



District of Columbia  
Office of the State Superintendent of Education



# Student Enrollment Audit and Child Count Handbook

Guide for Local Education Agencies

School Year 2019-20

Hanseul Kang  
State Superintendent

## Table of Contents

<b>LETTER TO LEA PARTNERS .....</b>	<b>4</b>
<b>DEFINITIONS FOR COMMON ACRONYMS AND TERMS .....</b>	<b>5</b>
<b>OVERVIEW.....</b>	<b>7</b>
<i>Purpose .....</i>	<i>7</i>
<i>Applicable Legislation .....</i>	<i>7</i>
<i>Scope .....</i>	<i>7</i>
<b>2019-20 ENROLLMENT AUDIT AND CHILD COUNT CALENDAR.....</b>	<b>9</b>
<b>ENROLLMENT AUDIT AND CHILD COUNT PROCESS OVERVIEW .....</b>	<b>11</b>
<i>Enrollment Audit and Child Count Process.....</i>	<i>11</i>
I. <u>Pre-Audit Data Preparation</u> .....	11
II. <u>Trainings</u> .....	11
III. <u>1<sup>st</sup> Certification</u> .....	11
IV. <u>Fieldwork</u> .....	11
V. <u>Issue Resolution</u> .....	12
VI. <u>2<sup>nd</sup> Certification</u> .....	12
VII. <u>Final In-Person Appeals</u> .....	12
VIII. <u>3<sup>rd</sup> Certification</u> .....	12
IX. <u>Reporting</u> .....	12
<i>Enrollment Data and Child Count Certifications .....</i>	<i>13</i>
<b>PRE-AUDIT DATA PREPARATION.....</b>	<b>15</b>
<i>Data Quality Terms .....</i>	<i>15</i>
<i>Data Quality Error Reports.....</i>	<i>15</i>
<i>Stages of Enrollment .....</i>	<i>16</i>
Stage 1: Application to Attend the School.....	16
Stage 2: Acceptance and Notification of an Available Slot.....	16
Stage 3: Acceptance of the Offered Slot.....	16
Stage 4: Registration of the Student in SIS .....	16
Stage 5: Receipt of Educational Services .....	16
<i>Ensuring Accurate, Complete, and Valid Student Records.....</i>	<i>16</i>
Special Education Status .....	17
<i>Residency Verification .....</i>	<i>18</i>
Tuition Paying Nonresident Students .....	18
<i>Enrollment Audit and Child Count Application.....</i>	<i>19</i>
<i>Data Snapshot of Enrollment Data as of Oct. 7.....</i>	<i>19</i>
<b>ENROLLMENT AUDIT AND CHILD COUNT TRAININGS.....</b>	<b>20</b>
<i>LEA Points of Contact (POCs) and Coordination.....</i>	<i>20</i>
<b>FIRST CERTIFICATION: UNAUDITED ENROLLMENT AND CHILD COUNT DATA ANOMALIES CERTIFICATION .....</b>	<b>22</b>
<b>FIELDWORK / ON-SITE DOCUMENT REVIEW.....</b>	<b>23</b>
<i>Enrollment Audit Fieldwork Scope .....</i>	<i>23</i>
Sample Fail Rate.....	24

LEA PreK Sample .....	24
Nonpublic Residency Documentation Review .....	24
Sample Composition of Supporting Residency Documentation .....	24
Document Preparation for On-Site Document Review .....	25
<b>ISSUE RESOLUTION .....</b>	<b>26</b>
Residency Determinations .....	26
Duplicative Enrollments .....	27
Demographic Data Elements .....	28
<b>SECOND CERTIFICATION: FINAL DEMOGRAPHIC DATA ELEMENTS AND CHILD COUNT CERTIFICATION 31</b>	
<b>FINAL IN-PERSON APPEALS.....</b>	<b>32</b>
<i>Requesting a Final Appeal.....</i>	<i>32</i>
<i>Final Appeal Scheduling.....</i>	<i>32</i>
<b>THIRD CERTIFICATION: FINAL AUDITED ENROLLMENT NUMBERS ACKNOWLEDGEMENT .....</b>	<b>34</b>
<b>REPORTING.....</b>	<b>35</b>
<b>CHILD COUNT.....</b>	<b>36</b>
<i>Enrollment Audit and Child Count Differentiation .....</i>	<i>36</i>
Age and the Enrollment Audit .....	36
Special Education Child Count and UPSFF SPED Level Funding .....	37
<i>Child Count Certification .....</i>	<i>37</i>
<i>IEP Anomalies.....</i>	<i>37</i>
<i>Anomalies Response and Resolution .....</i>	<i>38</i>
<b>APPENDICES .....</b>	<b>39</b>
<i>Appendix A: 2019-20 Residency Verification Guidelines and Forms .....</i>	<i>39</i>
Required Residency Documentation .....	39
Residency Proven Through the Office of Tax and Revenue .....	40
Residency Proven Through Home Visitation .....	40
Residency Proven for Homeless Students .....	40
Residency Proven for Undocumented Immigrant Children and Youth .....	41
Residency Forms .....	41
Nonresident Students .....	41
<i>Appendix B: Uniform Per Student Funding Formula (UPSFF) Guidance.....</i>	<i>42</i>
<i>Appendix C: 2019-20 Enrollment Audit and Child Count Data Elements .....</i>	<i>43</i>
<b>Appendix D: Educational Environment for Special Education.....</b>	<b>53</b>
For Students between Ages 3-5 on Oct. 7, 2019 .....	53
For Students between Ages 6-21 on Oct. 7, 2019 .....	55

## LETTER TO LEA PARTNERS

May 2019

Dear LEA Leaders and Staff:

OSSE is pleased to present the Enrollment Audit and Child Count Handbook for the 2019-20 school year. OSSE has maintained many of the changes initiated during the prior school year and has provided additional clarity to a number of sections of the handbook. As part of our continued commitment to the accurate count and residency verification of students, the following item has been updated for this year's enrollment audit process:

- **Full review of nonpublic students' residency documentation:** The District provides funding for resident students enrolled in District public schools to attend nonpublic schools across the region and country. In order to ensure these funds only support District residents and reduce the burden of sampling such a small population, we will conduct a full review of residency documentation for resident students attending these nonpublic schools.

In addition, the following related actions will take place ahead of this year's enrollment audit:

- **Introducing a new duplicative enrollment policy and process:** OSSE is expanding the deduplication resolution process to include the enrollment audit. A new application will be created to handle this process outside of the enrollment audit and LEAs will see a reduction in the number of duplicative enrollments that require LEA action to resolve. The new policy also provides consistency to the process throughout the school year. The new duplicative enrollment policy combines the duplicative hierarchy used during the enrollment audit and the deduplication resolution process applied at the end of the school year. While appeals will still be a part of the process, they will be handled through the new application and no longer handled through the Enrollment Audit and Child Count Application. You can expect full details of the policy to be released in June, trainings for the application to occur in August, and the application to be released the Monday after Labor Day. This change will not apply to adult LEAs.
- **Key enhancements to the Enrollment Audit and Child Count Application:** OSSE continues to listen to the feedback received from LEAs to help create a more user-friendly Enrollment Audit and Child Count application. This year, LEAs will see user enhancements that make the application easier to use including clarity on found residency issues, identifying tuition paying students, and removing ambiguity during issue resolution.

We are excited about the improvements made for this year's enrollment audit and look forward to working with each LEA and their respective schools to ensure the best enrollment audit yet!

In partnership and service,



Hanseul Kang  
State Superintendent of Education

## DEFINITIONS FOR COMMON ACRONYMS AND TERMS

Term/Acronym	Definition
<b>CBO</b>	Community-based organization
<b>CFSA</b>	Child and Family Services Agency
<b>Child Count</b>	Official special education enrollment number for the District of Columbia
<b>Child Count Roster Verification Form</b>	A form contained within the Enrollment Audit and Child Count Application that must be signed electronically by the Head of School.
<b>DC</b>	District of Columbia
<b>DCMR</b>	District of Columbia Municipal Regulations
<b>DCPS</b>	District of Columbia Public Schools
<b>DCRV</b>	District of Columbia residency verification form issued by OSSE annually for use by LEAs and CBOs in verifying residency
<b>DE</b>	Duplicative enrollment
<b>Deduplication resolution process</b>	The process used to resolve duplicative enrollments between LEAs and, in some instances, between schools in an LEA. This process will be conducted through the Duplicative Enrollment Application
<b>DME</b>	Office of the Deputy Mayor for Education
<b>Duplicative Enrollment Resolution Application</b>	In 2019, OSSE will introduce a new application to resolve duplicative enrollments. The application will not be used for adult LEAs or CBOs
<b>DYRS</b>	Department of Youth Rehabilitation Services
<b>EL</b>	English learner
<b>Enrollment Audit and Child Count Application (EACCA)</b>	An OSSE application that displays the enrollment audit and Child Count rosters and student-level data to LEAs and facilitates the audit process through recording the result of each phase of the audit; including auditor results, LEA appeals, and documentation submission
<b>eSchoolPLUS</b>	A student information system that allows for management of LEA, school, and student information and is used by OSSE as the District's statewide student information system
<b>FARM</b>	Free and reduced-price meal data
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>GED</b>	General Education Development – denotes attainment of high school equivalency
<b>HLS</b>	Home language survey
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program
<b>LEA</b>	Local Education Agency
<b>MKV</b>	McKinney-Vento Homeless Assistance Act
<b>My School DC</b>	The common lottery and application process for the District's public school options
<b>OCFO</b>	Office of the Chief Financial Officer

