District of Columbia
Office of the State Superintendent of Education

STUDENT ENROLLMENT AUDIT & CHILD COUNT HANDBOOK

Guide for Local Education Agencies

School Year 2016-17

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State Superintendent

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Abbreviations and Terms

ACCESS	Assessing Comprehension and Communication in English State to State
CASAS	Comprehensive Adult Student Assessment System
CBO	Community-Based Organization
CFSA	Child and Family Services Agency
Child Count	Official special education enrollment number for the District of Columbia
Child Count Roster	Official list of students to be included in Child Count
Child Count Roster Verification Report	A printed form from SLED certified by the head of each LEA
CPL	Composite Proficiency Level
DC	District of Columbia
DCMR	District of Columbia Municipal Regulations
DCPS	District of Columbia Public Schools
DE	Duplicative Enrollment
DERAS	Duplicative Enrollment Resolution Affirmation Statement
DME	Office of the Deputy Mayor for Education
DYRS	Department of Youth Rehabilitation Services
EA	Enrollment Audit
EA/CC	Enrollment Audit/Child Count
ESL	English as a Second Language
Event ID	A numeric code from the student history in SLED
FARMS	Free and Reduced-Price Meals Student
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development (high school equivalency)
HLS	Home Language Survey
ID	Numeric identification
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
K-WAPT	Kindergarten WIDA – ACCESS
KG	Kindergarten
LAYC	Latin American Youth Center
LEA	Local Education Agency
LEA Look Forward	Weekly LEA electronic newsletter
LEP	Limited English Proficient
Local ID	A seven-digit identification code (assigned to certain students only) located in SEDS
MKV	McKinney-Vento Homeless Assistance Act
MODEL	Measure of Developing English Language
NCLB	No Child Left Behind
NEP	Non-English proficient
NP	Nonpublic school
NWEA MAP	Northwest Evaluation Association Measure of Academic Progress
OSSE	Office of the State Superintendent of Education
OST	OSSE Support Tool
OST ticket	A numeric identifier to track reported discrepancies
PCSB	Public Charter School Board
PK3	Pre-kindergarten for 3-year-olds

Abbreviations and Terms	
PK4	Pre-kindergarten for 4-year-olds
POC	Point of contact (dedicated LEA personnel for specific audit-related activities)
Pre-IPT	Preschool - IDEA Oral Language Proficiency Test
SE	Special Education
SEA	State Education Agency
SEDS	Special Education Data System
SER	State Enrollment Roster
SIS	Student Information System
SLED	Statewide Longitudinal Education Database
SLIMS	School and LEA Information Management System (OSSE) in QuickBase
SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	Supplemental Nutrition Assistance Program - Education
SPED	Special Education
State	Refers to District of Columbia Government
SY	School Year
TABE CLAS-E™	TABE (publisher) Complete Language Assessment System - English
TANF	Temporary Assistance for Needy Families
TEAAL	Test of English Language Achievement for Adult Learners
UPSFF	Uniform Per Student Funding Formula
USI	Unique Student Identifier
UUEE	User Updated Educational Environment
WIDA	World-Class Instructional Design and Assessment

AREAS WITH FUNDING IMPACT

The enrollment audit is the mechanism that the District of Columbia uses to verify the enrollment of public schools in the District and also to allocate per student funding to charter schools.

As such, there are several areas within the enrollment audit that can have a funding impact.

Residency status – All students MUST have acceptable residency verification documentation on file at the school/LEA of record. LEAs will not receive UPSFF funding for students whose residency is not confirmed via the enrollment audit.

Six Stages of Enrollment –In order for a student to be listed on the official audit roster and be eligible to receive funding, the student must have reached Stage 5 of enrollment. See the "Stages of Enrollment" on page 6.

Entry and Exit Codes – In order for a student to be considered enrolled at a school, the student must have an entry code that reflects Stage 5 and not have an exit code subsequent to the entry code date.

Duplicative Enrollment – Some students may be enrolled at multiple LEAs. These students are considered to be enrolled in more than one school. If a student is enrolled in more than one school and the matter has not been resolved by the close of the audit, the school will not receive enrollment credit or funding for the student.

Grade levels – The grade level listed in SLED at the end of the audit is the grade level that will be funded. UPSFF general education funding varies based on grade level. Therefore, ensuring that grade levels are accurately reflected in SLED is of the utmost importance to guarantee UPSFF funds are properly calculated.

SECTION 1: INTRODUCTION

STUDENT ENROLLMENT AUDIT

The annual student enrollment audit is required by law, under DC Code § 38-1804.02, to determine and develop public education funding and policies. The audit takes place in the fall of each school year and consists of a physical head count of each student enrolled in the following:

- DCPS;
- Public charter schools;
- DCPS or public charter schools but attending private special education schools or programs ("Nonpublics"[1]); and
- DC foster care students attending schools in surrounding counties and those registered with the Department of Youth Rehabilitation Services (DYRS).

The audit also reviews student records to determine enrollment and residency status as of Oct. 5 (or the next business day if this falls on a weekend or holiday) of the given school year. For the 2016-17 school year, the date will be Thursday, Oct. 5, 2016.

Stages of Enrollment

The six stages of enrollment are a mandated part of every public and public charter school student's attendance record, per DCMR 5-A2199. Each stage represents a different event in the enrollment process. The six stages are defined in the DCMR as:

1. Application by student to attend the school;
2. Acceptance and notification to the student by the school of an available slot;
3. Acceptance of the offered slot by the student, signified by completion of enrollment forms and parent signature on a "letter of enrollment agreement form";
4. Registration of the student in SIS by school upon receipt of required enrollment forms and letter of enrollment agreement;
5. Receipt of educational services, which are deemed to begin on the first official school day; and
6. The sixth stage of enrollment takes place on completion of stage four, and is defined as follows: "The LEA's obligation to determine eligibility for special education services or to provide special education services on an existing IEP is triggered upon completion of registration (stage 4)."

Upon completion of the audit, each LEA receives funding for every student officially enrolled at its school(s), along with any funding allowed for additional related services under the UPSFF. DCPS receives funding based on projected enrollment according to historic audit counts.

State Enrollment Roster

OSSE is responsible for generating a state enrollment roster by calculating annual public school enrollment counts for each LEA as of Oct. 5 and contracting an independent auditor to validate the enrollment roster by means of a census-style audit. The enrollment audit roster is generated from the SLED, which is populated by the LEAs' student information systems, the OSSE SEDS, and the Enrollment Audit and Child Count QuickBase application.

The table below summarizes the data elements originating from each source system. All LEA SIS data will be collected through the Automatic Data Transfer (ADT) tool.

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1 A nonpublic special education school or program is a privately owned or operated preschool, school, educational organization, or program, no matter how titled, that maintains or conducts classes for the purpose of offering instruction, for a consideration, profit, or tuition, to students with disabilities; provided that the term "nonpublic special education school or program" shall not include a privately owned or operated preschool, elementary, middle, or secondary school whose primary purpose is to provide educational services to students without disabilities, even though the school may serve students with disabilities in a regular academic setting. (5-A DCMR §2899)

Source Systems Summary

SOURCE SYSTEM	DATA ELEMENTS
LEA SIS	• Student enrollment data • Student demographic data, LEP indicator • Residency and tuition paid indicator information • All special education Child Count data, except "User Updated Educational Environment"
SEDS	
QuickBase (Enrollment Audit and Child Count application)	• Desktop and In-Person Appeals Submissions

Audit Components

The overall enrollment audit process covers four components:

1. Enrollment audit: An audit of the following:

- Enrollment;
- Residency status;
- Tuition payment (non-resident) update; and
- Grade level.

This also includes an audit of students under the care of CFSA who are enrolled in schools in surrounding counties, as well as students attending non-public schools. Additionally, as a part of this process, demographics will be verified for annual statistics purposes such as graduation rates, Performance Management Framework (public charter schools only), equity reports, and state test breakdowns.

2. LEP Sample Audit: An audit of students classified as LEP.

3. Special Education Child Count Verification (Child Count): A verification of the status of students with IEPs.

4. At-Risk Verification: A verification of which students qualify for funding as "at-risk" students (homeless students, TANF or SNAP recipients, students in foster care or over-age high school students).

Enrollment Audit Legislation

Since DCPS, public charter, and nonpublic schools receive funding according to the number of students enrolled, DC law requires an audit to evaluate the accuracy of the fall student enrollment count of all publicly funded schools. Specifically, DC Code § 38-1804.02 requires an audit of the following:

1. The number of students enrolled in each grade from kindergarten through grade 12 in DCPS and public charter schools, and the number of students whose tuition for enrollment in other schools is paid for with funds available to public schools in the District. This includes non-resident students and students with disabilities;
2. The amount of fees and tuition assessed and collected from the non-resident students described in the paragraph above;
3. The number of students, including non-resident students, enrolled in PK3 and PK4 in DCPS and public charter schools;
4. The amount of fees and tuition assessed and collected from the non-resident students described in the paragraph above;
5. The number of full-time equivalent adult students enrolled in adult, community, continuing, and vocational education programs in DCPS and public charter schools;
6. The amount of fees and tuition assessed and collected from resident and non-resident adult students described in the paragraph above;
7. The number of students, including non-resident students, enrolled in non-grade level programs in DCPS and public charter schools;
8. The amount of fees and tuition assessed and collected from non-resident students described in the paragraph above; and
9. The number of students enrolled who have dropped out since the date of the previous report.

Public Charter LEA Payments

The enrollment audit is the basis for public charter LEA payments. It is therefore critical that public charter LEAs verify the accuracy of their enrollment data. If the LEA believes its enrollment data is inaccurate, there are three methods of recourse:

Prior to Oct. 5

1. LEAs may access support provided by OSSE and PCSB staff to reconcile the data in their SIS with OSSE's roster data in SLED and SEDS.

After Oct. 5

2. LEAs may request a resolution meeting with the auditor.
3. LEAs may submit an appeal.

The enrollment data used to calculate 2016-17 school year **base** quarterly payments to public charter schools are as follows:

Quarter One (July): A projected enrollment count negotiated between LEAs and PCSB

Quarter Two (October): Unaudited Oct. 5 count

Quarter Three (January): Unaudited Oct. 5 count

Quarter Four (April): Audited Oct. 5 count

DC Code §38-2906.02 – Sections Relevant to Public Charter School Payments

(b) Each payment shall be made on the basis of current percentages of each public charter school's entitlement, determined as follows:

(1) The basis of the July 15 payment to a public charter school shall be the estimate used in the June 30 quarterly reports submitted by the eligible chartering authorities pursuant to DC Code **§38-1804.02(a).**

(2) The **basis of the Oct. 25 and Jan. 15 payments shall be the unaudited October enrollment numbers** for that school contained in the reports submitted by the eligible chartering authorities on Oct. 5.

(3) The **basis of the April 15 payment shall be the audited October enrollment numbers** provided that these amounts shall be adjusted in accordance with the provisions of subsection (c) of this section.

(c) Payments shall not be reduced or delayed pending the conduct and results of the audit prescribed by §38-2906(d). If the audit finds that the number of verified resident students enrolled at any public charter school differs from that on which its July 15 and Oct. 25 payments were based, the mayor shall recalculate the appropriate amount of subsequent payments accordingly, adjusting them by the amount of the discrepancy.

Supplemental Payments

Upon application to the chief financial officer of the District of Columbia, public charter schools offering alternative education or special education services may receive payment for eligible students enrolled as of Oct. 5 on a pro-rata basis from the date on which the school begins to provide services to that student, provided that the student represents a net increase to the school's enrollment as of Oct. 5. There are no pro-rata payments for special education, at-risk, or LEP/ELL students enrolling after Oct. 5.

Who is eligible for supplemental payments?

1. Students with IEPs enrolled on Oct. 5 who changed special education levels (1 through 4) subsequent to the October enrollment count.
2. Students who obtained an IEP subsequent to the October certified enrollment count and were enrolled on Oct. 5.
3. Students who were found eligible for at-risk funding after Oct. 5.

Further details about the enrollment audit and the UPSFF can be found in sections 5 and 6 of this manual.

SECTION 2: ENROLLMENT AUDIT AND CHILD COUNT TIMELINE

OVERVIEW

The table below provides an overview and timeline of the SY 2016-17 student enrollment audit and Child Count process.

