



**Summer 2013
Annual Certification Process
Extended School Year (ESY) Services**



Office of the State Superintendent of Education

AGENDA

- A. Federal and State ESY Requirements**
- B. ESY Eligibility Framework and IEP Documentation Requirements in SEDS**
- C. Annual ESY Certification Process**
 - i. Purpose**
 - ii. Lessons Learned**
 - iii. SEDS Reporting Tool**
- D. Transportation Online Tool for ESY (TOTE)**





Office of the State Superintendent of Education

FEDERAL AND STATE ESY REQUIREMENTS



Individuals with Disabilities Education Act (IDEA)

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

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

34 CFR §300.106 (b)

Individuals with Disabilities Education Act (IDEA)

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

34 CFR §300.106(a)(2)

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

34 CFR §300.106 (a)(3)

State ESY Requirements



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

Individualized Education Program (IEP) Team Decisions

- ❖ LEAs shall ensure that all summer ESY-related decisions are made between the months of December and April.

- ❖ LEAs must participate in the IEP process to 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.

ESY Decisions, Service Provision, and Documentation

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

Annual Certification Requirement

- ❖ LEAs must provide adequate and timely notice to OSSE of ESY-related transportation and ESY nonpublic services through the certification process (by the first Monday in May every year).

Early Childhood Transition (ECT) Guidelines

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

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

Federal and State ESY Requirements



SUMMARY

- ❖ ESY services are individualized special education and related services that are provided to a child with an IEP beyond an LEA's regularly scheduled school year (NOT summer school).
- ❖ ESY services are only appropriate when the IEP Team decides they are necessary for a child to receive FAPE.
- ❖ ESY services must be provided without cost to parents.
- ❖ LEAs must complete all summer ESY decision-making through the IEP Process between the months of December and April.
NOTE: For children transitioning from Part C to Part B, ESY decisions should be made during the development of the initial IEP regardless of the time of year.
- ❖ LEAs must complete ESY service logs and an annual ESY closeout summary of progress.
- ❖ LEAs must complete an annual certification of ESY-related transportation services and ESY nonpublic services to OSSE.



Office of the State Superintendent of Education

ESY ELIGIBILITY FRAMEWORK AND IEP DOCUMENTATION REQUIREMENTS IN SEDS



ESY Criteria: Application of Child Data



Analysis of Data

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

- ❖ IEP Teams must utilize at least 3 months of progress monitoring data. Examples of data include:
 - Historical data of the child's rate of progress toward critical skill attainment, rate of regression of a critical skill, and time needed for the critical skill recoupment;
 - Medical records or evaluations that speak to the nature and/or severity of the child's identified disability;
 - Current developmental data that indicate a critical stage of breakthrough or attainment of an emerging skill.

ESY Criteria: Application of Child Data



Eligibility Framework for ESY Services

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

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

Student Name: _____ Student ID Number: _____ LEA of Enrollment: _____

EXTENDED SCHOOL YEAR (ESY) ELIGIBILITY WORKSHEET

| CRITERION | DESCRIBE & ANALYZE STUDENT DATA | IEP TEAM CONSENSUS | |
|---|---|---|---|
| Criterion 1: Impact of Break in Service on Critical Skill(s) | _____ _____ _____ _____ _____ | Will one or more of the student's critical skills be (recovered) by the break in service? NO ↓ STOP IEP teams are not necessary for IEP 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 IEP teams are not necessary for IEP 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 no/very little or a reasonable amount of time? NO ↓ STOP ESY services are not appropriate for students who recoup critical skills within a reasonable amount of time. | YES KIND OF CRITICAL SKILL(S) COMPLETED, PULSED THROUGH IEP TEAM DETERMINATION BEING. |

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 portions of the ESY section in the student's IEP in SEDS.

ESY Criteria: Application of Child Data



Case Study: Antonio, 2nd Grader

Disability:

Specific Learning Disability (SLD)

Areas of Concern:

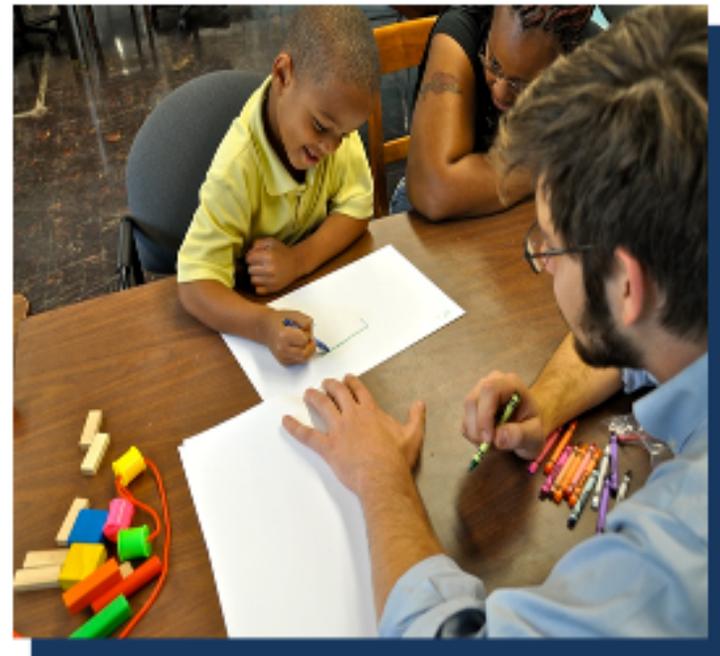
Reading, Math, and Communication

Related Services:

Speech Therapy, 30 minutes/week

Specialized Instruction:

20 hours/week (in the general education setting)



ESY Eligibility Framework, Criterion 1



Criterion 1: Impact of Break in Service on Critical Skills

RULE: IDENTIFY CRITICAL SKILL(S)

ASK: What is a critical skill?

