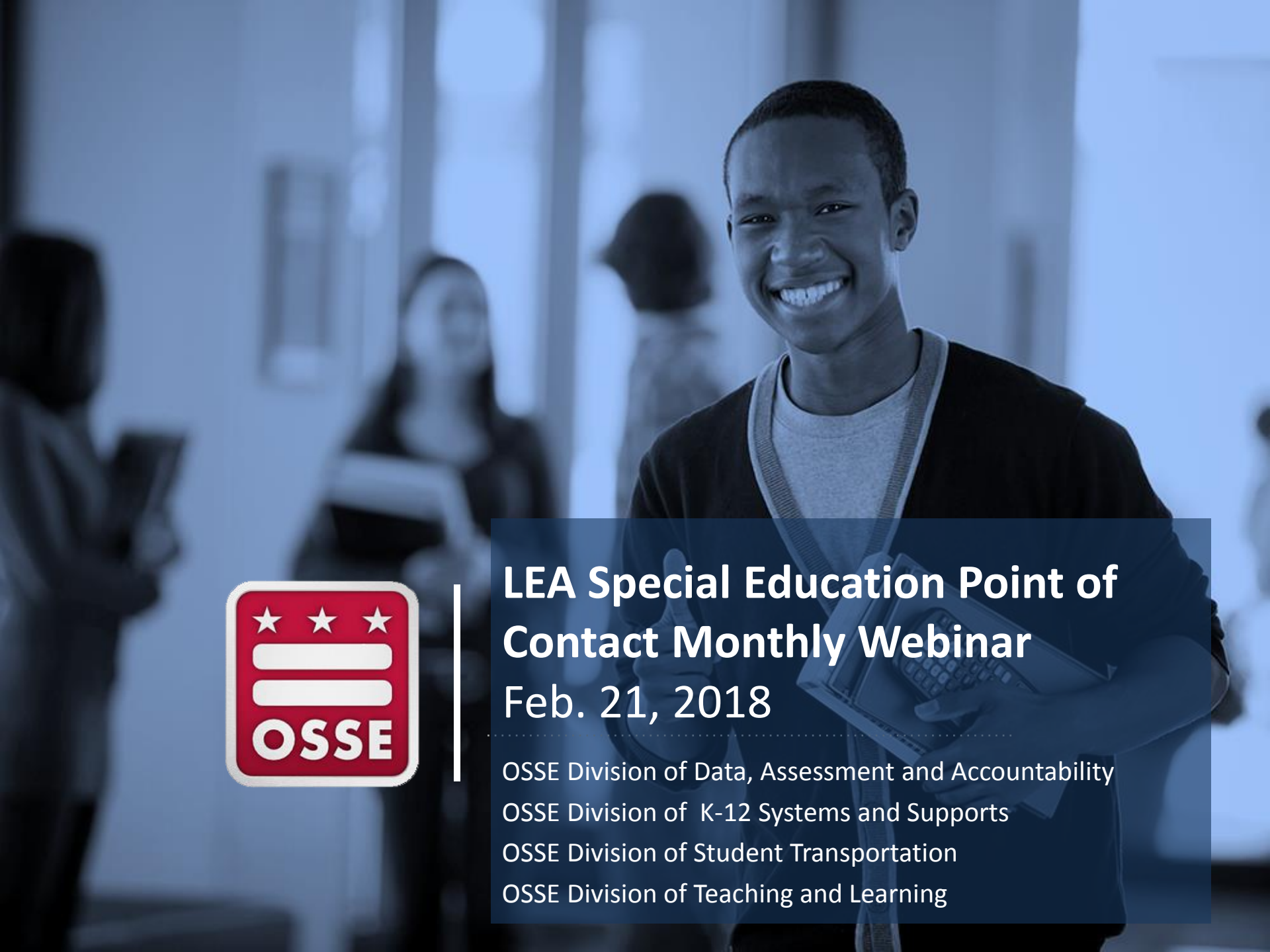
The LEA Special Education Point of Contact Monthly Webinar will begin momentarily.

A copy of today's presentation is available for download through GoToWebinar. To access, expand the 'Handouts' menu.

OSSE



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:

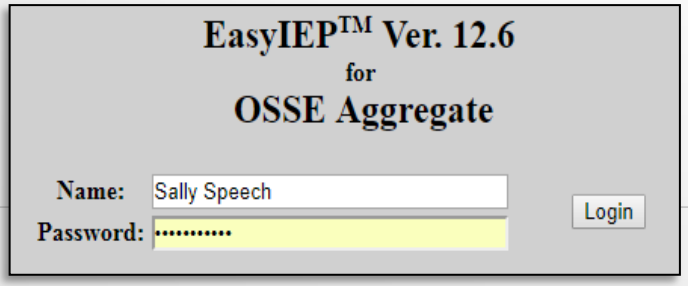
1. **Nonpublic SEDS Point of Contact (NP SEDS POC):** Each nonpublic campus has a designated POC who is responsible for:
   - Coordinating SEDS access for nonpublic staff
   - Training nonpublic staff on how to use SEDS
2. **LEA SE POC:** Responsible for overseeing SEDS access for **any user, including 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.

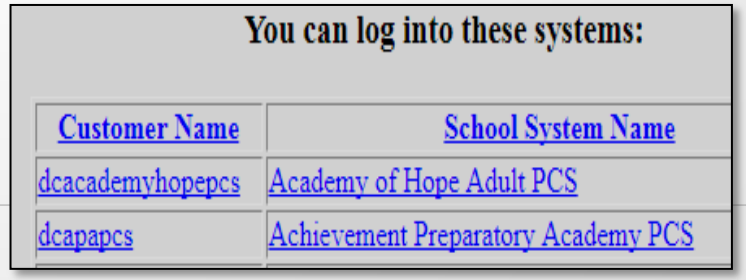
Nonpublic Staff SEDS Access

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.

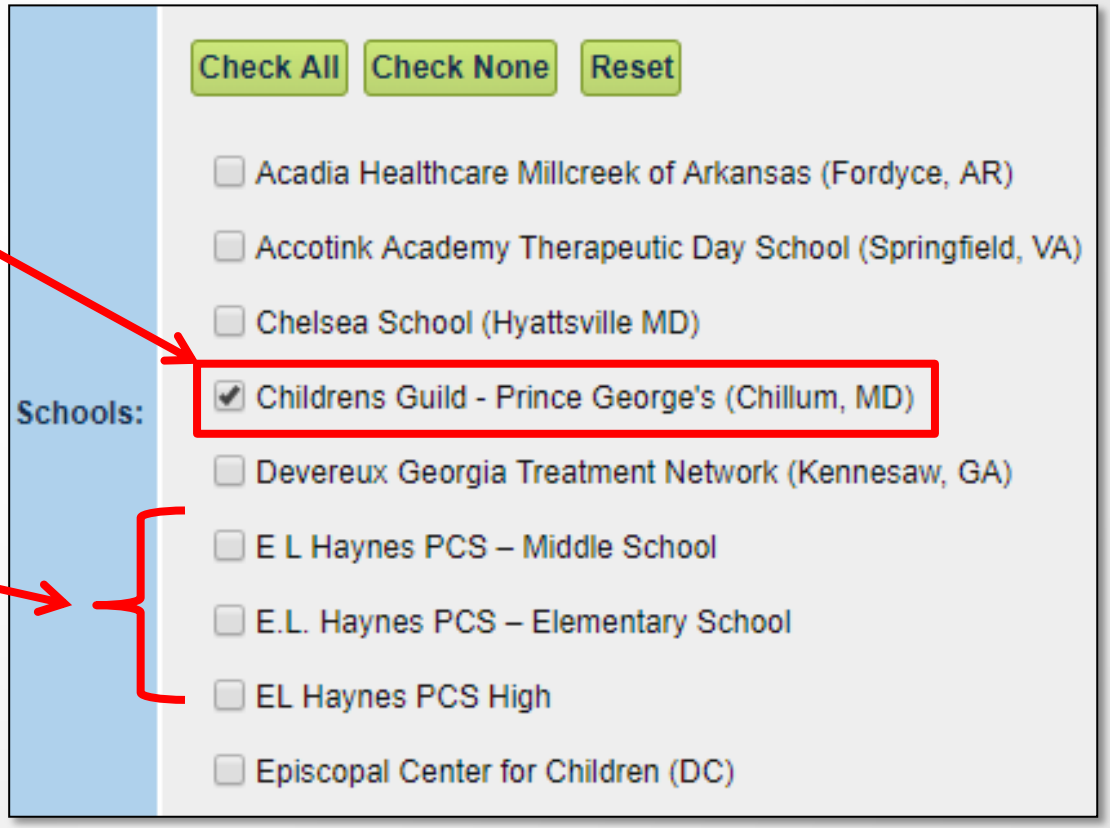




Nonpublic Staff SEDS Access

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.

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.**

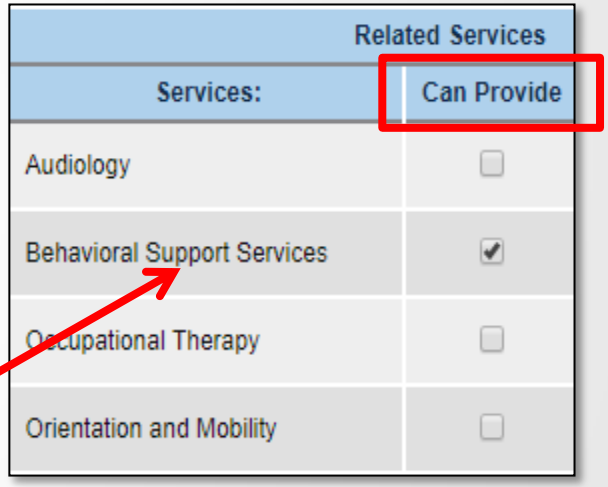
Step 2: LEA SE POC updates the RSP's user profile to ensure the **nonpublic campus box** is checked under "Schools."

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.

