

**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.**





LEA Special Education Point of Contact Monthly Webinar

Feb. 27, 2019

OSSE Division of Data, Assessment and Research
OSSE Division of K-12 Systems and Supports
OSSE Division of Student Transportation



Agenda

- I. LEA Planning & Performance Report (LEA P&P) Updates
- II. PARCC Assessment Accommodations for 2019
- III. 2019 Extended School Year (ESY) Certification Process
- IV. Determining Eligibility for ESY
- V. Documenting ESY Determinations in Special Education Data System (SEDS)
- VI. ESY Requirements for the Transportation Online Tool for Education (TOTE)
- VII. Announcements & Reminders



LEA Planning & Performance Report Updates



LEA Performance & Planning Report

Purpose: The LEA Performance & Planning Report (LEA P&P) is a valuable tool available to LEAs to assist with managing special education timeliness data quality and compliance.

Access to data without having to submit a data request to OSSE

Track own improvement over time

Data Elements: Reflects on past timeliness data and identifies students who have overdue or upcoming events for:

Part C to B transition: Initial IEP finalization before third birthday

Part B Eligibility: Initial Eligibility **and** Reevaluation



Location of the LEA P&P

LEA P&P is part of the Enterprise Reporting System, accessible via SLED, or directly at <https://reports.osse.dc.gov>.

SLED DC STATEWIDE LONGITUDINAL EDUCATION DATA SYSTEM

Click Here For Reports ▼ Search for a Report Q Log in

ENTERPRISE Reporting System

Welcome to the Enterprise Reporting System

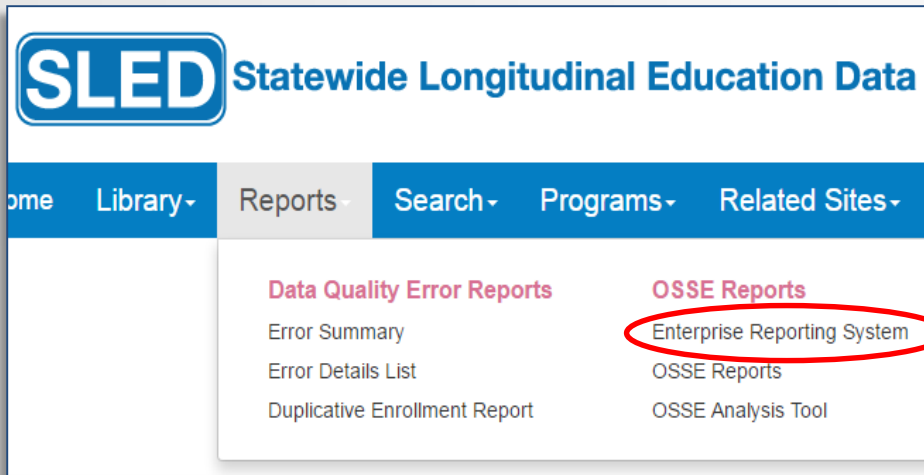
What is the Enterprise Reporting System?

The Enterprise Reporting System (ERS) is an online reporting application component of the Student Longitudinal Educational Data warehouse (SLED). This multifaceted application has been designed to provide user-friendly reporting for special education and general education stakeholders in the District of Columbia.

Special Education (SPED) Reports maintained in this application are fed by data extracted from the Students Education Data System (SEDS). General education (GE) reports maintained in this application are fed through various data systems and data feeds, which allows for seamless delivery of user-friendly reports to stakeholders in the District of Columbia. The reports provided in the ERS collection are comprehensive, including both detailed and aggregated student data. ERS delivers enhanced assistance to stakeholders for better management and planning.



