



District of Columbia
Office of the State Superintendent of Education



Student Enrollment Audit and Child Count Handbook

Guide for Local Education Agencies

School Year 2020-21

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State Superintendent

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1. DEFINITIONS FOR COMMON ACRONYMS AND TERMS

Term/Acronym	Definition
CBO	Community-based organization
CFSA	Child and Family Services Agency
Child Count	Official special education enrollment number for the District of Columbia
Child Count Roster Verification Form	A form contained within the Enrollment Audit and Child Count Application that shall be signed electronically by the Head of School.
DC	District of Columbia
DCMR	District of Columbia Municipal Regulations
DCPS	District of Columbia Public Schools
DCRV	District of Columbia residency verification form issued by OSSE annually for use by LEAs and CBOs in verifying residency
DE	Duplicative enrollment
Duplicative Enrollment resolution process	The process used to resolve duplicative enrollments between LEAs and, in some instances, between schools in an LEA. In most cases, this process is conducted through the Duplicative Enrollment Application
DME	Office of the Deputy Mayor for Education
Duplicative Enrollment Resolution Application	An application to resolve duplicative enrollments.
DYRS	Department of Youth Rehabilitation Services
e-File	Residency documentation file prepared for a remote audit.
EL	English learner
Enrollment Audit and Child Count Application (EACCA)	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
eSchoolPLUS	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
FARM	Free and reduced-price meal data
FERPA	Family Educational Rights and Privacy Act
GED	General Education Development – denotes attainment of high school equivalency
HLS	Home language survey – Aids in determination of English Learner Status
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local education agency
MKV	McKinney-Vento Homeless Assistance Act
My School DC	The common lottery and application process for the District's public school options
OCFO	Office of the Chief Financial Officer

OER	Office of Enrollment and Residency
OSSE	Office of the State Superintendent of Education
OSSE Online Residency Application	OSSE’s residency validation application used by parents and adult students to retrieve tax information from OTR for residency verification purposes
OSSE Residency Verified	When an enrolled student’s residency is confirmed through an Intra-Agency agreement and accessible to an LEA through the QLIK OSSE Subsidy Application
OST	OSSE Support Tool
OTR	Office of Tax and Revenue (a District government agency located within the OCFO)
PCSB	Public Charter School Board
Pre-K3	Pre-kindergarten for 3-year-olds
Pre-K4	Pre-kindergarten for 4-year-olds
POC	Point of Contact – defined roles in eSchoolPLUS
Qlik	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
SWD	Students with Disabilities
SEA	State education agency
SEAM	Statewide Enrollment Audit Manager
SEDS	Special Education Data System
SIS	Student Information System
SLED	Statewide Longitudinal Education Data
SLIMS	School and LEA Information Management System – the authoritative source of school information
SNAP	Supplemental Nutrition Assistance Program
SY	School Year
TANF	Temporary Assistance for Needy Families
UPSFF	Uniform Per Student Funding Formula
USI	Unique Student Identifier

2. OVERVIEW

2.1. Purpose

Pursuant to D.C. Official Code §38-1804.02, 38-205, and 38-2906(d), the Office of the State Superintendent of Education (OSSE) is required to annually collect enrollment counts of resident students, non-resident 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, 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.

2.2. Applicable Legislation

Section 702 of the [District of Columbia Enrollment Census Act of 1998](#), effective March 26, 1999 (DC 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 (DC Law 12-270; D.C. Official Code §§ 38-2906 and 38-2906.02)

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

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; DC Official Code § 38-205).

2.3. 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 (DCPS) and District of Columbia public charter schools, DC residency status of these students, and tuition payments assessed and collected for non-residents 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 pre-K3 and pre-K4 in CBOs receiving Pre-K Enhancement funds. Upon completion of 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 toward the specialized processes for CBOs.)

2.4. 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, start to finish. Data for rosters is pulled from the LEA's student information system (SIS), Statewide Longitudinal Education Data (SLED) system and Special Education Data System (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 Appeals phases;
- Provides a secure method to upload student residency documentation; and
- Enhances OSSE's communication to LEAs throughout the audit phases.

2.5. Uniform Per Student Funding Formula (UPSFF)

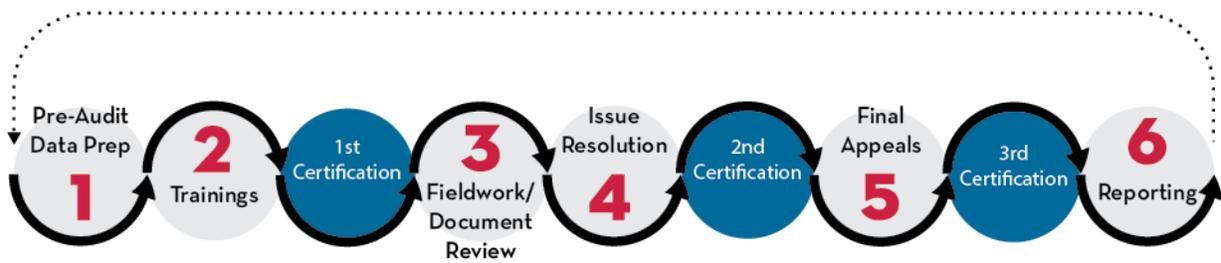
The Uniform Per Student Funding Formula (UPSFF) is used to determine payment amounts using the classification of enrolled students identified on the chart below. Information about the funding formula weights, dates of public charter school payments and supplemental payments for the 2020-21 school year can be found on the [OSSE website](#).