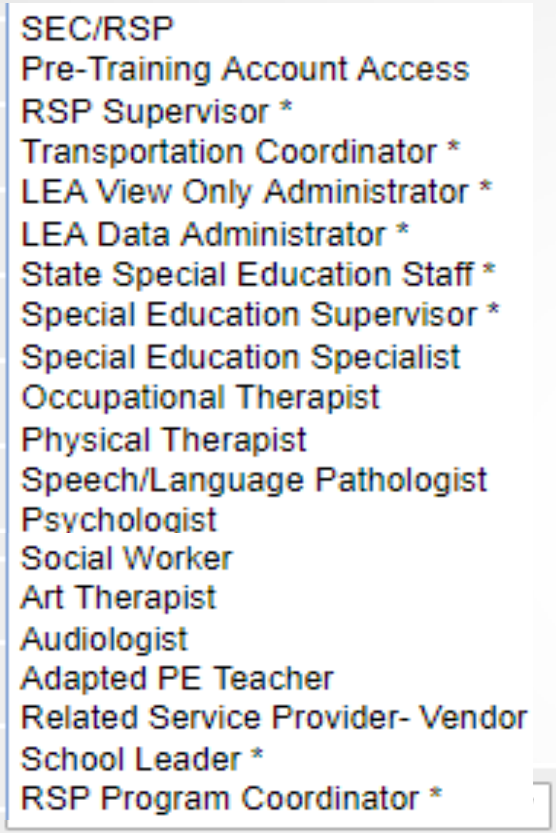
Step 5: LEA SE POC **checks current IEPs** to ensure the correct related services are prescribed.

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



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

Limiting SEDS Access by Campus



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.**

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.

School(s)	Students	Title	User Type
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 *(shows in TOTE next business day)*
	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 *(LEA Data Managers)*	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	*Can be completed as early as first day of ESY, if parent/ guardian /student opted out of ESY.*	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:

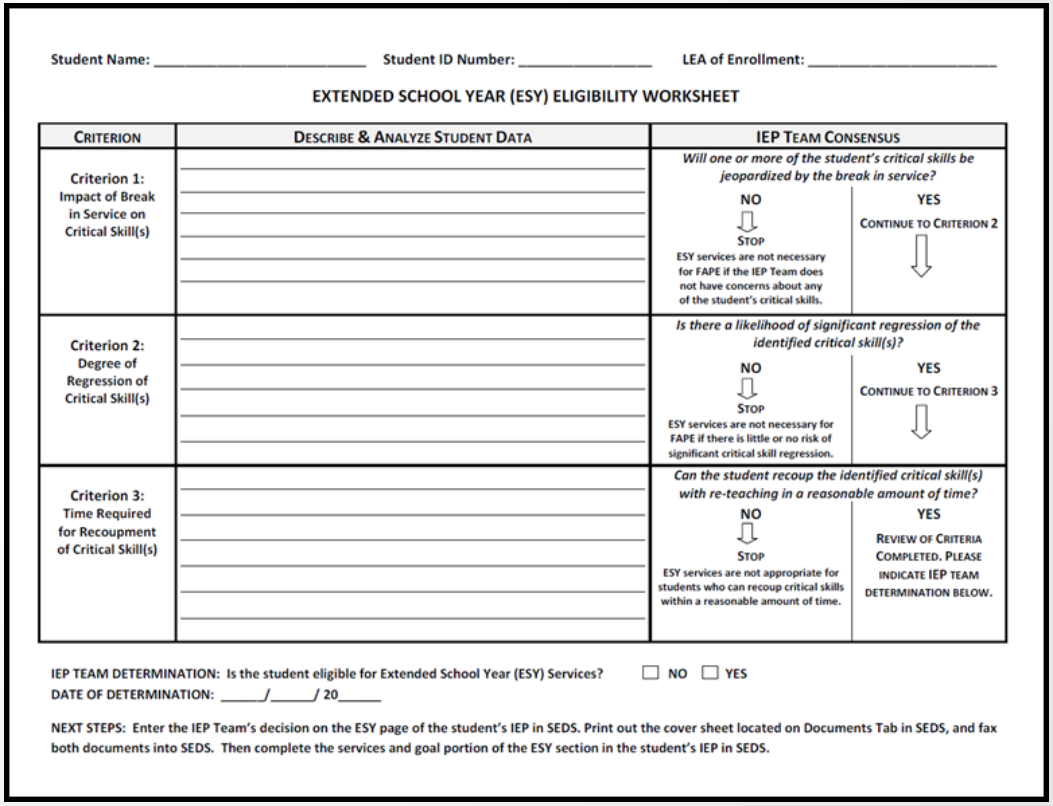
- Historical data of the child's rate of progress toward critical skill attainment, rate of regression of a critical skill, and time needed for the critical skill recoupment;
- Medical records or evaluations that speak to the nature and/or severity of the child's identified disability;
- Current developmental 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)		*Will one or more of the student's critical skills be jeopardized by the break in service?* NO ⇩ STOP ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills. YES CONTINUE TO CRITERION 2 ⇩
Criterion 2: Degree of Regression of Critical Skill(s)		*Is there a likelihood of significant regression of the identified critical skill(s)?* NO ⇩ STOP ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression. YES CONTINUE TO CRITERION 3 ⇩
Criterion 3: Time Required for Recoupment of Critical Skill(s)		*Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?* NO ⇩ STOP ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time. YES REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.

IEP TEAM DETERMINATION: Is the student eligible for Extended School Year (ESY) Services? ☐ 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 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).

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

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	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)	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.	*Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?* NO ⇩ REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.	YES 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

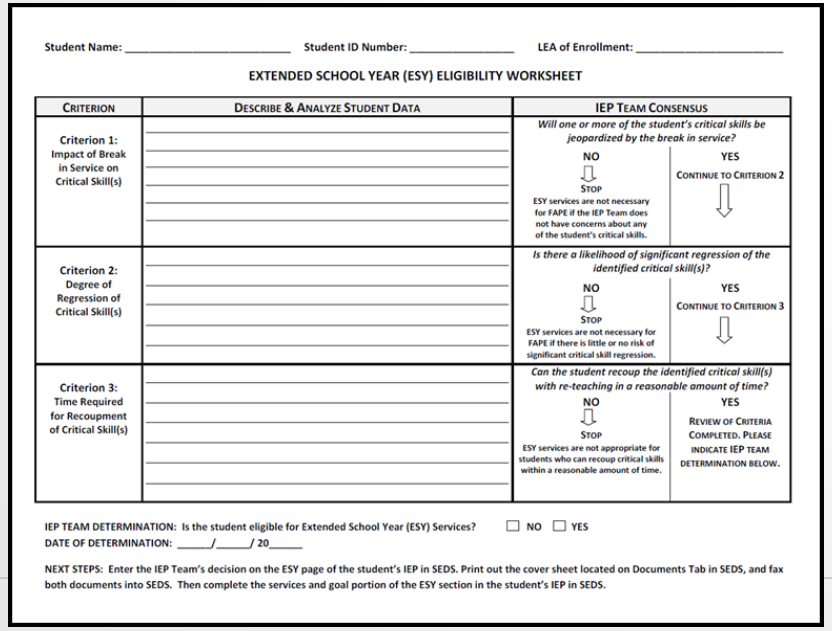
Documenting ESY Determinations in SEDS

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.

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: _____

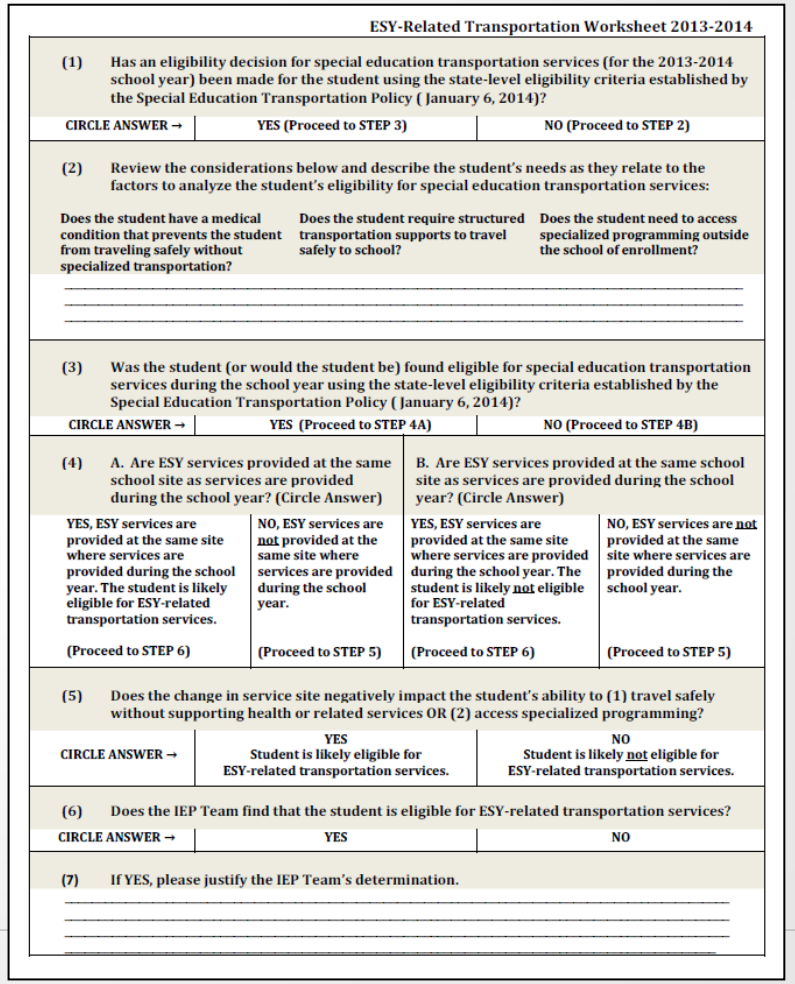
EXTENDED SCHOOL YEAR (ESY) ELIGIBILITY WORKSHEET

Criterion	Describe & Analyze Student Data	IEP Team Consensus
Criterion 1: Impact of Break in Service on Critical Skill(s)		*Will one or more of the student's critical skills be jeopardized by the break in service?* NO ⇩ STOP ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills. YES CONTINUE TO CRITERION 2 ⇩
Criterion 2: Degree of Regression of Critical Skill(s)		*Is there a likelihood of significant regression of the identified critical skill(s)?* NO ⇩ STOP ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression. YES CONTINUE TO CRITERION 3 ⇩
Criterion 3: Time Required for Recoupment of Critical Skill(s)		*Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?* NO ⇩ STOP ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time. YES REVIEW OF CRITERIA COMPLETED. PLEASE INDICATE IEP TEAM DETERMINATION BELOW.

