KDLA, KDNA, KDPA, KDQA, KDWA, KHA, KIPPL, LC	0, 38	Occupational Therapist	Occupational Therapist
IS	0, 1		Occupational Therapist
IS	0, 0	Occupational Therapist	Occupational Therapist
IS	0, 0	Occupational Therapist	Occupational Therapist
HRAOB	0, 1	Occupational Therapist	Occupational Therapist
-none-	0, 0	Occupational Therapist	Occupational Therapist



2018 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**.

2018 Deadline: Monday, May 7, 2018



2018 ESY Data System Deadlines

Data System	ESY Required Tasks	Earliest date LEA can begin task	Final deadline to complete task
SEDS	Finalize ESY eligibility & ESY transportation eligibility status on IEP	Fall 2017	Friday, May 4, 2018 <i>(shows in TOTE next business day)</i>
	Enter ESY calendar & ESY progress report dates	Fall 2017	June 1, 2018
	Enter Service Trackers	Last day of ESY	Within 5 business days after ESY ends for LEA
	Enter Progress Reports	Last week of ESY	
TOTE	Complete transportation request form (TRF) for each student eligible for ESY transportation	March 19, 2018	Monday, May 7, 2018
eSchool PLUS	Create ESY calendar <i>(LEA Data Managers)</i>	March 26, 2018	June 1, 2018
SLED ESY Module	Input ESY site location(s) for LEA [new for 2018]	April 2, 2018	Two days prior to the first day of ESY for the LEA
	Assign each ESY-eligible SWD to ESY site location	April 2, 2018	Two days prior to the first day of ESY for the LEA
	Indicate overall ESY attendance for student	<i>Can be completed as early as first day of ESY, if parent/guardian/student opted out of ESY.</i>	Within 5 business days after ESY ends for LEA



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)	_____ _____ _____ _____	<p>Will one or more of the student's critical skills be jeopardized by the break in service?</p> <p>NO ↓ STOP</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>	<p>YES CONTINUE TO CRITERION 2</p> <p>↓</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</p> <p>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> <p>↓</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</p> <p>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.



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> <i>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.</i></p>	<p><i>Will one or more of the student's critical skills be jeopardized by the break in service?</i></p> <p>NO</p>  <p>STOP</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>	<p>YES</p> <p>CONTINUE TO CRITERION 2</p> 
Criterion 2: Degree of	<p><i>After X-mas it dropped to 45%, which is 35% decline in just 2 weeks. Antonio is</i></p>	<p><i>Is there a likelihood of significant regression of the identified critical skill(s)?</i></p> <p>NO</p>	<p>YES</p>



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).

<p>Criterion 2: Degree of Regression of Critical Skill(s)</p>	<p>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>	<p>Is there a likelihood of significant regression of the identified critical skill(s)?</p> <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> <p>YES CONTINUE TO CRITERION 3 </p>
<p>Criterion 3:</p>		<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.



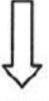



ESY Eligibility Framework: Criterion 3

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.	 STOP 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)	<p>Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?</p> <p>NO</p>  REVIEW OF CRITERIA COMPLETE. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.	<p>YES</p>  STOP 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.

The screenshot shows the 'IEP Process' interface for user 'Gina General63'. The interface features a navigation bar at the top with various menu items. Below the navigation bar, the 'IEP Process' section is displayed, containing a list of tasks. Each task is represented by a blue rounded rectangle with an icon, a label, and a status indicator (green checkmark or red X).

Task	Status
IEP Team	Completed (Green Checkmark)
Meeting Invitation/Notice	Not Completed (Red X)
Special Considerations	Completed (Green Checkmark)
Present Levels of Performance	Completed (Green Checkmark)
Goals	Completed (Green Checkmark)
Services and Supplemental Aids	Completed (Green Checkmark)
Least Restrictive Environment	Completed (Green Checkmark)
Special Education Transportation	Completed (Green Checkmark)
Extended School Year	Not Completed (Red X)
Classroom Accommodations and Testing Participation	Completed (Green Checkmark)
Post-Secondary Transition Plan	Not Completed (Red X)
Graduation Planning	Completed (Green Checkmark)
Create IEP Document	Completed (Green Checkmark)



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</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> <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</p> <p>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</p> <p>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)

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)

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 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	ESY Criteria Cover Sheet			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	Details

Denote ESY Goals

Add New ESY Goals

Goals to focus on during ESY

ESY Special Education Services ?