3. 2020-21 ENROLLMENT AUDIT AND CHILD COUNT CALENDAR

DATE	ITEM
Pre-Audit Data Preparation Phase (Prior to Oct. 5)	
Through September 2020	Pre-Audit Data Preparation Phase: LEAs update data in LEA SIS
July 20, 2020	Mandatory enrollment audit training through OSSE’s Start of School Campaign virtual training series
July 20 2020	LEAs update Enrollment Audit points of contacts (POCs) in eSchoolPLUS
Aug. 1, 2020	LEA data managers submit changes to LEA, school or site directory information in eSchoolPLUS
Aug. 19, 2020	LEA submits alternative e-file plan for approval
Aug. 26, 2020	LEA submits request to participate in e-file remote audit option
Aug. 2020	LEAs receive notification of the Enrollment Audit fieldwork schedule
Sept. 25, 2020	Final day for LEAs to submit OST tickets for roster corrections to be reflected by the First Certification
Data Freeze (Oct. 5)	
Oct. 5, 2020	LEA to ensure all enrolled students are included on the roster by 4 p.m.
Oct. 6 – 8, 2020	LEAs review and make final corrections to data in LEA SIS for student inclusion/exclusion on the enrollment roster to ensure annual funding based on the UPSFF; final opportunity for LEAs to submit OST tickets for missing students as part of the <u>Amending Unaudited Enrollment Roster process</u> . Final corrections must be completed by 4 p.m.
Oct. 9, 2020	LEAs submit First Certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) directly in the EACCA. 9 a.m. - 5 p.m.
Oct. 9 – 13, 2020	DC PCSB Certification. Start time is 6 p.m. and end time is 12 p.m.
Oct. 10 – 23, 2020	LEAs complete requirements for <u>amending the unaudited enrollment roster</u>
Oct. 12 – 16, 2020	Residential LEAs shall submit student location information for residential audit - see <u>Residential Student Audit</u> for more information
Oct. 15	E-file submission deadline for LEAs participating in a remote fieldwork phase.
Fieldwork & Issue Resolution Phase (Oct. 17 – Dec. 3)	
Oct. 19 – Oct. 30, 2020	Appeal window for duplicative enrollment determinations made during enrollment period one (Monday after Labor Day – Oct. 16)
Oct. 19 – Nov. 13, 2020	Fieldwork Phase: LEAs prepare materials for the on-site or submit for remote review
Review date plus three business days	Issue Resolution Phase I: Initial residency determinations from the on-site or remote audit are available for LEA/school review in the EACCA

(Phase I)	
Review date plus eight business days (Phase II)	Issue Resolution Phase II: LEAs upload supporting documentation to resolve residency determinations found during the on-site or remote audit – 11:59 p.m.
Review date plus 10 business days (Phase III)	Issue Resolution Phase III: LEAs/schools can view the updated residency determinations from the auditor in the EACCA
Oct. 30, 2020	Final day for LEAs to submit OST tickets for Child Count and Demographic Data
Nov. 12, 2020	LEAs shall resolve all demographic errors in appropriate source system by 4 p.m.
Nov. 13, 2020	LEAs submit the Second Certification (Final Demographic Data Elements and Child Count Certification) in the EACCA. 9 a.m. - 5 p.m.
Final Appeals Phase (Dec. 4 – Dec. 16)	
Dec. 4, 2020	LEAs submit requests with supporting documentation for final appeals for residency issues in the EACCA by 11:59 p.m.
Dec. 7 – 8, 2020	LEAs receive notification of granted final appeals via the EACCA
Dec. 9 – 11, 2020	Final Appeals Phase: OSSE facilitates final appeals for residency
Dec. 15, 2020	LEAs are able to view all final determinations in the EACCA
Dec. 16, 2020	LEAs submit Third certification (Final Audited Enrollment Numbers Certification) directly in the EACCA. 9 a.m. - 5 p.m.

4. ENROLLMENT AUDIT AND CHILD COUNT PROCESS OVERVIEW



4.1. Enrollment Audit and Child Count Process

Pre-Audit Data Preparation: August 1 - October 5, 2020

Overview: LEAs work to ensure demographic and enrollment data are error-free in advance of the Oct. 5 enrollment roster data freeze. LEAs should reach out to their respective LEA Liaisons for assistance with updating demographic information.

Results: LEAs capture an accurate roster of student enrollment in their SIS.

Trainings: Various dates beginning in spring through late summer

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 2020), Enrollment Audit and Child Count (July 2020), Enrollment Audit and Child Count Application (August-September 2020), Head of School Certification Training (September-October 2020).

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.

First Certification: October 9, 2020, 9 a.m. - 5 p.m.

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 UPSFF for which they are eligible.

Fieldwork: October 19 - November 13, 2020

Overview: LEAs are required to prepare residency documentation for auditor review. Either OSSE auditors, depending on LEA selection, visit each school site to review the residency documentation for all students enrolled by the LEA or review prepared e-file remotely. All information related to student residency determinations 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 shall be resolved by the LEA during the issue resolution period.

Issue Resolution: October 26 – December 4, 2020

Overview: LEAs view and respond to the residency determinations made during 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 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 for the student.

Second Certification: November 13, 9 a.m. – 5 p.m.

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. 5, 2020.

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

Final Appeals: December 5 – December 15, 2020

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.

Third Certification: December 16, 2020, 9 a.m. - 5 p.m.

Overview: LEAs shall 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.

Reporting: January 2021

Overview: OSSE releases the final audited enrollment numbers.

Results: LEAs can view final audited enrollment numbers, which determine UPSFF 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.

4.2. Enrollment Data and Child Count Certifications

For the 2020-21 enrollment audit, LEAs shall 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 (SWD) 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 shall be made by the Head of School POC via electronic signature in the EACCA.

Certifications are **required** by OSSE and have funding implications. In the event the Head of School POC does not complete the three required certifications, an LEA will be flagged and risk funding for their students.

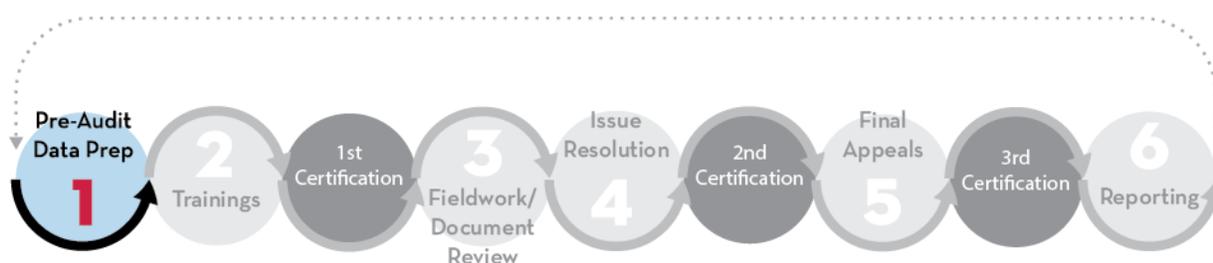
For students enrolled by the Department of Youth Rehabilitation Services (DYRS) and Child and Family Services Administration (CFSA) in surrounding counties, OSSE confirms enrollment directly with the relevant agency.