Accessing the LEA P&P

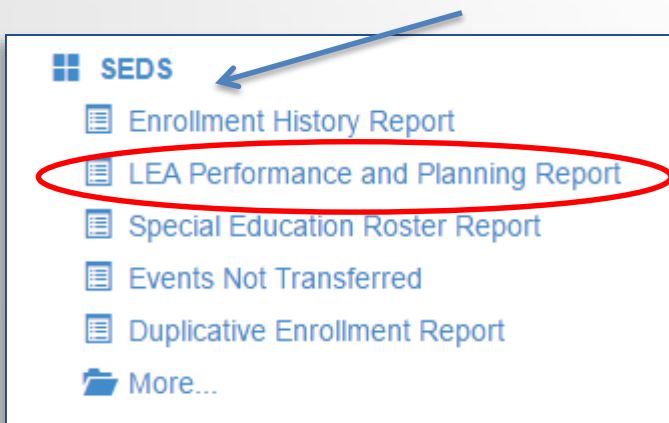


Upon logging into SLED, select **Enterprise Reporting System** from the Reports menu.



SHORTCUT: To go directly to Enterprise Reports, visit: <https://reports.osse.dc.gov>

The LEA P&P report is located within the **SEDS** category, as it pulls data directly from SEDS.



LEA SE POCs must have **SLED login credentials** in order to access this report. Contact SLED.info@dc.gov to request SLED training and access.

Once SLED access is confirmed, **use the OSSE Support Tool to request access to SEDS Enterprise Reports.**



LEA Performance & Planning Report

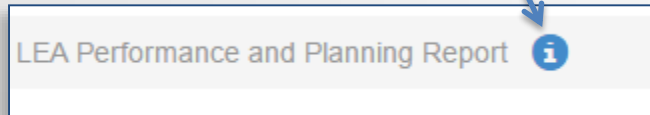
Report is updated nightly.

Includes all students who are actively enrolled in SEDS for the LEA.

Real-time reports show current status of all C to B transition and eligibilities.

LEA SE POCs are encouraged to view this report on a weekly basis to track timeliness compliance over time.

Click the info icon to access a guide on this report.



SEDS LEA Performance & Planning Report

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

See the student-level performance results on the Performance Results sheet

Part C to B		
INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

See the student-level performance results on the Performance Results sheet

Eligibility		
INITIAL ELIGIBILITY		
<i>Referral + 30 days</i>		
Timeliness	# Students	Percentage
Ref to PC <= 30	0	0
Ref to PC > 30	0	0
Total	0	

INITIAL ELIGIBILITY		
<i>Parent Consent + 60 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

INITIAL ELIGIBILITY		
<i>Anomalies</i>		
Timeliness	# Students	
PC after Elig	0	
Total	0	

Eligibility		
INITIAL ELIGIBILITY		
<i>Referral + 120 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	1	100
Total	1	

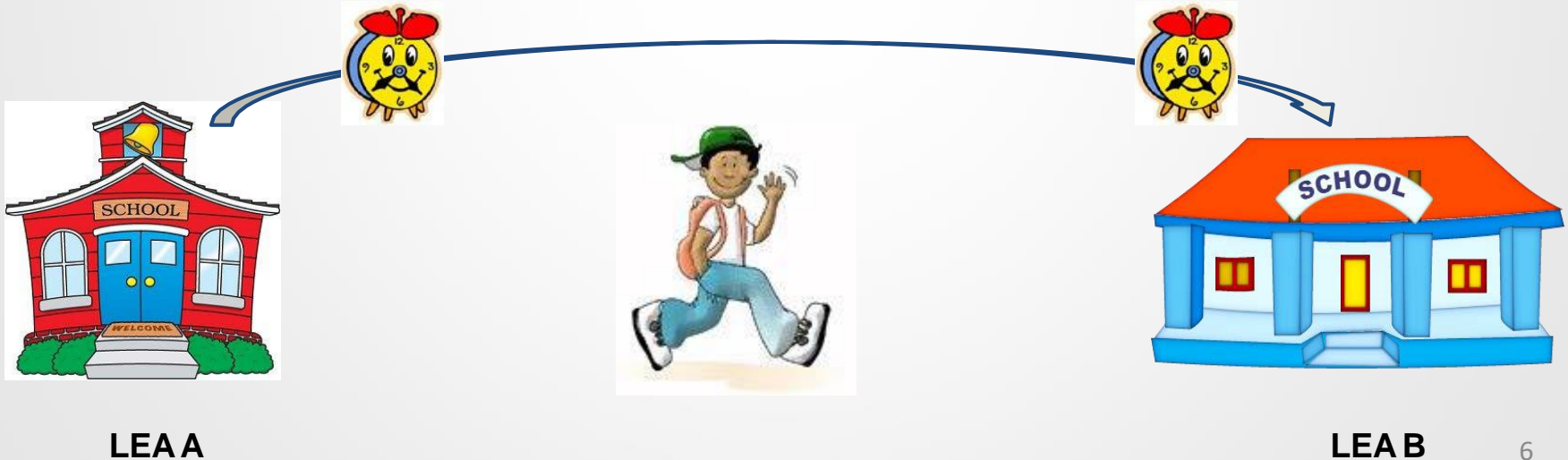
RE-EVALUATION		
<i>Current begins before previous ends</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	6	100
Total	6	