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

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

ESY Eligibility Framework, Criterion 1



Describe and Analyze Data for Criterion 1

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

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

| CRITERION | DESCRIBE & ANALYZE STUDENT DATA | IEP TEAM CONSENSUS | |
|---|---|--|--|
| <p>Criterion 1: Impact of Break in Service on Critical Skill(s)</p> | <p>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.</p> | <p>Will one or more of the student's critical skills be jeopardized by the break in service?</p> <p>NO</p>  <p>STOP</p> <p>ESY services are not necessary for FAPE if the IEP Team does not have concerns about any of the student's critical skills.</p> | <p>YES</p> <p>CONTINUE TO CRITERION 2</p>  |
| <p>Criterion 2:</p> | <p>After X-mas it dropped to 45%, which is 25% decline in just 2 weeks. A 45% is</p> | <p>Is there a likelihood of significant regression of the identified critical skill(s)?</p> | |

ESY Eligibility Framework, Criterion 2



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

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

ASK: What is progress-monitoring data?

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

ASK: What is regression?

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

ESY Eligibility Framework, Criterion 2



Describe and Analyze Data for Criterion 2

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

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

| | | |
|---|--|--|
| <p>Criterion 2: Degree of Regression of Critical Skill(s)</p> | <p>After X-mas it dropped to 45%, which is 35% decline in just 2 weeks. Antonio is trending away from his IEP reading goals. Now it's March and he's finally back to 80% consistently, he's on the verge of mastery of his IEP phonic skill (85% goal on IEP) and his mastery on phonics is an emerging skill set.</p> | <p>Is there a likelihood of significant regression of the identified critical skill(s)?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1323 1071 1680 1396"> <p>NO</p>  <p>STOP</p> <p>ESY services are not necessary for FAPE if there is little or no risk of significant critical skill regression.</p> </div> <div data-bbox="1680 1071 1974 1396"> <p>YES</p> <p>CONTINUE TO CRITERION 3</p>  </div> </div> |
| <p>Criterion 3:</p> | <p>mastery on phonics is an emerging skill set.</p> | <p>Can the student recoup the identified critical skill(s) with re-teaching in a reasonable amount of time?</p> |

ESY Eligibility Framework, Criterion 3



Criterion 3: Time Required for Recoupment of Critical Skill

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

ASK: What is recoupment?

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

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

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

ESY Eligibility Framework, Criterion 3



Describe and Analyze Data for Criterion 3

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

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

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

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

NO YES

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 revised.**
- ❖ **Are there any children, with IEPs, who are starting school for the first time who may need ESY services? If so, these children need to be accounted for, and appropriate service arrangements need to be made.**

ESY Goals and Services



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

ESY Goals:



Denote ESY Goals

Add New ESY Goals

ESY Special Education Services:



Denote ESY Special Education Service

Add ESY Special Education Service

ESY Related Services:



Denote ESY Related Service

Add ESY Related Service

Documenting ESY Eligibility in SEDS



- ❖ The IEP Team must select **YES** or **NO** on the ESY Eligibility Worksheet and fax it into SEDS within 5 days of the eligibility decision.
- ❖ If the IEP Team is not ready to make an ESY eligibility decision on the date of the annual review, **Not Yet Determined** may be checked.
- ❖ **HOWEVER**, by April, the IEP Team must either 1) convene a meeting to update the IEP to reflect the appropriate ESY decision OR 2) make the change through the IEP Amendment Tab in SEDS.

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

No Documents have been generated for this student.

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

Yes
No
Not Yet Determined

Show Section << Back Save Save & Continue >>

Developing ESY Goals & Services



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

ESY Goals:

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

Denote ESY Goals Add New ESY Goals

ESY Special Education Services:

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

Denote ESY Special Education Service Add ESY Special Education Service

ESY Related Services:

Denote ESY Related Service Add ESY Related Service

Annotations: Yellow arrows point to 'Functional Area(s)*' and 'Critical Skill*' in the ESY Goals table, and 'Setting*' and 'Provider*' in the ESY Special Education Services table.

Antonio's ESY Goals & Services



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

ESY-Related Transportation Eligibility



SEDS 5.0 Upgrade: ESY-related transportation eligibility is now documented separately from regular school year transportation eligibility in SEDS.

ESY Related Services: 

ESY-Related Transportation

Complete the ESY-Related Special Education Transportation Eligibility Form to determine whether transportation services are appropriate for the student. If so, use the cover sheet below to fax in the eligibility form and request form within five (5) business days of finalizing the IEP.

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

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?*

ESY-Related Transportation Eligibility Form



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

Please download a copy of this worksheet from SEDS for your reference during this slide.

ESY-Related Transportation Worksheet

| | | | |
|---|---|---|---|
| (1) Does the student receive transportation as a related service during the school year? | | | |
| <p style="text-align: center;">YES</p> <p>ESY services are provided at the same site where services are provided during the school year.</p> <p>Student is likely eligible for ESY-related transportation services.</p> <p style="text-align: center;">COMPLETE STEPS 4 & 5</p> | <p>ESY services are <u>not</u> provided at the same site where services are provided during the school year.</p> <p style="text-align: center;">COMPLETE STEPS 2 through 5</p> | <p style="text-align: center;">NO</p> <p>ESY services are provided at the same site where services are provided during the school year.</p> <p>Student is likely <u>not</u> eligible for ESY-related transportation services.</p> <p style="text-align: center;">COMPLETE STEPS 4 & 5</p> | <p>ESY services are <u>not</u> provided at the same site where services are provided during the school year.</p> <p style="text-align: center;">COMPLETE STEPS 2 through 5</p> |
| (2) Consider the following factors: | | | |
| <p>Medical Concerns</p> <p><i>Is the student's ability to travel safely compromised by a documented medical condition?</i></p> | | <p>Safety Concerns</p> <p><i>Is the student's ability to travel safely compromised by significant disability-related needs?</i></p> | |
| (3) Please describe the student's needs as related to the factors above: | | | |
| <p>_____</p> <p>_____</p> <p>_____</p> | | | |
| (4) Transportation is a related service that must be considered as part of the annual review of the Individualized Education Program (IEP). 34 CFR 5300.320(a)(4) | | | |
| Does the IEP Team find that the student is eligible for ESY-related transportation services? | | | |
| YES | | NO | |
| (5) If YES, please justify the IEP Team's determination. | | | |
| <p>_____</p> <p>_____</p> <p>_____</p> | | | |