ITEM/ACTION	DATE	OWNERSHIP
Preparation for the Oct. 5 deadline		
OSSE collects and updates LEA, school and point of contact information	Late July-early August 2016	OSSE LEA
OSSE conducts enrollment audit and Child Count training	The scheduled training dates are listed below. Additional training dates may be announced based on LEA needs. All training sessions will be published in the *LEA Look Forward*. Wednesday, Aug. 17, 1-3 p.m. Pre-K Incentive Program (CBO): Sept. 14, 1-3 p.m. OSSE also will hold detailed webinars to discuss LEP audit, Child Count audit, data quality/SLED expectations etc. Specific dates will be published in the *LEA Look Forward*.	OSSE LEA
• LEAs input and update data in SIS and SEDS, • LEAs identify and resolve data issues • OSSE provides technical support	Aug. 1, 2016-Oct. 5, 2016	OSSE LEA
ITEM/ACTION	**DATE**	**OWNERSHIP**
Data Certification		
Snapshot of data in the enrollment audit and Child Count roster in SLED is taken	Oct. 5, 2016	OSSE LEA
LEAs review frozen data available in SLED for accuracy and completeness; Prior to submission of certification, LEAs submit requests for support to the OST for any issues not previously identified	Oct. 6-7, 2016	OSSE LEA
Certification submission is due to OSSE • LEAs submit Enrollment Audit Data Certification and Child Count Anomalies Acknowledgement form to OSSE	Oct. 7, 2016 by 5 p.m.	OSSE LEA
Enrollment Audit, LEP Sample Audit, Child Count and Residency Verification Audit		
OSSE reviews data for Child Count and all resolved anomalies submitted by LEAs	Aug. 15-Nov. 18, 2016	OSSE

ITEM/ACTION	DATE	OWNERSHIP
Enrollment Audit Head Counts • Auditor visits schools to perform head counts based on certified Oct. 5 roster. The auditors also verify residency and grade-level. • Auditor confirms enrollment of students at nonpublic schools, DYRS, and surrounding county institutions *LEP audit* • Auditor generates LEP sample and performs the sample audit electronically *Child Count* • LEAs resolve and respond to anomalies • LEAs submit certification as required • Child Count data are refreshed daily in SLED for Child Count data elements ***only***	Oct. 17-Nov. 17, 2016	OSSE LEA Auditors
Enrollment Audit Resolution Meetings		
Audit Resolution Meetings Auditor meets with the LEA to share audit results; the LEA has the opportunity to dispute the findings **Resolutions** • The LEA leader must retain documents presented to the auditor during the resolution meeting • Resolution meeting may take place on a conference call where no major issues are anticipated	Oct. 31-Nov. 28, 2016	OSSE Auditors
Child Count Certification Form and Roster		
LEA must submit completed Certification Form and Child Count Roster Verification Report to OSSE.	Nov. 18, 2016 by 5 p.m.	OSSE LEAs
Desktop Appeals and At-Risk Appeals Process		
Audited data released to LEAs in SLED • Preliminary findings available from the enrollment audit, the LEP sample audit, and the Child Count • LEAs review the data in SLED to ensure all updates and corrections through the resolution and anomalies process are reflected in SLED	Dec. 8, 2016	OSSE
LEAs review the findings and submit appeals to OSSE via EA QuickBase application • If the LEA identifies any student receiving special education services who is not currently included in the Child Count roster, the LEA must submit the student as an appeal through the enrollment audit appeals process	Dec. 15, 2016 at 5 p.m.	OSSE LEAs Auditors
• Auditor/OSSE reviews the appeals and makes determinations • An OSSE panel will review any Child Count appeals and make the appropriate determinations	Dec. 16, 2016-Dec. 22, 2016	OSSE Auditors
At-Risk Certification and Appeals Process Office of Enrollment and Residency verifies the number of at-risk students enrolled at each LEA	Dec. 28, 2016-Jan. 6, 2017	OSSE LEAs
In-Person Appeals		
Updated data released to LEAs in SLED	Jan. 6, 2017	OSSE LEAs
LEAs review the findings and submit requests for in-person appeals hearing to dispute findings • No new issues can be appealed during the in-person appeals	Jan. 10, 2017 at 5 p.m.	LEAs
• In-person appeals hearings are conducted at OSSE	Jan. 12, 2017-January 17, 2017	OSSE LEAs Auditors

ITEM/ACTION	DATE	OWNERSHIP
Final Enrollment Audit and Child Count Release		
Final enrollment audit and Child Count data released in SLED. The enrollment audit data is considered final and will be used to determine fourth quarter payment to public charter LEAs	January 2017	OSSE
Non-Resident Follow-Up		
Non-resident tuition payment recoupment and follow-up with parents/legal guardians who have not provided sufficient proof of residency	Ongoing	OSSE LEA
OSSE sends follow-up letter to LEAs regarding non-resident students. LEAs have the opportunity to provide final documentation for residency verification	February-March 2017	OSSE LEA
Final non-resident findings are determined and OSSE sends tuition and withdraw letters to families of non-resident students	March-May 2017	OSSE

Enrollment Audit and Child Count Differentiation

Age and the Enrollment Audit

Due to the requirements of the two data collection processes, there are differences in the way age is calculated for the enrollment audit and the Child Count, which can result in slightly varying rosters. The differences are described below.

COLLECTION EFFORT	AGE REQUIREMENT
UPSFF Enrollment Audit	The audit will include all students age 3 and older. Public charter school students must turn 3 years old by the predetermined age cut-off date of the current school year. For DCPS, the student must turn age 3 by Sept. 30 of the current school year. There is no maximum age.
Special Education Child Count	For the Part B IDEA Child Count EDFacts template required by the US Department of Education, students must be at least 3 years old and no older than age 21 as of the official enrollment audit date (Oct. 5).

Special Education Child Count and UPSFF SPED Level Funding

COLLECTION EFFORT	SPECIAL EDUCATION CATEGORIZATION REQUIREMENT
UPSFF Enrollment Audit	Students receiving special education services are categorized for funding purposes based on SPED level. **See the data dictionary in Appendix C for the definition of SPED level.**
Special Education Child Count	Students receiving special education services are categorized for funding purposes based on their "educational environment," calculated by dividing the number of hours per week a student receives specialized instruction and related services provided *outside of the general education setting*, by the number of instructional hours per week at the school of attendance *or* a selected high-intensity educational environment as defined by OSSE.

There are slight differences in the population of students who will receive funding from different special education sources. **With the alignment of the official general enrollment audit head count and the specialized education Child Count dates, all UPSFF will be based on the same date (Oct. 5, 2016).** In order for a student to receive federal funding under IDEA Part B, the student must be enrolled and receiving services as of Oct. 5.

See the following chart of possible scenarios:

Scenario	Oct 5		Will LEA receive UPSFF general education Funding?	Will LEA receive UPSFF SPED Level funding?[1]	Will LEA receive federal Part B funding?
	Was student enrolled at the LEA?	Was student receiving services under IDEA?[2]			
1	YES	YES	YES	YES	YES
2	YES	NO	YES	YES, if the student is identified as receiving services under IDEA after Oct. 5.[3]	NO
3	NO	YES OR NO	NO	NO	NO
4	YES and placed in a nonpublic school	YES	NO	NO	YES

General Enrollment Requirements

The enrollment audit is the authoritative source for enrollment verification. All students must be included in the enrollment audit for the respective LEA before the student can be included on the Child Count process.

SECTION 3: DATA COLLECTIONS AND QUALITY

LEA Points of Contact

In addition to the head of LEA, each LEA is required to have a designated POC recorded on OSSE's Official LEA Contact List for the purposes of the enrollment audit, special education audit, and LEP audit. Because the enrollment audit and Child Count both require the handling of student identifiable information, the LEA POCs must follow all applicable FERPA laws.

LEAs with multiple staff members working on the enrollment audit must have a plan in place for sharing enrollment audit information among their respective staff members. OSSE and the auditor are not responsible for contacting LEA staff members beyond the head of LEA and designated POCs for LEA enrollment audit, special education audit, and LEP audit.

The current POCs listed in OSSE's eSchoolPLUS Points of Contact List will be available for LEA review in eSchoolPLUS. To update the contact information at any time, the head of LEA or LEA data manager must update this information in eSchoolPLUS.

SY 2016-17 LEA, School, and Site Information

LEAs also must ensure the following information is complete and accurate for the current school year in eSchoolPLUS:

- LEA name and code (provided by OSSE for new LEAs);
- School name(s) and code(s) (provided by OSSE);
- Site name(s) and code(s), where applicable (provided by OSSE);
- School begin and end time;
- School year begin and end date;
- Public Charter LEA Status Dependent or Independent (public charter schools only);
- LEA administrative office address (include city, state and ZIP code);
- School/campus address (include city, state and ZIP code) – include specific campus details that will be needed for auditor site visits;
- DCPS cluster (DCPS only);
- Grades served (PK3, PK4, KG-12, ungraded and adult);
- Number of days in school year (school year total);
- Length of school day; and
- Age cut-off date (the date(s) the LEA uses for enrollment but not applicable to alternative and special education schools) – this date will impact the eligibility of students for LEP status.

The data as it is stored in OSSE's database will be displayed in eSchoolPLUS for LEAs to review. **The head of LEA or LEA data manager must submit a change to LEA, school, or site information in the eSchoolPLUS application by Aug. 15, 2016 to be considered for the enrollment audit and Child Count.**

Data System Access and Communication

System Access

eSchoolPLUS – The application will display the current POCs and school and LEA entity information listed in OSSE databases. Permissions to the Enrollment Audit and Child Count QuickBase application as well as OST will be based on the contact list in this application. Emails will be sent in mid-August inviting LEA data managers and heads of LEA to register and log in to the application.

McKinney-Vento (MKV) QuickBase Application – The MKV QuickBase application is used for the collection of data regarding students identified as experiencing homelessness. Some of the data automatically feeds into the application from the LEA SIS, but additional required data must be manually input by the LEA or school-based homeless liaison. Homeless student data received in this application prior to the Oct. 5 deadline will be provided to the enrollment auditors for proof of residency exemption during the audit process. Access is granted to homeless liaisons and pertinent staff identified by LEA administrators. The identified POCs will receive registration/login invitations from QuickBase to the email address provided. To request access, please email transitory.services@dc.gov.

SLED – This is where the official enrollment audit and child count data are displayed and where LEAs should go to review all data. Each LEA school leader, data manager, enrollment audit contact, LEP coordinator, and special education coordinator should have access to SLED. To request access, please email sled.info@dc.gov.

SEDS – This is the primary system for documenting special education student information. Access to SEDS is provided upon completion of training by the respective LEA. To request training and/or access to SEDS, please contact your LEA SEDS data administrator.

SY 2016-17 EA QuickBase Application – The EA QuickBase application is used for the collection of data not captured by the LEA SIS or SEDS. It is also used throughout the audit to upload residency, resolution, appeals, and LEP documentation. Access is granted to enrollment audit, special education, and LEP audit POCs. By Sept. 4, 2016, the POCs will receive registration/login invitations from QuickBase to the email address in the OSSE LEA Contact List.

OST – This is also a QuickBase application but is separate from the EA QuickBase application. LEAs should use the OST to submit a request for support from OSSE. All audit-related issues must be submitted through OST for accurate tracking. The OST is available to SEDS LEA data administrators, heads of LEA, enrollment audit POC, and LEP coordinator POC. The SEDS LEA data administrators (LDAs) have access to enter issues about anything related specifically to SEDS. Other OST users have access to enter issues specific to enrollment or enrollment audit issues. Email invitations from QuickBase will be sent to the appropriate contacts by early August inviting them to register and log in to the application.

QLIK – This a self-service data application that empowers uses to easily create a range of flexible, interactive visualizations.

Data Quality

LEA data quality in the SIS and other source systems is vital to a successful enrollment audit. All data must be valid, complete, and accurate. (See table below for definitions of each of these terms.) LEAs must also ensure that they adhere to the LEA Data Management Policy.

Under Section 9306 of the Elementary and Secondary Education Act (ESEA), LEAs are responsible for maintaining records for data reporting. All LEAs signed assurances to this effect in the Local Educational Agency Consolidated Application for Title I, Part A; Title II, Part A; and Title III Part A funding; and IDEA Part B, as found in PL 108-466, assuring that LEAs will:

> *Submit such reports to the SEA [State Education Agency] (which shall make the reports available to the Mayor) and the Secretary of the U.S. Department of Education as the SEA and Secretary may be required to perform their duties under each program; [and] maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Mayor) or the Secretary may reasonably require to carry out the SEA's or Secretary's duties.*

OSSE defines maintenance of records as: a) entering accurate data; b) updating data promptly and accurately upon notification of any changes; and c) ensuring accuracy so the system of record correctly reflects all students and their environments under the purview of the LEA. Data from the enrollment audit are used for annual federal reports.