LEA P & P Logic/Rules (cont'd)

Because the report is designed to help LEAs and schools ensure that their students receive services and supports in a timely manner, ***the timeline follows the student when he/she transfers.***

For example, if **LEA A** allows a student's timeline to lapse and that student transfers to **LEA B**, **LEA B** now has a student with a non-compliant timeline and this student will appear on the LEA P&P for **LEA B**.



LEA A

LEA B



Updated View to Reflect 60 Day Timeline

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

See the student-level performance results on the Performance Results sheet

Part C to B

INITIAL IEP <i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Initial eligibility includes ALL students with a Part B referral in SEDS.

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

See the student-level performance results on the Performance Results sheet

Eligibility

INITIAL ELIGIBILITY <i>Referral + 30 days</i>		
Timeliness	# Students	Percentage
Ref to PC <= 30	0	0
Ref to PC > 30	0	0
Total	0	

INITIAL ELIGIBILITY <i>Parent Consent + 60 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

INITIAL ELIGIBILITY <i>Anomalies</i>	
Timeliness	# Students
PC after Elig	0
Total	0

Eligibility

INITIAL ELIGIBILITY <i>Referral + 120 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	1	100
Total	1	

RE-EVALUATION <i>Current begins before previous ends</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	6	100
Total	6	



Question

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

See the student-level performance results on the Performance Results sheet

Part C to B

INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Displays timeliness of referral to parental consent (30 days).

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C Infant-Toddler program will be included in this data once a subsequent IEP and Eligibility is held.

See the student-level performance results on the Performance Results sheet

Eligibility

INITIAL ELIGIBILITY		
<i>Referral + 30 days</i>		
Timeliness	# Students	Percentage
Ref to PC <= 30	0	0
Ref to PC > 30	0	0
Total	0	

INITIAL ELIGIBILITY		
<i>Parent Consent + 60 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

INITIAL ELIGIBILITY	
<i>Anomalies</i>	
Timeliness	# Students
PC after Elig	0
Total	0

Eligibility

INITIAL ELIGIBILITY		
<i>Referral + 120 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	1	100
Total	1	

RE-EVALUATION		
<i>Current begins before previous ends</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	6	100
Total	6	



Question

Performance Results (Part C - Students ages 2-3)

This data will include any student who has a referral source of Part C Infant-Toddler program entered in SEDS. The student will no longer be included in this data once a subsequent Eligibility and IEP are held.

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Part C to B

INITIAL IEP		
<i>Held Prior to 3rd Birthday</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Displays timeliness from parental consent to eligibility (60 days).

Performance Results (Part B - Students ages 3-22)

This data INCLUDES all students with a Part B referral in SEDS. Students with a referral source of Part C Infant-Toddler program entered in SEDS are included in the initial IEP and Eligibility event. Students with a referral source of Part C infant-toddler program will be included in this data once a subsequent IEP and Eligibility is held.