IEP TEAM DETERMINATION: Is the student eligible for Extended School Year (ESY) Services? ☐ 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.	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)

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.	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)

(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.

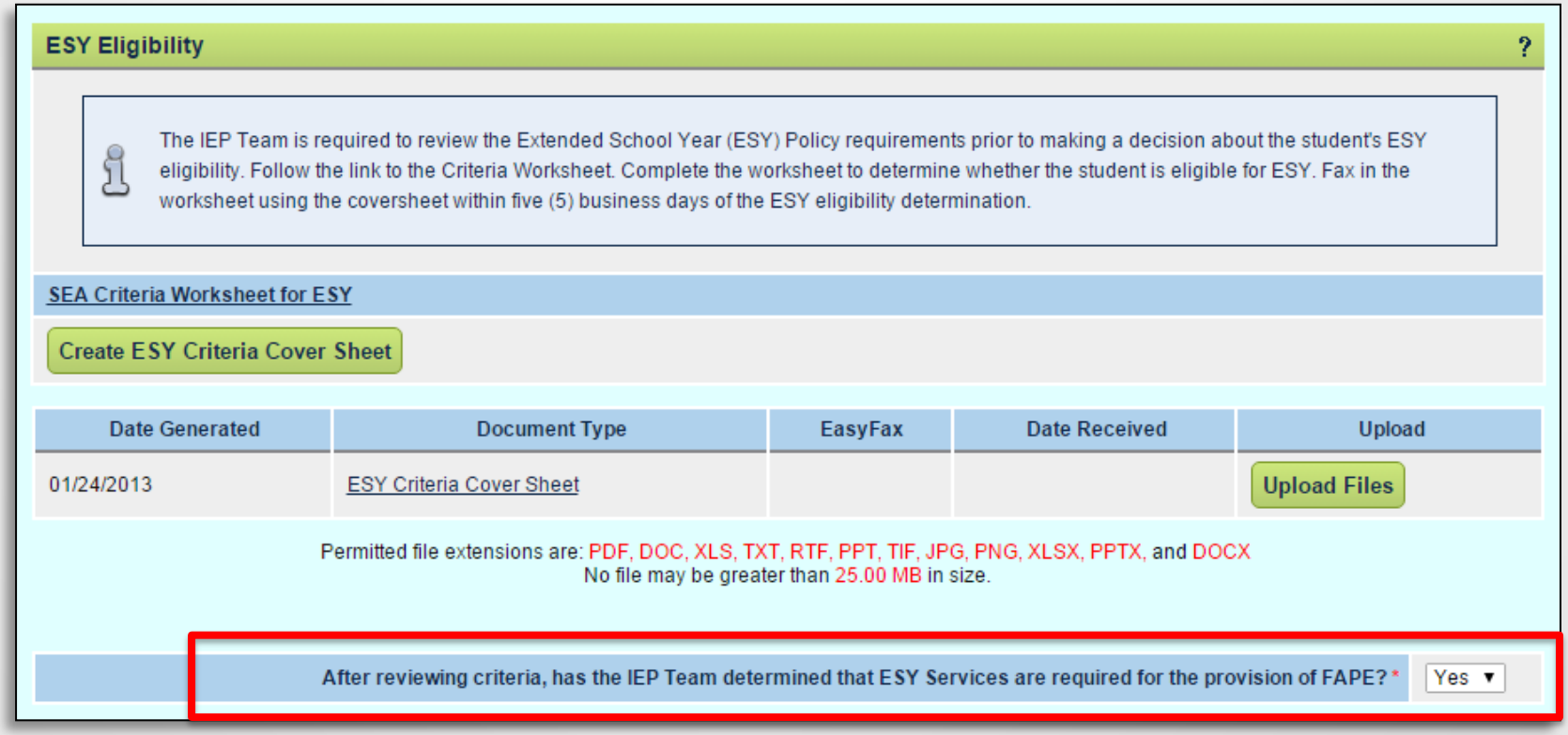
(6) Does the IEP Team find that the student is eligible for ESY-related transportation services?

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.



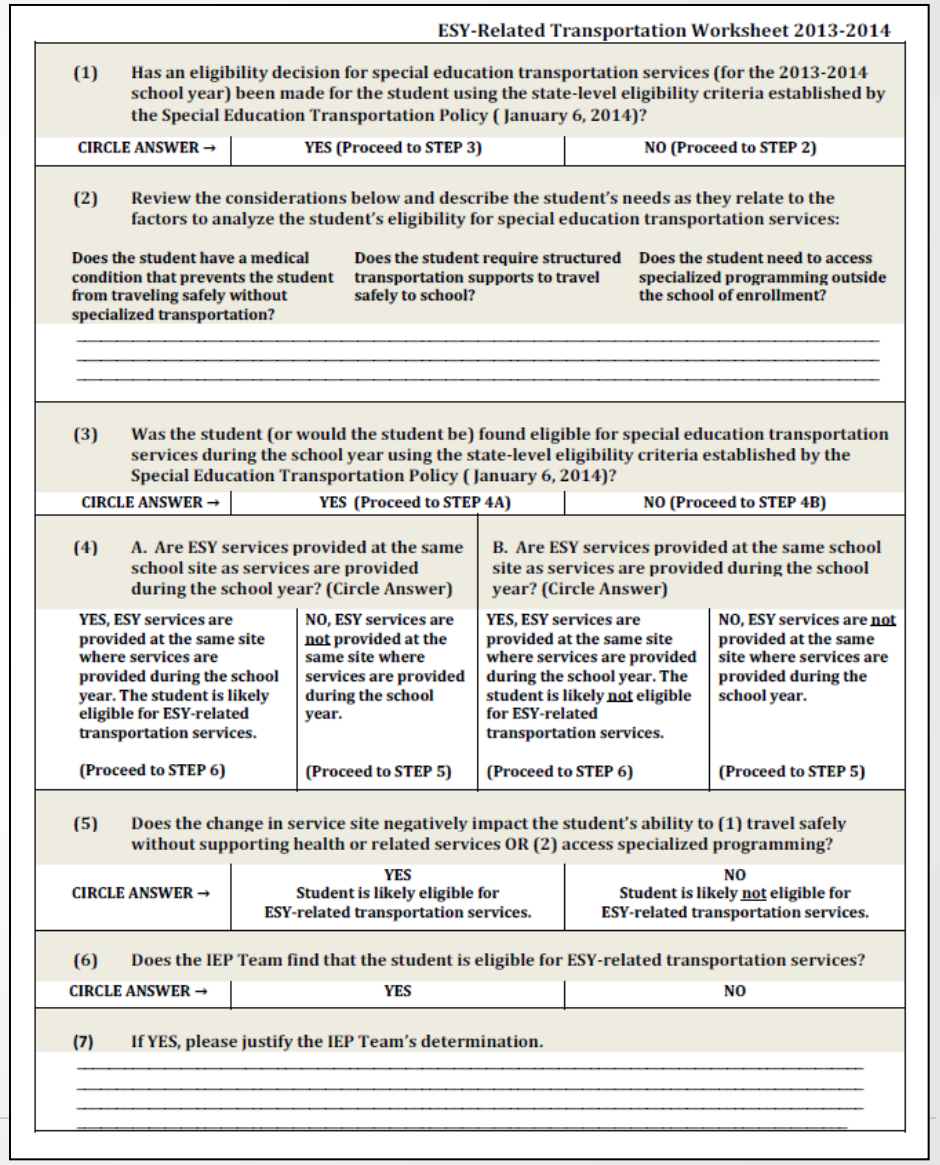
IEP Team Process in SEDS for ESY

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 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)

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.

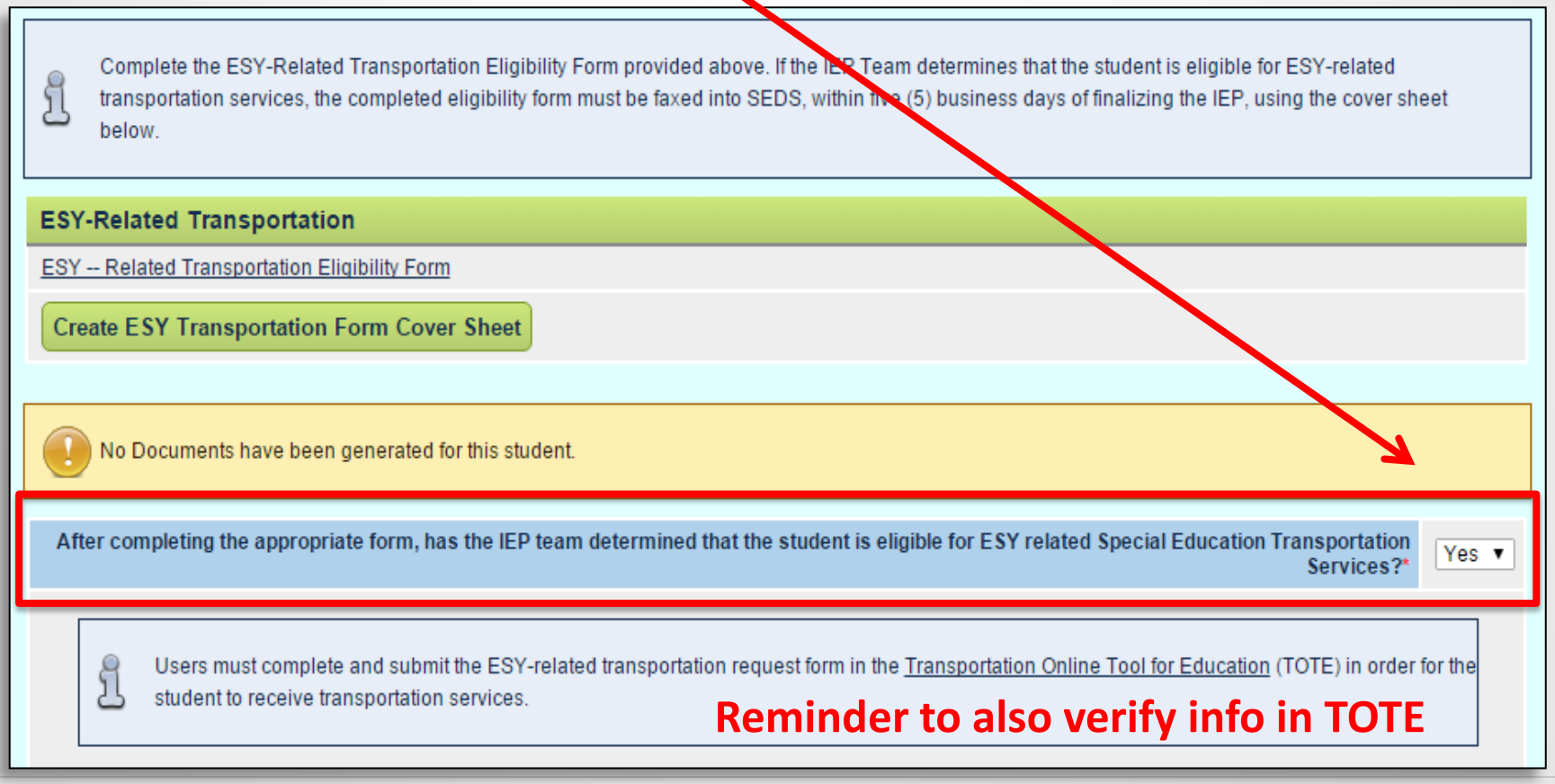
(6) Does the IEP Team find that the student is eligible for ESY-related transportation services?