ESY-Related Transportation Request Form



❖ If a child is found eligible for ESY-Related transportation, the LEA must complete the Transportation Request Form, and fax it into SEDS within 5 business days of the eligibility decision.

Please download a copy of this worksheet from SEDS for your reference during this slide.

OSSE
STUDENT TRANSPORTATION FORM - SUMMER 2011 EXTENDED SCHOOL YEAR (ESY) SERVICES

Student Information: The information from the student/parent information page in order to complete this section. All information should match information in SEDS.

| | | | |
|---|---|--|--|
| Student Name Click here to enter text. | Student ID Click here to enter text. | Grade Click here to enter text. | Date of Birth Click here to enter a date. |
| Last Eligibility Date Click here to enter a date. | Last IEP Date Click here to enter a date. | Primary Disability Choose an item. | Current IEP Date Click here to enter a date. |

Parent/Guardian Information

Name: Click here to enter text.
 Address: Click here to enter text.
 Home Phone: Click here to enter text.
 Work Phone: Click here to enter text.
 Mobile Phone: Click here to enter text.

Emergency Contact Information

Name: Click here to enter text.
 Address: Click here to enter text.
 Home Phone: Click here to enter text.
 Work Phone: Click here to enter text.
 Mobile Phone: Click here to enter text.
 Relationship: Click here to enter text.

Part I Transportation Request Information

Reason for Transportation Request: **ESY**
 LEA of Enrollment: Click here to enter text.
 Begin Date: Click here to enter a date.
 ESY Location Site: Click here to enter text.
 End Date: Click here to enter a date.

Mode of Transportation: OSSE-DOY bus MetroCard

Medical Needs: Seizures Tracheostomy tube Heart conditions Hearing aid Feeding tube
 Asthma Allergy Oxygen Epipen

Other Special Needs: Behavioral issues Hand-to-hand transfer One-to-one bus aid

Devices: Helmet Crutches Mirrors Car seat Wheelchair
 Cane Walker Booster Seat Stroller
 Other: Click here to enter text.

Part II Pick Up and Drop Off Information

Pick Up Address (Student Residence)

| | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Address: Click here to enter text. | M | T | W | T | F |
| | <input type="checkbox"/> |

Drop Off Address (ESY Location Site)

| | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Address: Click here to enter text. | M | T | W | T | F |
| | <input type="checkbox"/> |

Alternative Drop Off Address
 OSSE-DOY provides transportation for eligible students to activities that are necessary for the provision of FAPE as specified in the student's IEP (e.g. secondary transition activities, etc.). Please specify the address, dates, and times of the alternative ESY service location.

| | | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Address: Click here to enter text. | M | T | W | T | F | Time |
| | <input type="checkbox"/> | Click here to enter text. |

Additional Notes

Click here to enter text.

ESY-Related Transportation Eligibility



ESY-related transportation eligibility determinations must be logged in SEDS.

ESY-Related Transportation

Complete the ESY-Related Special Education Transportation Eligibility Form to determine whether transportation services are appropriate for the student. If so, use the cover sheet below to fax in the eligibility form and request form within five (5) business days of finalizing the IEP.

[ESY -- Related Transportation Eligibility Form](#)
[ESY -- Related Transportation Request 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?*

Yes
No
Not Yet Determined

Show Section Back Save Save & Continue >>

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

Update ESY Calendars in SEDS



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

Calendar (Docs Demo)

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

Legend: School Day, Summer School, Holiday, Teacher Holiday, Weekend, Summer Day, ESY, Summer School & ESY

[Link School Year](#)

Edit School Years (Docs Demo)

| Del | School Year | Begin Date | End Date | Cal Days | Sch Days | ESY Schedule | Report Periods |
|--------------------------|-------------|------------|------------|----------|----------|----------------------|----------------------|
| <input type="checkbox"/> | 1997-1998 | 08/18/1997 | 05/10/1998 | 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 | 05/15/2001 | 318 | 227 | Edit | Edit |