See the student-level performance results on the Performance Results sheet

Eligibility

INITIAL ELIGIBILITY		
<i>Referral + 30 days</i>		
Timeliness	# Students	Percentage
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Ref to PC > 30	0	0
Total	0	

INITIAL ELIGIBILITY		
<i>Parent Consent + 60 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

INITIAL ELIGIBILITY	
<i>Anomalies</i>	
Timeliness	# Students
PC after Elig	0
Total	0

Eligibility

INITIAL ELIGIBILITY		
<i>Referral + 120 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	1	100
Total	1	

RE-EVALUATION		
<i>Current begins before previous ends</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	6	100
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Performance Results (Part B - Students ages 3-22)

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Ref to PC > 30	0	0
Total	0	

INITIAL ELIGIBILITY		
<i>Parent Consent + 60 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	0	0
Total	0	

Displays any data anomalies.

INITIAL ELIGIBILITY		
<i>Anomalies</i>		
Timeliness	# Students	
PC after Elig	0	
Total	0	

Eligibility		
INITIAL ELIGIBILITY		
<i>Referral + 120 days</i>		
Timeliness	# Students	Percentage
On Time	0	0
Held Late	0	0
Not Held	1	100
Total	1	

RE-EVALUATION		
<i>Current begins before previous ends</i>		
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On Time	0	0
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Not Held	6	100
Total	6	

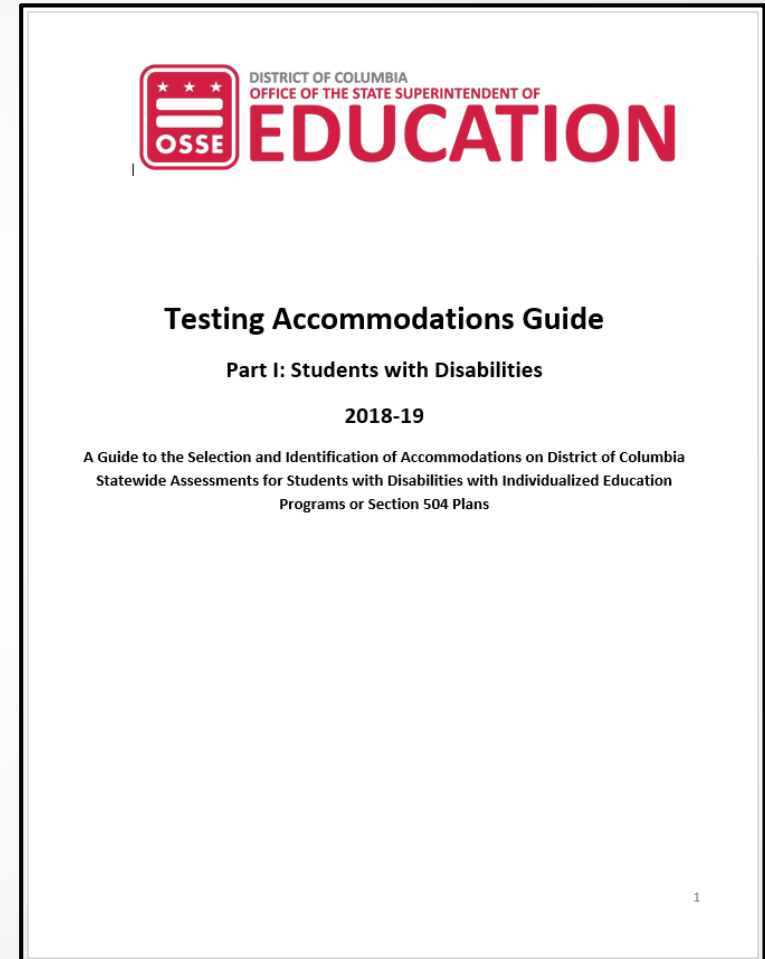


PARCC Assessment Accommodations for 2019



Testing Accommodations Guide for SWDs

- The 2018-19 Testing Accommodations Guide for Students with Disabilities is now available
- Updates to the guide include the addition of DC Science and Dynamic Learning Maps (DLM)
- Students with disabilities have access to a wide range of accommodations and accessibility features on statewide assessments
- Accommodations used in statewide assessments should also be used in daily instruction
- [Located on the OSSE Testing Accommodations page](#)





2019 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 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:

- 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**.
- **ESY calendar** and **bell times** are updated and accurate in TOTE.
- Student **demographics, eligibility and ESY location** information is confirmed in TOTE.
- Transportation requests for all students requiring services have **been submitted in TOTE**.