Data Quality Terms

TERM	DEFINITION
Accurate	The data correctly represent reality
Complete	All required data elements contain values
Valid	All values entered conform to OSSE-permitted attributes

Funding calculations are based on data that are successfully entered into source systems and communicated to SLED. The source system refers to the system into which each data element is originally input and updated. *Failure to input valid, complete, and accurate data by Oct. 5, 2016 will result in negative funding implications.*

In order to be counted in the enrollment audit, a student must have an active enrollment record in SLED at both the claiming school and LEA as of Oct. 5, 2016 and the student's records must have valid and complete information for all of the following data fields:

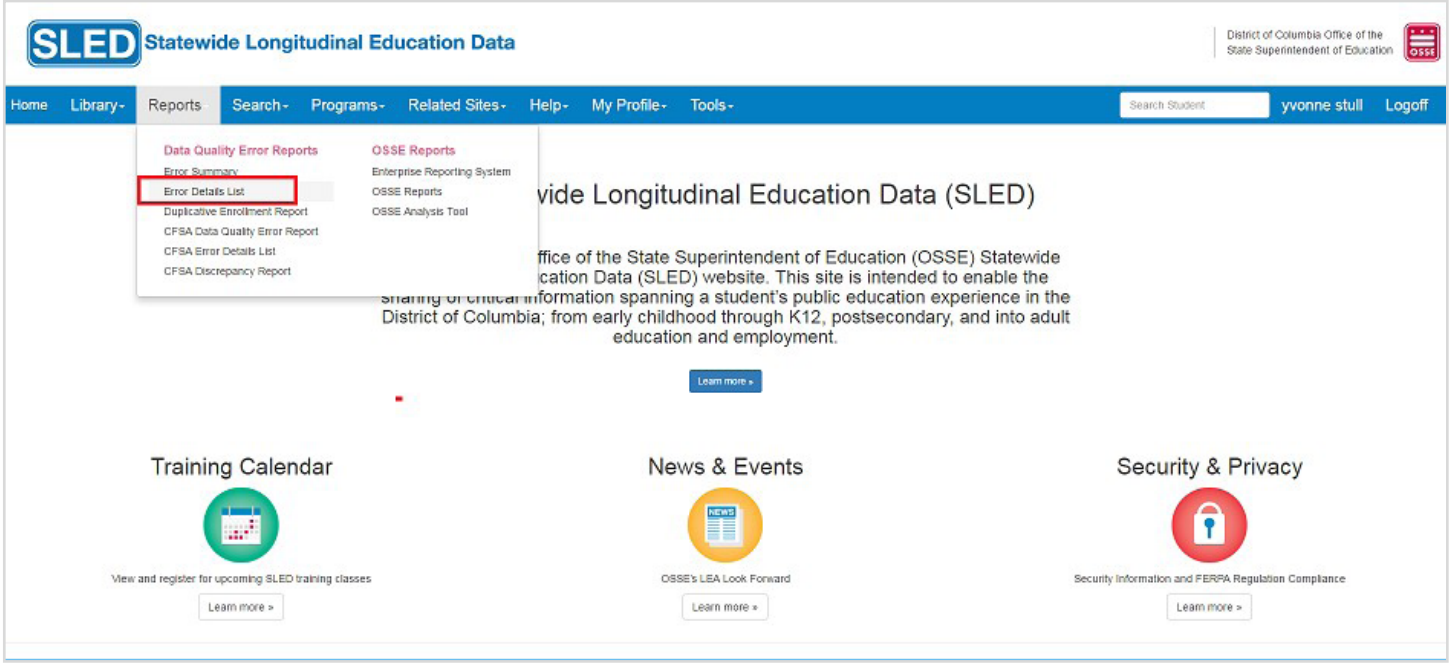
- USI;
- Local ID;
- Last and first name;
- Date of birth;
- Gender;
- Ethnicity;
- Race;
- FARMS (Free and Reduced-Price Meals Student) status;
- Student address (street, city, state, ZIP code);
- LEP indicator;
- Student grade level;
- Residency indicator;
- Tuition indicator;
- SPED level;
- Tuition payment amount; and
- At-risk indicator.

Data Quality Error Reports

The Unified Data Error Report and the Duplicative Enrollment Report are two data error reports available in SLED and Qlik that flag common data errors such as invalid, missing and duplicate enrollments as well as special education data errors and anomalies.

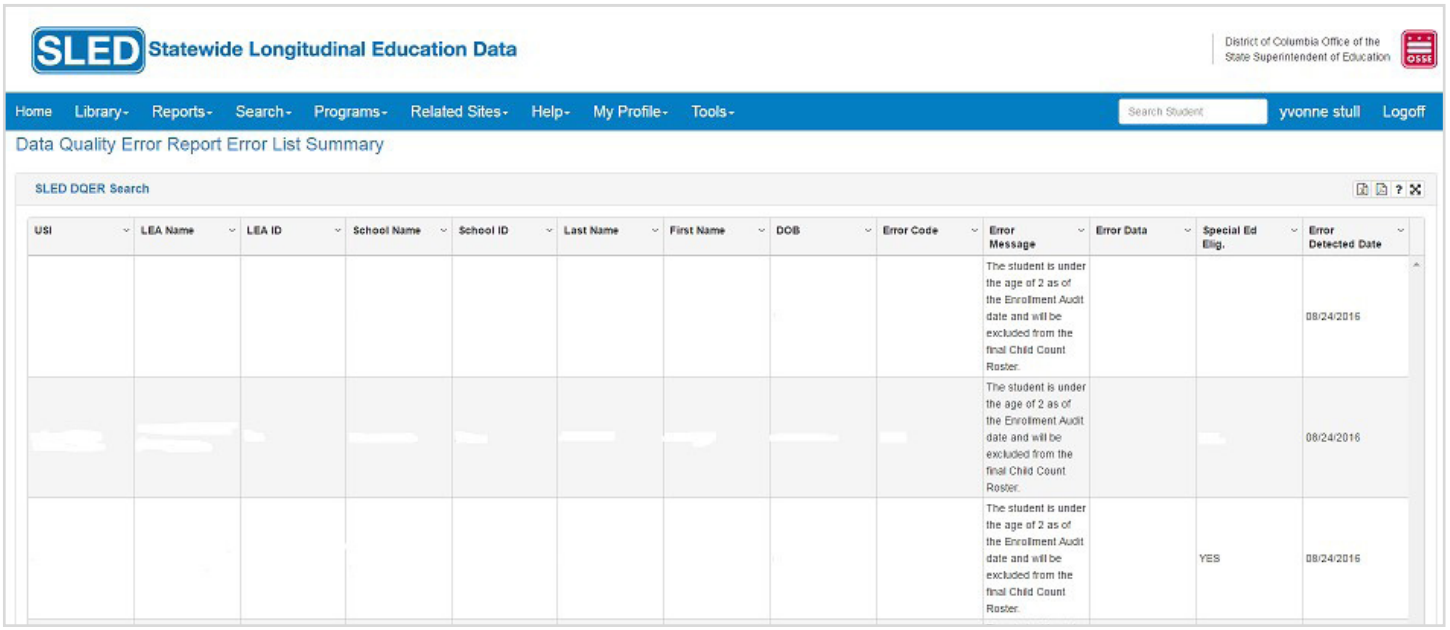
LEAs are required to disseminate the error reports to their school-level administrators and coordinate with school-level data administrators to make all necessary corrections.

To access the error reports in SLED, log in to SLED (sled.osse.dc.gov) and click on Reports menu along the navigation bar across the top of your main dashboard circled in the screenshot shown below.



The errors are listed at both a summary level and at the student level, under the "Error Details List." The "Data Quality Error List Summary" shows each of SLED's error codes, a brief description of that error code, and the count of students at the LEA with the error.

To explore the student-level error list, select the "Error Details List" option. The student-level information can be downloaded in .xls format. The "Error Details List" report is shown in the screenshot below.



Resolving Data Errors

If a data error is identified in SLED or Qlik, the LEA should follow these steps to resolve the issue:

1. Review the information in the source system. Remember, different data elements have different source systems. The source system of each data element can be found in the Data Dictionary in Appendix C.
2. Make necessary corrections.
3. Check SLED the following business day to confirm that the updates transmitted correctly.
4. If the issue persists, submit a request for support through the OST.

In some cases, the data must pass through multiple systems, increasing the chance of error. It can be time-consuming to properly identify the source of the issue and resolve the problem. Be sure to allow adequate time for reviewing and/or correcting data.

In the case of missing students, students with missing special education information, or students with duplicative enrollments, some additional guidance is provided below.

Missing students: In order for the enrollment audit and Child Count roster in SLED to accept and display a student record, the following data elements must be populated:

- First and last name;
- Date of birth;
- Local ID;
- Gender;
- Ethnicity;
- Race;
- Grade level;
- Student address (street address, city, state, and ZIP code);
- LEA name and ID; and
- School name and ID.

Additionally,

- The student's enrollment date must be current (non-future);
- The enrollment code must be a code from the current OSSE enrollment code list; and
- The exit date and code must not be populated; if populated, the student will be exited from the LEA or school roster.

Missing Special Education Information: In order for a student's special education information to be populated in the enrollment audit and Child Count roster in SLED, the following conditions must be met:

- The student must be properly enrolled and appear in SEDS;
- The student must have a current eligibility determination in SEDS;
- If any of the student special education information is inaccurate, the data must be corrected in SEDS.

In many cases, corrections to the student special education information will require an IEP amendment. The LEA should complete all IEP amendments prior to Nov. 18, 2016. For additional information, see OSSE's "Individualized Education Program (IEP) Amendment Policy" or the SEDS resource site for a video on the IEP amendment process. In the context of IEP amendment, the term "typographical error" refers to text that is inconsistent with the LEA and the student's parents' shared understanding, based on a prior IEP or IEP team discussion of a specific requirement or term found in a student's existing IEP.

Duplicative Enrollments: Duplicates occur when a student is enrolled in more than one school simultaneously. While duplicative enrollments are based on school-level enrollments, the responsibility falls on the LEAs of the enrolling schools to identify and resolve the information conflicts.

There are two additional components that complicate the duplicative enrollment resolution process:

1. When duplicative enrollments involve students with disabilities, only *one* LEA can be responsible for administering special education services. Therefore, only one LEA may have SEDS access to a particular special education student.
2. Through the six stages of enrollment, a student can be pre-enrolled at more than one LEA. If a student with disabilities is pre-enrolled at an LEA and not enrolled at any other LEA, the LEA pre-enrolling the student assumes responsibility for providing the special education services.

It is imperative that LEAs work together to rectify all duplicative enrollments prior to the Oct. 5 snapshot. Any duplicative enrollment issues after this date are resolved with the auditor reviewing documentation based on the "Absent Student Documentation and Hierarchy." The completion of duplicate determinations prior to the snapshot greatly affects the totals.

The chart below summarizes the types of duplicative enrollment situations that can occur and how each situation impacts the LEA's access to student records.

	DUPLICATIVE ENROLLMENT SITUATION		
Impact on LEA access to student records in...	Two or more pre-enrollment codes (1800) are sent for the same student.	Two or more stage 5 enrollment codes are sent for the same student.	A combination of stages 4 and 5 enrollment codes are sent for the same student.
SLED	All LEAs will be able to view the student's information in SLED. The student will not be present on the enrollment audit roster.	All LEAs will be able to view the student's information in SLED. The student will be present on the enrollment audit roster for all LEAs of enrollment.	The stage 5 enrollments take priority over stage 4 enrollments.
SEDS	The LEA sending the earliest enrollment date will gain access to SEDS records.	The LEA sending the most recent enrollment date (not in the future) will gain access to SEDS records.	No impact.

There are several sections within SLED where LEAs can view duplicative enrollment errors. For the purposes of resolution, OSSE recommends that LEAs use the Duplicative Enrollment Report. This report can be found under the Data Quality Error Reports Menu in SLED (shown in the screenshot on page 18).

Resolving Duplicative Enrollments

When a duplicative enrollment is identified, there are two possible resolution paths.