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 [2020-21 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 [2020-21 English Learner Policies and Procedures](#) for more information.

Certification Name	Due Date	Purpose of Certification
First Certification - Unaudited Enrollment and Child Count Anomalies Acknowledgement	Oct. 9 2020 9 a.m.-5 p.m.	<ul style="list-style-type: none"> LEA acknowledges that enrollment data from the LEA’s SIS includes all students enrolled at the LEA as of Oct. 5, 2020 LEA acknowledges data anomalies for students with disabilities in SEDS or the LEA’s SIS that shall be resolved by the Second certification for the purposes of Child Count
Second Certification - Final Demographic Data Elements and Child Count Certification	Nov. 13, 2020 9 a.m.-5 p.m.	<ul style="list-style-type: none"> LEA acknowledges that the Demographic data 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. 5, 2020 (not UPSFF status) AND; LEA certifies the final Child Count numbers for students with disabilities served in the LEA as of Oct. 5, 2020 AND; 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

Certification Name	Due Date	Purpose of Certification
Third Certification- Final Audited Enrollment Numbers Acknowledgment	Dec. 16, 2020 9 a.m.-5 p.m.	<p>the LEA to designate and serve English learners in this group of students</p> <ul style="list-style-type: none"> • Acknowledges the final audited enrollment numbers after the final appeals process is complete.

5. 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. 5 at 4 p.m.** to make corrections to student enrollment in the LEA’s source systems (SIS or SEDS) to ensure all students enrolled on Oct. 5 are identified correctly in the EACCA.

5.1. Data Quality Terms

All data shall be valid, complete, and accurate. LEAs shall 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 UPSFF.

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 SY20-21 LEA Data Collection Template](#).

5.2. Data Quality Error Reports

The Unified Data Error Report available in Qlik and the Data Quality Error Report in SLED flag 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](#).

5.3. 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 shall 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 common 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 receiving educational services no earlier than the first official day of the current school year. If the student has not attended school or received educational services during the school year, the student's record shall remain in Stage 4.

Pursuant DCMR 5-A 2101.2(a), the requirement to maintain an attendance record for a student who has completed the enrollment process (Stage 4) shall begin on the school's first official school day. It shall continue throughout the school year unless the student officially withdraws from the school, fails to attend at least one day of school within the first three weeks of school without notification for such absence, or transfers to another school.

In other words, a student cannot be moved to Stage 5 enrollment until they receive educational services on their first day. A record is not created for the student, and students cannot accrue absences unless they are at Stage 5 enrollment. However, schools shall continue to hold a place for all students who are at Stage 4 enrollment for the first three weeks of school, unless they receive notification for the absence, or the student officially withdraws or transfers to another school.

Additionally, enrolling the student in Stage 5 after October 5 (the District's deadline for annual enrollment) means the school will not receive UPSFF for that student or accrue absences. School may hold seats for students that match during the common lottery, but do not meet Stage 5 enrollment until after October 5, but shall not receive UPSFF.

5.4. Ensuring Accurate, Complete, and Valid Student Records

LEAs shall 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 Thursday, Nov. 12, 2020 to make changes in their SIS to the data elements listed below. These data elements are required elements from the [SY 2020-21 Data Collection Template](#).

Data element	Definition
Last Name	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).
First Name	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).
Date of Birth (DOB)	The day, month and year on which the student was born documented on an official government certificate.
Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.
City	The city where the student resides.
State	The abbreviation for the state (within the United States) or outlying area in which the student resides.
ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.
Gender	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.
Ethnicity	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 DC OSSE Data Collection template .
Race	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 values: 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. Complete definitions of these values are found in the DC OSSE Data Collection template .
Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session, as permitted via LEA SIS, and aligned to the DC OSSE Data Collection template .
EL Indicator	An indication of whether or not the student is an English Learner (EL) and receiving EL services.

Data element	Definition
EL Status	Descriptor of an English Learner (EL) student’s English language proficiency, which can include a provisional status. A value of P-EL or P-NEL in the EL Indicator Status field indicates that the student was only provisionally screened because distance learning made in-person screening impossible. Full EL identification using a state-approved screener must occur within 10 days of return to school and no later than March 1, 2021.
FARMS Status	An indication of whether or not a student is receiving free meals, reduced-price meals or paying for meals in full.
Residency Status	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.
Homeless	Individuals who lack a fixed (permanent), regular, and adequate (acceptable) nighttime residence; or as defined in McKinney-Vento.

5.4.a. 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 shall ensure that all data in SEDS are current. Official special education status will be captured by the Child Count process.

5.5. Residency Verification

All students attending DCPS, public charter schools, and nonpublic schools must be residents of the District of Columbia or tuition-paying non-residents. 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 inhabitance 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 proof of residency during the enrollment period each year (Mar. 27 through Oct. 5) 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. 19, the fieldwork start date.

See the [OER Handbook](#) and [SY20-21 Enrollment and Residency training](#) for more information on the required residency documentation and refer to the [COVID-19 related OSSE Guidance Documents](#) for updated guidance on enrollment and residency verification in response to coronavirus (COVID-19).

Students in nonpublic placements

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. OSSE auditors shall review residency documentation for all nonpublic students.

Students experiencing homelessness

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

Non-resident students

Non-resident 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 non-resident 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 non-resident student that they intend to enroll, the LEA shall contact OSSE at osse.residency@dc.gov. The LEA shall confirm with OSSE that the student has completed a tuition agreement and made an initial tuition payment before the LEA provides educational services.