<b>OER</b>	Office of Enrollment and Residency
<b>OSSE</b>	Office of the State Superintendent of Education
<b>OSSE Online Residency Application</b>	OSSE's residency validation application used by parents and adult students to retrieve tax information from OTR for residency verification purposes
<b>OSSE Residency Verified</b>	When an enrolled student's residency is confirmed through an Intra-Agency agreement.
<b>OST</b>	OSSE Support Tool
<b>OTR</b>	Office of Tax and Revenue (a District government agency located within the OCFO)
<b>PCSB</b>	Public Charter School Board
<b>PK3</b>	Pre-kindergarten for 3-year-olds
<b>PK4</b>	Pre-kindergarten for 4-year-olds
<b>POC</b>	Point of Contact – defined roles in eSchoolPLUS
<b>Qlik</b>	A data visualization tool used by OSSE to provide dashboards and summaries of data to LEAs and assist LEAs in identifying and correcting errors in data provided to OSSE
<b>SE</b>	Special Education
<b>SEA</b>	State Education Agency
<b>SEDS</b>	Special Education Data System
<b>SIS</b>	Student Information System
<b>SLED</b>	Statewide Longitudinal Education Data
<b>SLIMS</b>	School and LEA Information Management System – the authoritative source of school information
<b>SNAP</b>	Supplemental Nutrition Assistance Program
<b>SY</b>	School Year
<b>TANF</b>	Temporary Assistance for Needy Families
<b>UPSFF</b>	Uniform Per Student Funding Formula
<b>USI</b>	Unique Student Identifier

## OVERVIEW

### Purpose

Pursuant to D.C. Official Code §38-1804.02, 38-205, and 38-2906(d), OSSE is required to annually collect enrollment counts of resident students, nonresident students, students with disabilities, all students attending all District of Columbia Public Schools, District of Columbia public charter schools, children in PreK3 and PreK4 programs in community based organizations receiving Pre-K Enhancement funds, and students whose tuition or education in schools or programs is paid for with District funds. This count must be completed on Oct. 5<sup>1</sup>, or the following business day, of each school year. OSSE is then required to conduct an audit to verify the accuracy of the enrollment counts including DC residency status, as well as to identify any material weaknesses in the enrollment systems, procedures, or methodology at the LEA level. OSSE reports the results of the audit to Mayor, the Council of the District of Columbia, and the appropriate Congressional committees.

### Applicable Legislation

Section 2402 of the [District of Columbia School Reform Act of 1995](#), approved April 26, 1996 (110 Stat. 1321; D.C. Official Code § 38-1804.02 *et seq.*)

Section 702 of the [District of Columbia Enrollment Census Act of 1998](#), effective March 26, 1999 (D.C. Law 12-175; D.C. Official Code § 38-159)

Section 107 and 107b of the [District of Columbia Uniform Per Student Funding Formula Act of 1998](#), effective March 26, 1999 (D.C. Law 12-270; D.C. Official Code §§ 38-2906 and 38-2906.02)

Section 4 of [An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes](#), approved February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-205).

### Scope

The enrollment audit includes three components:

1. **General Audit and Residency Verification:** An audit of students enrolled in all District of Columbia Public Schools and District of Columbia Public Charter Schools, DC residency status of these students, and tuition payments assessed and collected for nonresidents as of Oct. 5, or the following business day. This also includes an audit of students in nonpublic placements and wards of the District enrolled in schools in surrounding jurisdictions.
2. **Child Count Verification for Special Education (Child Count):** An audit of students with Individualized Education Programs (IEPs) receiving services as of Oct. 5, or the following business day.
3. **Community-Based Organization (CBO) PreK Verification:** An audit of children enrolled in PreK3 and PreK4 in community-based organizations receiving PreK Enhancement funds. Upon completion of

---

<sup>1</sup> For the 19-20 school year enrollment audit, the enrollment date is on October 7, because October 5 is a Saturday in 2019.

the enrollment audit each CBO receives funding for each enrolled student verified as a District resident. (Guidance for these CBOs is part of a separate enrollment audit guide targeted towards the specialized processes for CBOs.)

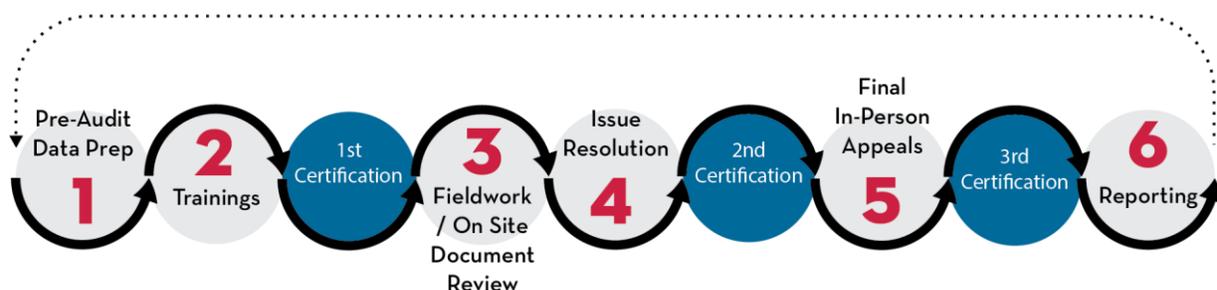
## 2019-20 ENROLLMENT AUDIT AND CHILD COUNT CALENDAR

**Key LEA Deadlines in bold; all deadlines are 5 p.m.**

DATE	ITEM	BEGINS ON PAGE
<b>Pre-Audit Data Preparation Phase (Prior to Oct. 7)</b>		
Through Sept. 2019	Pre-Audit Data Preparation Phase: LEAs update data in LEA Student Information System (SIS)	p.15
June 11, 2019	Mandatory enrollment audit training at OSSE’s Start of School Summit  Gallaudet University – Kellogg Conference Center	
July 2019	LEAs update Enrollment Audit points of contacts (POCs) in eSchoolPLUS	
Aug. 1, 2019	LEA data managers submit changes to LEA, school or site directory information in eSchoolPLUS	
Aug. 2019	LEAs receive notification of the Enrollment Audit fieldwork schedule	
<b>Data Freeze (Oct. 7)</b>		
Oct. 7, 2019	LEA to ensure all enrolled students are included on the roster by 5pm.	p.22
Oct. 8 – 10, 2019	LEAs review and make final corrections to data in LEA SIS for student inclusion on the enrollment roster to ensure annual funding based on the UPSFF; <b>Final opportunity for LEAs to submit OST ticket to include missing students prior to First Certification.</b>	
Oct. 11, 2019	LEAs submit First Certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) directly in the EACCA	
<b>Fieldwork &amp; Issue Resolution Phase (Oct. 17 – Dec. 3)</b>		
Oct. 17 – Nov. 15, 2019	Fieldwork Phase: LEAs prepare materials for the on-site review	p.23
<b>On-site review date plus three business days</b>	Issue Resolution Phase: Initial residency determinations from the on-site audit are available for LEA/school review in the EACCA	

<b>On-site review date plus eight business days</b>	Issue Resolution Phase: LEAs upload supporting documentation to resolve residency determinations found during fieldwork/on-site visit	
<b>On-site review date plus ten business days</b>	Issue Resolution Phase: LEAs/schools can view the updated residency determinations from the auditor in the EACCA	
Nov. 1, 2019	Final day for LEAs to submit OST tickets for Child Count and Demographic Data	
Nov. 14, 2019	LEAs must resolve all demographic errors in appropriate source system; LEAs able to view initial decisions for duplicative enrollments with Adult LEAs	
Nov. 15, 2019	LEAs submit the Second Certification (Final Demographic Data Elements and Child Count Certification) in the EACCA	
<b>Final Appeals Phase (Dec. 6 – 18)</b>		
Dec. 6, 2019	LEAs submit requests with supporting documentation for final in-person appeals for residency issues in the EACCA	p.32
Dec. 9 – 10, 2019	LEAs receive notification of granted final in-person appeals via the EACCA	
Dec. 11 – 13, 2019	Final In-Person Appeals Phase: OSSE facilitates final in-person appeals for residency and duplicative enrollments with Adult LEAs	
Dec. 16, 2019	LEAs are able to view all final determinations in the EACCA	
Dec. 18, 2019	LEAs submit Third certification (Final Audited Enrollment Numbers Certification) directly in the EACCA	

## ENROLLMENT AUDIT AND CHILD COUNT PROCESS OVERVIEW



### Enrollment Audit and Child Count Process

#### I. Pre-Audit Data Preparation

Time Period: August 1 - October 6, 2019

Overview: LEAs work to ensure demographic and enrollment data are error-free in advance of the Oct. 7 enrollment roster data freeze.

Results: LEAs capture an accurate roster of student enrollment in their Student Information System (SIS).

#### II. Trainings

Time Period: various dates beginning in spring through late summer (dates posted in LEA Look Forward)

Overview: OSSE hosts multiple trainings throughout the school year to assist in preparation for the enrollment audit. LEAs are required to attend the following trainings: Enrollment and Residency (March 2019), Enrollment Audit and Child Count (June 2019), Enrollment Audit and Child Count Application (August-September 2019), Head of School Certification Training (September-October 2019).