2019 Deadline: Monday, May 6, 2019



2019 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 2018	Friday, May 3, 2019 <i>(shows in TOTE next business day)</i>
	Enter ESY calendar & ESY progress report dates	Fall 2018	Friday, May 3, 2019
	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 18, 2019	Monday, May 6, 2019
eSchool PLUS	Create ESY calendar <i>(LEA Data Managers)</i>	March 25, 2019	Friday, May 3, 2019
SLED ESY Module	Input ESY site location(s) for LEA	April 1, 2019	Friday, May 3, 2019
	Assign each ESY-eligible SWD to ESY site location	April 1, 2019	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. LEAs should utilize any relevant current data or information if three months of progress monitoring data from the current school year is not available.

Examples of data or information 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; or
- Teacher or related service provider observations.



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)		NO ↓ STOP <small>ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills.</small>	YES CONTINUE TO CRITERION 2 ↓
Criterion 2: Degree of Regression of Critical Skill(s)		NO ↓ STOP <small>ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.</small>	YES CONTINUE TO CRITERION 3 ↓
Criterion 3: Time Required for Recoupment of Critical Skill(s)		NO ↓ STOP <small>ESY services are not appropriate for students who can recoup critical skills within a reasonable amount of time.</small>	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.



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  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	<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 YES</p>



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

RULE: Utilize at least three months of progress monitoring data (if unavailable, use any relevant current data or information).

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>



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)	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.	Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time? NO  REVIEW OF CRITERIA COMPLETE. 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>
- Contact the policy team in the Division of Systems and Supports, K-12 at osse.dsepolicy@dc.gov



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 grid of 14 items, each with an icon and a status indicator (green checkmark or red X). The 'Extended School Year' item is highlighted with a red rectangular box.

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



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.

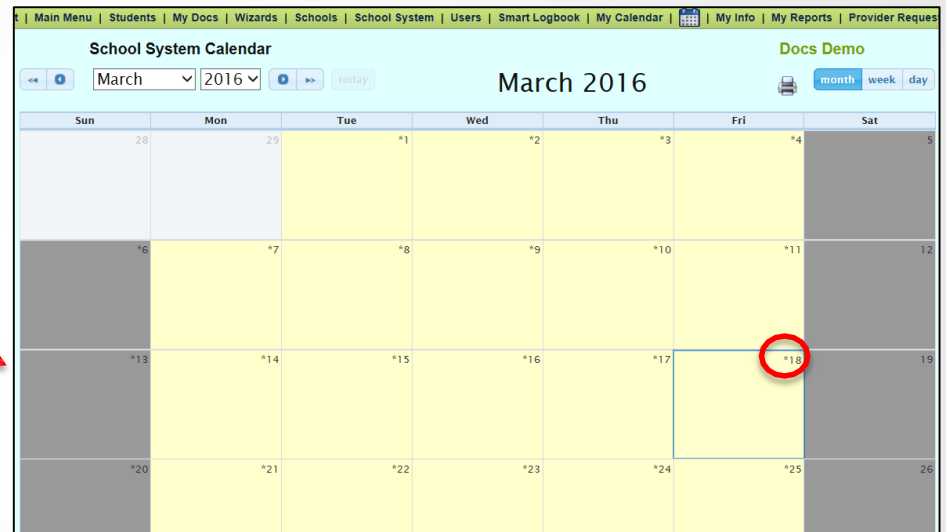
- LEA **Student Information Systems (SIS)** must contain the correct demographic information for students, which feeds into **SLED**, and then to **SEDS**.
- Once an IEP is finalized in **SEDS**, the information will be reflected in **TOTE** the **next business day**.
- Information from IEPs that are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



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

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.)