Denote ESY Special Education Service

Add ESY Special Education Service

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	Details

Denote ESY Related Service

Add ESY Related Service

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?	
_____	_____	_____	
(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 not 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 not eligible for ESY-related transportation services.	NO, ESY services are not 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 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.			



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](#)

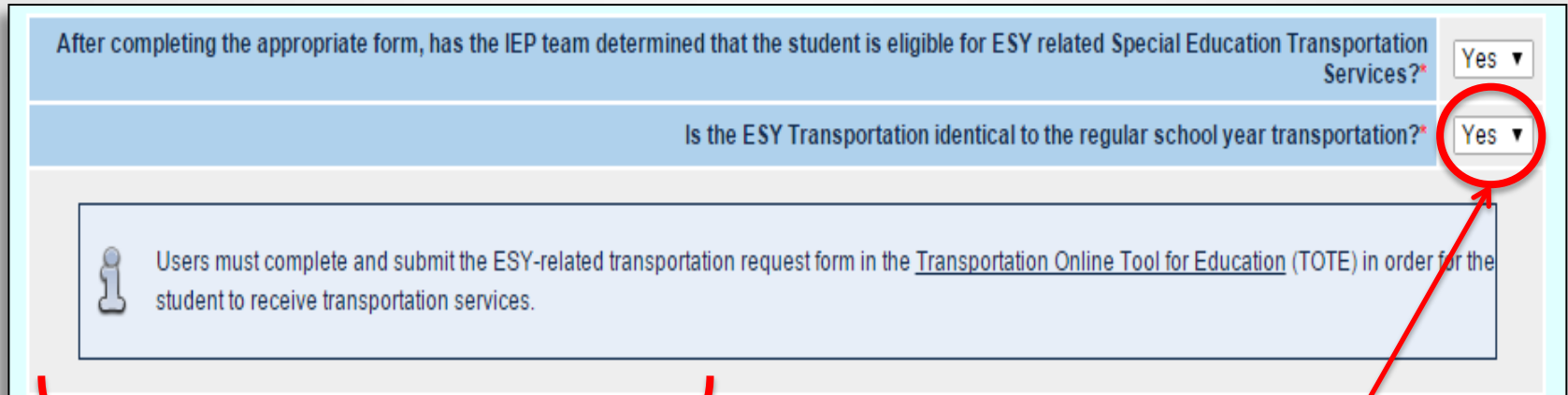
 No Documents have been generated for this student.

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

 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”






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
Student Information				
Student Name	Local ID	State USI	Date of Birth	Student Grade
Gina General1101	GINA1101	TRN0016644	06/01/1999	5th Grade
LEA / School Information				
LEA of Enrollment	School / Site		Case Manager	
Docs Demo	1st Street Academy		Lea Admin101	
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.				



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).

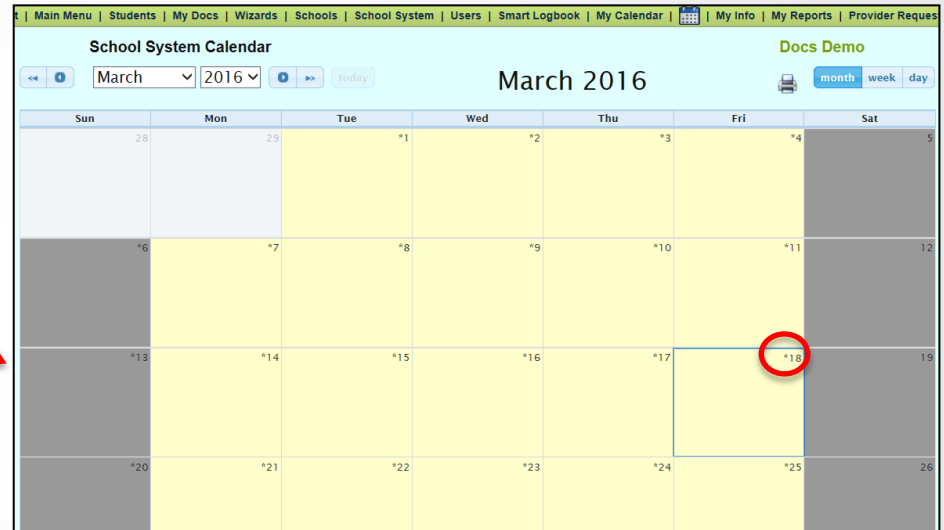
- ESY calendars in SEDS can be entered two ways:

- 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.)