Results: LEAs are equipped with the knowledge of residency and enrollment requirements; how to prepare and what to expect during the enrollment audit; how to use the EACCA; and, how to certify student data during the enrollment audit.

#### 1<sup>st</sup> Certification

Time Period: October 11, 2019

Overview: LEAs are required to confirm that all students are accounted for in the EACCA and the Head of School certifies that the rosters are correct.

Results: Ensures that LEAs receive the full funding for which they are eligible.

#### III. Fieldwork

Time Period: October 17 – November 15, 2019

Overview: LEAs are required to prepare residency documentation for auditor review. OSSE auditors visit each school site to review the residency documentation for all students enrolled by the LEA. All information related to student residency verification is captured in the EACCA.

Results: LEAs are able to view the initial residency determination for all enrolled students three business days after the completion of fieldwork at the school location. Any students who were not identified as a resident must be resolved during the issue resolution period.

#### **IV.** Issue Resolution

Time Period: October 31 – December 3, 2019

Overview: LEAs view and respond to the residency determinations as a result of the fieldwork at each school site. LEAs are allowed the opportunity to upload corrected residency documentation in the EACCA. If documentation is not submitted, an LEA cannot proceed to final in-person appeals.

Results: For any student not identified as a resident, LEAs can provide corrected documentation to ensure all students enrolled are District residents. If a response is not uploaded into the EACCA within five business days of receiving the results, the student's residency is not confirmed and the LEA forfeits receiving UPSFF funding for the student.

#### 2<sup>nd</sup> Certification

Time Period: November 15, 2019

Overview: LEAs confirm the demographic data from the LEA's source systems and final Child Count numbers for students with disabilities enrolled as of Oct. 7, 2019.

Results: Ensures that LEAs receive accurate funding for the educational services they provide.

#### **V.** Final In-Person Appeals

Time Period: December 6 – 18, 2019

Overview: LEAs have one final opportunity to confirm to OSSE the District residency status for any student whose residency was not confirmed during fieldwork.

Results: OSSE reviews residency documentation submitted during fieldwork, issue resolution and final appeals, to make a final decision regarding a student's residency status. The final determination of verified or unverified residency is updated in the EACCA.

#### 3<sup>rd</sup> Certification

Time Period: December 18, 2019

Overview: LEAs must confirm in the EACCA the final audited enrollment numbers no later than 5 p.m.

Results: Ensures that LEAs have received the final outcome of the enrollment audit.

#### **VI.** Reporting

Time Period: January 2020

Overview: OSSE releases the final audited enrollment numbers.

Results: LEAs can view their final audited enrollment numbers which determines their funding for the current school year. OSSE may follow up directly with LEAs regarding any anomalies discovered in enrollment or residency verification practices during the enrollment audit process that must be addressed in the next school year.

## Enrollment Data and Child Count Certifications

For the 2019-20 enrollment audit, LEAs must certify the validity, completeness, and accuracy of the LEA's data and acknowledge final enrollment numbers by completing three enrollment audit and Child Count certifications within the EACCA. The first certification captures the universe of students included in the enrollment audit and acknowledges the outstanding data anomalies for students with disabilities in SEDS. The second certification certifies that all demographic data are accurate, valid and complete as well as certifying the final population of special education students receiving services for Child Count purposes. The third and final certification captures the LEA's acknowledgment of final enrollment numbers and demographic information used for funding. **All certifications must be made by the Head of School POC via electronic signature in the EACCA.**

For students enrolled by the Department of Youth Rehabilitation Services (DYRS) and Child and Family Services Administration (CFSA) in surrounding counties, OSSE confirms enrollment directly with the relevant agency.

For adult LEAs serving students who are not on a pathway toward a traditional high school diploma or Certificate of IEP Completion and, thus, are not subject to the statewide uniform procedures for PreK-12 schools laid out in OSSE's [2019-20 English Learner Policies and Procedures](#), the second certification also includes an assurance verifying the use of standard procedures set by the LEA to designate and serve English Learners. Please refer to the [2019-20 English Learner Policies and Procedures](#) for more information.

Certification Name	Due Date	Purpose of Certification
<b>First Certification - Unaudited Enrollment and Child Count Anomalies Acknowledgement</b>	Oct. 11, 2019 at 5 pm	<ul style="list-style-type: none"> <li>LEA acknowledges that enrollment data from the LEA's SIS includes all students enrolled at the LEA as of Oct. 7, 2019</li> <li>LEA acknowledges data anomalies for students with disabilities in SEDS or the LEA's SIS that must be resolved by the Second certification for the purposes of Child Count</li> </ul>
<b>Second Certification - Final Demographic Data Elements and Child Count Certification</b>	November 15, 2019 at 5 pm	<ul style="list-style-type: none"> <li>Lea acknowledges that the enrollment audit and Child Count data elements from the LEA's SIS and SEDS are accurate, valid and complete for all students enrolled at the LEA as of Oct. 7, 2019 (outside of residency and duplicative enrollments with Adult LEAs) AND;</li> <li>LEA certifies the final Child Count numbers for students with disabilities served in the LEA as of Oct. 7, 2019 AND;</li> <li>For adult-serving LEAs with students who are not on a pathway toward a regular high school diploma or Certificate of IEP Completion, the LEA assures the use of standard procedures set by the LEA to design and serve English Learners in this group of students</li> </ul>

Certification Name	Due Date	Purpose of Certification
<b>Third Certification- Final Audited Enrollment Numbers Acknowledgment</b>	Dec. 18, 2019 at 5 pm	<ul style="list-style-type: none"><li>• Acknowledges the final audited enrollment numbers after the final in-person appeals process is complete.</li></ul>

## PRE-AUDIT DATA PREPARATION



**Achieving and maintaining data quality in a LEA’s SIS and other source systems is vital to a successful enrollment audit.** LEAs have from **now until Oct. 7 at 5p.m.** to make corrections to student enrollment in the LEA’s source systems (the SIS or SEDS) to ensure all students enrolled on Oct. 7 are identified correctly in the EACCA.

### Data Quality Terms

All data must be valid, complete, and accurate. LEAs must also ensure that they adhere to the [LEA Data Management Policy](#).

Under federal and local law, LEAs are responsible for maintaining records for data reporting. For the purposes of the enrollment audit, 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 and child count are used for annual federal reports and to determine funding levels in accordance with the Uniform Per Student Funding Formula (see [Appendix B](#)).

Term	Definition
Accurate	The data correctly represents reality
Valid	All values entered conform to OSSE-permitted values*
Complete	All required data elements contain values

\*OSSE-permitted values can be found in the [OSSE SY19-20 LEA Data Collection Template](#).

### Data Quality Error Reports

The Unified Data Error Report available in SLED and Qlik, flags common data errors such as invalid and missing enrollments as well as special education data errors and anomalies. Where appropriate, LEAs shall disseminate the error reports to their school-level administrators and coordinate with school-level data administrators to make all necessary corrections. Please refer to the [Unified Data Error Guide](#).

## Stages of Enrollment

The five stages of enrollment below, as set forth in [5-A DCMR § 2199](#), apply to every public and public charter school student's attendance record. Each stage represents a different event in the enrollment process. Students must be in an LEA's SIS at Stage 5 in order to count as enrolled in the LEA.

### Stage 1: Application to Attend the School

This stage occurs when the student submits an application for the student to attend the school.

### Stage 2: Acceptance and Notification of an Available Slot

This stage occurs when the school accepts and notifies the student of an available slot. For My School DC (MSDC) participating schools, this stage occurs when the lottery process facilitated through MSDC concludes and LEAs send notifications to families offering a slot for their student.

### Stage 3: Acceptance of the Offered Slot

This stage occurs with acceptance of the offered slot. Best practice would include the person enrolling confirming their student's intent to enroll by completing both enrollment and residency verification forms.

### Stage 4: Registration of the Student in SIS

This stage occurs after the LEA receives the student's required enrollment and residency forms with supporting residency documents and inputs the student's information in the SIS, identifying the student as Stage 4 enrolled.

### Stage 5: Receipt of Educational Services

This stage occurs when the student begins attending school and receiving educational services no earlier than the first official day of the current school year. If the student has not attended school during the school year, the student's record must remain at Stage 4.

## Ensuring Accurate, Complete, and Valid Student Records

LEAs must ensure all enrolled students are identified in their SIS and accurately reflected in the EACCA. This ensures the student has an active enrollment record/status in SLED. LEAs have until Friday, Nov. 14, 2019 to make changes in their SIS to the data elements listed below. These data elements are required elements from the [SY 2019-20 Data Collection Template](#).

Data element	Definition
<b>Last Name</b>	The legal last name of the student. It is the name carried in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoptions or legal name change).
<b>First Name</b>	The legal first name of the student. It is the name given to an individual after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption or through legal name change).
<b>Date of Birth (DOB)</b>	The day, month and year on which the student was born documented on an official government certificate.