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

System In | Reports | Assign Schools | Inactive Students | User Types | Unrecognized Faxes | M

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 H

Standard Reports

Drill-Down Reports

- Service Log Reports
- Services Documentation Report

Scheduled Reports

DC Meeting Status Report	DC State Assessment Accommodations Spreadsheet
Overdue Meetings	DC State Assessment Participation Report
IEP at a Glance	Transportation Changes
Table Verification Report	BJ - Rate of Timeliness Report - IEP
Table Verification Report (TXT)	BJ - Rate of Timeliness Report - IEP (RAW)
DC Message Board	SmartLogbookReportDTLS
User All	Related Services Management Report (excel)
EasyFax Compliance Report	Related Services Management
Usage	Related Services Management (Yearly)
Services Prescribed Vs. Delivered	EasyFax Page Count Report
DC Assessment	Related Service Management ESY (excel)
DC Active Student Report	Related Services Management ESY
All Students Roster	Assessment Timeliness Report (xls)
DC Transportation	Assessment Status Report (PDF/Excel)
ESY (pdf)	Assessment Status Report (xls)
ESY (xls)	Smart Log book Report
EasyFax/Paperclip Compliance Report	

ts | Assign Schools | Inactive Students | User Types | Unr

| Assign Teachers | Inactive Users | User Type Assign | Man

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

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

LEA_Name: Capital City PCS

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

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 for 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 in March types of training will include
 - Instructor lead training (ILT)
 - Web-based training (WBT)
 - Just-in-time training/office hours



ESY Certification

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

As a reminder, 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.**

ESY 2019 Deadline: Monday, May 6, 2019



Certification Deadline Reminder

Deadlines:

- **ESY – May 6, 2019**
- **2019-20 School Year – June 3, 2019**

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



Upcoming Trainings & Resources

Archived Resources:

Getting Started with SEDS: Related Service Provision 101 (webinar recording) <https://osse.dc.gov/node/1288166>

Navigating the Initial Eligibility Process in SEDS (webinar recording) <https://osse.dc.gov/node/1317041>

[SEDS Basic User Guide](#) (200-page manual with step-by-step instructions & screenshots)



LEA Look Forward Newsletter

Weekly newsletter containing important information and announcements:

Start of school updates

Updates to relevant laws and policies

Grant opportunities

Reminders of key dates & deadlines

Professional development opportunities

LEA leaders and POCs are expected to review each week's publication and pass along relevant content with LEA staff.

Subscribe to receive the weekly newsletter via email each Wednesday by sending a request to OSSE.Communications@dc.gov.

View recent versions on OSSE home page under "Newsletters" www.osse.dc.gov or www.osse.dc.gov/newsroom/newsletters

The screenshot shows a navigation menu with four items: 'Press Releases', 'Newsletters', 'Testimonies', and 'Advisories'. Below the menu is a list of newsletter entries, each with a date badge and a title:

Date	Newsletter Title
10 JAN	LEA Look Forward for Jan. 10-16, 2018 2018 PARCC Registration and Personal Needs Profiles
3 JAN	LEA Look Forward for Jan. 3-9, 2018 [Required Training] Implementing Effective Child Find Your LEA
27 DEC	LEA Look Forward for Dec. 27, 2017 - Jan. 2, 2018 View the LEA Look Forward for Dec. 27, 2017 - Jan. 2,
20 DEC	LEA Look Forward for Dec. 20-26, 2017 Important Update: Enhanced Documentation Required Payments



Thank you!

Data systems access, training, and troubleshooting, including SEDS issues: OSSE Support Tool or DAR Liaison

Policy questions: OSSE.DSEpolicy@dc.gov

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

Special education monitoring: Karen.Morgan-Donaldson@dc.gov
or your LEA state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

NEXT WEBINAR:

Wednesday, March 20, 2019 10—11 a.m.