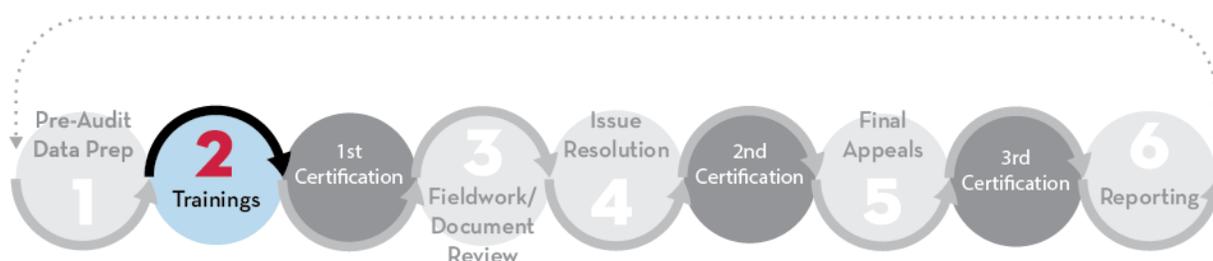
5.6. Data Snapshot of Enrollment Data as of Oct. 5

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. 9 collected from all LEAs to reflect the enrollment as of Oct. 5. Again, LEAs have **until Oct. 8 at 4 p.m.** to make corrections to student enrollment in the LEA's source systems (SIS or SEDS) to ensure all enrolled students are identified correctly in the EACCA.

5.7. Technical Assistance

OSSE has assigned each LEA an OSSE LEA Liaison. Please find the full list of data team members and their assigned LEA on the [LEA Liaison Webpage](#). LEA Liaisons provide support to LEA Data managers. Technical issues that arise should be submitted by the LEA Data Manager to the OSSE LEA Liaison using [OSSE Support Tool](#).

6. ENROLLMENT AUDIT AND CHILD COUNT TRAININGS



To ensure that LEA 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 LEAs Enrollment Audit point of contact (POC), Special Education POC and the LEA Data Manager. Trainings are advertised through the OSSE [LEA Look Forward](#) newsletter. LEAs shall send at least one participant for EACCA trainings. OSSE may inform the Head of School if no representative from their LEA attends the training.

6.1. 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 personally identifiable information (PII) of students, and LEA POCs shall follow all applicable Family Education Rights and Privacy Act (FERPA) laws accordingly. It is the individual LEAs responsibility to ensure the Enrollment Audit POCs to take the relevant data security trainings. If LEAs have questions about data security trainings, please contact OSSE.

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 shall access eSchoolPLUS to submit changes to LEA, school, or site information in the eSchoolPLUS application. Changes throughout the school year shall be updated by the LEA as necessary in eSchoolPLUS. LEAs should also email osse.enrollmentaudit@dc.gov to ensure all relevant staff receive necessary updates. To update POCs, see the [eSchoolPLUS LEA Points of Contact User Guide](#).

POC Type	Description
Head of School	Responsible for overall administrative leadership; makes all certifications for the enrollment audit

LEA Enrollment Audit POC	Coordinates and manages the LEAs enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation, and uploading documents
School Enrollment Audit POC	Coordinates and manages a specific school enrollment audit within an LEA. Their access is limited to the assigned school and does not oversee the enrollment audit for the LEA
LEA Data Manager	Ensures all data requests from OSSE are completed in a timely manner and maintains eSchoolPLUS POCs and calendars; partner in pre-audit data preparation
LEA Special Education POC	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 Special Education Data System (SEDS); key partner in Child Count
English Learners POC	Verifies the EL status of students and coordinate with the data manager to ensure that this information is correctly uploaded to the SIS
LEA Homeless Liaison	Responsible for identifying and ensuring that identified homeless students receive services

7. 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 UPSFF 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 5 at 4 p.m.

OSSE freezes enrollment data submitted by LEAs.

October 6

OSSE loads the data collected from Oct. 5 into the EACCA.

October 6 through October 8 at 4 p.m.

LEAs review their data in the EACCA to ensure that all enrolled students as of Oct. 5 are accounted for on the roster, including those that may have a duplicative enrollment with another LEA. LEAs shall make corrections to student records in the LEAs SIS to ensure all enrolled students appear appropriately in the EACCA.

After October 8

LEAs cannot add additional students or make changes to the enrollment audit roster after 4 p.m. on Thursday, Oct. 8, 2020. It is critical that the LEA ensure that all students for whom the LEA seeks funding (i.e., receiving educational services as of Oct. 5) are on the enrollment audit roster in the EACCA. **If any student is missing from the roster because of technical issues and is not able to be resolved, the LEA shall submit an OST ticket by October 8 or earlier.**

October 9 at 5 p.m.

Heads of School shall complete the first certification in the EACCA between 9 a.m. and 5 p.m.

October 9 through October 13

DC Public Charter School Board shall complete the first certification in the EACCA. This certification has a different start and end time. Certification shall occur between October 9 at 6 p.m. and October 13 at 12 p.m.

7.1. Amending the Unaudited Enrollment Roster

If an LEA wants students who are enrolled and attending by the data freeze day, but not captured at the time of the first certification, added to its unaudited enrollment roster *after* the first certification, they shall submit a request to OSSE. OSSE will review the request and determine, in its sole discretion, if the students will be added into the unaudited enrollment roster.

To submit a request, the LEA will need to submit the following items within 10 business days of the first certification deadline.

1. An official request for review from the LEA head of school and LEA board chair, if applicable. This should include a signed letter confirming that all of the data and documents accompanying this request are accurate, and that it is being made in good faith and not for purposes of misleading, misrepresenting, or otherwise defrauding the District of Columbia Government.
2. For public charter schools, a letter from the Public Charter School Board (PCSB) that approves of this request. The approval from PCSB should be signed by the executive director.
3. A copy of the OSSE Support Tool (OST) ticket submitted to OSSE prior to the first certification deadline indicating a discrepancy in the student count. The OST ticket should include:
 - a. The student's identifying information; and
 - b. The student's actual start date at the school, listed individually for each student.
4. Evidence that the student was enrolled and attending on or before Data Freeze Day. This will include attendance records (for the school days leading up to and including Data Freeze Day) and an example of student work completed on or before Data Freeze Day. Student work should have the name of the student and the date.
5. Residency verification paperwork and enrollment documentation for each of the students listed in the OST ticket.

OSSE, in its sole discretion, may take additional action or request additional information, depending on the egregiousness of the LEA's failure to properly manage the data in their SIS. The deadline for providing additional information will be determined by OSSE.