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



Office of the State Superintendent of Education

ANNUAL EXTENDED SCHOOL YEAR (ESY) CERTIFICATION PROCESS



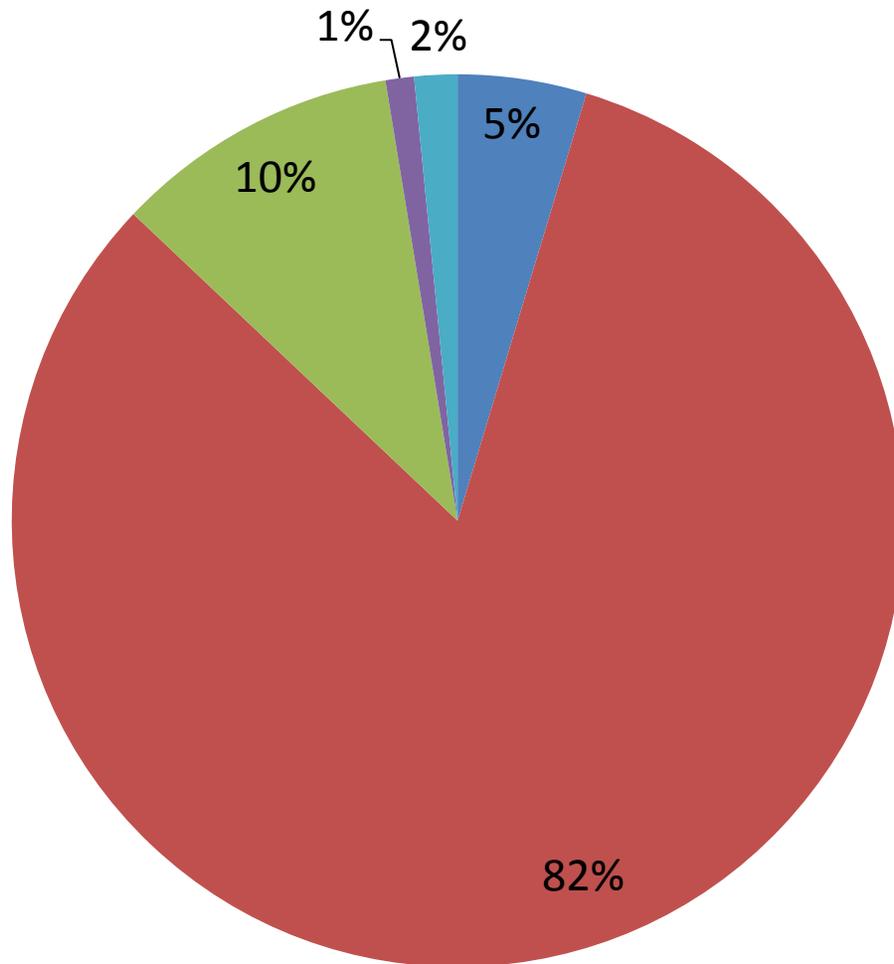
Certification serves three main purposes:

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

LEA Responsibility to Certify

- ❖ LEAs must participate in the certification process.
- ❖ LEAs must submit all required documentation to OSSE.
- ❖ District Charters must submit their certification data for children receiving ESY services at nonpublic schools and ESY-related transportation services to the District of Columbia Public Schools (DCPS), who in turn must certify this information to OSSE.

Lessons Learned: ESY Certification Errors



ESY Data Error Types

- Enrollment Errors
- Eligibility Errors
- IEP Validity Error
- Programmatic Error
- SPED Eligibility Error

ESY Certification Errors: Eligibility



Examples of ESY Eligibility Errors: **82%**

- ❖ ESY eligibility status is “TBD” in the SEDS report.
- ❖ Child was documented as eligible for ESY on the SEDS report, but not certified by the LEA.
- ❖ Child was documented as not eligible for ESY on the SEDS report, but was certified as eligible by the LEA.

Tips to Prevent ESY Eligibility Errors

- ❖ Ensure that all ESY decisions are made timely; “TBD” should not be listed for any child under the ESY Eligibility column in the SEDS report.
- ❖ Ensure that the total number of children on the SEDS report equals the total number of children being certified.

ESY Certification Errors: IEP Validity and Enrollment



IEP Validity Errors: **10%**

- ❖ The child's most current IEP was expired.

Tips to Prevent IEP Validity Errors

- ❖ Ensure that all children have current and valid IEPs in SEDS:
 - Confirm that there are no expired IEPs.
 - Complete ESY eligibility and required documentation.

Examples of Enrollment Errors: **5%**

- ❖ The child was not enrolled at the certifying LEA, or was not attending the designated nonpublic program.
- ❖ The child had graduated or withdrawn from DC schools.

Tips to Prevent Enrollment Errors

- ❖ Confirm that all children certified are enrolled in the right LEA and attending the right program at the time of certification.

ESY Certification Errors: SPED Eligibility and Program



Special Education Eligibility Errors: **2%**

- ❖ Child was not eligible for special education services according to the SEDS report, but was certified for ESY by the LEA.

Tips to Prevent Special Education Eligibility Error

- ❖ Verify that all children being certified are currently eligible for special education services.

Examples of Programmatic Errors: **1%**

- ❖ Child is eligible for ESY, but does not have ESY goals documented in SEDS.
- ❖ Child is not eligible for ESY, but has ESY goals documented in SEDS.

Tips to Prevent Programmatic Errors

- ❖ Complete ESY goals only for all ESY eligible children in SEDS.

Way To Go!



OSSE commends the following LEAs who submitted 2012 ESY certifications with 100% accuracy:

- ❖ Achievement Preparatory Academy PCS
- ❖ Bridges PCS
- ❖ D.C. Bilingual PCS
- ❖ D.C. Preparatory PCS
- ❖ Eagle Academy PCS
- ❖ Education Strengthens Families PCS
- ❖ Elsie Whitlow Stokes Community Freedom PCS
- ❖ Excel Academy PCS
- ❖ Howard University Middle School PCS
- ❖ Maya Angelou PCS
- ❖ National Collegiate PCS
- ❖ Options PCS
- ❖ Septima Clark PCS
- ❖ Washington Latin PCS
- ❖ Washington Yu Ying PCS

NEW! 2013 Certification Process



- ❖ OSSE Transportation Online Tool for ESY (TOTE) replaces paper-based system!
- ❖ **New process for 2013:**
 1. IEP Teams determine ESY services and ESY-related transportation eligibility.
 2. IEP teams enter ESY-related decisions in SEDS.
 - *Documents to upload:* ESY Eligibility Worksheet; ESY-Related Transportation Eligibility Worksheet; ESY-related Transportation Request Form (if YES to ESY transportation)
 3. Generate SEDS ESY report.
 4. Use SEDS ESY report to enter each student's ESY eligibility, non-public attendance, and ESY-related transportation eligibility in TOTE.
 - *Documents to upload:* ESY-Related Transportation Request Form (if YES to ESY transportation)
 5. Certify via TOTE that all information is complete and correct in both SEDS and TOTE.