CIRCLE ANSWER →	YES	NO

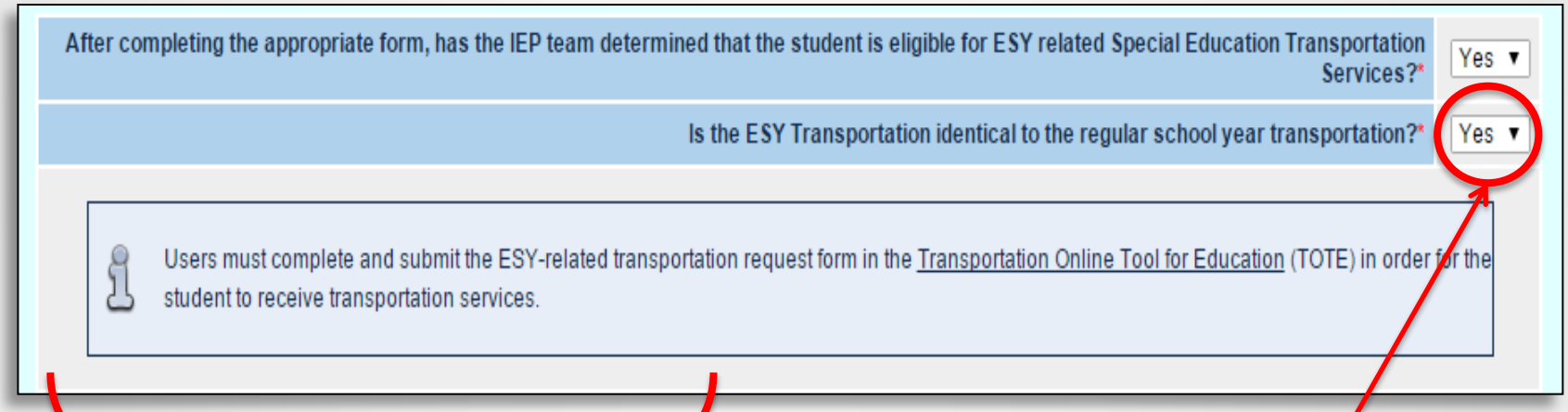
(7) If YES, please justify the IEP Team's determination.

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.



ESY Transportation in SEDS



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.

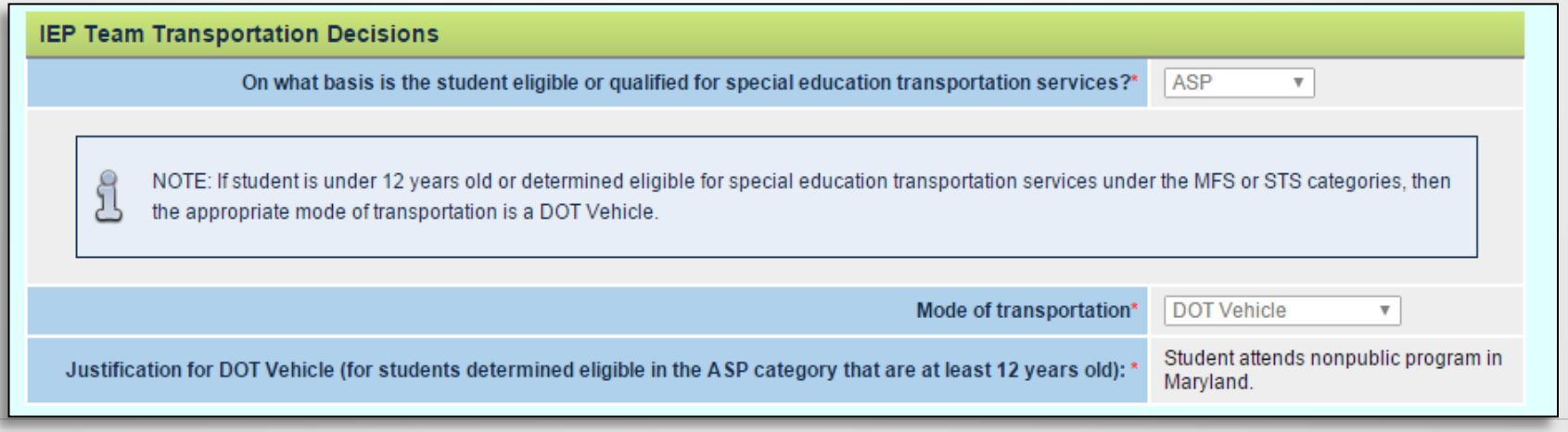
If **'Yes'** is selected, then the student's **school year** transportation information will pre-populate the page.

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

ESY Transportation in SEDS

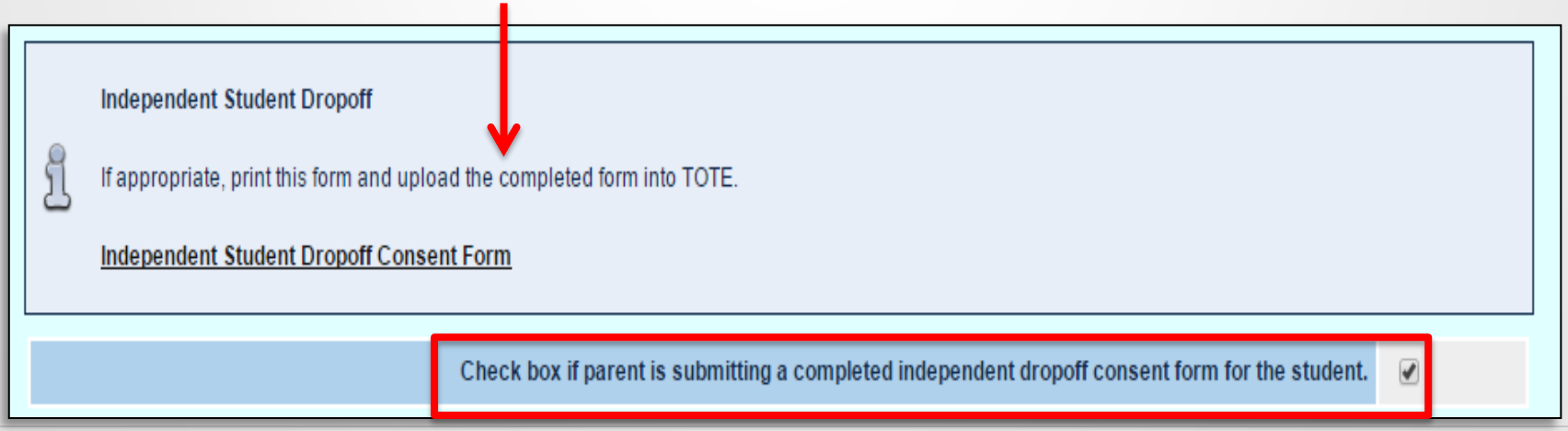
- If yes, regular school year transportation eligibility status, category, and justification statement will pre-populate from the transportation section of the IEP process.

- 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.



ESY Transportation in SEDS

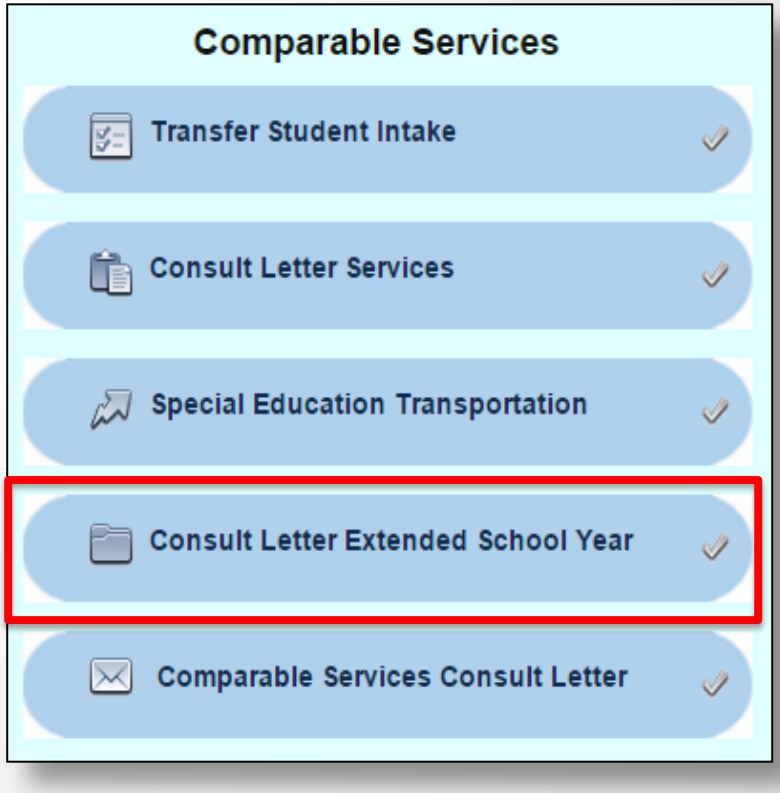
- Some students may be eligible for independent drop-off
  - Ages 12 and older, **and**
  - Eligibility category is "Accessing Special Programs" (ASP)
- Two steps to ensure independent drop-off is authorized:
  - Box is checked in SEDS as part of a finalized current IEP
  - Consent form is downloaded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



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.