Data element	Definition
<b>Street Address</b>	The number and name of the unit and street (and apartment, if applicable) where the student resides.
<b>City</b>	The city where the student resides.
<b>State</b>	The abbreviation for the state (within the United States) or outlying area in which the student resides.
<b>Zip Code</b>	The number that identifies the postal delivery area in the United States in which the student resides.
<b>Gender</b>	A coded value representing the student’s gender. Gender is a person’s actual sex or perceived sex and includes a person’s perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person’s sex at birth.
<b>Ethnicity</b>	LEAs are required to categorize student ethnicity as “Yes – Hispanic or Latino” or “No – Not Hispanic or Latino” for the ethnicity with which the student most closely identifies. The complete definition of Hispanic and Latino is found in the <a href="#">DC OSSE Data Collection template</a> .
<b>Race</b>	LEAs are required to categorize students in one or more of the five permitted race codes for which race(s) the student most closely identifies. Categories must be mapped by the LEA to the five federal race categories: American Indian and Alaska Native – Non Hispanic/Latino, Asian – Non Hispanic/Latino, Black or African American – Non Hispanic/Latino, Native Hawaiian or Other Pacific Islander – Non Hispanic/Latino, White – Non Hispanic Latino. More complete definitions of these race classifications are found in the <a href="#">DC OSSE Data Collection template</a> .
<b>Grade Level</b>	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, as permitted via LEA SIS, and aligned to the <a href="#">DC OSSE Data Collection template</a> .
<b>EL Status</b>	An indication of whether or not the student is an English Learner (EL) and receiving English Learner (EL) Services.
<b>FARMS Status</b>	An indication of whether or not a student is receiving free meals, reduced price meals or paying for meals in full.
<b>Residency Status</b>	The LEA’s determination that the student is or is not a resident of the District of Columbia based on provided documents to support residency claim.
<b>Homeless</b>	Individuals who lack a fixed (permanent), regular, and adequate (acceptable) nighttime residence; or as defined in McKinney-Vento.

### Special Education Status

Special education status, which is considered part of a student’s record, is calculated based on the information entered in SEDS and auto-populated. LEAs must ensure that all data in SEDS are current. Official special education status will be captured by the Child Count process.

## Residency Verification

All students attending DCPS, public charter schools, and nonpublic schools must be residents of the District of Columbia or tuition-paying nonresidents. To establish bona fide residency, the person enrolling the student shall demonstrate compliance with all three of the following requirements, annually:

1. If anyone other than the parent is enrolling the student, **establish that they are the valid guardian, custodian, or other primary caregiver**, as set forth in 5-A DCMR § 5000 et seq. and specifically defined in 5-A DCMR § 5099, with proper documentation such as a custody order, or an “other” primary caregiver form;
2. **Establish a physical presence** in the District, defined as the “actual occupation and inhabitation of a place of abode with the intent to dwell for a continuous period of time”; and
3. **Submit valid and proper documentation** that establishes bona fide residency as set forth in 5-A DCMR § 5004.

The student residency verification process requires schools review documentary proof of residency during the enrollment period each year (Mar. 29 through Oct. 7<sup>2</sup>) or within 10 days of the initial enrollment, whichever occurs later. LEAs are required to review their students’ residency documentation and verify that all documentation and verification forms are complete, legible, and valid prior to Oct. 17<sup>3</sup>. LEAs that place students with disabilities in a nonpublic school are responsible for verifying residency for those students, as well as making the student’s residency verification records accessible to the OSSE auditors for review.

Schools may require that parents or guardians of prospective students or adult prospective students furnish proof of District residency 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 also must not discriminate, or have an effect of discriminating, on the basis of race, color, national origin, citizenship, or immigration status.

See [Appendix A](#) for more information on the required residency documentation and refer to the [SY19-20 Enrollment and Residency training](#) for more guidance on policies and processes.

## Tuition Paying Nonresident Students

Nonresident students are only admitted to DCPS or public charter schools if there are no DC resident students on the school’s waitlist for the same grade. If a nonresident does receive a seat at a DC public school, they are required to pay tuition at the rate set forth by OSSE pursuant to 5-A DCMR § 5014. If an LEA has a nonresident student that they intend to enroll, they must contact OSSE at [osse.residency@dc.gov](mailto:osse.residency@dc.gov) to confirm that the student has completed a tuition agreement and made an initial tuition payment before they begin educational services.

---

<sup>2</sup> For the 19-20 school year enrollment audit, the enrollment date is on October 7, because October 5 is a Saturday in 2019.

<sup>3</sup> Due to the October 7 extended enrollment date, the date for verifying residency is also extended from October 15 to October 17.

## Enrollment Audit and Child Count Application

The Enrollment Audit and Child Count Application (EACCA) provides the means for LEAs and OSSE to view the Enrollment Audit and Child Count student rosters throughout each phase of the enrollment audit. Data for rosters is pulled from the LEA's SIS, SLED and SEDS.

The Enrollment Audit and Child Count Application:

- Allows LEAs to view in near-real time, enrollment and special education student counts as they relate to the enrollment audit and Child Count;
- Allows LEAs to view in near-real time, enrollment and residency determinations throughout the Fieldwork, Issues Resolution and Final In-Person Appeals phases;
- Provides a secure method to upload student residency documentation; and
- Enhances OSSE's communication to LEAs throughout the audit phases.

## Data Snapshot of Enrollment Data as of Oct. 7

Because there can be a one-day lag for data from the LEA's SIS to show up in SLED, OSSE takes a snapshot of enrollment data on Oct. 8 collected from all LEAs to reflect the enrollment as of Oct. 7. Again, LEAs have **until Oct. 7 at 5 p.m.** to make corrections to student enrollment in the LEA's source systems (the SIS or SEDS) to ensure all enrolled students are identified correctly in the EACCA.

## ENROLLMENT AUDIT AND CHILD COUNT TRAININGS



To ensure that enrollment audit POCs have a strong understanding of any policy or process changes regarding the yearly Enrollment Audit, OSSE hosts several trainings in advance of the Fieldwork phase targeted towards the enrollment audit point of contact (POC), special education POC and the LEA data manager. Trainings are advertised through the OSSE [Start of School](#) webpage and the [LEA Look Forward](#) newsletter.

For EACCA trainings, participants are required to bring laptops to allow for a hands-on training. Attendance will be taken at the trainings and Heads of School will be informed if no one from their LEA was in attendance.

### LEA Points of Contact (POCs) and Coordination

Each LEA is required to have POCs for the head of school, enrollment audit, special education, English Learners, homeless liaison, and data management. Each POC plays a critical role in the enrollment audit and Child Count (see chart below).

Participating in the enrollment audit and Child Count requires LEA POCs to handle personal identifiable information of students, and LEA POCs must follow all applicable Family Education Rights and Privacy Act (FERPA) laws accordingly.

OSSE will not contact or communicate with LEA staff members beyond the Head of School, the designated enrollment audit POC, the special education POC for Child Count, and the LEA data manager for the enrollment audit. LEAs with multiple staff working on the enrollment audit are advised to develop a plan for sharing enrollment audit information among their respective staff members as necessary.

The current list of POCs is available for LEA review in OSSE's eSchoolPLUS Points of Contact list. The LEA Data Manager must access eSchoolPLUS to submit changes to LEA, school, or site information in the eSchoolPLUS application by July 2019. Changes throughout the school year must be updated as necessary in eSchoolPLUS. LEAs should also email [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov) to ensure all relevant staff receive necessary updates.

<b>POC Type</b>	<b>Description</b>
<b>Head of School</b>	Responsible for overall administrative leadership; makes all certifications for the enrollment audit
<b>LEA Enrollment Audit POC</b>	Coordinates and manages the enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation, and uploading documents
<b>LEA Data Manager</b>	Ensures all data requests from OSSE are completed in a timely manner and maintains eSchoolPLUS POCs and calendars; partner in pre-audit data preparation
<b>LEA Special Education POC</b>	Responds to OSSE requests related to special education, including updates to data systems and training and assistance to other LEA and school staff related to the <a href="#">Special Education Data System (SEDS)</a> ; key partner in Child Count
<b>English Learners POC</b>	Verifies the EL status of students and coordinate with the data manager to ensure that this information is correctly uploaded to the SIS
<b>LEA Homeless Liaison</b>	Responsible for identifying and ensuring that these students receive services

## FIRST CERTIFICATION: UNAUDITED ENROLLMENT AND CHILD COUNT DATA ANOMALIES CERTIFICATION



The first certification of data is crucial to each LEA's success in the enrollment audit. It is the best time to flag any data issues and ensure that the LEA receives the full amount of per pupil funding for which they are eligible. The first certification pupil counts are used to determine the LEA's October and January UPSFF quarterly payments. The important dates and actions are:

### **October 7 at 5 p.m.**

OSSE freezes enrollment data submitted by LEAs.

### **October 8**

OSSE loads the data collected from Oct. 7 into the EACCA.

### **October 8 through October 10**

LEAs review their data in the EACCA to ensure that all enrolled students as of Oct. 7 are accounted for on the roster, including those that may have a duplicative enrollment with another LEA. LEAs must make corrections to student records in the LEAs SIS to ensure all enrolled students appear appropriately in the EACCA.

### **Requirements for Identifying Missing Students**

If an LEA determines that a student, or students, are not represented in the first data capture, the LEA is required to submit an OST ticket that states the actual start date of the student, provides a reason for why the student was not include in the data capture, and identifies the student – name, USI, and DOB. If an OST ticket is not submitted, the student cannot be added.