Navigation menu: Wizards | Schools | **School System** | Users | Smart Logbook | My Calendar | My Info | My Reports

Sub-menu: **Reports** | Assign Schools | Inactive Students | User Types | Unrecognized Faxes | Summary | Lists | Assign Teachers | Inactive Users | User Type Assign | Manage Service Logs | Use

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

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	

Reports - ESY (pdf)

Select Students to Include:

School:

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.

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

Lea Admin100

			Report Level		
Report	Date Created	Created By	System	School	User
ESY (pdf)	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)



Changes to TOTE for 2018

OSSE will roll out a new system to replace TOTE coming in the 2018-19 school year

- Integrated easy to use cloud based system
- Streamlined and reduction in data entry
- LEAs should continue to use TOTE until deployment and training timelines are communicated
- OSSE will share updates and training information during the next LEA SE POC webinar on March 21, 2018, types of training will include
 - Instructor lead training (ILT)
 - Web-based training (WBT)
 - Just-in-time training/office hours



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**.

2018 Deadline: Monday, May 7, 2018



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>

OSSE TOTE 6.0 } Access Denied

Oops. Looks like you don't have access to the app.
But you can ask an admin for access.

Request Permission



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](#)

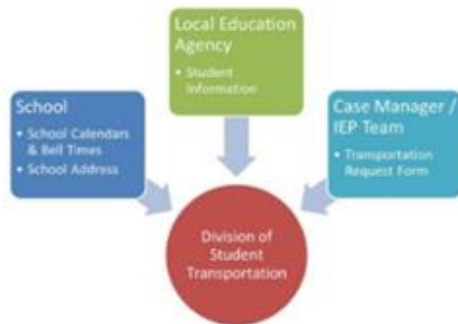


Logging into OSSE TOTE

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: Calendar Update

The user should create the calendar for ESY 2018.

Then enter your school name.

Once the form loads scroll to the bottom of the page and select “add school term calendar”.

OSSE TOTE 6.0 > LEA Admin Dashboard

Welcome to OSSE TOTE!

Buttons: Add a School Contact, Certification Summary by LEA, View Active SY Calendar(s), View Active ESY Calendar(s), SY LEA List Report, ESY LEA List Report

Schools > Schools Home

Search these schools

LEA Type	School Code	Closed	School Name	School Address
Non-Public School	1075	no	Academy for Ideal Education - Gallatin Street	1501 Gallatin Street
Non-Public School	1076	no	Academy for Ideal Education - T Street	2600 12th Street,
Non-Public School	3076	no	Acadia Healthcare Arizona Parc Place	2190 N. Grace Blv

School/Program Calendar and Bell Times

Good Day.

In order to be able to provide a seamless change to your school calendar, we are now monitoring more closely the changes that are being requested. We would like to better control what the change is and ensure that we will be able to make the change in a timely fashion and that all parties can be made aware of when the change will be effective. These changes can take time and require additional work in our scheduling system to ensure they are done appropriately. We are taking an extra step to ensure the service provided to the students are uninterrupted, and that updates are made as seamless as possible.

If you would like to make a change to your school calendar please email dot_data@dc.gov for assistance.

Add School Term Calendar

School Name	Program Name	Related Term Name	Changes Deadline	First Day	Last Day	Doors Open	Estimated Bus Schedule	Instruction Starts	Early Dismissal	Dismiss Time
No school calendars found										

School Code	School Name	ESY Program Name	Related Term Name	Changes Deadline	First Day	Last Day	Doors Open	Estimated Bus Schedule	Instruction Starts
99998	OSSE DOT PCS	ESY 2016	Monday, JUL-11-2016	07-05-2016	07-29-2016	8:00 am	We will schedule the DOT Vehicle to arrive between 8:00 am and 8:20 am.		8:30 am



OSSE TOTE: Add School Calendar

▼ School Calendar Form

Record ID#			
Related School	School Name	School Address On File	Administrative Office Address
OSSE Academy PCS - 99997	OSSE Academy PCS	652 West Mouseria Way Rockville, MD 20853	
Principal	This Year's 11/12 Month Entry:		
Dr. Mickey Mouse	Yes		

▼ School Term Details

Term *
2017 - 2018
Program Name *
ESY Special Instruction Update - OSSE Academy PCS
Program Manager Name & Title