Generating the ESY Report in SEDS



- ❖ Click School System → Reports → ESY Report
- ❖ Enter Report Criteria
 - Select “All Associated Schools”
 - Leave the “ESY Goals” dropdown at the default level
- ❖ Click “Generate Report”
(Reminder: There must be a valid email address in the system to generate a report.)

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

School System | System Info | Reports

Reports [New Mail](#)

| Student Reports | User Reports |
|------------------|---------------------|
| (None Available) | (None Available) |
| Service Reports | Service Log Reports |
| (None Available) | (None Available) |

Scheduled Reports

- [DC Meeting Status Report](#)
- [DC State Assessment Accommodations Spreadsheet](#)
- [Overdue Meetings](#)
- [DC State Assessment Participation Report](#)
- [IEP at a Glance](#)
- [Related Services Management](#)
- [DC Active Student Report](#)
- [Related Services Management ESY](#)
- [All Students Roster](#)
- [Assessment Timeliness Report \(PDF/Excel\)](#)
- [DC- Transportation](#)
- [Assessment Status Report \(PDF/Excel\)](#)
- [ESY](#)

Reports - ESY [New Mail](#)

Select Students to Include:

School:

ESY Goals:

Sort Order:

Sort By:

How to Read the SEDS ESY Report



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

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

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

| Report | Date Created | Created By | System | School | User | Report Level |
|------------|--------------|------------|--------|--------|----------|--------------|
| ESY | 03/18/2011 | Test SEC | | | Test SEC | Test SEC |

ESY Participation - Closed - Van Ness Es - 331
As of 01/30/2013

THE FOLLOWING STUDENTS HAVE BEEN IDENTIFIED AS REQUIRING ESY SERVICES:

Sample Public School - Cluster

| Student Name | ID | DOB | Grade | Case Manager | ESY Eligibility | ESY Transportation | IEP End Date | ESY Goals Completed |
|--------------------|-------------|------------|-------|--------------|-----------------|--------------------|--------------|---------------------|
| Sousa, Kirk | 1111199999 | 11/19/2004 | 12 | Sec/Rsp Test | Yes | Yes | 11/10/2012 | Yes |
| Test, Version5-0_5 | 33333333344 | 01/01/1994 | | Sec/Rsp Test | Yes | Yes | 10/31/2012 | Yes |
| Test1, Ogerta | 55667 | 01/31/2001 | 7 | Test SEC | Yes | Yes | 01/20/2013 | Yes |
| Test1, Version96 | TEST123469 | 12/01/2003 | 2 | SEC Test | TBD | | 04/25/2011 | TBD |

How to Read the SEDS ESY Report



Items to look for in the report:

- ❖ Nonpublic vs. Public
 - Take note of if a child is attending a nonpublic.
- ❖ TBD
 - This signifies that an eligibility decision still needs to be completed in the IEP in SEDS.
- ❖ Blanks under ESY Transportation:
 - All IEPs dated prior to 10/22/12 are going to have a blank - the IEP will need to be amended to include ESY-related transportation eligibility decision.

As of 1/30/2012

THE FOLLOWING STUDENTS HAVE BEEN IDENTIFIED AS REQUIRING ESY SERVICES:

Sample Nonpublic School - NonPublic Tuition Grant

| Student Name | ID | DOB | Grade | Case Manager | ESY Eligibility | ESY Transportation | IEP End Date | ESY Goals Completed |
|--------------------|------------|------------|-------|-----------------|-----------------|--------------------|--------------|---------------------|
| Sousa, Kirk | 1111199999 | 11/19/2004 | 12 | Sec/Rsp Test | Yes | Yes | 11/10/2012 | Yes |
| Test, Version5-0_5 | 3333333344 | 01/01/1994 | | Sec/Rsp Test | Yes | Yes | 10/31/2012 | Yes |
| Test1, Ogerta | 55667 | 01/31/2001 | 7 | Test SEC | Yes | Yes | 01/20/2013 | Yes |
| Test1, Version96 | TEST123469 | 12/01/2003 | 2 | SEC Test | TBD | | 04/25/2011 | TBD |
| Test1, Version97 | TEST123475 | 02/26/2007 | 1 | SEC Test2 | Yes | | 09/26/2012 | Yes |
| Test2, Manual | USI3737475 | 05/10/1994 | | Test SEC | Yes | No | 01/29/2012 | TBD |
| Test2, Version96 | TEST123470 | 12/02/1996 | UG | test compliance | Yes | TBD | 01/29/2012 | Yes |
| Tester5, Ken | TEST123465 | 06/21/2000 | KG | Sec/Rsp Test | Yes | | 03/12/2011 | Yes |

Closed - Van Ness Es - 331

Sample Public School - Cluster

| Student Name | ID | DOB | Grade | Case Manager | ESY Eligibility | ESY Transportation | IEP End Date | ESY Goals Completed |
|--------------------|------------|------------|-------|-----------------|-----------------|--------------------|--------------|---------------------|
| Sousa, Kirk | 1111199999 | 11/19/2004 | 12 | Sec/Rsp Test | Yes | Yes | 11/10/2012 | Yes |
| Test, Version5-0_5 | 3333333344 | 01/01/1994 | | Sec/Rsp Test | Yes | Yes | 10/31/2012 | Yes |
| Test1, Ogerta | 55667 | 01/31/2001 | 7 | Test SEC | Yes | Yes | 01/20/2013 | Yes |
| Test1, Version96 | TEST123469 | 12/01/2003 | 2 | SEC Test | TBD | | 04/25/2011 | TBD |
| Test1, Version97 | TEST123475 | 02/26/2007 | 1 | SEC Test2 | Yes | | 09/26/2012 | Yes |
| Test2, Manual | USI3737475 | 05/10/1994 | | Test SEC | Yes | No | 01/29/2012 | TBD |
| Test2, Version96 | TEST123470 | 12/02/1996 | UG | test compliance | Yes | TBD | 01/29/2012 | Yes |
| Tester5, Ken | TEST123465 | 06/21/2000 | KG | Sec/Rsp Test | Yes | | 03/12/2011 | Yes |