OSSE will follow up with LEAs individually on next steps, which will include additional requirements to be fulfilled by the LEA such as an official request for an appeal from the head of school and board chair, a letter from PCSB, evidence of the OST ticket, and other requirements.

### **After October 10**

LEAs cannot add additional students to the enrollment audit roster under any circumstances after 5 p.m. on Thursday, Oct. 10, 2019. It is critical that the LEA ensure that all students for whom the LEA seeks funding (i.e., attending as of Oct. 7) are on the enrollment audit roster in the EACCA.

### **October 11**

Heads of School must complete the first certification in the EACCA by 5 p.m.

## FIELDWORK / ON-SITE DOCUMENT REVIEW



The fieldwork phase of the enrollment audit is the process wherein OSSE auditors review residency documentation at LEA sites starting Thursday, Oct. 17, 2019 and ending on Friday, Nov. 15, 2019. LEAs receive a scheduled visit date for each school in the LEA in late August. Auditors review residency documentation for all students enrolled in the LEA, including those who attend nonpublic schools. LEAs receive the results of the on-site review within three business days of the site visit. This phase helps to ensure that there are no anomalies in the residency verification process.

### Enrollment Audit Fieldwork Scope

OSSE Auditors review each student's DC Residency Verification (DCRV) form to determine residency status. This includes students with disabilities placed by the LEA in a nonpublic school. In addition to reviewing the DCRV form for every student, OSSE examines the supporting residency documentation for a random sample of 20 percent of the school's population who are not OSSE Residency Verified. Additionally, OSSE examines the supporting residency documentation for all students that have been placed by the LEA in a nonpublic school.

If the supporting residency documentation is deemed inadequate for a student, that student is counted as an unverified resident for whom the LEA does not receive funding.

OSSE reserves the right to review residency documentation from any LEA, at any time, and may elect to conduct a 100 percent audit of all supporting residency verification documentation if:

1. The LEA is unable to produce valid supporting residency documentation for more than 5 percent of the students in the random sample (or 2 students, whichever is greater) and students classified as nonresident or recently removed from tuition paying status during the previous year. The 100 percent audit in this instance takes place on the same date as the scheduled fieldwork. OSSE auditors notify the enrollment audit POC of the failed residency sample prior to moving to a 100 percent review of residency verification documentation.
2. The LEA has an excessive number of non-residency tips received by OSSE, or if OSSE has reason to suspect that fraudulent processes and procedures are taking place during the enrollment period/residency verification process. OSSE notifies the LEA at the time of scheduling if there is to be a 100 percent review of residency documentation for this reason.
3. Any other reasons that raise questions about the validity of the LEA's residency documentation or verification process.

If the permissible fail rate for supporting residency documentation (outlined in number one above) is exceeded during the fieldwork phase, the auditors automatically notify and provide written documentation to the enrollment audit POC at the school location prior to moving to a 100 percent review of the eligible population. This may include bringing additional auditors on site the same day, depending on the size of enrollment.

### Sample Fail Rate

If 5 percent or two students, whichever is greater, of a school site random sample fails the review of supporting residency documentation, the OSSE auditors immediately transition to a 100 percent review of supporting residency documentation. The OSSE auditors provide written notification to the enrollment audit POC of the sample failure prior to a review of 100 percent of enrolled students whose residency has not been previously verified by OSSE through direct data feeds with relevant government and independent agencies. It is important to note that the population that fails the sample (PreK, K-adult), is the population that moves to a 100 percent review of supporting residency documentation for that identified population. Additionally, OSSE reserves the right to follow up on any cases, should the need arise, to ensure accuracy of residency determinations.

### LEA PreK Sample

As in past audit years, PreK students are audited separately from K-adult students at schools that have both populations. The sample size of the PreK population is 20 percent of the potential sample population. Similar to the K-adult student population, the 20 percent sample for PreK students at LEAs excludes students that are OSSE Residency Verified.

### Nonpublic Residency Documentation Review

Beginning in the 2019-20 school year, OSSE auditors will review all residency documentation for 100 percent of the students enrolled in a District public school but attending a nonpublic school. This includes both the DCRV form and supporting residency documentation.

### Sample Composition of Supporting Residency Documentation

To create the 20 percent sample, OSSE excludes students with any of the below listed designations from the sample, this is known as the OSSE Residency Verified population.

- Residency verified through intra-agency agreements with:
  - Department of Human Services for TANF, SNAP or Medicaid recipients, or
  - Office of Tax and Revenue
- Students experiencing homelessness as defined by [McKinney-Vento](#)
- Wards of the District

## Document Preparation for On-Site Document Review

LEAs are advised to prepare for site visits by completing the following actions:

### *I. Identify and Reserve Space*

1. The space identified and reserved must comfortably accommodate the size of the audit team assigned to the site. The size of the audit team varies based on the size of the enrolled student population (approximately three auditors per 100 students).
2. The site must identify and reserve a contingency space based on the number of additional audit team members required to be on site should the 20 percent sample review of supporting residency documents transition into a 100 percent review.
3. LEAs with multiple school site locations must identify the site at which OSSE auditors can review the documentation for students with disabilities attending a nonpublic school. This should be in proximity to where such documents are stored by the LEA.

### *II. Prepare Student Binders for Review*

#### A. For K-12 and Adult Enrolled Students

1. Organize the DCRV form and all applicable residency verification forms (ie OPC Form) in a minimum of three binders, alphabetically by student last name.
  - a. Each binder should contain no more than 100 students' residency documentation, both DCRV and supporting residency documentation.
2. Each student's DCRV form must have the supporting residency documentation (see [Appendix A](#) for list of supporting documents) immediately following the DCRV form for that student. Do not staple any documents.
3. Divide the materials (DCRV and supporting residency documentation) into approximately even numbers of students in each binder.
4. Binders must be located in the space reserved for the auditors on the day of the visit.

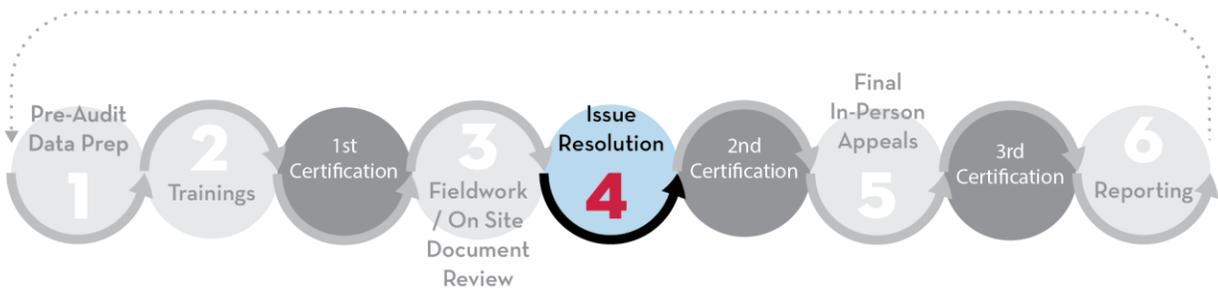
#### B. For PreK-3 and PreK-4 Enrolled Students

1. Organize the DCRV and applicable supporting residency documentation in a minimum of three binders, alphabetically by student last name.
  - a. Each binder should contain no more than 100 students' residency documentation, both DCRV and supporting residency documentation.
2. Each student's DCRV form must have the supporting residency documentation (see [Appendix A](#) for list of supporting documents) immediately following the DCRV form for that student. Do not staple any documents.

#### C. For Students with Disabilities attending Nonpublic Schools

1. Organize the DCRV in binders/folder alphabetically by student last name
  - a. Each binder/folder should contain no more than 100 students' residency documentation, both DCRV and supporting residency documentation.
  - b. Each student's DCRV form must have the supporting residency documentation (see [Appendix A](#) for list of supporting documents) immediately following the DCRV form for that student. Do not staple any documents.

## ISSUE RESOLUTION



The issue resolution phase runs concurrently with the Fieldwork/On-Site Document Review phase and is intended to resolve discrepancies or disagreements between LEAs and the auditors.

### Residency Determinations

All corrections for OSSE auditor residency determinations must follow the following response timeline.

#### *Issue Resolution Response Timeline*

- On-site review date plus three business days = Auditors response posted in the EACCA
- On-site review date plus 8 business days = Final day for LEA to respond to all auditor decisions
- On-site review date plus 10 business days = Auditors review second round of responses posted in EACCA

Three business days after the on-site visit by the auditors, LEAs and schools are able to review the status of each student in the EACCA. LEAs/schools have five business days from that point to submit documentation for OSSE review in the EACCA for corrected residency status. The uploaded documentation must demonstrate the student's District residency under the verification guidelines in [Appendix A](#).

The documents are reviewed by OSSE auditors within two business days of the issue resolution end date. A determination is rendered and documented in the EACCA. If the LEA/school does not agree with determinations rendered during the Issue Resolution phase, a request for a Final In-Person Appeal must be made using the EACCA. If an LEA disagrees with the determination, the LEA can request an in-person appeal in the EACCA by **Dec. 6, 2019**.

If an LEA disagrees with OSSE's initial determination of residency or has further information that would change the determination, documentation must be uploaded to resolve the student's residency status directly in the EACCA.