▼ Calendar Submission Details

Reason for Submitting Calendar	Extended School Year
--------------------------------	----------------------



OSSE TOTE: School Calendar (continued)

✓ School Year Details

First Day *

07-02-2018



Last Day *

07-31-2018



✓ School Calendar Details

Additional Break First Day

mm-dd-yyyy



Additional Break Last Day

mm-dd-yyyy



Fall/Thanksgiving Break First Day *

11-22-2017



Fall/Thanksgiving Break Last Day *

11-24-2017



Winter/Christmas Break First Day *

12-22-2017



Winter/Christmas Break Last Day *

01-01-2018



Spring/Easter Break First Day *

03-26-2018



Spring/Easter Break Last Day *

03-30-2018



Summer Break First Day *

08-01-2018



Summer Break Last Day *

08-27-2018



✓ Calendar Changes Information

The School Day: Bell Time Details you enter below are **effective the 1st day of the school term.**

Calendar Effective Date

Monday, JUL-02-2018

Changes can be made to this schedule the first week of the school term. *No changes to this schedule will be accepted or effected after the first week of the school term.*

Changes Deadline

Friday, JUL-06-2018



OSSE TOTE: School Calendar (continued)

School Calendars > Add School Calendar

Settings

Reports & Charts

Save & close

Cancel

Customize this Form

Student Entry Time: This is the time students may enter the building. The time staff is available and present in the building to allow students to progress to their classrooms.

Student Entry Time *

Student Entry Time: No Earlier than 5 AM, no later than 10 AM

You must enter the **AM**.

Instruction Start Time: This is the time students are expected to be sitting in their first class, ready to learn. It **CANNOT** be the same time as the student entry time nor is it realistic to give only 5 minutes between this time and the Student Instruction Time.

Instruction Start Time *

Instruction Start Time: No Earlier than 5 AM, no later than 10 AM

You must enter the **AM**.

You have a student entry time of , this is the time the doors to the school open, and an instruction start time of , this is the time the Student are seated at their desks and ready to learn.

However, this is impossible. If the students are just walking in the building at - how are they expected to be at their desks at , too? Please edit your bell time.

PM Dismissal Time *

PM Dismissal Time: No Earlier than 11 AM, no later than 7 PM

You must enter the **PM**.

Bell Time Exceptions

Do you have an Early Dismissal Time? *

An **Early Dismissal** means the release of students from school prior to the end of the school day for an excused purpose. A school's **Early Dismissal** may include a dismissal which occurs at 1:00 PM on Thursday while the rest of the week the school has a standard dismissal.

Do you have an Alternate Dismissal Bell Time? *

An **Alternate Bell** is one that differs from the standard dismissal, particularly in regard to certain days of the week. A school's **Alternate Bell** may include a dismissal which occurs at 5:44 PM on Friday while the rest of the week the school has a standard dismissal.

Inclement Weather Closures & Make-Ups

Administrators may use this section to notate which jurisdiction they follow in the event of inclement weather and to track additional days of the school year that students are required to attend in order to make up for inclement weather school closures.

Inclement Weather Jurisdiction *

DCPS (District of Columbia)

Calendar Exception Day(s)

The term "Calendar Exception" refers to all **non-recurring** early dismissal day(s), day(s) school is closed, and/or day(s) Student are not expected to report to school (e.g. professional development days and Federal Holidays). It also includes Inclement Weather Make-Up Days, which can be added or deleted throughout the school year.

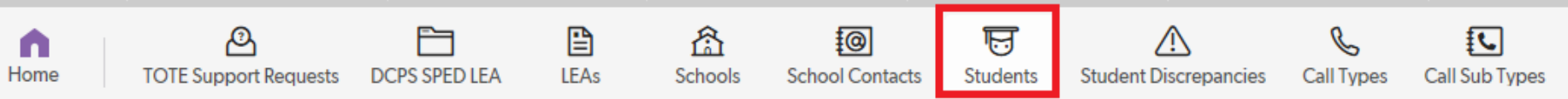
Add Calendar Exception Day



OSSE TOTE: Submitting a TRF

Once the ESY calendar is saved the LEA will be able to submit a TRF for their students that are eligible for ESY transportation services.

The following slides will display this process.