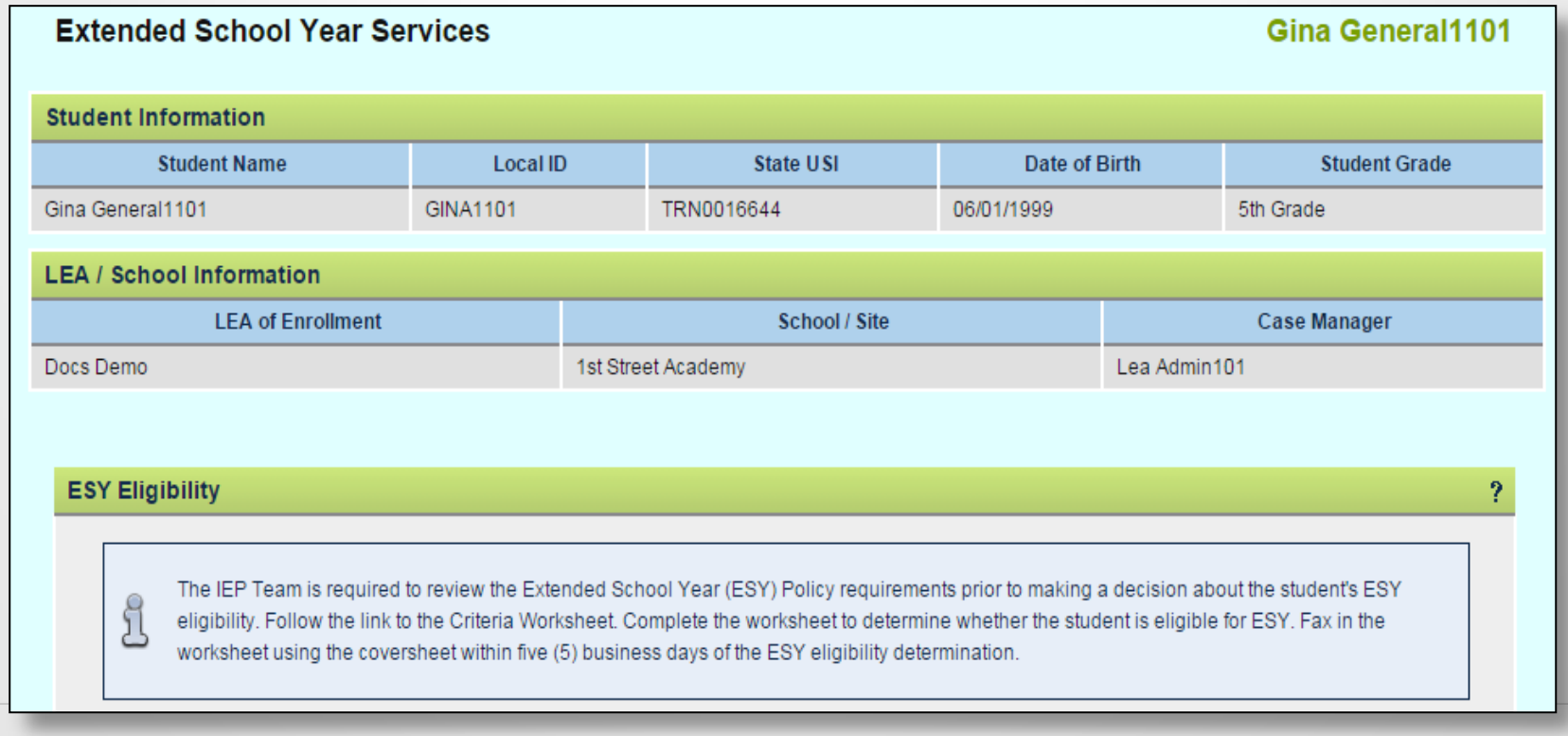
- Interim or temporary services are called “comparable services”
- These are equivalent or similar to services that a student received in another state
- Determining ESY eligibility is an important step in creating comparable services
- Temporary IEP is then created and called a “Consult Letter”



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.



Data Systems for ESY

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

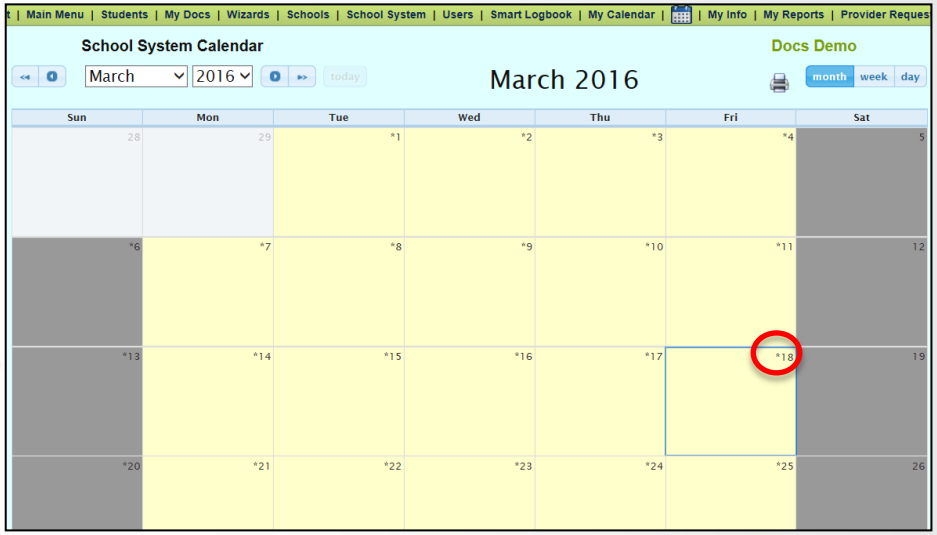
- LEA **Student Information Systems (SIS)** must contain the correct demographic information for students, which feeds into **SLED**, and then to **SEDS**.
- Once an IEP is finalized in **SEDS**, the information will be reflected in **TOTE** the **next business day**.
- Information from IEPs that are 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.**