If a LEA/school fails to respond to a student's non-residency status by the close of the issue resolution response period, the school cannot submit a final appeal for the student's residency determination. OSSE considers the on-site residency determination final and classifies the student as an unverified resident.

### Example Issue Resolution Timeline

Issue Resolution Stage	Timeline	Example 1	Example 2
On-site review date	Start date	Monday, Nov. 4	Friday, Nov. 15
Auditors response posted in EACCA	+3 business days	Wednesday, Nov. 6	Tuesday, Nov 19
Final day for LEA to respond to all auditor decisions	+8 business days	Thursday, Nov. 14 <sup>1</sup>	Tuesday, Nov 26
Auditors review second round of responses posted in EACCA	+10 business days	Monday, Nov 18 <sup>1</sup>	Tuesday, Dec 3 <sup>2</sup>
Final In-person appeal submissions		Friday, Dec 6	Friday, Dec 6

<sup>1</sup>Monday, Nov. 11 was not included in the 8 day or 10-day count – Veterans Holiday

<sup>2</sup>Wednesday, Nov. 27, Thursday, Nov. 28, and Friday, Nov. 29 are not included in the 10-day count – Thanksgiving Holiday

### Duplicative Enrollments

Starting in 2019, duplicative enrollments between traditional LEAs will be resolved in a separate application – the Duplicative Enrollment Resolution Application. Additional guidance will be released in June 2019. This new application will not resolve duplicates between Adult LEAs or between traditional LEAs and Adult LEAs. These duplicative enrollments will continue to follow the process from the previous year.

Duplicative enrollments with Adult LEAs will follow the same timeline for issue resolution as residency determinations. If an LEA disagrees with OSSE’s determination, the LEA can request an in-person appeal in the EACCA by **Dec. 6, 2019**. Again, this will only apply to duplicative enrollments at an Adult LEA or between a traditional LEA and an Adult LEA.

### Duplicative Enrollments for Adult Students

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 education 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 (1) 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. LEAs will be required to provide supporting program enrollment documentation in the Enrollment Audit and Child Count Application. 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 is automatically considered the LEA of primary enrollment over programs that do not lead to a high school diploma.
2. An adult program leading to a GED is automatically considered the LEA of primary enrollment over programs that do not lead to a GED or high school diploma.
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 be considered the LEA of primary enrollment.

If an adult student is enrolled in two programs of the same type (such as two diploma programs or two GED programs), then the below listed hierarchy will be used. All available documents should be submitted at once for review. OSSE will first consider the documentation shared within the first level of the hierarchy. If this documentation does not provide clear and convincing evidence of the student’s enrollment for the current school year, then OSSE will consider the totality of the documentation shared in the first and second levels of the hierarchy. If this documentation does not provide clear and convincing evidence of the student’s enrollment for the current school year, then OSSE will consider the totality of the documentation shared in the first, second, and third levels of the hierarchy and make a final determination.

Hierarchy order for duplicative enrolled adult students	Acceptable documentation
<b>1.Student-signed affidavit</b>	The LEA should have the adult student sign an affidavit attesting that the student is enrolled in the LEA program. A completed student-signed affidavit must include the following items: LEA Name, Student Name, Enrolled Program, Number of Contact hours, Adult Student Signature and date, School Official signature and date. If the LEA cannot obtain a signed student affidavit, move to 2.
<b>2.Attendance Records</b>	OSSE will review attendance records from Sept. 30 through Oct. 28. Attendance need not be demonstrated for each class during the day
<b>3.Schoolwork</b>	Two pieces of schoolwork or exam documentation (including student’s name and the date of the work) between Sept. 30 and Oct. 28. Electronically submitted work or exams with a date stamp that show the student’s name or USI are acceptable.

### Demographic Data Elements

For resolving issues with demographic data elements, an OST ticket must be submitted. All enrollment audit and Child Count OST tickets must be submitted by LEAs **no later than Nov. 1, 2019** to ensure adequate time for OSSE to respond before the end of the Issue Resolution phase.

LEAs have **until Nov. 14, 2019** to resolve and correct data directly in the LEA SIS and SEDS, which then transfers over to the EACCA. LEAs may submit questions about data values for specific students and

request support from OSSE on resolving data errors and anomalies through the OSSE Support Tool (OST), particularly for data elements that come from other District agencies.

The following table lays out the data elements tested during the audit and the pathways for resolving errors in the student record during the Issue Resolution phase. (Please also see [Appendix C](#) for a full list of all data elements used in the enrollment audit and their source systems). OSSE recommends resolving errors as quickly as possible within the Issue Resolution period to make sure all necessary changes from the source system to the EACCA are accurately reflected.

<b>Audit Category</b>	<b>Audited data element</b>	<b>Initial Enrollment Audit Determination</b>	<b>Resolution Path for LEA</b>
<b>DC Residency</b>	Residency status	OSSE auditor via site visit	Provide corrected residency documents
<b>Student Demographic Information</b>	Name; Date of Birth; Address; Gender; Ethnicity; Race; Grade; FARMS	LEA SIS, errors identified in the Unified Data Errors Qlik application	No appeal - data corrected through LEA SIS by Nov. 14, 2019
<b>Special Education</b>	Special education service levels	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 14, 2019
	Environment	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 14, 2019
	ESY	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 14, 2019
<b>English Learner</b>	English Learner status	LEA entry of info of EL status in LEA SIS or assessment info from OSSE, errors identified in the Unified Data Errors Qlik application	No appeal – data corrected through LEA SIS during issue resolution phase by Nov. 14, 2019

Audit Category	Audited data element	Initial Enrollment Audit Determination	Resolution Path for LEA
<b>At-risk</b>	Homeless	LEA entry of homeless info into LEA SIS and TCP feed managed by OSSE	No appeal - data corrected through LEA SIS during issue resolution phase by Nov. 14, 2019
	SNAP/TANF	DC Department of Human Services (DHS) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Nov. 1, 2019
	Overage	LEA SIS (Date of birth and grade)	No appeal - data corrected through LEA SIS during resolution period by Nov. 14, 2019
	Under the care of CFSA	DC Child and Family Services Agency (CFSA) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Nov. 1, 2019

## SECOND CERTIFICATION: FINAL DEMOGRAPHIC DATA ELEMENTS AND CHILD COUNT CERTIFICATION



LEAs must submit the Second Certification (Final Demographic Data Elements and Child Count Certification) directly in the EACCA no later than 5 p.m. on Nov. 15, 2019.

Through the second certification, the LEA acknowledges that the demographic data from the LEA's source systems are accurate, valid, and complete. The LEA also acknowledges that its final Child Count numbers for students with disabilities enrolled in the LEA as of Oct. 7, 2019 are accurate, valid and complete.

Adult-serving LEAs with students on a pathway that does not culminate in a regular high school diploma or Certificate of IEP Completion also acknowledge through the second certification the use of standard procedures set by the LEA to designate and serve English Learners. Please refer to page 11 of the [2019-20 English Learner Policies and Procedures](#) for more information.

## FINAL IN-PERSON APPEALS



If the LEA disagrees with OSSE’s determination of residency or duplicative enrollment with an Adult LEA, the LEA can request a final in-person appeal through EACCA. **All requests for final in-person appeals for residency status must be received by 5 p.m., Dec. 6, 2019.** LEAs will receive the scheduled data and time of the requested final in-person appeal by Dec. 10, 2019.

### Requesting a Final Appeal

Final appeal requests are processed through the EACCA. To request a final in-person appeal to resolve residency determinations or duplicative enrollments with an Adult LEA, schools must have:

- 1) Attempted to resolve the residency determination or duplicative enrollment with an Adult LEA during the issue resolution phase; and
- 2) Submitted additional supporting documentation that verifies the student’s District residency status or confirms enrollment at a duplicative enrolled school.

If the school fails to attempt to resolve the student’s residency status during the issue resolution phase, a letter of exception must be submitted to OSSE documenting the missed resolution period. The letter can be sent via email to [osse.enrollmentaudit@dc.gov](mailto:osse.enrollmentaudit@dc.gov).

At the time of request for appeal, the school must upload the residency documentation for review. It is strongly suggested that schools request an appeal as soon as corrected documentation is available for upload in the EACCA.

### Final Appeal Scheduling

Prior to scheduling final in-person appeals, OSSE reviews all documentation submitted for the student during fieldwork, issue resolution and final appeal. If upon review, the student’s documentation is approved, the status is updated in the EACCA and no appeal is scheduled. If OSSE cannot approve the documentation provided, an in-person appeal is scheduled.

Final In-Person Appeals are held from Dec. 11 through Dec. 13. LEAs must upload additional and/or new documentation at the time the request for final appeals is made. **All final appeals must be requested by Dec. 6, 2019.**

Final In-Person Appeals are conducted face-to-face with a panel of OSSE officials who make the final determination regarding the status of a student. LEA representatives are assigned a time with the panel to review submitted documentation and engage in a focused discussion towards a final determination.

The outcomes of Final In-Person Appeals are updated in the EACCA within one business day. The decision from the final in-person appeal is final. LEAs are able to view all final determinations by **Dec. 16, 2019**.

## THIRD CERTIFICATION: FINAL AUDITED ENROLLMENT NUMBERS ACKNOWLEDGEMENT



LEAs must confirm in the EACCA the final audited enrollment numbers no later than **5 p.m. on Dec. 18, 2019**. This certification ensures that LEAs have received the final outcome of the enrollment audit.