1. **If the student is not attending (and/or not going to attend) the school,** withdraw the student. LEAs must ensure that the student's prior and current school year enrollment records are coded in the SIS with an OSSE-permitted exit code, as well as a non-future withdrawal date.
2. **If the student is attending the school,**
   a. The school or LEA representative must complete the Duplicative Enrollment Resolution Affirmation Statement (DERAS) form and upload it to the SLED Document Exchange along with supporting documentation to certify the enrollment.
   b. After uploading the DERAS to the SLED Document Exchange, the LEA must inform the other school or LEA where the student is enrolled that the necessary documentation has been uploaded to SLED and ask the school to withdraw the student from their SIS. When the duplicative enrollment involves a DCPS student, the student's school of enrollment must be contacted. A full School and LEA Directory, which includes phone numbers, can be accessed in SLED.
   c. If more than one LEA completes the DERAS form and provides the supporting documentation, and the duplicative enrollment still exists, it is the responsibility of the LEA with the earlier entry date to initiate contact with the LEA with the most recent/latest entry date to either exit the student from the school's SIS or to have the other school exit the student from their SIS, according to DCMR A-2101.2-f.

Note: Even though the LEA with the earlier entry date is responsible for initiating contact, either LEA may contact another LEA to begin the resolution process. In fact, it is in the interests of both LEAs to initiate and work together to resolve the error quickly.

For the purposes of the enrollment audit, any duplicative enrollment that cannot be resolved by the LEAs by Oct. 5, 2016 will be resolved by the auditor. The LEA of the duplicative enrollment (i.e., the school where the student is determined *not to be enrolled*) is then responsible for promptly withdrawing the student from the SIS when the audit concludes.

SECTION 4: OCT. 5 ENROLLMENT AUDIT DATA CERTIFICATION AND CHILD COUNT ANOMALIES ACKNOWLEDGEMENT

LEAs must certify the validity, completeness, and accuracy of the Oct. 5 data for the enrollment audit and acknowledge the data anomalies for the Child Count. Both LEA certification and acknowledgement forms must be submitted after Oct. 5 and no later than Oct. 7 at 5 p.m.

The forms can be accessed in the SLED Reporting Framework. An electronic signature from the head of the LEA will be accepted. All enrollment audit certifications for public charter LEAs will be forwarded to PCSB upon receipt.

In the event that the Oct. 5 enrollment audit and Child Count data populated in SLED are not accurate or complete by the certification deadline, the LEA must take the following steps:

- Submit requests for support to the OST prior to certifying the data for all issues;
  (Note: Each issue should be submitted only once; for issues that impact multiple students, complete the "global issue template" found in the OST and submit a single support ticket.)
- List all open enrollment/enrollment audit OST ticket numbers on the Enrollment Audit Data Certification Form; and
- Follow-up daily with your open tickets until the issues are fully resolved.

If the LEA does not submit the Enrollment Audit Verification Form and the Child Count Certification Form by the deadline, OSSE considers the LEA's Oct. 5 data to be accurate through passive approval for the purposes of the enrollment audit and will provide the enrollment roster, as is. The timing of the second quarter payments for LEAs who have not signed the Enrollment Audit Verification and Child Count Certification Form should be discussed with PCSB.

Following the Oct. 7 data certification and data anomalies acknowledgement deadline, OSSE will continue to work with LEAs through Oct. 9 and Nov. 24, respectively to assist in resolving any outstanding data issues. OSSE does not make changes to the LEA data. The only corrections that will be accepted during this time are those successfully received by SLED from the source system. LEAs must work with the auditor to ensure that changes made after Oct. 7 are also captured for the enrollment audit.

SECTION 5: UNIFORM PER STUDENT FUNDING FORMULA (UPSFF) LEVELS

As discussed in the introduction, the student enrollment audit is the basis for calculating the public charter schools' UPSFF quarterly payments. It also serves an important role in justifying enrollment projections used to calculate the allocations for DCPS and the public charter schools account (budget code GC0) in the annual budget. The chart below briefly describes how the LEA student classification relates to the UPSFF. Every student will be counted in only *one* of the categories in the general education portion of the UPSFF chart.

General Education

GRADE/ CLASSIFICATION	WEIGHTING FACTOR*	DESCRIPTION OF CLASSIFICATION
Pre-Kindergarten 3	1.34	Grade
Pre-Kindergarten 4	1.30	Grade
Kindergarten	1.30	Grade
Grades 1-3	1.00	Grade
Grades 4-5	1.00	Grade
Grades 6-8	1.08	Grade
Grades 9-12	1.22	Grade
Alternative School	1.44	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit, but is funded based on this category in the UPSFF calculation.
Special Education Schools	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.

GRADE/ CLASSIFICATION	WEIGHTING FACTOR*	DESCRIPTION OF CLASSIFICATION
Adult	0.89	Student-level classification based on program attributes.
Additional Classifications		
LEP/ NEP	0.49	LEP/NEP students.
LEP/NEP Residential[4]	0.668	Additional funding to support after-hours programs. English learner students live in a DCPS or public charter school that provides students with room and board in a residential setting.
At-Risk Students	0.219	Additional funding to support students who are: • Homeless • Overage • Direct Certified • CFSA

*The weighting factor is applied to the foundation level per student amount to calculate the amount allocated/distributed for each student.

At-Risk Students

An at-risk student refers to a student who possesses one of the following characteristics:

- **Direct Certification**: TANF or SNAP enrollment at any point during the calendar year preceding the enrollment audit.
- **CFSA**: under the care of CFSA at any point during the calendar year preceding the enrollment audit.
- **Homeless**: identified in the student database homeless feeds and/or the McKinney-Vento (MKV) QuickBase application.
- **Overage** (high school only): a high school student is overage if he or she is at least one year older than the appropriate age band for their grade. For example, a student enrolled in grade 9 in the 2016-17 school year should have been born between Sept. 30, 2001 and Sept. 30, 2002, making that student 14 or 15 years old. A grade 9 student in the 2016-17 school year who was born before Sept. 30, 2001, (at least 15 years old at the start of the school year), would be at least one year overage, and thus qualify for at-risk.

In some cases, an LEA may disagree with the at-risk classification of a student. If a disagreement occurs, the LEA may appeal the classification.

The table below contains the various forms of acceptable documentation that may be submitted during the appeals window. In addition to the supporting documentation below, the "Residency Verification Form" ***will be requested*** as proof of enrollment for every student appealed. Please note that all appealing students should be enrolled with all supporting documentation based on the Oct. 5, 2016 data.

Acceptable Documentation for At-Risk Student Appeals

HOMELESS STUDENTS	TANF AND/OR SNAP RECIPIENTS
• Database record entered on, or prior to, Oct. 5, 2016 from the McKinney-Vento QuickBase application • McKinney-Vento Referral Form • Letter from any homeless shelter where the student currently resides	DHS-issued benefits notification
FOSTER CARE SYSTEM	**OVERAGE STUDENTS**
Letter from CFSA or any correspondence to include emails from CFSA	Screen shot from SIS showing the student's name, USI, and grade level (*which should reflect overage*)

Ungraded Students

Students may only be listed as "ungraded" (not enrolled in a particular grade level) in the enrollment audit if they attend an alternative or special education school. All other students must be classified in a grade (PK3-Grade 12) or as an adult.

Grade Identification

LEAs must identify students as enrolled in a particular grade when submitting data into SIS.

Alternative School Program Classification

DC Code §38-2901 (1B) defines an alternative school program as:

> (1B) "Alternative program" means specialized instruction for students under court supervision or who have a history of being on short- or long-term suspension, or who have been expelled from school, or who meet other criteria as defined by the State Education Office through rulemaking. To qualify as an alternative program, a school must meet the criteria and rules set by the State Education Office. An alternative program may describe an entire school or a specialized program within a school.

Schools **must** be approved as alternative education schools by OSSE's Division of Postsecondary and Career Education to receive alternative education school funding. If an LEA does not know whether a school has attained alternative education school status, the LEA should submit the inquiry to the OST in QuickBase for assistance.

Special Education School Classification

DC Code §38-2901 (11D) defines special education school as:

> (11D) "Special Education School" means a separate DCPS or public charter day school or residential school dedicated exclusively to serving special education students at levels 4 or 5.[2]

Students in a special education school may be classified in a particular grade or as ungraded for the purposes of the enrollment audit and in SLED. However, for UPSFF, students attending special education schools only will be listed in the special education school category for general education funding purposes. Note: These students also qualify for additional payments through special education funds.

Adult Education Student Classification

Adult education is considered a student classification, not a school classification. DC Code §38-2901 (1) defines the category as:

(1) "Adult education" means services or instruction below the college level for adults who:

- (A) Lack sufficient mastery of basic educational skills to enable them to function effectively in society;
- (B) Do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education; or
- (C) Have limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English.

Students will not be audited based on age; therefore, LEAs should either classify their students as adult or in a high school grade level of 9 through 12 based on programming.

It is acceptable for an adult student to be enrolled in more than one LEA and in a variety of adult education programs. However, UPSFF payments are made to a single LEA and OSSE will count the student only once in the enrollment audit under one LEA. For example, if an adult student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this ranking order:

1. An adult program leading to a high school diploma automatically receives the enrollment credit over programs that do not lead to a high school diploma.
2. An adult program leading to a GED automatically receives the enrollment credit over programs that do not lead to a GED.
3. If neither program leads to a high school diploma or GED, the program in which the student spends the most hours (on average) will receive the enrollment credit.

2 Note that while there is no longer a special education level 5, the DC Code has not yet been updated to reflect this.

SECTION 6: THE ENROLLMENT AUDIT PROCESS

The enrollment audit is conducted for all DC students including those who attend nonpublic schools and DYRS as well as students in the District's foster care system who attend surrounding county schools.

AUDITOR SITE VISITS

During the site visit, the auditor will verify the enrollment, residency and tuition status, and grade levels of all students listed on the Oct. 5 Enrollment Audit Roster.

Enrollment and Grade-Level Verification

The auditor will use the Oct. 5 Enrollment Audit Roster from SLED as the basis for the enrollment count. Auditors will schedule dates and times to perform the student headcount. During this time, the auditors also will review all residency verification forms and a 10 percent sample of residency supporting documentation of non-direct certified students.

Residency Verification

The auditor will review each student's file to determine his or her residency status. While auditors are on site, LEAs must provide the DC Residency Verification Form for each enrolled student along with supporting documentation for a sampling of students as requested by auditors.

An LEA that places a student with a disability in a nonpublic school is responsible for verifying residency for that student, as well as maintaining the student's residency verification records for the auditor residency form review. In addition, the students must be enrolled in the LEA's SIS and accurately reflected in SLED.

Students who are considered "direct certified" will be excluded from the population of students to be sampled for the residency supporting documentation during the audit. Students in the District of Columbia who have been certified as residents through other District programs (TANF and SNAP) are considered direct-certified residents for the purposes of the enrollment audit. The updated list of direct-certified students in the District is released prior to the Oct. 5 snapshot, and this information is reflected in the Enrollment Audit Roster in SLED. LEAs should refer to the Residency Verification Form for more information on expectations during the residency verification process.

The Auditor's Review

The following information is for the purpose of residency verification for any student attending DCPS or public charter schools during SY 2016-17.

During the auditor's visit, each LEA is required to provide the Residency Verification Forms, presented in a minimum of three binders, for every student, including those who are direct certified. The LEA is also required to provide supporting residency verification documentation for a random sample of 10 percent of the student population not classified as direct certified. The sample list of students will be provided to the LEA during the auditor's site visit. Please note that the list of direct-certified students will be obtained from the updated list provided to OSSE in late September. These documents do not need to be removed from the LEA's files, but can be pulled by the enrollment audit POC when requested by the auditor during the site visit.

In addition to the random 10 percent sample of non-direct certified students, the LEA is required to provide residency documentation for any student who was classified as a non-resident, non-tuition-paying student either during the previous year's enrollment audit or as a residency exception through the residency investigation hotline/online tip portal. These students will be added to the initial 10 percent sample. LEAs will be notified of these additions prior to the enrollment audit head count day.

Please note the following details pertaining to fraudulent enrollment. OSSE reserves the right to review residency documentation from any LEA at any time and may elect to conduct a 100 percent audit of residency verification documentation for any of the reasons below:

- If the LEA is unable to produce the backup residency documentation for more than 10 percent of the students in the initial random sample and students classified as non-resident or non-tuition-paying from the previous year, the LEA will be subject to a second random 10 percent sample of non-direct certified students. The second sample will not include students from the previous sample, nor students flagged in the previous year.
- If the LEA cannot pass round two of residency sample verification, the LEA will be informed that it will be eligible for a full-school audit the following year.
- If the LEA has an excessive number of nonresident fraud tips received by OSSE, or if OSSE has reason to suspect that fraudulent processes and procedures are taking place during the enrollment/residency verification process.
- Any other reasons that question the validity of the residency documentation process.