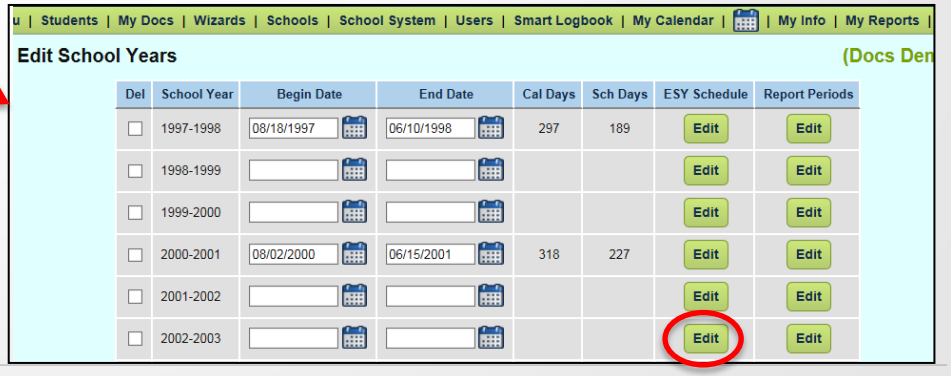
Updating ESY Calendars in SEDS

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

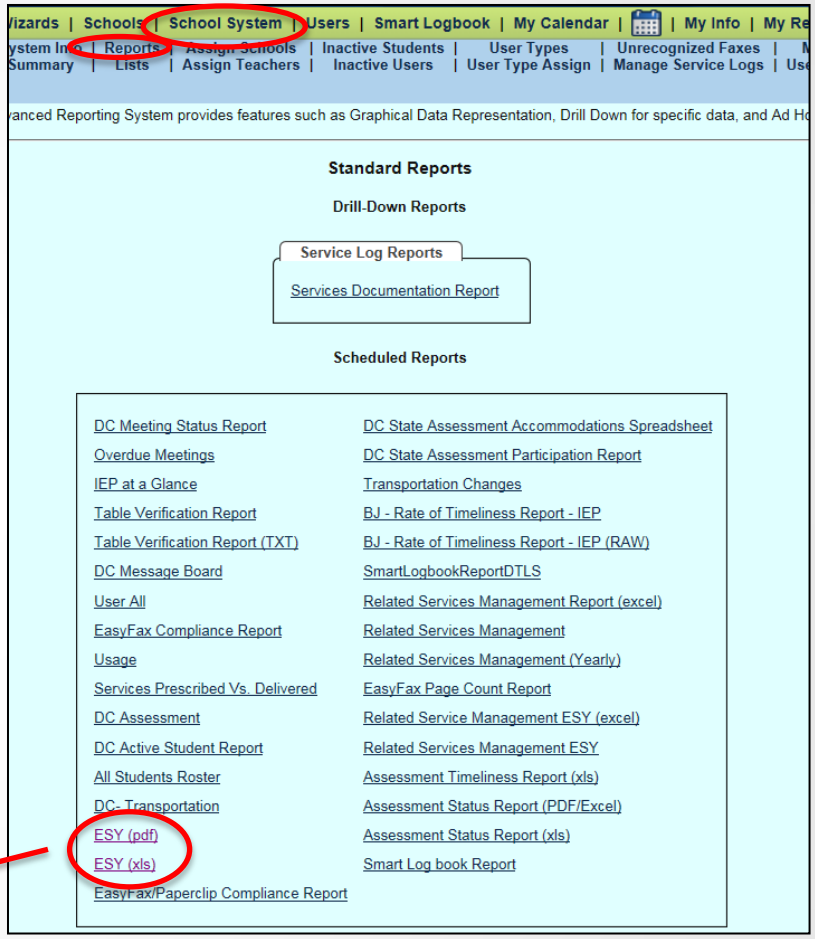


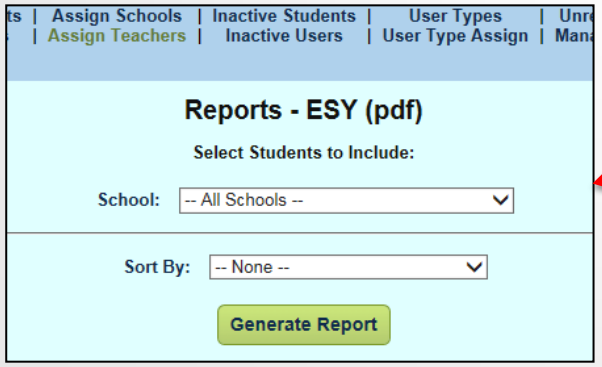


NOTE: LEA Data Managers must put ESY dates into eSchoolPlus.

Generating the ESY Report in SEDS

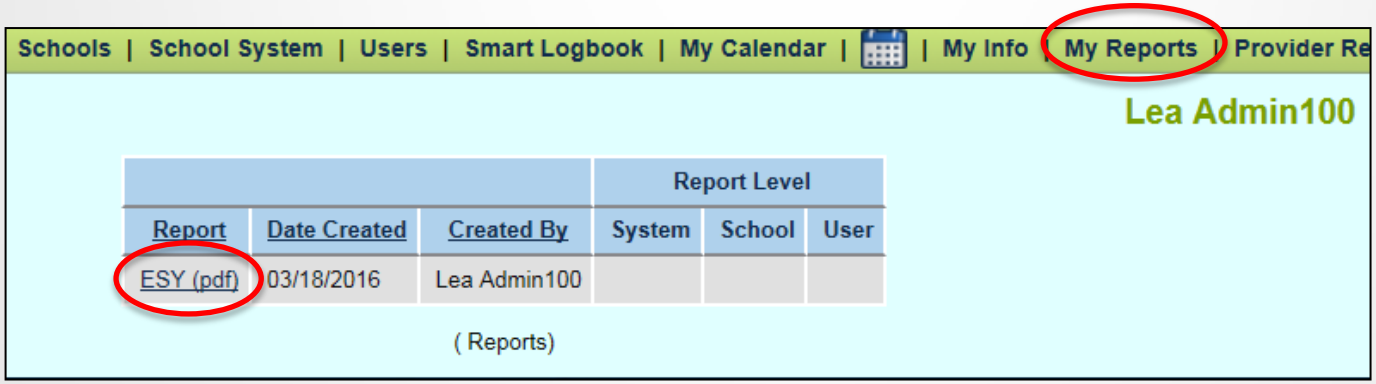
- The SEDS ESY Report is a report generated in SEDS that LEAs can use for internal ESY planning purposes.
  - Click School System → Reports → ESY Report
  - Enter Report Criteria
    - Select "All Associated Schools"
    - Leave the "ESY Goals" dropdown at the default level
- Click "Generate Report"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





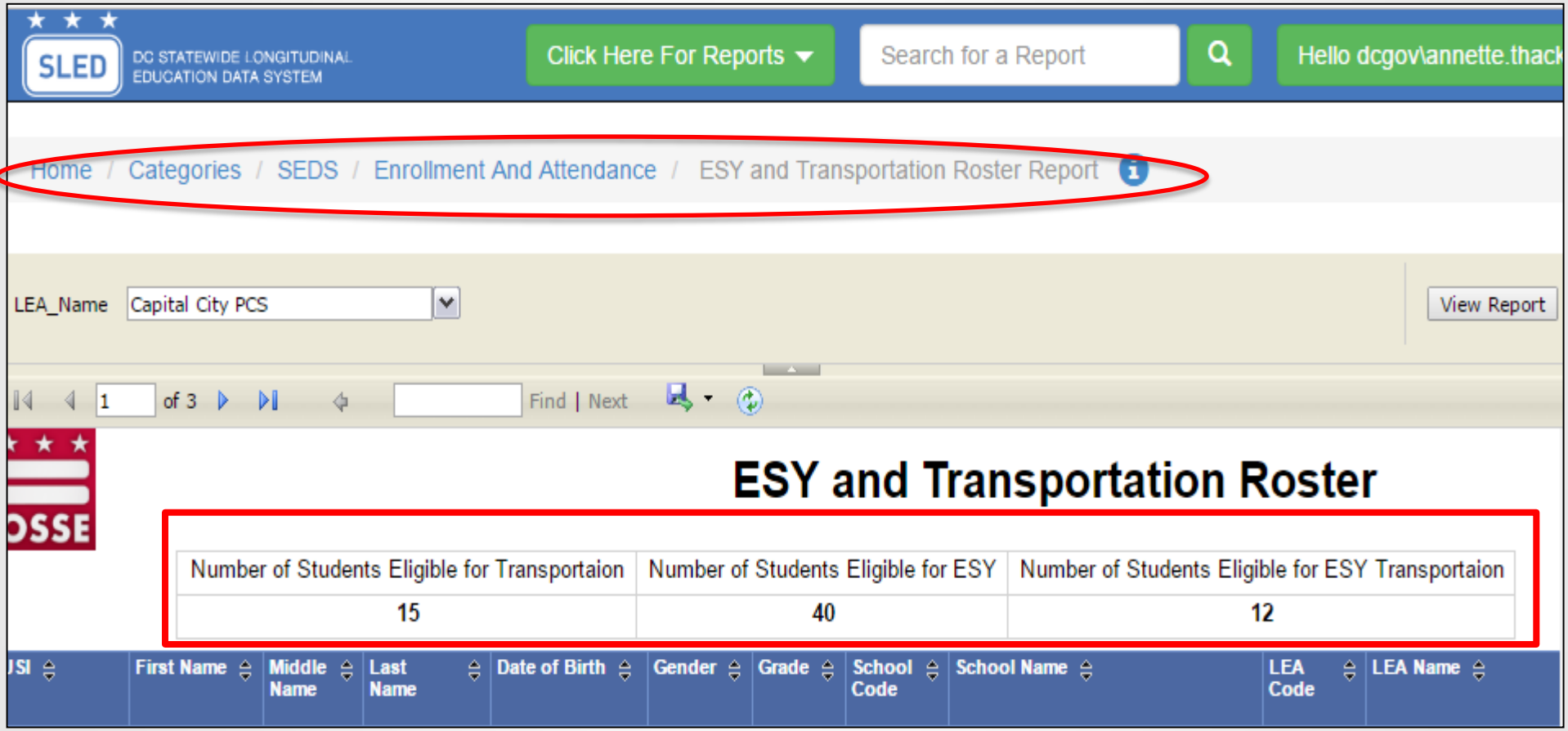
How to Read the SEDS ESY Report

- 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.



ESY and Transportation Roster Report

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



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 role 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.

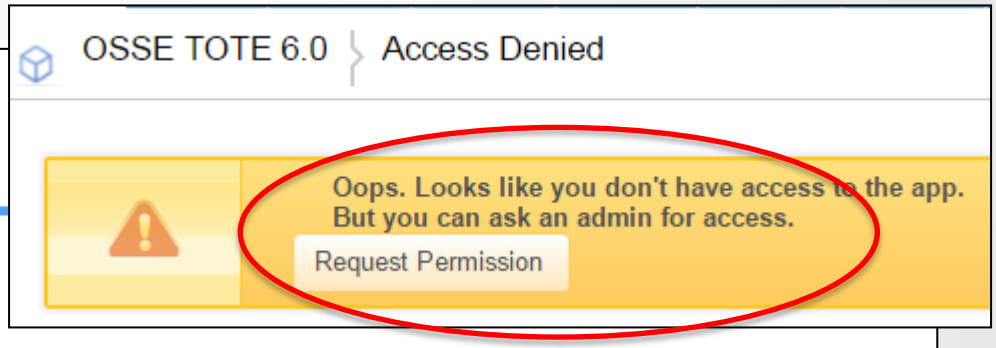
As a reminder, a LEA has completed ESY certification when:

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.