Additional actions and information may include:

1. Issuance of a Notice of Non-Compliance for failure to follow guidelines in OSSE's LEA Data Management Policy.
2. Request for a corrective action plan, detailing the steps the LEA will take to ensure compliance, internal controls and oversight of its data collection and verification practices related to student enrollment. The corrective action plan may be made available to the public.
3. Request for a memo describing how students have been accounted for in the school if the LEA did not enter student information into their SIS according to the data management policy. This memo needs to include:
 - a. How attendance has been taken for students that are not in the SIS; and
 - b. How the LEA is maintaining compliance with other data reporting requirements, such as attendance, discipline, and documentation and service provisions for students with disabilities.
4. Participation in a meeting with OSSE and PCSB, if applicable, to review enrollment data practices and to prepare for the enrollment audit process for the following school year.

Upon review of the information in the request and any additional information requested, OSSE will decide to approve the request, partially approve the request, or deny the request. An incomplete request will be denied.

OSSE will make a decision on the request one week prior to the second certification deadline. Any students that are approved will be manually added to the EACCA by OSSE. OSSE may include a list in the Audit and Verification of Student Enrollment Report of all LEAs that requested a post-certification request to add students and OSSE's decision on the request.

8. FIELDWORK / ON-SITE DOCUMENT REVIEW



The fieldwork phase of the enrollment audit is the process wherein OSSE auditors review residency documentation at LEA sites, or approved alternative, starting Monday, Oct. 19, 2020 and ending on Friday, Nov. 13, 2020. LEAs receive a scheduled fieldwork 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 review within three business days of the scheduled fieldwork date. This phase helps to ensure that there are no anomalies in the residency verification process.

8.1. Enrollment Audit Fieldwork Scope

OSSE Auditors review each student’s DC Residency Verification (DCRV) form, and additional residency forms, to determine residency status. This includes students with disabilities placed by the LEA in a nonpublic school as well as tuition paying non-residents. 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 UPSFF.

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 two students, whichever is greater) and students classified as non-resident 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.
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.

8.1.a. Sample Fail Rate

If 5 percent or two (2) 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 agencies¹. It is important to note that the population that fails the sample 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.

8.1.b. LEA Pre-K Sample

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

8.1.c. Residential Student Audit

OSSE coordinates and conducts a physical headcount (in-person count) of students who are in full-time residence at residential schools as part of the enrollment audit. A residential school is defined as a DCPS or public charter school in DC that provides students with room and board in a residential setting, in addition to their instructional program. Only students who are in full-time residence at a residential school are eligible to receive residential UPSFF. The table below lists the phases and timeline for the residential student audit:

Phase	Start Date	End Date
LEA data submission	Oct. 12, 2020, 12 a.m.	Oct. 16, 2020, 11:59 p.m.
Auditor in-person count*	Oct. 19, 2020	Oct. 25, 2020
Auditor fieldwork determination	Oct. 26, 2020	Oct. 26, 2020
Issue Resolution	Oct. 26, 2020, 12 a.m.	Oct. 29, 2020, 11:59 p.m.
Final OSSE determination	Nov. 5, 2020	Nov. 5, 2020

*OSSE will work with LEAs directly for process and timeline of the physical headcount. For questions, email osse.enrollmentaudit@dc.gov.

Residential Student Audit - LEA Data Submission

LEAs shall provide the residential student data for all students with the residential program indicator in the LEA SIS. Student name and location information is submitted and confirmed through the EACCA.

¹ A different method and timeline for notification may apply for schools participating in the e-file remote review.

Residential Student Audit - Auditor in-person count

On the day of the in-person count, the LEA and auditor shall take the following actions:

- Auditors will arrive at 6 p.m. on the scheduled date of the physical headcount.
- Auditors will be escorted by LEA staff at all times.
- The count will occur in the residential area of the school. The count will not take place in the instructional area of the school (i.e. the classroom).
- Students must remain in their bedroom or the residential area while the count takes place. There will be no movement of students between rooms. The auditor may have monitors in place to ensure that no movement is taking place.
- Auditors will not enter any student bedrooms during the physical count.
- Auditors will conduct the count from the entryway of each bedroom, if necessary.
- All bedroom doors will remain open for the duration of the physical count.
- Auditors will conduct the physical counts for students of the same gender. For example, a male auditor will only conduct a physical headcount of the male residential students.
- LEA staff will read the name of the student, and student must respond “Present/Her”. Auditors shall record the responses received.
- Any students arriving at the school during the headcount should wait in a designated area for processing by the Lead Auditor. Any student(s) arriving after the count has been completed will be considered absent and appropriate absent student procedures will be required.

Residential Student Audit - Auditor fieldwork determination

Auditors shall record the results of the in-person headcount in the EACCA, which will be made available to the LEA by October 26, 2020.

Residential Student Audit - Issue resolution

For students not in attendance on the physical headcount day, the LEA may receive credit for the student if they provide residential attendance documentation to OSSE. The attendance documentation must show that the student was residing at the school and receiving room and board - classroom attendance will not be accepted. Residential documentation requirements:

- Can include paper residential attendance or electronic residential attendance
- Must show that the student attended for at least three days between September 28 and October 5.
- Documentation must be submitted by October 29, 2020

Residential Student Audit - Final OSSE determination

OSSE will review the submitted residential attendance records and make a determination. The result will be available to the LEA by November 5, 2020

8.1.d. Nonpublic Residency Documentation Review

OSSE auditors 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.

8.1.e. 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 Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) or Medicaid recipients, or
 - Office of Tax and Revenue through the [Online Residency Validation form](#)
- Students experiencing homelessness as defined by McKinney-Vento [Homeless Assistance Act](#)
- Wards of the District

Starting in the 2020-21 school year, the OSSE Residency Verified includes pre-K3 and pre-K4 students. If a student is not in the OSSE Residency Verified population, auditors will expect to review supporting residency documents.

8.1.f. Document Preparation for On-Site Document Review

LEAs may elect to complete their fieldwork through an on-site document review. LEAs are advised to prepare for site visits by completing the following actions:

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, full scope audit.
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. LEAs should notify OSSE of the locations at least five days prior to the site visit.

Prepare Student Binders for Review

- A. For K-12 and Adult Enrolled Students
 1. Organize the DCRV form and all applicable residency verification forms (i.e. Other Primary Caregiver Form) in a minimum of three binders, alphabetically by student last name.
 - a. Each binder should contain no more than 100 students' residency documentation, and should include both the DCRV form 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 pre-K3 and pre-K4 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 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 immediately following the DCRV form for that student. Do not staple any documents.