Resolution Meetings

On completion of the site visits, the auditor will schedule a resolution meeting to share the results with the LEA POC and allow the LEA an opportunity to dispute the preliminary general enrollment count, grade level, and non-residency findings. The auditors conduct resolution meetings either by phone, when the LEA has minor changes to resolve, or in person, when the auditor has major concerns and questions.

If any findings are disputed, the LEA POC can produce documentation to verify the enrollment and residency status of the student as of Oct. 5. If the auditor accepts that proof, the LEA's enrollment roster will be adjusted to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the LEA's enrollment roster and the LEA may choose to appeal to OSSE the during the audit appeals process. The auditors will notify LEAs within 24 hours of the scheduled resolution meeting if the meeting format (phone or in-person) changes.

The head of the LEA must retain documents presented to the auditor during the resolution meeting if the LEA chooses to appeal the auditor's decision. These documents must be submitted along with the appeal to OSSE. No new documentation can be submitted with a request for appeal.

Desktop Appeals

When the site visits and resolution meetings are complete, the auditor will release the data to OSSE, which will publish the findings in SLED by Dec. 8, 2016 for LEA review. The data will be provided to LEAs at both the student-level and LEA summary-level. LEAs will then have the opportunity to review the findings and submit appeals to dispute the findings. All appeals must be submitted to OSSE through the EA QuickBase application by close of business Dec. 15, 2016 at 5 p.m.

It is essential that LEAs review their data to ensure accuracy. Dec. 15, 2016 is the LEAs' final opportunity to submit documentation to resolve discrepancies in enrollment, residency, demographic data, grade-level, LEP, and dropout status.

The desktop appeals process is the first opportunity given to the LEA to potentially make changes to audit findings.

Note 1: The nonpublic determinations will not be available for appeal at this time. This desktop appeals process is just for students attending DCPS and public charter schools.

Note 2: The Special Education Child Count has a separate appeals process, which is discussed in Section 8.

In-Person Appeals

After the desktop appeals process, OSSE and the auditors will review and make determinations for all appeals submitted by the deadline. The updated enrollment audit findings will be released on Jan. 6, 2017 for LEAs to review. LEAs will then have one final opportunity to dispute previously appealed data that was not accepted. No new documentation can be presented at this time. During this process, LEAs have the final opportunity to submit any additional information that may confirm the enrollment and residency status of students in dispute. In-person appeals are conducted face-to-face with a panel of individuals who make the final determination regarding the status of the student. LEA representatives are assigned a time (within a three-day window) to sit with the team and make the final determination.

Any changes accepted are then updated in the final dataset in SLED. LEAs are informed prior to the release of data of any changes made based on the appeals process.
The OSSE Office of Enrollment and Residency will issue in-person appeal determination within 72 hours of the meeting.

SPECIAL CIRCUMSTANCES

Students Absent for the Auditor Site Visit and Duplicative Enrollment Resolution

In the event that a student is enrolled as of Oct. 5, 2016, but absent on the day of the auditor site visit, the student still can be counted as enrolled at the LEA. The "Absent & Duplicative Student Hierarchy" below outlines the steps taken for students in this category.

For Grades PK 3 – Grade 12 and students in Alternative Education and Special Education Schools

HIERARCHY ORDER	IF ONLY ONE LEA CLAIMS STUDENT AS ENROLLED	IF MULTIPLE LEAS CLAIM STUDENT AS ENROLLED
1. Withdrawal Code	Does not apply. Skip to 2.	If the LEA claims a student is absent, the auditor will first check to ensure the child has not been withdrawn from that LEA in the SLED system. If the student appears as withdrawn from the LEA on or before Oct. 5 and there is no evidence in the system of re-enrolling in that same LEA on or before Oct. 5, that LEA may NOT claim that student as enrolled.
2. Note from parent/ legal guardian/ doctor/etc.	If a student is absent on the day of the head count because of an illness, court-ordered appearance, or out-of-school suspension, the LEA may provide either a note explaining the absence, signed by a parent, legal guardian, or doctor; or official documentation of the court-ordered appearance, suspension, etc.	If a student is absent on the day of the head count because of an illness, court-ordered appearance, out-of-school suspension, the LEA may provide either a note explaining the absence signed by a parent, legal guardian, or doctor; or official documentation of the court-ordered appearance, suspension, etc. If, under some unusual circumstance, more than one LEA has a signed note or official documentation explaining a student's absence on the day of the head count, move to 3.
3. Attendance Records	Must demonstrate at least one day of attendance during the Sept. 21- Oct. 19 period. Attendance does not need to be demonstrated for each class during the day. The attendance cannot pre-date the first day of the current school year or post-date the day of the LEA's enrollment audit head count.	LEA must demonstrate attendance on Oct. 5. If no LEA has recorded the student as attending on Oct. 5, the auditor will choose the LEA that demonstrates the most days of attendance during the time period Sept. 28-Oct. 26. Attendance does not need to be demonstrated for each class during the day. If two or more LEAs have attendance records for the student in question for the same number of days, go to 4.
4. Schoolwork	Two pieces of schoolwork or exam documentation (including student's name and the date of the work) between Sept. 21 and Oct. 19. Electronically submitted work or exams that have a date stamp and show the student's name or unique student identifier are acceptable.	LEAs must demonstrate schoolwork or exam documentation on Oct. 5. If that is not available, choose the LEA that shows the most schoolwork or exam documentation (including student's name and the date of the work) between Sept. 28 and Oct. 26. Electronically submitted work or exams with a date stamp that show the student's name or unique student identifier are acceptable.

For Adult Students

The following hierarchy determines enrollment for adult students. However, it is possible for more than one LEA to have the same adult student enrolled. The rank order is also listed below.

HIERARCHY ORDER	LEA CLAIMING STUDENT MUST PROVIDE
1. Student-signed affidavit	The LEA should have the adult student sign an affidavit attesting that the student is enrolled in the LEA program. If the LEA cannot obtain a signed student affidavit, move to 2.
2. Attendance records	Demonstrate at least one day's attendance between Sept. 21 and Oct. 19. Attendance need not be demonstrated for each class during the day. The attendance cannot pre-date the first day of the current school year or post-date the enrollment audit head count.
3. Schoolwork	Two pieces of schoolwork or exam documentation (including student's name and the date of the work) between Sept. 21 and Oct. 19. Electronically submitted work or exams with a date stamp that show the student's name or USI are acceptable.

Adding Students to Enrollment Roster

It is critical that all enrolled students are present on the enrollment audit roster by 5 p.m. on Oct. 5. In the event that a student enrolled on Oct. 5 is missing from the roster, it is still possible for the LEA to add the name to the enrollment audit population. In order for a student to be added to the roster, the following conditions must be met:

1. The auditor must verify the student's enrollment as of Oct. 5;
2. The auditor must confirm the residency status, LEP status, tuition status, and grade level of the student; and
3. The *complete* and active student record must be reflected in SLED.

In some cases, if no resolution is needed, the auditor will inform the LEA that no additional information is required to move forward.

SECTION 7: LIMITED ENGLISH PROFICIENT (LEP) STUDENT AUDIT

Limited English Proficient (LEP) students in DC qualify for supplemental funding through UPSFF. For the SY 2016-17 enrollment audit, an independent auditor contracted by OSSE, will conduct the audit through a sample methodology to verify the status of all students in DC currently classified as LEP. The results of this audit will be used for supplemental UPSFF funding decisions for LEP students.

LEP Definition

The definition of English language learner, in accordance with the federal definition as defined in *No Child Left Behind (NCLB)* of 2001 (Public Law 107-110). According to this definition, to qualify as LEP, a student must meet the following criteria:

1. Be between ages 3 and 21 per the pre-established school-age cutoff dates;
2. Be enrolled or preparing to enroll in an elementary or secondary school;
3. Any of the following:
   - Was not born in the United States or whose native language is a language other than English;
   - Is Native American or Alaska Native, or a native resident of the outlying areas from an environment where a language other than English significantly affects the student's level of English proficiency; or
   - Is migratory, his/her native language is a language other than English, and he/she comes from an environment where a language other than English is dominant;
4. Has difficulties speaking, reading, writing, or understanding English to the extent that the difficulties may deny the individual the:
   - Ability to achieve proficiency on state assessments described in 1111(b)(3);
   - Ability to achieve success in classrooms where the language of instruction is English;
   - Opportunity to participate fully in an English-dominated society.

The Process

To verify the LEP status of students, the audit will follow the process outlined below.

1. OSSE will create a roster of all students enrolled and identified as LEP in SLED as of Oct. 5, 2016 who are between the ages of 3 and 21 per the pre-established school-age cutoff dates.

   Any students who are enrolled as of Oct. 5, 2016 but identified as LEP after Oct. 5, 2016 will *not* be included in the sample audit. LEAs may file an appeal to verify LEP status of these students through the appeals process. (Please refer to Subsection F below). Students must be identified as LEP prior to the last date when appeals documentation will be accepted. Students who are not enrolled as of Oct. 5, 2016 will not be considered in the audit or the appeals process.

2. The team will remove all LEP students who are exempt from the audit (see Subsection III: Exceptions below), and submit the roster to the auditors, who will create the sample and perform the audit.

3. For each school, from the remaining LEP student roster, the auditors will generate a random sample of 10 percent but no fewer than five LEP students. Please note that the while the LEP sample audit is conducted at the school level, OSSE communicates solely with the LEAs. It is the responsibility of the LEA to disseminate information to and collect the documentation from the school-level LEP coordinators.

4. The auditors will contact LEAs and request LEP documentation for the students in the sample. Documentation must be submitted in the desired format by the requested date in order to be considered. The auditors will conduct the LEP sample audit in person at the DCPS Office of Bilingual Education. Late submissions will not be considered by the auditors and must be filed during appeals.

5. The auditors will review the documentation to verify the LEP statuses of all students sampled. Any student whose documentation is complete and current and whose assessment score qualifies will be verified as LEP. Any student for whom documentation is insufficient or whose assessment score is above the proficiency threshold will be denied LEP status.

6. Full-school LEP audit.

   - If the LEP status for more than two students in a school cannot be verified during the initial sample audit, the auditors will request and review the LEP documentation for all LEP students at the school, except those previously exempt per Subsection C. The same time frame and quality standards apply for the documentation.
   - If the LEP status for two or fewer students in a school cannot be verified during the initial LEP sample audit, then all LEP students at the school, except those whose statuses could not be verified, will be accepted as LEP students for the audit.

7. The auditors will make all preliminary determinations and the findings will be released to schools along with the preliminary results from the full enrollment audit.

8. All LEAs will then have an opportunity to appeal the preliminary results and to submit documentation for students identified as LEP after Oct. 5, 2016. The LEP appeals should be submitted to the Enrollment Audit and Child Count QuickBase application through the appeals process of the enrollment audit.

Exceptions

Students meeting one of the following conditions, as determined by OSSE, will be automatically verified as LEP and exempt from the LEP sample audit, assuming that criteria from parts 1, 2, and 3 of the official LEP definition are met. (See page 31.)

Students whose highest ACCESS for ELLs® overall Composite Proficiency Level (CPL) in the past is between 1.0 and 4.9. Students cannot exit LEP status until they earn a 5.0 CPL or above on the ACCESS for ELLs®.

Documentation Requirements

For a student's LEP status to be verified, a copy of the student's assessment must be submitted to the auditor. The table below provides a full list of OSSE-approved assessments.