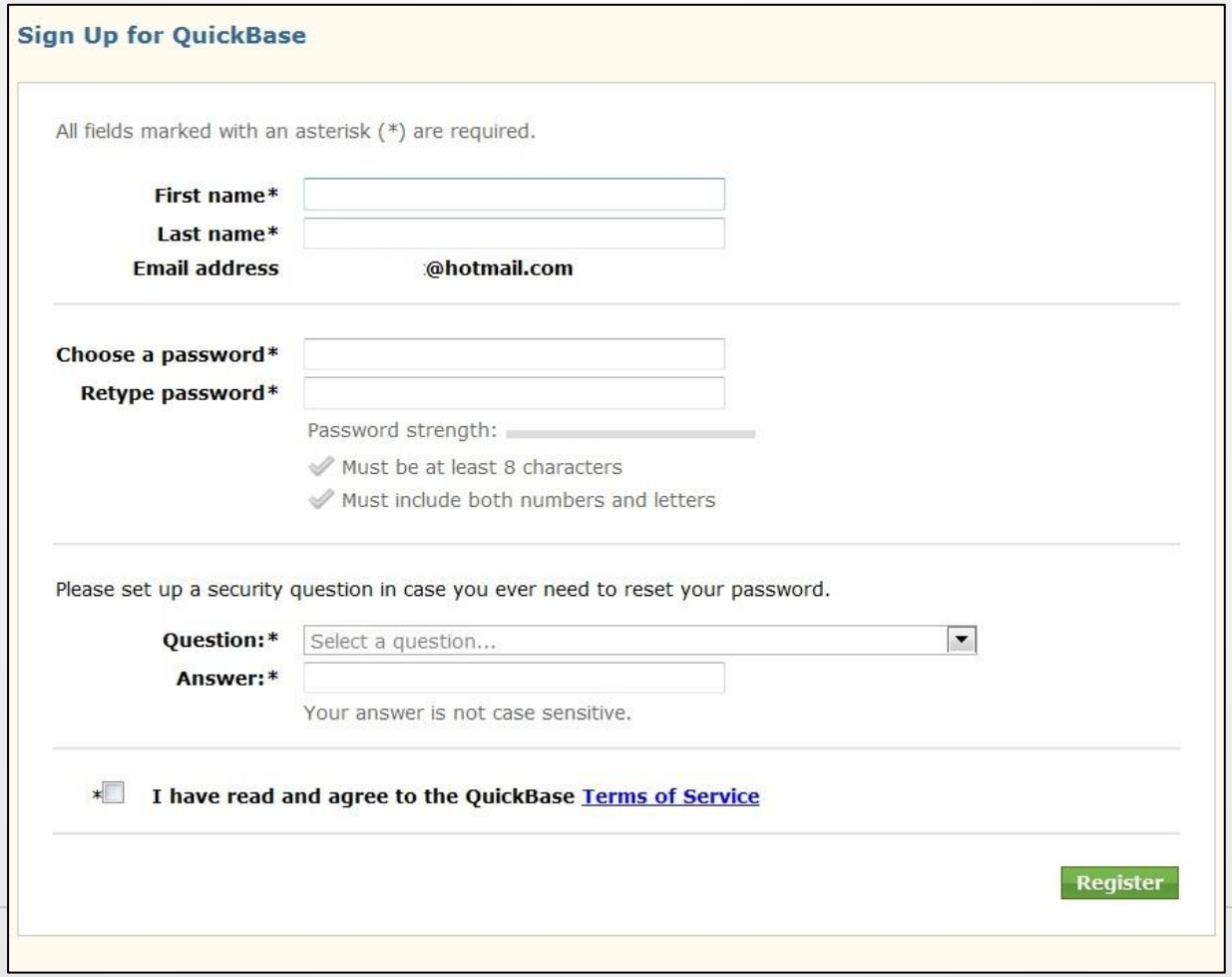
Open OSSE TOTE 6.0

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

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.

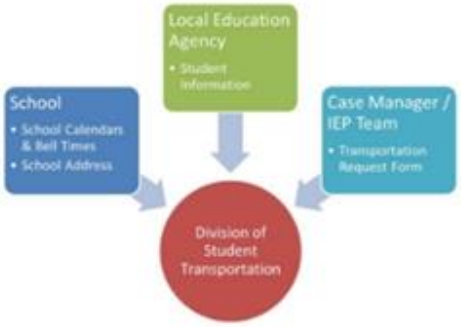


Logging into OSSE TOTE

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:

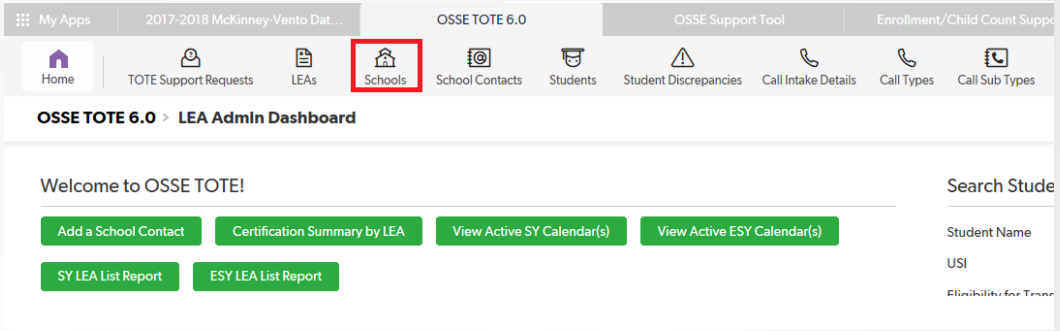
- Transportation Request Forms

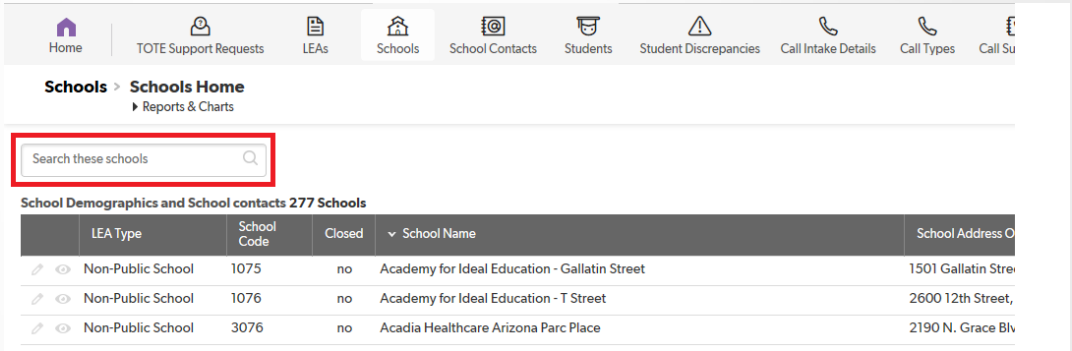
OSSE TOTE: Calendar Update

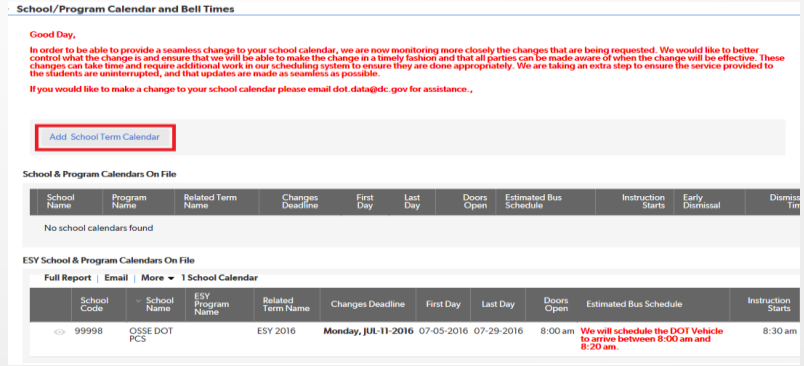
The user should create the calendar for ESY 2018.

Then enter your school name.

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







OSSE TOTE: Add School Calendar

School Calendar Form

Record ID#

Related School

OSSE Academy PCS - 99997

School Name	School Address On File	Administrative Office Address
OSSE Academy PCS	652 West Mousteria Way Rockville, MD 20853	

Principal

Dr. Mickey Mouse

This Year's 11/12 Month Entry:

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

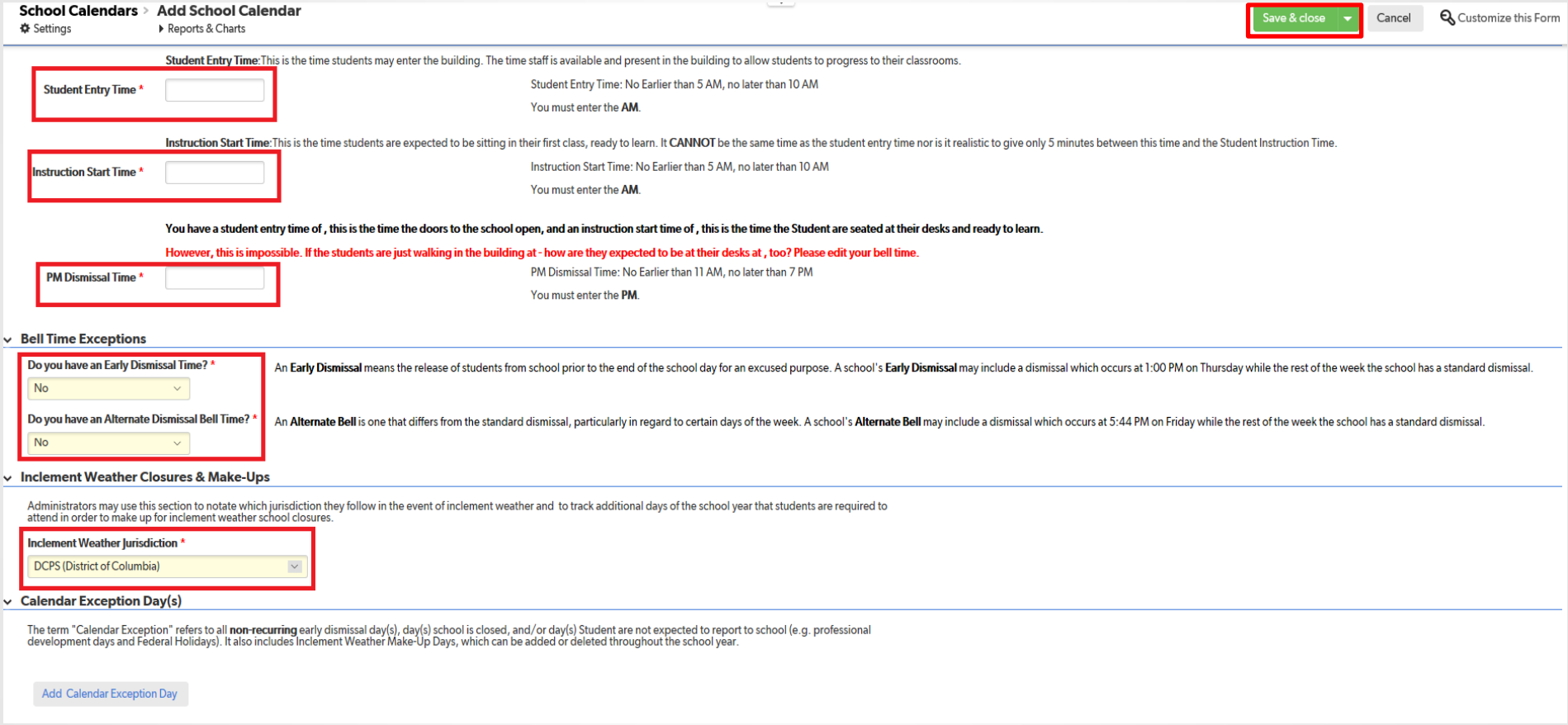
The School Day: Bell Time Details you enter below are **effective the 1st day of the school term**.