Closed - Van Ness Es - 331



Office of the State Superintendent of Education

TRANSPORTATION ONLINE TOOL FOR ESY (TOTE)



Logging into OSSE TOTE (Beta Version)

OSSE Transportation Online Tool for ESY



❖ Users will receive an invitation to QuickBase.

New | Reply | Reply all | Forward | Delete | Junk | Sweep | Mark as | Move to | Categories |

OSSE TOTE (Beta Version) - QuickBase Invitation Back to messages |

lia.rogers @ dc.gov (via QuickBase) [Add to contacts](#) 2:38 PM
To @hotmail.com Reply

Intuit QuickBase

Lia Rogers has shared a QuickBase app with you.

Note from Lia Rogers:
The OSSE Transportation Online Tool for ESY (OSSE TOTE) application is the place all LEAs will submit calendar information for schools serving District of Columbia Special Education Students. It is also the place to certify students for ESY - Summer 2013 services if they need transportation services for ESY - Summer 2013 and/or if they will be attending a non-public school for ESY - Summer 2013.

[Open OSSE TOTE \(Beta Version\)](#)

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/main?a=pv&uid=58138685&pp=bpj7vhgahtd2pzubh4wb4qbrz8r7rcp4k2uwcivrhssc73aegceuh8!abh2vvijs&dbid=bhht9pgur>
For security reasons, this link will expire in 6 months.

New | Reply | Reply all | Forward | Delete | Junk | Sweep | Mark as | Move to | Categories |

Logging into OSSE TOTE (Beta Version)

OSSE Transportation Online Tool for ESY



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

Sign Up for QuickBase

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

First name*

Last name*

Email address

Choose a password*

Retype password*

Password strength:

- ✓ Must be at least 8 characters
- ✓ Must include both numbers and letters

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

Question*

Answer*

Your answer is not case sensitive.

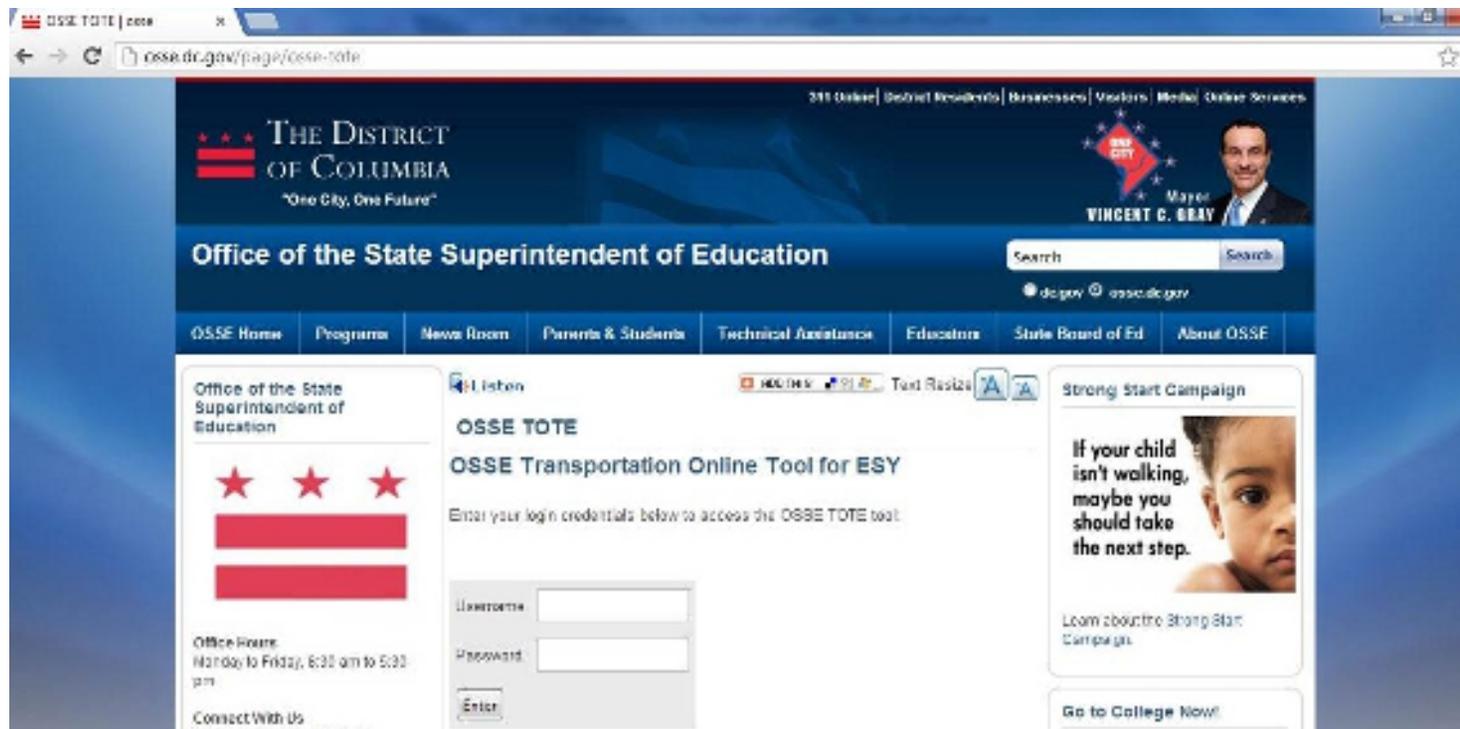
I have read and agree to the QuickBase [Terms of Service](#)

Logging into OSSE TOTE (Beta Version)

OSSE Transportation Online Tool for ESY



- ❖ Users can access OSSE TOTE via the OSSE website.
- ❖ The URL is <http://osse.dc.gov/page/osse-tote>.