Alternatives for On-site binder preparation

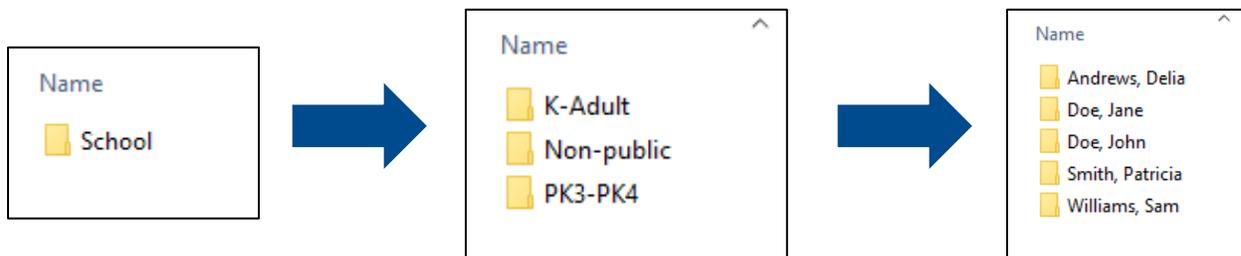
LEAs may request an exception to the binder preparation requirement. To initiate this process, an LEA should reach out to osse.enrollmentaudit@dc.gov. Any request for change to the binder preparation shall be done in consultation with the LEA and auditor.

8.1.g. Document Preparation for Remote Document Review

LEAs may elect to complete their fieldwork through a remote document review. A remote document review requires the creation and submission of e-files. For 2020-21 school year, OSSE will use BOX as the platform for providing the e-files. The EACCA will have a link directly to the school folder in BOX for uploading enrollment audit e-files. The e-files must contain the required documentation for all enrolled students. LEAs should confirm participation in remote document review by Aug. 26, 2020.

Prepare Student e-files for Remote Review

1. Organize the DCRV form and all applicable residency verification forms and supporting residency documentation (i.e. OPC Form) into 15 GB (max) .pdf files.
2. Files should be created and loaded into the Enrollment Audit BOX folder in the following order:
 - a. School
 - b. Enrollment Audit Population (K-Adult, pre-K 3-pre-K 4, and nonpublic)
 - c. Student last name, student first name
 - i. Student names shall align with spellings as displayed in the EACCA
 - ii. Include student date of birth if more than one student has the same first and last name



3. If a school’s Enrollment Audit Population folder exceeds the file size limits, break the group in half, alphabetically by last name (Ex. A-M, N-Z).
4. In each student folder, the supporting residency documentation should immediately follow the DCRV form for that student.

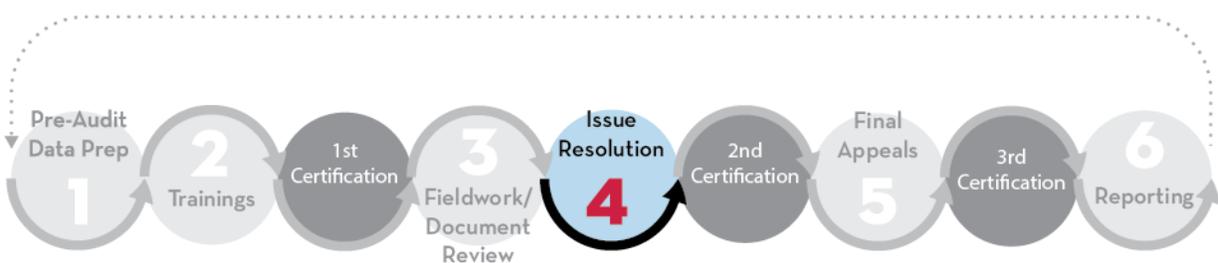
5. Submit final e-files by Oct. 15, 2020 – LEAs will have access to the folders up through this date to change as needed.

While e-files are due on Oct. 15, LEAs will still be assigned an “auditor review” day that initiates the phases of issue resolution. Details on these dates will be released with the larger fieldwork schedule.

Alternatives for e-file preparation

LEAs may request an alternative file structure to the e-file preparation requirements. To initiate this process, an LEA should reach out to osse.enrollmentaudit@dc.gov. Any request for change to the e-file preparation shall be done in consultation with the LEA and auditor. Requests for alternative e-file preparation should be made by Aug. 19, 2020.

9. 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.

9.1. Issue Resolution Response Timeline

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

- On-site review date plus three business days = Auditor fieldwork determinations posted in the EACCA
- On-site review date plus eight business days = Final day for LEA to respond to all auditor determinations
- 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 bona fide District residency. See the [OER Handbook](#) for information on required residency documentation and refer to the [COVID-19 related OSSE Guidance Documents](#) for updated guidance on enrollment and residency verification in response to coronavirus (COVID-19).

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 appeal must be made using the EACCA by **Dec. 4, 2020, 11:59 p.m.** If appealing, LEAs must upload documentation 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 residency determination final for students without an issue resolution response 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. 2	Tuesday, Oct. 27

Auditors response posted in EACCA	+3 business days	Thursday, Nov. 5	Friday, Oct. 30
Final day for LEA to respond to all auditor decisions	+8 business days	Friday, Nov. 13 ¹	Friday, Nov. 6
Auditors review second round of responses posted in EACCA	+10 business days	Tuesday, Nov. 2 ¹	Friday, Nov. 10
Final appeal submissions		Friday, Dec 4	Friday, Dec 4

¹Wednesday, Nov. 11 was not included in the eight day or 10-day count – Veterans Day

9.2. Duplicative Enrollments

In 2019, OSSE began using the Duplicative Enrollment Application (DEA) to resolve duplicative enrollments between traditional LEAs. The application makes an initial determination and then it is the responsibility of the LEA to appeal that determination. There are four enrollment periods that require the LEA to review duplicative enrollments and initiate appeals when necessary. Phase 1 covers the enrollment audit and will follow this timeline for the 2020-21 school year:

Period #	Dates of enrollment (SY20- 21)	LEA Appeal window and deadline	LEA Response Documentation submitted	OSSE Appeal Determination
1	Monday after Labor Day – Oct. 16	Oct. 19 – Oct. 30	Nov. 6	Nov. 13
2	Oct. 17– Dec. 31	Jan. 1 – Jan. 15	Jan. 22	Jan. 29
3	Jan. 1 – Feb. 28	Mar. 2 – Mar. 16	Mar. 23	Mar. 30
4	Mar. 1 – May 31	June 4	June 9	June 11

Additional guidance can be found in the [Duplicative Enrollment Resolution Policy](#) on the OSSE website. LEAs shall review the Duplicative Enrollment Resolution Policy document for current policies and procedures. LEAs are encouraged to resolve duplicative enrollments in collaboration with other LEAs when possible.