Assessments acceptable for PK3 through Grade 12

APPROVED ASSESSMENTS	ACRONYM	GRADE LEVELS	DESCRIPTION	CONSIDERED PROFICIENT (does not qualify)	HOW LONG THE ASSESSMENT WILL BE ACCEPTED*
Preschool - IDEA Oral Language Proficiency Test	Pre-IPT	PK3-PK4 (ages 3-5)	The Pre-IPT assesses oral English language proficiency level.	**FES:** Fluent English Speaking	The Pre-IPT is valid through the end of the student's KG year.
Kindergarten WIDA– ACCESS Placement Test	K-WAPT	PK-fall, grade1	The K-WAPT assesses oral English language proficiency level.	Total listening and speaking score of 29 and greater	The K-WAPT is valid through the end of the student's KG year when the student was assessed in PK4 or KG. The K-WAPT is valid through the end of the student's first grade for students assessed in grade 1.
WIDA – ACCESS Placement Test	W-APT	1-12	The W-APT yields an overall Composite Proficiency Level (CPL) based on all language domains.	Adjusted overall CPL 5.0 and greater	The W-APT must have been administered within 12 months of the audit date.
WIDA Measure of Developing English Language	MODEL	K-12	The WIDA MODEL yields an overall Composite Proficiency Level (CPL) based on all language domains.	Adjusted overall CPL 5.0 and greater	The MODEL must have been administered within 12 months of the audit date.

*In the spring of each school year, all LEP students in grades K-12 should take the ACCESS for ELLs® assessment, the results of which are used to determine the student's English proficiency level for the following school year.

Assessments acceptable for adult students

APPROVED ASSESSMENTS	CONSIDERED PROFICIENT (does not qualify)	LEAS APPROVED TO USE	HOW LONG THE ASSESSMENT WILL BE ACCEPTED
TABE CLAS-E	Level 4 test and advanced in three subtests	DCPS	All adult LEP assessments must be administered within 12 months of the audit date.
BEST Literacy and Best Plus	TBD	LAYCCA	
CASAS	Reading/listening test scale score above 235 *and* writing test scale score greater than 260	Briya	
Placement Test Scoring Sheet	Total score equals 60		
TEAAL	Based on Carlos Rosario's criteria.	Carlos Rosario	

All assessments, PK3-12 and adult, must be administered within the given timeframes and the assessment documentation submitted must include *all* the following data elements:

- Student's first name;
- Student's last name;
- Student's date of birth;
- Student's USI where possible;
- Date of administration of assessment; and
- Official scoring sheet that includes the overall or composite score.

Any incomplete assessment submitted requires supplemental documentation that includes the missing elements. These will be addressed on a case-by-case basis.

Finally, assessments with retroactively hand-altered information will not be accepted.

Return to LEP status

It is possible for a student to return to LEP status during their two years of ELL monitoring after exiting LEP status. LEAs seeking LEP funding for students who returned to LEP status must appeal to have their students added to their LEP rosters and submit the following:

- An explanation of the LEAs plan for making determinations to return a student to ESL services and LEP status (signed by the head of LEA);
- Any supporting documentation in accordance with the plan for these students (e.g., if PARCC scores to support this decision, submit the reading and/or composition DC CAS scores for these students); AND
- The results of the OSSE approved LEP screener for each student in accordance with the guidelines detailed in the Enrollment Audit Handbook.

Acceptable Secondary Documentation

The three types of documentation below do not establish LEP status on their own, but can be used as secondary documentation in cases where the LEA wishes to appeal the LEP status of a student.

DOCUMENTATION	PURPOSE
Home Language Survey (HLS)	The HLS is an initial identification tool used to determine a primary or home language other than English.
NCLB Parent Notification Letter	Parents of LEP students participating in an English as a Second Language (ESL) program must be notified within 30 days of the beginning of the school year.
Student Schedule of ESL Services	Identifies students' ESL course load for the school year.

In order to serve as evidence, these pieces of documentation must be both current and official. For example, an official student schedule of ESL services must be printed from the school's SIS or printed on the school's official letterhead. Unofficial or retroactively altered documentation are unacceptable.

All secondary documentation must also include:

- Student's first name;
- Student's last name;
- Student's date of birth; and
- Date of assessment screener administration.

LEP APPEALS

After OSSE releases the preliminary LEP findings, all LEAs will have an opportunity to appeal the results. The LEP appeals process will follow the enrollment audit appeals process. All appeals must be submitted within the enrollment audit appeals time frame and to the EA/CC QuickBase application.

During this period, LEAs must also submit LEP documentation for any enrolled students who were identified as LEP after Oct. 5, 2016. All documentation submitted must meet the requirements.

When appealing students who were identified as LEP after Oct. 5, 2016, the assessment must be dated after Oct. 5, 2016. Exceptions will be handled on a case-by-case basis. When appealing students whose LEP status could not be verified in the audit, the LEA may also submit additional documentation to support their case, such as email correspondence regarding the affected students.

During the desktop appeals process, the auditors and OSSE will review the appeals documentation, make final determinations, and inform the LEA when the final 2016 enrollment audit report is released.

SECTION 8: SPECIAL EDUCATION CHILD COUNT VERIFICATION

MAJOR PROCESS UPDATES FOR SY 2016-17

For the SY 2016-17 audit, the OSSE Child Count will be based on the student enrollment and educational environment as of Oct. 5, 2016 (official head count day). The alignment of the Child Count process with the enrollment audit process reduces significant discrepancies in data and reporting that have historically resulted from having official counts occurring at different times and also reduces the burden on LEAs. All data review and verification will take place in SLED. All special education data collected from LEAs will be pulled directly from SEDS including educational environment.

Child Count is a federally mandated activity as per 34 CFR 300.641(a) that is reported annually and serves as the official special education enrollment number for DC.

Overview

Each LEA is responsible for ensuring that all students receiving services under IDEA[3] have a valid and current eligibility determination and IEP captured in SEDS. A student must have, at minimum, a current IEP or a current eligibility determination and any IEP, to be included in the Child Count roster. Each student also must be properly enrolled and included in the enrollment audit for inclusion in the final Child Count.

The LEA SE POC at each LEA must work closely with the registrar or data manager to ensure that each student is properly enrolled in their respective SIS, migrating through ADT, and then into SEDS. The LEA SE POC is also responsible for ensuring that all requests for the transfer of specialized education records for new students (from within DC) have been entered into the OST before the Oct. 5 count day. The LEA SE POC is also responsible for entering required data elements and uploading pertinent documentation for students entering the LEA who are new to DC. For additional information on the data flow of enrollment information, the transfer records request process or the process for entering data for new students, please refer to the SEDS resource site.

If the LEA determines that a student's special education information is inaccurate, an IEP team meeting may be required to determine if an IEP amendment or a new annual IEP needs to be completed. In some instances, it may also be necessary to hold an updated eligibility determination meeting (e.g., if the student's current eligibility determination is expired or if the student currently is designated as having the disability "developmental delay" but is age 8 or older). If an IEP amendment needs to be completed, refer to OSSE's IEP Amendment Policy and accompanying guidance located on OSSE's website.

For Child Count 2016, the educational environment will be pulled directly from the most recent finalized IEP in SEDS and displayed in SLED. If the educational environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction. In certain instances, the educational environment may be inaccurate for a reason that does not require an IEP amendment (e.g., if a kindergarten student turned 6 years old, or a high school student was placed in a correctional facility).

3 Receiving services under IDEA refers to active students in SEDS who are less than 23 years old per the pre-established school age cutoffs dates, with an active and unexpired eligibility status (three-year maximum duration) and no negating events (refusal, discontinuation, denial, or revocation). Child Count is for ages 3-21.

Completion of IEP Amendments

If an IEP amendment is completed for the purpose of updating or correcting Child Count data, a request for support must be submitted to the OST. This will ensure that the team is aware of the LEA's intent to use information from an updated IEP for the purpose of correcting Child Count data.

Users must provide the following student-specific information:

- Student first name;
- Student last name;
- Student USI; and
- Student date of birth.

Include the following in the IEP Amendment Block:

- IEP amendment date; and
- IEP amendment event ID.

In the Issue Description box, enter the following information:

- IEP amendment date;
- IEP amendment event ID; and
- Child Count data element(s) that need updating.

OSSE will review the OST ticket and determine if the update will be included in the Child Count.

Certification

LEAs must review and verify the accuracy of their Child Count data in SLED. All data corrections need to be made in the source system (i.e., SEDS or the respective SIS). Please begin reviewing the data as early as possible to allow for completion of IEP amendments or updated annual IEPs, if necessary. The data will be locked in SLED as of Oct. 5, 2016.

This year, LEAs will be required to submit the combined Enrollment Audit Certification and Child Count Anomalies Acknowledgement form no later than 5 p.m., Oct. 7, 2016 and a final certification form on Nov. 18, 2016. For the 2016 Child Count process, LEAs will not be required to submit student rosters along with the certification form. LEAs will have between July 18, 2016 and Nov. 24, 2016 to review, respond to, and resolve all data anomalies. Failure to resolve all data anomalies by the specified deadline will result in a finding from the IDEA LEA monitoring team.

If the LEA is aware of any continued discrepancies or issues as of Oct. 7, the LEA must submit requests for support in the OST. **If a ticket has not been submitted by Oct. 7, OSSE will not consider any updates or data changes after certification. Failure to submit appropriate OST tickets could negatively affect funding.**

All LEA Child Count Certifications and rosters are due no later than 5 p.m., Nov. 18, 2016. Separate certification forms for the enrollment audit and the Child Count process are required. Listed below, are the detailed requirements for submission of the Child Count Data Anomalies Acknowledgement Form, and the Child Count Certification and Educational Environments Data Form:

1. Head of LEA must provide an electronic signature. The Child Count Certification Form verifies the accuracy of the data displayed in SLED.
2. The number of students to be included in the Child Count must be written on the certification form. This number must match the number of students on the Child Count Roster Verification Report for the certification to be accepted.
3. The completed certification form must be uploaded to SLED no later than 5p.m., Nov. 18, 2016.

Anomalies Analysis

Prior to LEAs submitting the final Child Count Certification Form, and the roster on Nov. 18, 2016, OSSE will work with LEAs to resolve all anomalies acknowledged on Oct. 7, 2016.

Anomalies Response and Resolution

LEAs will have between Aug. 15, 2016 and Nov. 18, 2016 to review, respond to, and resolve all identified anomalies. In some cases, the LEA will need to make data corrections to resolve inconsistencies. In other cases, the LEA will need to confirm the data is accurate. As a reminder, a student can only be added to the Child Count roster if he/she is already included in the enrollment audit roster. If a student is under appeal for inclusion in the enrollment audit roster, their potential inclusion in the Child Count roster will be considered during the appeals process rather than the anomalies process.

Appeals

If the LEA is attempting to add a student to their Child Count roster, the student must first be included in the enrollment audit roster. If a student is missing from both rosters, the LEA must appeal through the appeals process. The special education staff must coordinate with the LEA data manager to ensure the correct process is followed for having the student included in the enrollment audit. At each stage of the appeals process, if the student also should be included in the Child Count roster, the appropriate data must be entered in SEDS and the LEA must provide verification[4] that the student was receiving special education services as of Oct. 5, 2016.

4 Verification could include a current and valid copy of an IEP or service trackers from SEDS dated on or before Oct. 5.

Desktop Appeals

LEAs have the opportunity to review the enrollment audit and Child Count data after the completion of the anomalies process, between Dec. 8 and Dec. 15. If there are any discrepancies at that time, an appeal must be submitted through the appeals process. The auditors and an OSSE panel will review the appeals and make determinations between Dec. 16 and Dec. 22, 2016. To add a student to the Child Count roster, all criteria required to have the student included in the enrollment audit roster must first be satisfied and verified by the auditor. If the auditor determines that a student should be added to the enrollment audit roster, the OSSE panel will then review the data available in SEDS to determine whether the student can also be included on the Child Count roster.

In-Person Appeals

LEAs have an additional opportunity to review the enrollment audit and Child Count data after the desktop appeals process is complete between Jan. 6 and Jan. 10. If there are any discrepancies remaining at that time, a request for an in-person hearing must be made. Hearings will be held on Jan. 12 and 17. Again, for the purposes of having a student added to the Child Count roster, all criteria required to have the student included in the enrollment audit roster must first be accepted and verified by the auditor. If the auditor determines that a student should be added to the enrollment audit roster, the OSSE panel will then review the data available in SEDS to determine whether the student can also be included on the Child Count roster.

SECTION 9: RESIDENCY VERIFICATION

All students attending DCPS, public charter schools, CBOs, and nonpublic schools must be DC residents. Parents/guardians of students or adult students attending DCPS, public charter schools, CBOs, or nonpublic schools **must provide proof of District residency every year.** Parents/guardians or adult students who fail to do so must pay non-resident tuition equivalent to the UPSFF. Non-resident students are only admitted to DCPS or public charter schools if there are no DC resident students on the school waitlist. The student residency verification process requires documentary proof of residency and takes place during the enrollment period each school year (April 1 through Oct. 5). LEAs are required to review their students' residency documentation and verify that all documentation and verification forms are complete, legible, and valid prior to the audit.