OSSE TOTE: Sample Dashboard



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

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

| Schools List | | | | | | | | |
|----------------------|----------------------|---------------|------------------------|---------------------------------|----------------------|----------------|-------------------|---------------------------|
| | | Full Report | Grid Edit | Email | More | 5 Schools | | |
| | School Code | ▲ School Name | Street Address | City / State / Zip | Main Phone Number | Principal Name | School Type | |
| EDIT | VIEW | 999999 | Aang School of Avatars | 23 North Avatar Epoch Street NE | Washington, DC 20009 | (999) 867-5309 | Avatar Aang | LEA (Independent) Charter |
| EDIT | VIEW | 999998 | Avatar Air Temple | 2122 Air Temple Way NW | Washington, DC 20032 | (202) 867-5208 | Ainsley Air-Nomad | LEA (Independent) Charter |
| EDIT | VIEW | 999996 | Avatar Earth Temple | 45 Ba Sing Sae Street NW | Washington, DC 20002 | (202) 555-2645 | Vanessa Dowd | LEA (Independent) Charter |
| EDIT | VIEW | 999995 | Avatar Fire temple | 24 Fire Temple Mount Street SE | Washington, DC 20018 | (202) 867-5124 | Jake Kelly | LEA (Independent) Charter |
| EDIT | VIEW | 999997 | Avatar Water Temple | | | | | LEA (Independent) Charter |

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

❖ LEA Administration

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

❖ Users view the LEA(s) within their jurisdiction

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

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

OSSE TOTE: Functionality (continued)



LEA Administration

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

LEA Name LEA Schools [5](#)
 LEA ID LEA Students [14](#)

School Address and Contact Information

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

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

Spec. Education Transportation Contacts

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

[Add Contact](#)

| | | Full Report | Grid Edit | Email | More | 9 Contacts | | |
|----------------------|--|-------------------------------|---------------------|--|----------------|------------|--|--|
| | School Name | Role | Contact Name | Email Address | Direct Phone | | | |
| VIEW | | LEA Administrator | Heinrich, Phil | phil.heinrich@dc.gov | (202) 421-1037 | | | |
| EDIT | Aang School of Avatars | LEA Administrator | Williams, Dartanion | dartanion.williams@dc.gov | (202) 422-1153 | | | |
| VIEW | Avatar Air Temple | Data Administrator | Shonough, Susan | sshon@avatar.aang.org | (202) 541-2574 | | | |
| VIEW | Avatar Water Temple | Special Education Coordinator | Water-Tribe, Katara | k_tribe@aangschools.org | (999) 867-5309 | | | |
| VIEW | Avatar Fire temple | Transportation Coordinator | Campbell, Jason | jason.campbell@dc.gov | (202) 299-9999 | | | |
| VIEW | Avatar Earth Temple | LEA Administrator | Blasioli, Cassandra | cassandra.blasioli@dc.gov | (202) 727-6789 | | | |
| VIEW | Avatar Air Temple | LEA Administrator | King, Ernest | ernest.king@dc.gov | (202) 741-0272 | | | |
| VIEW | Avatar Earth Temple | LEA Administrator | Enos, Jessica | jessica.enos@dc.gov | (202) 867-5309 | | | |
| VIEW | Aang School of Avatars | LEA Administrator | Rogers, Lia | lia.rogers@dc.gov | (202) 575-5510 | | | |

OSSE TOTE: Functionality (continued)



LEA Administration

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

❖ The Child Status Detail

- This is the full report used to certify children for ESY – Summer 2013.

Student Summary By Status

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

| | |
|---|----|
| 1. Pending Eligibility Determination | 10 |
| 2. Pending Transportation Form Upload in TOTE | 10 |
| 3. Pending Confirmation of Upload to SCDS | 10 |
| 4. Certification Complete | 10 |
| 5. No SEA Responsibility | 10 |

Student ESY - Summer 2013 Status Detail

This is the transportation request detail grid. You will need to edit existing records until Certification Completion Status is obtained. Please report missing students to La.Rogers@sc.gov and include the student's full name and USI TOTE.

| Full Report | Grid Edit | Email | More | 14 Students | | | | | | | | | | |
|--|---------------------------|-----------------------|----------------------|-----------------------|--------------------------|-------------|----------------|--------------------------|---------------------------------|----------------------------|-----------------------------------|--|--|---|
| | | | | LEA Name | Attending School | Student USI | Student Name | ESY Site | Eligible for ESY (Summer 2013)? | Attends Non-Public School? | Needs ESY Related Transportation? | Student Transportation Form Uploaded in TOTE | All Eligibility Data Uploaded to SCDS? | Student ESY Status |
| Avond Charter Schools (14 Students) | | | | | | | | | | | | | | |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond School of Avondale | 20148085 | Harris, Thomas | | No | No | Yes | Cert Thomas.pdf | Yes | 4. Certification Complete |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond School of Avondale | 60010035 | Johnson, Greg | | Yes | Yes | Yes | Cert Johnson.pdf | Yes | 1. Certification Complete |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond School of Avondale | 51104046 | Smith, Todd | | No | No | No | | Incomplete | 5. No SEA Responsibility |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond School of Avondale | 20059770 | Smith, Jordan | | Yes | No | Yes | | Incomplete | 2. Pending Transportation Form Upload in TOTE |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond School of Avondale | 28006608 | Smith, Johnny | Avond School of Avondale | Yes | Yes | Yes | Cert Smith.pdf | Yes | 4. Certification Complete |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond School of Avondale | 20048825 | Stens, Erik | | No | Yes | Incomplete | | Incomplete | 1. Pending Eligibility Determination |
| Full Report | Grid Edit | Email | More | Avond Charter Schools | Avond Air Charter Temple | 20020586 | Kenneth, Thel | | Incomplete | Incomplete | Incomplete | | Incomplete | 1. Pending Eligibility Determination |