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

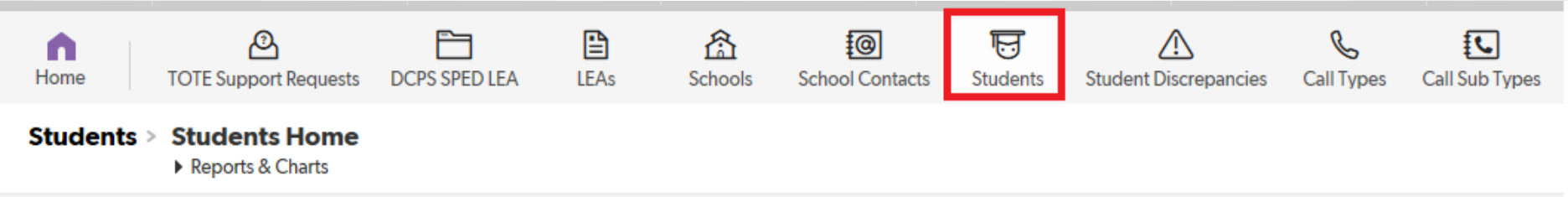
OSSE TOTE: School Calendar (continued)



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.



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	IEP Event Date	IEP End Date
Individualized Education Plan	04-08-2013	04-07-2014

Is this student a DC Ward?

No

Will student use ESY transportation?	Will student use SY transportation?
Yes	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

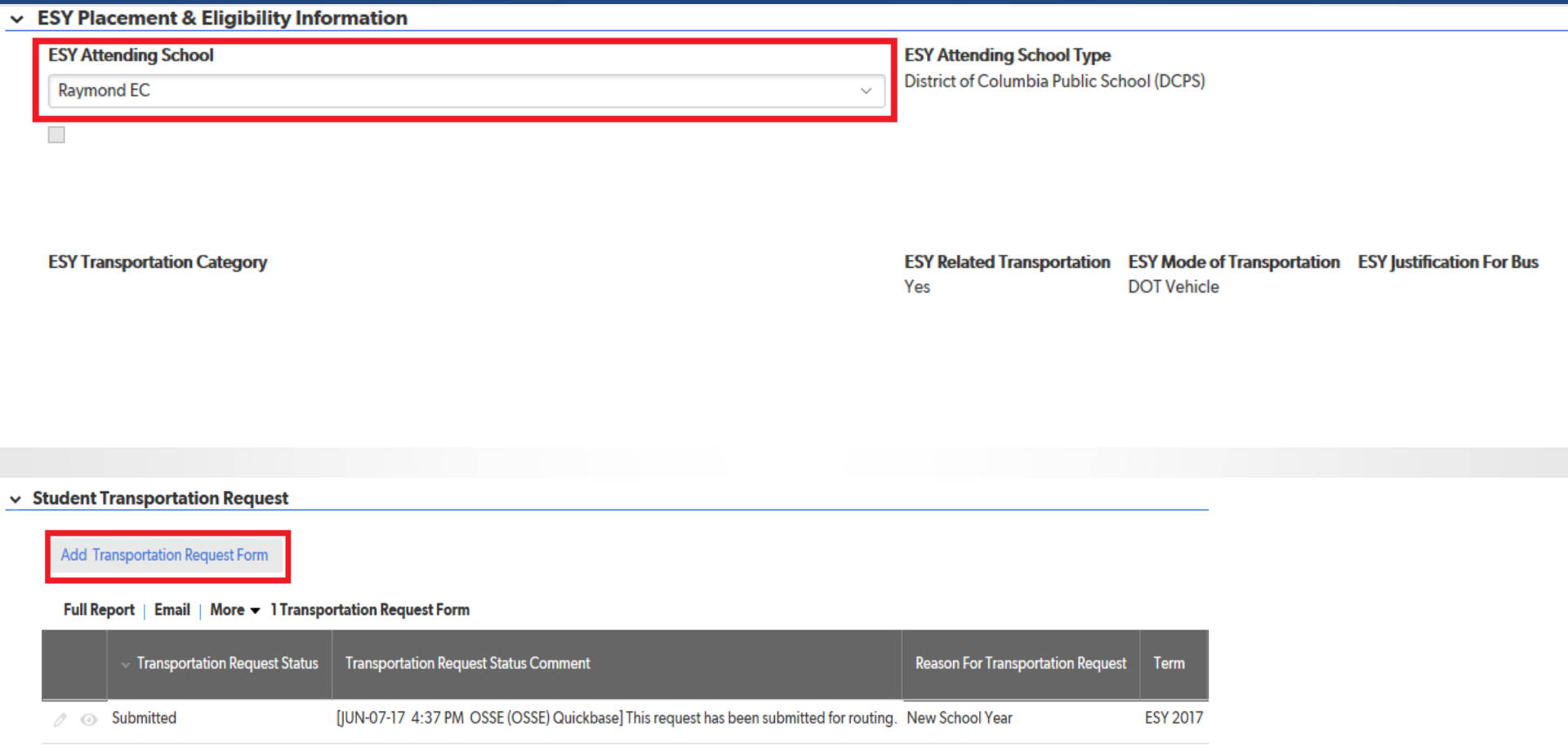
ESY Placement & Eligibility Information

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

- ☐ ESY Medical Condition
- ESY Medication Self Administer
- ESY Medication Assistance
- ☐ ESY Medical Devices
- ESY Monitored Equipment
- ☐ ESY Hearing Impairment
- ☐ ESY Visual Impairment
- ☐ ESY Student Behavior
- ☐ ESY Specialized Equipment
- ☐ ESY Assistive Devices

OSSE TOTE: Submitting a TRF



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...

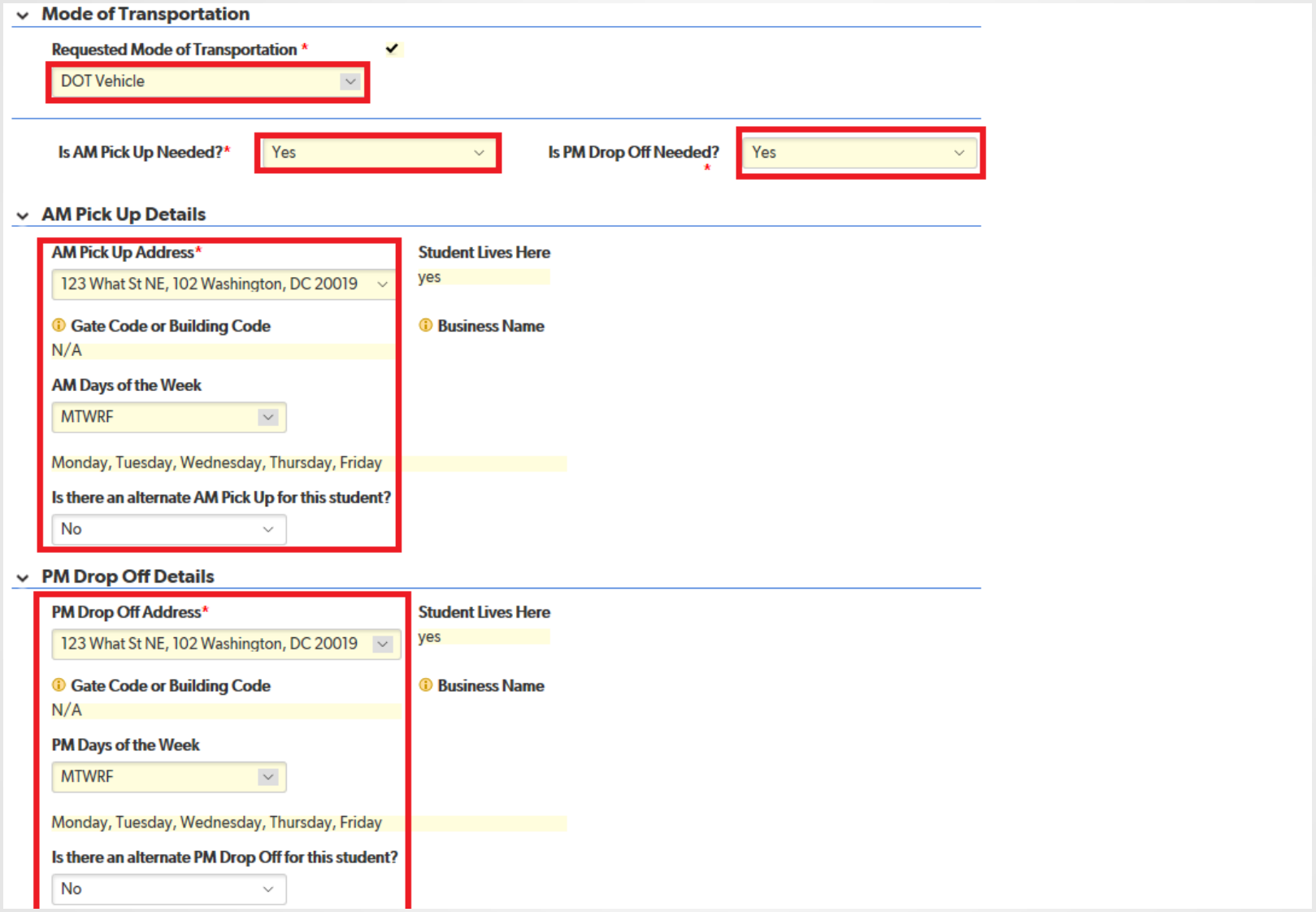
Thank you for submitting your Transportation Request Fo
within 10 days of the date the Transportation Request Fo
reminder, route schedules are subject to change.

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



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

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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