If an LEA does not confirm the final audited enrollment numbers by the deadline, additional follow up is conducted directly with the Head of School.

## REPORTING



After receipt of the third and final audited enrollment and final Child Count certification, OSSE produces and disseminates the final enrollment audit report in Jan. 2020.

## CHILD COUNT

Child Count is a federally mandated activity reported annually per 34 C.F.R. § 300.641. The data received at the finalization of the Child Count process serves as the official special education enrollment number for the District of Columbia.

The 2019-20 District of Columbia Child Count is based on the student enrollment as of Oct. 7, 2019. The alignment of the Child Count process with the enrollment audit process reduces data discrepancies and the burden on LEAs. Special education data collected from LEAs is received from SEDS, including but not limited to educational environment.

Each LEA is responsible for ensuring that all students receiving services under IDEA have a valid and current eligibility determination and IEP in SEDS. An enrolled student must have, at minimum, a current IEP or eligibility determination, for inclusion in the Child Count roster.

### 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
<b>UPSFF Enrollment Audit</b>	The audit includes 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.
<b>Special Education Child Count</b>	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
<b>UPSFF Enrollment Audit</b>	Students receiving special education services in accordance with federal child count definitions are categorized for funding purposes based on SPED levels, which are informed by the number of hours a child received specialized instruction and related services. See the data dictionary in <a href="#">Appendix C</a> for the definition of SPED level.
<b>Special Education Child Count</b>	“Students that qualify as receiving services under IDEA” refers to students in SEDS with an unexpired eligibility status (three-year maximum duration), a current or expired IEP, and no negating events (refusal, discontinuation, denial, or revocation). Students are not be counted if they have both an expired eligibility and an expired IEP. Students are entitled to services under IDEA through the semester in which they turn 22 years old.

### Child Count Certification

LEAs must review and verify the accuracy of their Child Count data in the EACCA. It is the responsibility of the LEA Special Education POC to ensure that each enrolled student receiving services is properly identified in SEDS. Additionally, the LEA Special Education POC must ensure that the student is properly enrolled in the LEA’s SIS. Lastly, while special education records in SEDS for students transferring LEAs within the District should automatically transfer, the receiving LEA is responsible for ensuring that the records do in fact transfer appropriately and submit an OST ticket if there are issues. For additional information on transfer records requests and/or entering newly enrolled student data, please refer to the [SEDS resource site](#).

All data corrections must be made in the source system (i.e., SEDS or the respective SIS). Data should be reviewed as early as possible to allow for completion of IEP amendments or updated annual IEPs, if necessary. The data is locked in the EACCA as of Nov. 14, 2019. Beyond this point, updates in SEDS are not reflected in the application.

### IEP Anomalies

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 2020, the educational environment is pulled directly from the most recent finalized IEP in SEDS and displayed in the EACCA. If the educational environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction.

### Anomalies Response and Resolution

Between Oct. 15, 2019 and Nov. 14, 2019, LEAs must review, respond to, and resolve all identified anomalies. In some cases, the LEA needs to make data corrections to resolve inconsistencies. In other cases, the LEA needs to confirm the data are accurate. As a reminder, a student can only be added to the Child Count roster if student is already included in the enrollment audit roster.

If the LEA is aware of any continued special education data discrepancies or issues, the LEA must submit requests for support in OSSE's Online Support Tool (OST).

**All LEA Demographic Data and Final Child Count Certifications are due no later than 5 p.m., Nov. 15, 2019.** The Child Count Data Anomalies Acknowledgement Form, and the Child Count Certification and Educational Environments Data Form must be electronically signed in the EACCA by the Head of School. The Second Certification certifies the final Child Count numbers for students with disabilities served in the LEA.

## APPENDICES

### Appendix A: 2019-20 Residency Verification Guidelines and Forms

#### Required Residency Documentation

During the enrollment period, all enrolling families and/or adult students are required to submit a DCRV form and the required supporting documentation. Below is a list of the acceptable forms of supporting documentation to confirm bona fide DC residency:

One of the following	Or two of the following
<p>A valid <b>pay stub</b> issued within 45 days of providing proof of residency. Must contain the name of person enrolling the student or the name of the adult student showing his/her current DC home address, and withholding of only DC personal income tax for the current tax year and no other states listed.</p> <p><b>Unexpired official documentation of financial assistance from the Government of the District of Columbia</b>, issued to the person enrolling the student or the adult student and current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income, housing assistance or other programs.</p> <p><b>Certified copy of Form D40</b> by the DC Office of Tax and Revenue, with the name of person enrolling the student or the name of the adult student as evidence of payment of DC taxes for the current or most recent tax year.</p> <p><b>Current military housing orders or statement on military letterhead, both of which shall include</b> the name of the person enrolling the student or the name of the adult student, and the residing District address.</p> <p><b>Embassy letter</b> issued within the past 12 months. Must contain the name of the person enrolling the student or the adult student and an official embassy seal. Must indicate that the caregiver and the dependent student or the adult student currently live on embassy property in DC or will reside on DC property during the relevant school year.</p>	<p>Valid and unexpired <b>DC motor vehicle registration</b> showing the name of the person enrolling the student or the name of the adult student and his/her current District home address.</p> <p>Valid and unexpired <b>lease or rental agreement with a separate proof of payment of rent</b>, in the name of the person enrolling the student or the name of the adult student, for a period within two months immediately preceding of the submission of this form, for the current DC address at which the person enrolling the student actually resides.</p> <p>Valid and unexpired <b>DC motor vehicle operator’s permit</b> or official government issued non-driver identification in the name of the person enrolling the student or the name of the adult student showing his/her current DC home address.</p> <p><b>Utility bill (only gas, electric, and water bills are acceptable) with a separate paid receipt showing payment of the bill</b>, from a period within the two months immediately preceding the submission of this form, listing the name of the person enrolling the student or the name of the adult student and his/her current DC home address.</p>

### Residency Proven Through the Office of Tax and Revenue

OSSE Residency Verified is defined as students enrolled at a school identified as residents using intra-agency agreements between OSSE and Department of Human Services or DC Office of Tax and Revenue and students who are a part of the McKinney Vento or Child and Family Services Agency populations.

### Residency Proven Through Home Visitation

There may be extenuating circumstances that prevent a parent/guardian or adult student from producing approved residency verification documents. In such cases, the school should conduct a home visit pursuant to DC Code § 38-309(d), complete and retain a copy of the [Home Visitation Form](#) to demonstrate due diligence in verifying a student's 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. These procedures must be in compliance with DC Code § 38-311 and all other applicable laws. Finally, these procedures must be submitted to OSSE no later than thirty (30) calendar days before the first day of school for approval.

If an LEA believes that a student is a DC resident but is unable to prove residency through one of the means outlined in DC Code § 38-309, the LEA must retain all documentation that could support a finding of residency and contact OSSE's Office of Enrollment and Residency for further guidance.

### Residency Proven 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. McKinney-Vento defines homeless children as "individuals who lack a fixed (permanent), regular, and adequate (acceptable) nighttime residence." The act gives examples of children who would fall under this definition:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic (financial) hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds because they do not have any other choices at the present time; are living in emergency or temporary shelter (including DC transitional housing); or are abandoned in hospitals;
- Children and youth who are living in cars, parks, private or public places not meant for human beings, abandoned buildings, bus or train stations, or places that are not safe;
- Migratory children who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above.

## Residency Proven for Undocumented Immigrant Children and 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).

At the time of enrollment, LEAs shall avoid asking questions that may reveal a child's immigrant 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. To avoid discouraging enrollment, LEAs are encouraged to enroll any child and ask for documentation after the child is enrolled.

## Residency Forms

Residency forms for the 2019-20 school year can be found at this link: <https://osse.dc.gov/service/2019-20-school-year-residency-verification-webinar>. They include:

- [DC Residency Verification Forms](#)
- [Other Primary Caregiver Forms](#)
- [Home Visitation Forms](#)

## Nonresident Students

If you have a student that is a nonresident and you intend to enroll them, you must take the following steps before providing educational services:

- Notify OSSE of the student, you can email [osse.residency@dc.gov](mailto:osse.residency@dc.gov);
- Confirm that there are no DC residents on the waitlist for the campus and grade in which the nonresident is seeking to enroll; and
- Receive confirmation from OSSE that the family has completed a tuition agreement and tuition payment.

If any of these steps are not completed, do not start providing educational services to the nonresident student.

## Appendix B: Uniform Per Student Funding Formula (UPSFF) Guidance

The Uniform Per Student Funding Formula, UPSFF, is used to determine payment amounts using the classification of enrolled students identified on the chart below. Information about the funding formula weights, dates of public charter school payments and supplemental payments for the 2019-20 school year can be found at this link: <https://osse.dc.gov/node/1340331>. This information will not be available for the 2019-2020 school year until late June 2019.