For duplicates between Adult LEAs or between traditional LEAs and Adult LEAs, the application does not make an initial determination. For these duplicates, the LEA will always have to submit documentation for OSSE to review.

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 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 EACCA.

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 and 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
1.Student-signed affidavit	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.
2.Attendance Records	OSSE will review attendance records from Sept. 28 through Oct. 26. Attendance need not be demonstrated for each class during the day
3.Schoolwork	Two pieces of schoolwork or exam documentation (including student's name and the date of the work) between Sept. 28 and Oct. 26. Electronically submitted work or exams with a date stamp that show the student's name or USI are acceptable.

9.3. 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 Oct. 30, 2020** to ensure adequate time for OSSE to respond before the end of the Issue Resolution phase.

LEAs have **until Nov. 12, 2020** 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 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 A](#) 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.

Audit Category	Audited data element	Initial Enrollment Audit Determination	Resolution Path for LEA
DC Residency	Residency status	OSSE auditor rejection during fieldwork	Provide corrected/missing residency documents
Student Demographic Information	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. 12, 2020
Special Education	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. 12, 2020
	Environment	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 12, 2020
	ESY	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 12, 2020
English Learner	English Learner Indicator	LEA entry of info of EL indicator 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. 12, 2020

Audit Category	Audited data element	Initial Enrollment Audit Determination	Resolution Path for LEA
	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	<p>No appeal – data corrected through LEA SIS during issue resolution phase by Nov. 12, 2020</p> <p>A value of P-EL or P-NEL in the EL Indicator Status field indicates that the student was only provisionally screened because distance learning made in-person screening impossible. Full EL identification using a state-approved screener must occur within 10 days of return to school and no later than March 1, 2021.</p>
At-risk	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. 12, 2020
	SNAP/TANF	DC Department of Human Services (DHS) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Oct. 30, 2020
	Overage	LEA SIS (Date of birth and grade)	No appeal - data corrected through LEA SIS during resolution period by Nov. 12, 2020
	Under the care of CFSA	DC Child and Family Services Agency (CFSA) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Oct. 30, 2019

10. SECOND CERTIFICATION: FINAL DEMOGRAPHIC DATA ELEMENTS AND CHILD COUNT CERTIFICATION



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. 5, 2020 are accurate, valid and complete. This certification does not confirm residency status as listed in the EACCA.

The second certification shall be completed by the LEA Head of School POC via electronic signature in the EACCA. They shall confirm the Final Demographic Data Elements and Child Count Certification directly in the EACCA no later than 5 p.m. on Nov. 13, 2020.

Adult-serving LEAs with students on a pathway that does not culminate in a regular high school diploma or Certificate of IEP Completion also acknowledges 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 2020-21 English Learner Policies and Procedures for more information.

11. FINAL APPEALS



If the LEA disagrees with OSSE’s determination of residency the LEA can request a final appeal through EACCA. **All requests for final appeals for residency status must be received by 11:59 p.m., Dec. 4, 2020.** LEAs will receive the scheduled data and time of the requested final appeal by Dec. 8, 2020.

11.1. Requesting a Final Appeal

Final appeal requests are processed through the EACCA. To request a final appeal to resolve residency determinations LEAs must have:

- 1) Attempted to resolve the residency determination during the issue resolution phase; and
- 2) Submitted additional supporting documentation that verifies the student’s District residency status.

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. Even if a letter is submitted, the decision to allow the exception remains with OSSE. The letter can be sent via email to 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.

11.2. Final Appeal Scheduling

Final appeals are held from Dec. 9 through Dec. 11. LEAs must upload additional and/or new documentation at the time the request for final appeals is made. **All appeals must be requested by Dec. 4, 2020**

Prior to scheduling final 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, a final appeal is scheduled.

Final appeals are conducted 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 toward a final determination.

The outcomes of final appeals are updated in the EACCA within one business day. The decision from the final appeal is final and the remaining unverified residents shall be resolved by the LEA. LEAs are able to view all final determinations by **Dec. 15, 2020**.

12. THIRD CERTIFICATION: FINAL AUDITED ENROLLMENT NUMBERS ACKNOWLEDGEMENT



The third certification shall be completed by the LEA Head of School POC via electronic signature in the EACCA. They shall confirm the final audited enrollment numbers no later than **5 p.m. on Dec. 16, 2020**. This certification ensures that LEAs have received the 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.

13. 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 January 2021.

14. 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 2020-21 school year District of Columbia Child Count is based on the student enrollment as of Oct. 5, 2020. 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.

14.1. Enrollment Audit and Child Count Differentiation

14.1.a. Age and the Enrollment Audit

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

Collection Effort	Age Requirement
UPSFF Enrollment Audit	The audit 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.
Special Education Child Count	For the Part B IDEA Child Count EDFacts template required by the US Department of Education, students must be at least 3 years old and no older than age 21 as of the official enrollment audit date (Oct. 5).

14.1.b. Special Education Child Count and UPSFF SPED Level Funding

Collection Effort	Special Education Categorization Requirement
UPSFF Enrollment Audit	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 Appendix A for the definition of SPED level.
Special Education Child Count	“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 to 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.

14.2. Child Count Certification

LEAs shall 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 shall 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 shall be made by the LEA 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. 12, 2020, 4 p.m. Beyond this point, updates in SEDS are not reflected in the application.

14.3. 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.

14.4. Anomalies Response and Resolution

Between Oct. 13, 2020 and Nov. 12, 2020, LEAs shall 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 shall submit requests for support in the [OSSE Support Tool \(OST\)](#). The data is locked in the EACCA as of Nov. 12, 2020, 4 p.m.

All LEA Demographic Data and Final Child Count Certifications are due no later than 5 p.m., Nov. 13, 2020. The Child Count Data Anomalies Acknowledgement Form, and the Child Count Certification and Educational Environments Data Form shall 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.