Residency Document Review

By Oct. 5, or within 10 days of the initial enrollment, whichever occurs later (i.e., the last possible date to receive this documentation is Oct. 15, but only if the student was enrolled on Oct. 5), a parent/guardian or adult student must prove residency by providing documentation as required under DC Code §38-309 (b) (c), which are also listed in the DC Residency Verification Form and are outlined in the OSSE Residency Verification Guidelines.

Schools are required to:

- Review these documents for legitimacy;
- Complete a Residency Verification Form certifying proof of residency; and
- Retain clear and legible copies of the residency verification documents and the OSSE Residency Verification Form for all students enrolled.

Residency Proven through Home Visitation

There may be extenuating circumstances that prevent a parent/guardian or adult student from producing state-approved residency verification documents. In such cases, the school should conduct a home visit pursuant to DC Code §38-309(d) and complete and retain a copy of the Home Visitation Consent Form and the Home Visitation Residency Verification Form, to demonstrate due diligence in verifying District residency. If a person seeking to enroll a student cannot establish residency by providing the necessary documentation or through a home visit, the school must refer that student to the LEA's residency office. DCPS and PCSB may establish procedures for proving residency in these exceptional cases and such procedures must be provided to OSSE no later than 30 calendar days before the first day of school for approval and must comply with DC Code §38-311(b) and all other applicable laws. Each school must be diligent in its efforts to confirm residency under these circumstances, and must retain supporting documents in their records.

Pursuant to newly enacted DC Code §38-312.01(c), DCPS and public charter schools are responsible for residency validation and investigations to confirm student residency. In instances where a parent/guardian or adult student has failed to provide sufficient or adequate residency documentation by the deadline (Oct. 5 or within 10 days of the initial enrollment, whichever occurs later), the school is expected to investigate immediately the residency status of the student and provide OSSE with a record of the investigation.

Where an LEA believes that a student is a DC resident but is unable to prove residency through any of the means enumerated in DC Code §38-309, the LEA should retain all documentation that could support a finding of residency and contact OSSE for further guidance.

Proof of Residency for Homeless Students

Pursuant to the McKinney-Vento (MKV) Homeless Assistance Act, schools may not require verification or proof of residency for homeless students as a condition of enrollment. However, each LEA is required to have an LEA homeless liaison responsible for identifying and ensuring that these students receive services entitled to them. Either the LEA homeless liaison or the school-based homeless liaison is required to complete an electronic Homeless Student Referral Form annually through OSSE's MKV QuickBase application for each homeless student enrolled at his or her school. The homeless student data must be electronically submitted by each LEA prior to the Oct. 5 deadline, or within 10 days of the initial enrollment. Homeless student data received through the MKV QuickBase application will serve as adequate proof of residency for each identified homeless student. OSSE will provide a list of identified homeless students to auditors for proof of residency exemption prior to the enrollment audit.

Proof of Residency for Undocumented Immigrant Children & Youth

Immigrant children have the right to attend school full-time as long as they meet the age and residency requirements established by District law. The U.S. Supreme Court recognized that **children who are undocumented immigrants cannot be denied a free public education if they are residents of a school district** (Plyler v. Doe, 457 U.S. 202). In May 2014, the U.S. Department of Justice and the U.S. Department of Education issued updated guidance on the enrollment rights of all children.

At the time of registration, LEAs should avoid asking questions that may reveal a child's immigration status, such as asking for a Social Security number. Schools can lawfully request documentation from students and families to verify residency status but are **prohibited** from denying enrollment on the basis of failure to submit a birth certificate, visa, green card, DC driver's license, a state identification card, or other documents that require a Social Security number. In order to avoid discouraging enrollment, LEAs are encouraged to enroll any child who comes its way and ask for documentation later, after the child is enrolled.

Schools may require that prospective students furnish proof of residency in DC and/or age prior to enrollment, *except* for any children and youth who are considered homeless under the federal McKinney-Vento Homeless Assistance Act. Requests for documentation must not discriminate, or have the effect of discriminating, on the basis of race, color, national origin, citizenship, or immigration status. LEAs must determine whether they are doing anything that may have the effect of discouraging the enrollment of undocumented children, such as asking for immigration papers or Social Security numbers, or requiring a driver's license or state-issued identification from a parent. Such practices and policies, once identified, must be changed to eliminate any possible chilling effect on enrollment.

Non-Resident Student Enrollment and Tuition Assessment

If a parent/guardian or adult student does not provide proof of residency by Oct. 5, or 10 days after enrollment (whichever is later), or if the student is confirmed as a non-resident student, the school must then refer the student to the OSSE Office of Enrollment and Residency.

Non-resident students may enroll in a public school in the District of Columbia if no District resident is found on a school's waiting list. The parent/guardian of a non-resident student or the adult non-resident student must enter into a tuition payment plan or must pay the full non-resident tuition upon enrollment. OSSE is required to collect tuition payments. The tuition amount is provided under the UPSFF. ***Neither OSSE nor LEAs may grant discounts or waivers of any kind for tuition owed.***

If a student is enrolled as a resident but is later deemed a non-resident before, during, or after the enrollment audit, the LEA must refer the student directly to OSSE. An LEA or school may not waive or discount the tuition owed for the period of time a student is enrolled as a non-resident. The parent/guardian of the student or the adult student can choose to have the student withdrawn from the school and pay a prorated tuition for the period of non-resident enrollment. Upon completion of the enrollment audit, OSSE will issue a letter to LEAs listing those students who have been identified as non-residents not paying tuition. LEAs are required to provide parental information for such students or request that the parent withdraw their child(ren) and pay a prorated tuition amount. Students who fail to pay tuition to OSSE may be referred to the District of Columbia Office of the Attorney General (OAG) for legal action.

Tuition payments must be made out to "D.C. Treasurer" and must include the student's name. LEAs **may not collect** any non-resident tuition. All tuition payments must be made directly and immediately to OSSE. Mail tuition payments to:

Office of the State Superintendent of Education
Office of Enrollment and Residency
810 First St. NE
Ninth Floor
Washington, DC 20002

Student Residency Fraud

Residency fraud has serious criminal implications (see DC Code §38-312) and LEAs should take reasonable steps to both deter it and investigate allegations. Residency fraud occurs when a parent, caregiver, adult student, or LEA staff member intentionally provides false residency information in an effort to enroll a non-resident student as a resident. Examples of residency fraud include forging documents, using a District of Columbia address that is not the parent/guardian's or adult student's residence, or a school official completing a residency verification form without reviewing the required state-approved documents. DCPS and public charter schools are expected to investigate allegations of residency fraud concerning their students and, pursuant to DC Official Code §38-312.01, OSSE will work with schools to ensure that they do so.

During the course of the enrollment audit, the auditor may uncover residency fraud. Also, at any point during a school year, someone may notify OSSE of residency fraud. In such cases, LEAs and schools are expected to work with OSSE to investigate the allegation and prepare a case for referral to the OAG for potential prosecution.

Non-Resident Investigations Process

DC law requires OSSE to investigate allegations of residency fraud. Once an allegation of residency fraud is received, a full investigation is conducted, which may include an examination of submitted residency verification documents and surveillance by a private investigator.

Allegations of residency fraud may be reported anonymously by:

- Calling the Student Residency Fraud Prevention Hotline at (202) 719-6500
- Submitting student residency fraud tips online

OSSE will provide a printed copy of the Residency Fraud Prevention posters and fliers to be displayed at each school campus.

Residency Appeals

An adult student or the parent/primary caregiver of a minor student who is found to be a non-resident of the District of Columbia has the right to request an administrative review of the finding. To exercise this right, the individual must contact the OSSE by email at osse.residency@dc.gov within 10 business days of the date of notification letter to request an administrative review.

Penalties for False Information

Any person, including any DCPS or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, and payment of a fine of not more than $2,000 or imprisonment for not more than 90 days, but not both fine and imprisonment, pursuant to the District of Columbia Nonresident Tuition Act, approved Sept. 8, 1960 and amended by the District of Columbia Public Schools and Public Charter School Student Residency Fraud Prevention Amendment Act of 2012 (D.C. Code §38-312). The case of any such person may be referred by OSSE to OAG.

SECTION 10: APPENDICES

APPENDIX A: LEA FFY 2017 CHILD COUNT DATA ANOMALIES ACKNOWLEDGEMENT FORM

I, _____, _____ at _____

Printed name | Title | Name of LEA

acknowledge that the total number of anomalies, as of Oct. 5, 2016, for my LEA is: _____. I understand that it is my responsibility to take the necessary steps in order to resolve all data anomalies identified by the Office of the State Superintendent of Education (OSSE) no later than 5 p.m. EST, Oct. 7, 2016. Furthermore, I understand that if my data anomalies are not resolved by the specified deadline, my LEA will be issued a finding from the IDEA LEA Monitoring Team.

Signature Date

OSSE must receive the acknowledgement no later than 5 p.m. EST, Oct. 7, 2016, via the e-signature process in SLED to be considered timely.

APPENDIX B: LEA CERTIFICATION OF FFY 2017 CHILD COUNT AND EDUCATIONAL ENVIRONMENTS DATA

I, _____, _____ at _____

Printed name Title Name of LEA

certify that the data provided to the Office of the State Superintendent of Education (OSSE) for Federal Fiscal Year 2017 from the OSSE Child Count View in SLED are valid and reliable. Furthermore, I certify that the data provided are consistent with the requirements of Part B of the Individuals with Disabilities Education Act (IDEA), and all applicable laws and regulations under the District of Columbia.

The number of students receiving special education services at my LEA is: _____.

I understand that if data anomalies are not resolved by the specified deadline, my LEA will be issued a finding from the IDEA LEA Monitoring Team.

BY SIGNING BELOW, I CERTIFY THAT I HAVE THE AUTHORITY TO CERTIFY THE ACCURACY AND RELIABILITY OF THIS DATA FOR MY LEA AND THAT MY LEA WAS PROVIDING SPECIAL EDUCATION SERVICES TO THE STUDENTS ON THE ATTACHED LIST AS OF OCT. 5, 2016.

Printed Name Title

_____

Signature Date

_____

OSSE must receive this certificate and data report from SLED by Nov. 18, 2016 at 3p.m. EST for your data submission to be considered timely.

APPENDIX C: SY 2016-17 ENROLLMENT AUDIT AND CHILD COUNT DATA ELEMENTS

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Student Demographic	**USI**	The official state identifier for all students attending a District of Columbia LEA; assigned by OSSE.	Generated by OSSE's SLED	10-digit numeric
Student Demographic	**Local ID**	A unique number of alphanumeric codes assigned to a student by the LEA.	ProActive- or ASPEN-generated	Alphanumeric
Student Demographic	**Last Name**	The legal last name of the student.	LEA SIS	Alpha
Student Demographic	**Middle Name**	The legal middle name of the student.	LEA SIS	Alpha
Student Demographic	**First Name**	The legal first name of the student.	LEA SIS	Alpha
Student Demographic	**Date of Birth**	The day, month, and year on which the student was born.	LEA SIS	Numeric - mm/dd/yyyy
Student Demographic	**Gender**	A coded value representing the student's gender; gender is a person's actual sex or perceived sex.	LEA SIS	F– female M – male
Student Demographic	**Ethnicity**	An indication that a student identifies as Hispanic or Latino.	LEA SIS	H – student is Hispanic/ Latino; N – student is not Hispanic/ Latino
Student Demographic	**Race**	LEAs are required to categorize students in one or more of the five permitted race categories.	LEA SIS	A – Asian B – Black/African American I – American Indian/ Alaskan Native M – Multiple P – Pacific Islander/Native Hawaiian W – White/Caucasian
Student Demographic	**Student Street Address**	The number and name of the unit and street (and apartment, if applicable) where the student resides.	LEA SIS	Alphanumeric
Student Demographic	**Student City**	The city where the student resides.	LEA SIS	Alpha
Student Demographic	**Student State**	The abbreviation for the state (within the United States) or outlying area in which the student resides.	LEA SIS	Two-letter standard state abbreviation
Student Demographic	**Student ZIP Code**	The number that identifies the postal delivery area in the United States in which the student resides.	LEA SIS	5-digit or 5+4-digit numeric
Student Demographic	**Student Ward**	Student's ward of residence for students residing within the District of Columbia.	Generated by the DC Master Address Repository (MAR) based on LEA reported Student Street Address, Student City, Student State, and Student ZIP Code	1, 2, 3, 4, 5, 6, 7, 8