Appendix C: 2019-20 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.	LEA SIS	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 – Hispanic/Latino; N – not Hispanic/Latino
Student Demographic	Race	LEAs are required to categorize students in one or more of the 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	Residential Student	An indicator of whether or not a student is enrolled as a residential student.	LEA SIS	Yes – indicates that the student is enrolled as a residential student

				No – Indicates that the student is not enrolled as a residential student
<b>Student Demographic</b>	<b>Student Street Address</b>	The number and name of the unit and street (and apartment, if applicable) where the student resides.	LEA SIS	Alphanumeric
<b>Student Demographic</b>	<b>Student City</b>	The city where the student resides.	LEA SIS	Alpha
<b>Student Demographic</b>	<b>Student State</b>	The abbreviation for the state (within the United States) or outlying area in which the student resides.	LEA SIS	Two-letter standard state abbreviation
<b>Student Demographic</b>	<b>Student ZIP Code</b>	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
<b>Student Demographic</b>	<b>Student Ward</b>	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
<b>Program information</b>	<b>EL Indicator</b>	An indication that the student is Limited English Proficient (EL) as defined in OSSE's <a href="#">2019-20 English Learner Policies and Procedures</a> .	LEA SIS	Yes – The student is EL or Non-English Proficient No – the student is not EL or NEP

<b>Program information</b>	<b>Free and Reduced-Price Meal Status</b>	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 CEP - The LEA participates in the Community Eligibility Provision of the National School Lunch Program
<b>Program Information</b>	<b>OSSE Verified Residency</b>	An indication that the student's residence was verified through a source that requires proof of residence to be provided	DHS, TCP, MKV, OTR, CFSA	Yes – the student qualifies as an OSSE Verified Residency student  No- the student does not qualifies as an OSSE Verified Residency student
<b>Program information</b>	<b>Ward of State Indicator</b>	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
<b>Program information</b>	<b>Nonpublic Population Indicator</b>	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

<b>Program information</b>	<b>At-Risk Indicator</b>	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 a student having at least one indicator	Yes – the student is considered at-risk No – the student is not considered at-risk
<b>Program information</b>	<b>Overage</b>	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 on 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
<b>Program information</b>	<b>SEDS Nonpublic Indicator</b>	This field indicates whether a student is attending a school with LEA code 7000.	LEA SIS	Yes No
<b>Program information</b>	<b>Homeless Indicator</b>	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

<b>Student Enrollment</b>	<b>LEA-identified Grade Level</b>	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 - PreKindergarten (3-year-olds) PK4 - PreKindergarten (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)
<b>Student Enrollment</b>	<b>UPSFF Grade Level/ Special Program</b>	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 - PreKindergarten (3-year-olds) PK4 - PreKindergarten (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)

<b>Student Enrollment</b>	<b>LEA ID</b>	A unique code assigned to each LEA by the DC OSSE’s School and LEA Information Management System (SLIMS).	SLIMS	Numeric
<b>Student Enrollment</b>	<b>LEA Name</b>	The official name of the LEA per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
<b>Student Enrollment</b>	<b>School ID</b>	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).	SLIMS	Numeric
<b>Student Enrollment</b>	<b>School Name</b>	The official name of the school per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
<b>Student Enrollment</b>	<b>Site ID</b>	The location where the student is actually attending school.	SLIMS	5-digit numeric
<b>Student Enrollment</b>	<b>Site Name</b>	The location where the student is actually attending school.	SLIMS	Alpha
<b>Student Enrollment</b>	<b>Residency Indicator</b>	The LEA’s determination that the student is or is not a resident of the District of Columbia.	LEA SIS, after LEA Residency Site Review, the field is based on audit outcome	Yes – the student is a resident of DC No – the student is not a resident of DC
<b>Student Enrollment</b>	<b>Tuition Indicator</b>	An indication that a student is or should be tuition paying (only applicable to nonresidents)	OER	Yes – the student pays/should pay tuition No – the student does not need to pay tuition
<b>Student Enrollment</b>	<b>Entry Date</b>	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

<b>Student Enrollment</b>	<b>Entry Code</b>	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
<b>Student Enrollment</b>	<b>Exit date</b>	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
<b>Student Enrollment</b>	<b>Exit Code</b>	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 <a href="https://osse.dc.gov/service/office-data-management-and-applications">https://osse.dc.gov/service/office-data-management-and-applications</a>
<b>Student Enrollment</b>	<b>Duplicative Enrollment Indicator</b>	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
<b>Student Enrollment</b>	<b>Tuition Paid as of Oct. 7, 2019</b>	The amount of money the student has paid in tuition for the 2019-20 school year as of Oct. 5, 2019 (only applicable to nonresidents)	OER	Numeric (no \$ sign)
<b>Specialized Education Information</b>	<b>Age as of Oct. 7, 2019</b>	Student's age as of Oct. 7, 2019.	SEDS	Numeric
<b>Specialized Education Information</b>	<b>SEDS LEA Type</b>	The type of LEA identified in SEDS.	SEDS	DCPS DCPS public charter school Independent public charter school

				Nonpublic OSSE State School
<b>Specialized Education Information</b>	<b>SEDS School Type</b>	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
<b>Specialized Education Information</b>	<b>SPED Primary Disability</b>	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)

<b>Specialized Education Information</b>	<b>SEDS SPED Environment</b>	The educational environment identified in SEDS from the most current finalized IEP.	SEDS	See <a href="#">Appendix D</a>
<b>Specialized Education Information</b>	<b>SEDS SPED Environment Date</b>	The date the most current finalized IEP was entered into SEDS (Created Date).	SEDS	Numeric - mm/dd/yyyy
<b>Specialized Education Information</b>	<b>Child Count Education Environment</b>	The educational environment that will be used for the purposes of the Child Count.	SEDS	See <a href="#">Appendix D</a>
<b>Specialized Education Information</b>	<b>Child Count Education Environment Source</b>	This field displays 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
<b>Specialized Education Information</b>	<b>Most Recent IEP Date</b>	The date of the most current finalized IEP in SEDS. Event date is used.	SEDS	Numeric - mm/dd/yyyy
<b>Specialized Education Information</b>	<b>IEP Event ID</b>	The Event ID from the most current finalized IEP in SEDS as captured on the student history page.	SEDS	Numeric
<b>Specialized Education Information</b>	<b>Most Recent Eligibility Date</b>	The date of the most current finalized Eligibility Determination in SEDS. Event Date is used.	SEDS	Numeric - mm/dd/yyyy
<b>Specialized Education Information</b>	<b>Total Hours Out of General Ed Setting</b>	Total number of hours under specialized instruction and related services where location is Out of General Education Setting.	SEDS	Numeric (including half hours)
<b>Specialized Education Information</b>	<b>Total Hours In General Ed Setting</b>	Total number of hours under specialized instruction and related services where location is In a General Education Setting.	SEDS	Numeric

<b>Specialized Education Information</b>	<b>Percentage Outside of General Ed Setting</b>	The percentage 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
<b>Specialized Education Information</b>	<b>Dedicated Aide</b>	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in SEDS.	SEDS	Yes No
<b>Specialized Education Information</b>	<b>Dedicated Aide Hours</b>	The number of hours identified on the Dedicated Aide Justification Plan in SEDS for which the student will receive dedicated aide services.	SEDS	Numeric
<b>Specialized Education Information</b>	<b>SPED LEVEL</b>	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
<b>Specialized Education Information</b>	<b>Total SPED Hours</b>	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

## Appendix D: Educational Environment for Special Education

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 and Answers](#) (March 2009, Reviewed March 2012)

[IDEA Part B Data Educational Environments Fact Sheet](#)

[IDEA Part B Data Educational Environments Questions and 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. 7, 2019**

Environment	Description
<b>In Regular Early Childhood Program = 10 hours/week, most SE services in general education setting</b>	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).
<b>In Regular Early Childhood Program = 10 hours/week, most SE services in other location</b>	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).
<b>In Regular Early Childhood Program &lt; 10 hours/week, most SE services in general education setting</b>	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).
<b>In Regular Early Childhood Program &lt; 10 hours/week, most SE services in other location</b>	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).
<b>Separate Class</b>	Unduplicated total number of students who attended a special education program in a class with less than 50 percent children without disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
<b>Separate School</b>	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.)
<b>Residential Facility</b>	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

Environment	Description
	childhood program. These children should be reported in the categories above.)
<b>Home</b>	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.
<b>Service Provider Location</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Private clinicians’ offices;</li> <li>• Clinicians’ offices located in school buildings; or</li> <li>• Hospital outpatient facilities.</li> </ul>

For Students between Ages 6-21 on Oct. 7, 2019

Environment	Description
<b>Separate School</b>	<p>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 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Public and private day schools for students with disabilities;</li> <li>• Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; and</li> <li>• Public and private residential facilities if the student does not live at the facility.</li> </ul>
<b>Residential Facility</b>	<p>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 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> <li>• Public and private residential schools for students with disabilities; or</li> <li>• Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school buildings for the remainder of the school day.</li> </ul> <p>Do not include students who received education programs at the facility, but do not live there.</p>
<b>Correctional Facility</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Short-term detention facilities (community-based or residential); or</li> <li>• Correctional facilities.</li> </ul>
<b>Homebound/Hospital</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Hospital programs; and</li> <li>• Homebound programs.</li> </ul>

Environment	Description
<b>Parentally Placed in a Private School</b>	<p>Do not include children with disabilities whose parents have opted to homeschool and who receive special education at the public expense.</p> <p>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.</p>



District of Columbia  
Office of the State Superintendent of Education  
1050 First Street, NE, Washington, DC 20002