OSSE TOTE: Functionality (continued)



School Administration

- ❖ Users can view and/or edit school information by accessing the School Information Form.
- ❖ Users can view and/or edit:
 - School Address & Contact Information
 - Confirmation of ESY program – Summer 2013
 - Special Education Transportation Contacts
 - School Calendar & Bell Times
 - Bell Times that differ per program

School Information Form

School Address & Contact Information

LCA
[View Charter Schools](#)

School Name: [View School of Annapolis](#) School Code: 999999 School Type: [LCA \(Independent\) Charter](#)

Principal Name:
[Annapolis](#)

Director/ESY Program Manager Name:
[Annapolis](#)

Main Phone Number: (999) 867-1009 Main Fax Number: (999) 867-0708

Street Address:
[25 North Annapolis Blvd School HB](#)

City / State / Zip:
[Washington, DC 20009](#)

Is the address listed above correct?
 Yes

Spec. Education Transportation Contacts

| | | Full Report | Grid Edit | Email | More | 1 of 3 Contacts | |
|----------------------|------------------------|---------------------|----------------|--|------|-----------------|--|
| | Role | Contact Name | Direct Phone | Email Address | | | |
| View | LCA Administrator | Linneah, Phil | (202) 421-1677 | phil.linneah@osse.gov | | | |
| View | LCA Administrator | Williams, Darlanion | (202) 422-3158 | darlanion.williams@osse.gov | | | |
| View | DCPS LCA Administrator | Williams, Darlanion | (773) 558-4891 | darlanion.williams@dcps.edu | | | |
| View | DCPS LCA Administrator | Rowley, Johnny | (773) 557-1000 | jrowley@dcps.edu | | | |

Reset Page: [1](#) [?](#) [↓](#)

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

School Calendar and Bell Times

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

Add School Term Calendar

| | | Full Report | Grid Edit | Email | More | School Calendar | | | | |
|----------------------|------------|-------------|--------------------|------------------------|-------------------|-------------------------------|-----------------------------------|-------------------------------------|----------------------|--|
| | Start Day | End Day | Student Entry Time | Instruction Start Time | PM Dismissal Time | Is Early Dismissal Necessary? | Early Dismissal Recurs How Often? | What is the Early Dismissal Day(s)? | Early Dismissal Time | Estimated Drop Arrival Time |
| View | 06-01-2013 | 07-19-2013 | 8:00 am | 9:30 am | 4:30 pm | Yes | Weekly | Wednesday | 2:15 pm | We will schedule the bus to arrive between 8:00 am and 9:20 am |

OSSE TOTE – Functionality (continued)



OSSE TOTE Rollout ETA: March 11, 2013

- ❖ 4 training dates for LEAs: **March 15, 21, 22 & 28**
- ❖ 20 participants max each day
- ❖ OSSE 3rd Floor Computer Lab
- ❖ Go to <http://osse.dc.gov/page/osse-tote> to RSVP

OSSE TOTE Benefits

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

Internal LEA Process Guidelines



CERTIFICATION SUBMISSION DEADLINE: May 6, 2013

Recommended LEA Internal Process:

- ❖ **LEAs will continue to find additional children eligible for ESY services as annual review dates occur throughout December to April.**
- ❖ **Data Administrators/Special Education Coordinators should run the ESY SEDS Report periodically (every two weeks) to capture any additional children who are determined eligible for ESY.**
- ❖ **Once all of the required documentation is completed and uploaded to SEDS, eligible children information should be entered into TOTE.**
- ❖ **Regularly running the SEDS Report, completing documentation in a timely manner, and entering in eligible children into TOTE on a rolling-basis will prevent the burden and error of last minute data entry.**

Resources on the OSSE Website (osse.dc.gov)

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

Important State-Level Contacts



Extended School Year (ESY) 2013
OSSE Contact Information

| Contact | Email Address Phone Number | Information |
|---|--------------------------------------|---|
| Grace Chien, Director of Policy Division of Specialized Education | Grace.Chien@dc.gov (202) 741-5089 | Contact this unit lead with any programmatic questions regarding the Extended School Year (ESY) Services Policy. |
| Tara Beaner, SEDS Team Project Manager Division of Specialized Education | Tara.Beaner@dc.gov (202) 654-6111 | Contact this team lead with questions regarding IEP-related ESY data requirements or reporting tools in the Special Education Data System (SEDS). |
| Lia Rogers, Management Analyst Division of Student Transportation | Lia.Rogers@dc.gov (202) 576-5510 | Contact this unit lead with questions regarding the online certification tool or to check the status of ESY materials that have been submitted. |
| Parent Resource Center Division of Student Transportation | (202) 576-5000 | Contact this unit if a bus is more than 20 minutes late, a student unable to attend school, or if a student has experienced a pick up or scheduling issue. |
| Office of Investigations Division of Student Transportation | (202) 576-6860 | Contact this unit with concerns about problems with transportation services, concerns about the school bus driver or attendant, or issues pertaining to compliance. |