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Program information	**LEP Indicator**	An indication that the student is Limited English Proficient (LEP) per their LEP Identification assessment of prior year's ACCESS for ELLs test results.	LEA SIS	Yes – The student is LEP or Non-English Proficient No – the student is not LEP or NEP
Program information	**Free and Reduced-Price Meal Status**	An indication of whether a student is receiving free meals, reduced-price meals, or paying for meals in full. This is used as an indicator of a student's poverty level.	LEA SIS	Free – student qualifies for free lunch Reduced – student qualifies for reduced-priced lunch; Paid – student does not qualify for free or reduced-priced lunch
Program information	**Direct Certification Indicator**	An indication that the student's family was eligible for TANF or SNAP at any point within the given school year.	Populated by OSSE using data provided by the Department of Human Services (DHS); the first SY 2016-17 data will not be available until Oct. 1, 2016	Yes – the student qualifies for SNAP or TANF during SY 2016-2017 No – the student does not qualify for SNAP or TANF during SY 2016-17
Program information	**Ward of State Indicator**	An indication that the student is under DC foster care.	Populated by OSSE using data provided by the Children and Family Services Agency	Yes – the student is under the care of the District's foster care system No – the student is not under the care of the District's foster care system
Program information	**Nonpublic Population Indicator**	An indication that the special education student has been placed in a nonpublic educational program.	LEA SIS	Yes – the student is placed in a nonpublic school; No – the student is not placed in a nonpublic school
Program information	**At-Risk Indicator**	An indication that the student is homeless, in the District's foster care system, qualifies for TANF or SNAP, or that the high school student is one or more years older, than the expected age for the LEA-identified grade level.	Derived by OSSE based on the prior school year's at-risk projection	Yes – the student is considered at-risk No – the student is not considered at-risk
Program information	**Overage**	An indication that the high school student is one or more years older than the expected age for the grade in which the student is enrolled.	Derived by OSSE based LEA-identified grade level, student date of birth, and special program type	Yes – the high school student is overage No – the high school student is not overage

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Program information	**Homeless Indicator**	An indication that the student is homeless.	Populated by OSSE based on data received through the McKinney-Vento QuickBase application and/ or homeless data feeds	Yes – the student has been identified as homeless No – the student has not been identified as homeless
Student Enrollment	**LEA-identified Grade Level**	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.	LEA SIS	PK3 - Pre-kindergarten (3-year-olds) PK4 - Pre-kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AO - Adult UN - Ungraded (only permitted for schools designated as Special Education or Alternative)
Student Enrollment	**UPSFF Grade Level/ Special Program**	The translation of the student's LEA-identified grade level to the UPSFF weighting according to the student's LEA-identified grade level and the special program type (adult, special education, and alternative).	Derived by OSSE using LEA identified grade level and special program designations; students with missing or invalid LEA identified grade levels are placed into age-appropriate grades	PK3 - Pre-kindergarten (3-year-olds) PK4 - Pre-kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AO - Adult UN - Ungraded (only permitted for schools designated as Special Education or Alternative)

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Student Enrollment	**LEA ID**	A unique code assigned to each LEA by the DC OSSE's School and LEA Information Management System (SLIMS).	LEA SIS	Numeric
Student Enrollment	**LEA Name**	The official name of the LEA per the School and LEA Information Management System (SLIMS).	LEA SIS	Alpha
Student Enrollment	**School ID**	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).	LEA SIS	Numeric
Student Enrollment	**School Name**	The official name of the school per the School and LEA Information Management System (SLIMS).	LEA SIS	Alpha
Student Enrollment	**Facility ID**	The location where the student is actually attending school.	LEA SIS	5-digit numeric
Student Enrollment	**Facility Name**	The location where the student is actually attending school.	LEA SIS	Alpha
Student Enrollment	**Residency Indicator**	The LEA's determination that the student is or is not a resident of the District of Columbia.	LEA SIS	Yes – the student is a resident of DC No – the student is not a resident of DC
Student Enrollment	**Tuition Indicator**	An indication that a student is or should be tuition paying.	LEA SIS	Yes – the student pays/ should pay tuition No – the student does not need to pay tuition
Student Enrollment	**Tuition Paid as of Oct. 5, 2016**	The amount of money the student has paid in tuition for the 2016-17 school year as of Oct. 5, 2016 (only applicable to nonresidents)	EA/CC QuickBase app	Numeric (no $ sign)
Program information	**SEDS Nonpublic Indicator**	This field will indicated whether a student is attending a school with LEA code 7000.	LEA SIS	Yes No
Specialized Education Information	**Age as of Oct. 5 2016**	Student's age as of Oct. 5, 2016.	SEDS	Numeric
Specialized Education Information	**SEDS LEA Type**	The type of LEA identified in SEDS.	SEDS	DCPS DCPS public charter school Independent public charter school Nonpublic OSSE State School

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Specialized Education Information	**SEDS School Type**	The type of school identified in SEDS.	SEDS	Cluster 1 Cluster 10 Cluster 2 Cluster 3 Cluster 4 Cluster 5 Cluster 6 Cluster 7 Cluster 8 Cluster 9 DCPS PCS Early Stages Independent PCS NP Residential NP: Surrounding Counties NP: Tuition Grant NULL Parentally Placed: Private State School
Specialized Education Information	**SPED Primary Disability**	Student's primary disability (under IDEA) as identified at the most current finalized Eligibility Determination meeting in SEDS.	SEDS	Autism Spectrum Disorder (Known as Autism) Deaf-Blindness Deafness Developmental Delay Emotional Disturbance Hearing Impaired Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech or Language Impairment Traumatic Brain Injury Visual Impairment (Including Blindness)
Specialized Education Information	**SEDS SPED Environment**	The educational environment identified in SEDS from the most current finalized IEP.	SEDS	See Appendix D
Specialized Education Information	**SEDS SPED Environment Date**	The date the most current finalized IEP was entered into SEDS (Created Date).	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	**User-Updated SPED Environment**	The educational environment identified by the LEA in the Enrollment Audit/Child Count QuickBase application (if updated by LEA).	QuickBase	See Appendix D

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Specialized Education Information	**User-Updated SPED Environment Date**	The date the educational environment was updated by the LEA in the Enrollment Audit/Child Count QuickBase application (if updated by LEA).	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	**Child Count Education Environment**	The educational environment that will be used for the purposes of the Child Count.	SEDS	See Appendix D
Specialized Education Information	**Child Count Education Environment Source**	This field will display the source from which the educational environment used for Child Count is taken. This is based on the most current date of entry in either SEDS or the Enrollment Audit/ Child Count QuickBase application.	SEDS	SEDS EA/CC QB Application
Specialized Education Information	**Most Recent IEP Date**	The date of the most current finalized IEP in SEDS. Event date is used.	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	**IEP Event ID**	The Event ID from the most current finalized IEP in SEDS as captured on the student history page.	SEDS	Numeric
Specialized Education Information	**Most Recent Eligibility Date**	The date of the most current finalized Eligibility Determination in SEDS. Event Date is used.	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	**Total Hours Out of General Ed Setting**	Total number of hours under specialized instruction and related services where location is Out of General Education Setting.	SEDS	Numeric (including half hours)
Specialized Education Information	**Total Hours In General Ed Setting**	Total number of hours under specialized instruction and related services where location is In of General Education Setting.	SEDS	Numeric
Specialized Education Information	**% Outside of General Ed Setting**	The number% of specialized instruction and related-service hours received Outside the General Education Setting divided by the total number of instructional hours per week for the school as captured in SEDS.	Derived by OSSE	Calculation
Specialized Education Information	**Dedicated Aide**	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in SEDS.	SEDS	Yes No
Specialized Education Information	**Dedicated Aide Hours**	The number of hours identified on the Dedicated Aide Justification Plan in SEDS for which the student will receive dedicated aide services.	SEDS	Numeric
Specialized Education Information	**SPED LEVEL**	The total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours.	Derived by OSSE	Level 1 – 0 to 8 hours Level 2 – 8.01 to 16 hours Level 3- 16.01 to 24 hours Level 4- more than 24 hours None

CATEGORY	DATA ELEMENT	DEFINITION	SOURCE SYSTEM	PERMITTED VALUES
Specialized Education Information	**Total SPED Hours**	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received and any dedicated aide hours received.	SEDS	Numeric
Count Information	**Count Location**	The building and room number/location where each student can be found during the auditor site visit.	OSSE Enrollment Audit and Child Count QuickBase app	Alpha-numeric
Count Information	**Count Location Date/Time of Site Visit**	Date and time of the auditor site visit.	Populated by OSSE following auditor coordination of dates (expected mid-September)	mm/dd/yyyy hh:mm a.m./p.m.
Student Enrollment	**Enrollment Date**	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	**Entry Term**	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values.	LEA SIS	Enrollment codes
Student Enrollment	**Withdrawal date**	The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	**Withdrawal Term**	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values.	LEA SIS	The complete list of exit/withdrawal codes can be found on the OSSE website at http://osse.dc.gov/publication/entry-and-exit-codes-guidance
Student Enrollment	**Duplicative Enrollment Indicator**	An indication that the student is enrolled at more than one school and/or LEA.	Derived by OSSE based on the student's school of enrollment and USI in the daily data feeds	Yes - the student is currently enrolled at multiple schools No - enrolled at only one school

APPENDIX D: EDUCATIONAL ENVIRONMENTS

The Data Accountability Center, which provides technical assistance to states on federal reporting requirements, has data collection guidance on its website, which is appended to this version of the OSSE *IDEAFacts* Application User Guide for LEAs to understand the federal legislation.

- IDEA Part B Data Child Count Fact Sheet
- IDEA Part B Data Child Count Questions & Answers (March 2009, Reviewed March 2012)
- IDEA Part B Data Educational Environments Fact Sheet
- IDEA Part B Data Educational Environments Questions & Answers (March 2012)

The following table provides the allowable Educational Environment based on age with the corresponding descriptions.

For Students Between Ages 3-5 On Oct. 5, 2016

ENVIRONMENT	DESCRIPTION
In Regular Early Childhood Program = 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
Separate Class	Unduplicated total number of students who attended a special education program in a class with less than 50% children without disabilities. (Does not, include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total number of students who received special education programs in public or private day schools designated specifically for children with disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total number of students who received special education programs in publicly or privately operated residential schools or residential (inpatient) medical facilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total number of students who received special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term "caregivers" includes babysitters.
Service Provider Location	Unduplicated total number of students who received all special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: • Private clinicians' offices; • Clinicians' offices located in school buildings; or • Hospital outpatient facilities.

FOR STUDENTS BETWEEN AGES 6-21 ON OCT. 5, 2016

ENVIRONMENT	DESCRIPTION
Separate School	Unduplicated total number of students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools. This may include children placed in: • Public and private day schools for students with disabilities; • Public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; and • Public and private residential facilities if the student does not live at the facility.
Residential Facility	Unduplicated total number of students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. This may include children placed in: • Public and private residential schools for students with disabilities; or • Public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day school or regular school buildings for the remainder of the school day. Do not include students who received education programs at the facility, but do not live there.
Correctional Facility	Unduplicated total number of students who receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in: • Short-term detention facilities (community-based or residential); or • Correctional facilities.
Homebound/ Hospital	Unduplicated total number of students who receive education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in: • Hospital programs; and • Homebound programs. Do not include children with disabilities whose parents have opted to homeschool and who receive special education at the public expense.
Parentally Placed in a Private School	Unduplicated total number of students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from an LEA or intermediate educational unit under a service plan. Include children whose parents chose to homeschool, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.

(Footnotes)

1 Special Education Level is determined by the total number of hours per week a student is receiving for any combination of special education and related services. The total number of hours per week that a student spends with a dedicated aide is also included in the special education level calculation.

2 A student must have a current eligibility or a current IEP in order to be considered a "student receiving services under IDEA."

3 A quarterly supplemental payment for special education services will be allowed for students that are enrolled on Oct. 5, 2016, who are found eligible for special education after Oct. 5, students who have an increase or decrease in the amount of services they receive, or any student that has a change in IEP status.

4 This applies to schools with students residing at the school (residential schools).

FOR QUESTIONS REGARDING
THE ENROLLMENT AUDIT PROCESS
OR
INFORMATION CONTAINED IN THIS HANDBOOK
PLEASE CONTACT:

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