Students > Students Home
▶ Reports & Charts



OSSE TOTE: Submitting a TRF

Student Information

Student Name	USI	Local ID	DOB	Age	Gender
Mara, Berenice	1000011901	46558180	07-15-2000	17.6	F

Primary Disability Name

Developmental Delay

Eligibility Type Description

Individualized Education Plan

IEP Event Date

04-08-2013

IEP End Date

04-07-2014

Is this student a DC Ward?

No

Will student use ESY transportation?

Yes

Will student use SY transportation?

No

Does this student have alternate eligibility documents, such as HOD, DC Ward, SA, or 504 Plan, which grant eligibility for transportation services?

No



OSSE TOTE: Submitting a TRF

▼ ESY Placement & Eligibility Information

ESY Attending School Name	ESY Program Name		
Raymond EC	SY2017-18 Regular School Calendar		
ESY Transportation Category	ESY Related Transportation	ESY Mode of Transportation	ESY Justification For Bus
	Yes	DOT Vehicle	

▼ ESY Student Accommodations

<input type="checkbox"/> ESY Medical Condition			
ESY Medication Self Administer		ESY Medication Assistance	
<input type="checkbox"/> ESY Medical Devices			
ESY Monitored Equipment			
<input type="checkbox"/> ESY Hearing Impairment			
<input type="checkbox"/> ESY Visual Impairment			
<input type="checkbox"/> ESY Student Behavior			
<input type="checkbox"/> ESY Specialized Equipment			
<input type="checkbox"/> ESY Assistive Devices			



OSSE TOTE: Submitting a TRF

ESY Placement & Eligibility Information

ESY Attending School

Raymond EC

ESY Attending School Type

District of Columbia Public School (DCPS)

ESY Transportation Category

ESY Related Transportation

Yes

ESY Mode of Transportation

DOT Vehicle

ESY Justification For Bus

Student Transportation Request

[Add Transportation Request Form](#)

Full Report | Email | More ▾ 1 Transportation Request Form

	Transportation Request Status	Transportation Request Status Comment	Reason For Transportation Request	Term
	Submitted	[JUN-07-17 4:37 PM OSSE (OSSE) Quickbase] This request has been submitted for routing.	New School Year	ESY 2017



OSSE TOTE: Submitting a TRF

Student Contact Information

Although you can add a contact directly from the Transportation Request Form, it is much more efficient to add the contact on the Students Form.

Contact Name *

Billy Blanks - Uncle

Contact Type

Parent

Relationship to Student

Uncle

Main Phone Number

(222) 222-2222

Mobile Phone Number

Is there an alternate student contact?

No

Transportation Request Details

Term *

2017 - 2018

Request Reason *

Extended School Year (ESY) Services

Submission Date

02-09-2018

Estimated Go-live Date

Wednesday, 02-14-2018

School Calendar - School Name

Make a Selection...

Thank you for submitting your Transportation Request Form within 10 days of the date the Transportation Request Form reminder, route schedules are subject to change.

Thank You,

Office of the State Superintendent of Education, Division

Should this transportation request go live sometime after the Estimated Go Live Date?

No



OSSE TOTE: Submitting a TRF

Mode of Transportation

Requested Mode of Transportation *

DOT Vehicle

Is AM Pick Up Needed?*

Yes

Is PM Drop Off Needed?*

Yes

AM Pick Up Details

AM Pick Up Address*

123 What St NE, 102 Washington, DC 20019

Student Lives Here

yes

Gate Code or Building Code

N/A

Business Name

AM Days of the Week

MTWRF

Monday, Tuesday, Wednesday, Thursday, Friday

Is there an alternate AM Pick Up for this student?

No

PM Drop Off Details

PM Drop Off Address*

123 What St NE, 102 Washington, DC 20019

Student Lives Here

yes

Gate Code or Building Code

N/A

Business Name

PM Days of the Week

MTWRF

Monday, Tuesday, Wednesday, Thursday, Friday

Is there an alternate PM Drop Off for this student?

No



Certification Deadline Reminder

Deadlines:

- **ESY – May 7, 2018**
- **2018-19 School Year – June 4, 2018**

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



Announcements & Reminders



Thank you!

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

Special Education Policy questions: OSSE.DSEpolicy@dc.gov

All other questions: OSSE Support Tool

NEXT WEBINAR:

Wednesday, March 21, 2018

***TOPICS: Discipline for Students with Disabilities, Updates on ESY
and 2018-19 School Year Transportation***