15. Unverified Residents

The enrollment audit may find that submitted residency verification documents are inadequate on their face and, as a result, a student's residency is unverified. Pursuant 5-A DCMR § 5002.1(c), LEAs are responsible for verifying each student's residency annually. Consequently, at the conclusion of the audit, an LEA shall resolve all outstanding residency verification issues for unverified residents. Unverified residents are students who were enrolled as of Oct. 5, but could not be verified as bona fide DC residents in the final, audited enrollment.

The LEA shall take the following steps within five business days of Final Certification to verify residency of an unverified resident:

1. Provide notice, via mail, email, and phone to the enrolling person of the following:
 - a. Enrollment audit result that the enrolling person has not sufficiently verified residency
 - b. Description of issue with residency verification documentation
 - c. A deadline of 10 business days to either:
 - i. Provide sufficient documentation of residency; or
 - ii. Consent to a home visit, to be conducted by a school official within 45 calendar days of receipt of the consent.
 - d. An explanation that failure to provide documentation or consent to a home visit will result in withdrawal of the student.

If the enrolling person provides sufficient documentation of residency, the LEA shall review for sufficiency within five business days of submission. Sufficient documentation may include an explanation as to why the originally submitted documentation meets residency verification requirements or newly submitted residency verification documentation. Any newly submitted residency verification must meet the requirements described in OSSE's [Office of Enrollment and Residency Handbook](#). If the submitted documentation is insufficient, the LEA shall require the enrolling person consent to a home visit to be conducted within 45 calendar days the LEA's receipt of the enrolling person's response.

If a home visit does not occur within 45 calendar days, the LEA shall send a final notification via mail, email, and phone to the enrolling person that the student is not eligible to remain enrolled as an unverified resident and will be withdrawn in five business days.

If the enrolling person has not sufficiently verified residency either through the submission of valid supporting documentation or a home visit by the five-business day deadline, the LEA proceeds with withdrawing the student from the SIS.

16. APPENDICES

16.1. Appendix A: 2020-21 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 X – non-binary
Student Demographic	Ethnicity	An indication that a student identifies as Hispanic or Latino.	LEA SIS	H – Hispanic/Latino; N – not Hispanic/ Latino

Category	Data Element	Definition	Source System	Permitted Values
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
Student Demographic	Student Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.	LEA SIS	Alphanumeric
Student Demographic	Student City	The city where the student resides.	LEA SIS	Alpha
Student Demographic	Student State	The abbreviation for the state (within the United States) or outlying area in which the student resides.	LEA SIS	Two-letter standard state abbreviation
Student Demographic	Student ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.	LEA SIS	5-digit or 5+4-digit numeric

Category	Data Element	Definition	Source System	Permitted Values
Student Demographic	Student Ward	Student's ward of residence for students residing within the District of Columbia.	Generated by the DC Master Address Repository (MAR) based on LEA reported Student Street Address, Student City, Student State, and Student ZIP Code	1, 2, 3, 4, 5, 6, 7, 8
Program Information	EL Indicator	An indication that the student is Limited English Proficient (EL) as defined in OSSE's 2020-21 English Learner Policies and Procedures .	LEA SIS	Yes – The student is EL or Non-English Proficient No – the student is not EL or NEP
Program Information	EL Status	Descriptor of an English Learner (EL) student's English Language proficiency, which can include a provisional status. A value of P-EL or P-NEL in the EL Indicator Status field indicates that the student was only provisionally screened because distance learning made in-person screening impossible. Full EL identification using a state-approved screener must occur within 10 days of return to school and no later than March 1, 2021.	LEA SIS	EL status has many permitted values but P-EL is the only value applicable for the enrollment audit

Category	Data Element	Definition	Source System	Permitted Values
Program Information	Free and Reduced-Price Meal Status	An indication of whether a student is receiving free meals, reduced-price meals, or paying for meals in full. This is used as an indicator of a student's poverty level.	LEA SIS	Free – student qualifies for free lunch Reduced – student qualifies for reduced-priced lunch; Paid – student does not qualify for free or reduced- priced lunch CEP - the LEA participates in the Community Eligibility Provision of the National School Lunch Program
Program Information	OSSE Verified Residency	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 qualify as an OSSE Verified Residency student
Program information	Ward of State Indicator	An indication that the student is under DC foster care.	Populated by OSSE using data provided by the Children and Family Services Agency	Yes – the student is under the care of the District's foster care system No – the student is not under the care of the District's foster care system
Program information	Nonpublic Population Indicator	An indication that the special education student has been placed in a nonpublic educational program.	LEA SIS	Yes – the student is placed in a nonpublic school; No – the student is not placed in a nonpublic school

Category	Data Element	Definition	Source System	Permitted Values
Program information	At-Risk Indicator	An indication that the student is homeless, in the District’s foster care system, qualifies for TANF or SNAP, or that the high school student is one or more years older, than the expected age for the LEA-identified grade level.	Derived by OSSE based a student having at least one indicator	Yes – the student is considered at-risk No – the student is not considered at-risk
Program information	Overage	An indication that the high school student is one or more years older than the expected age for the grade in which the student is enrolled.	Derived by OSSE based 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
Program information	SEDS Nonpublic Indicator	This field indicates whether a student is attending a school with LEA code 7000.	LEA SIS	Yes No
Program information	Homeless Indicator	An indication that the student is homeless.	Populated by OSSE based on data received through the McKinney-Vento QuickBase application and/or homeless data feeds	Yes – the student has been identified as homeless No – the student has not been identified as homeless

Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	LEA-identified Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.	LEA SIS	PK3 – Pre-kindergarten (3-year-olds) PK4 – Pre-kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AO - Adult UN - Ungraded (only permitted for schools designated as Special Education or Alternative)

Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	UPSFF Grade Level/ Special Program	The translation of the student's LEA-identified grade level to the UPSFF weighting according to the student's LEA-identified grade level and the special program type (adult, special education, and alternative).	Derived by OSSE using LEA identified grade level and special program designations; students with missing or invalid LEA identified grade levels are placed into age-appropriate grades	PK3 – Pre-kindergarten (3-year-olds) PK4 – Pre-kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AO - Adult UN - Ungraded (only permitted for schools designated as Special Education or Alternative)
Student Enrollment	LEA ID	A unique code assigned to each LEA by the DC OSSE’s School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
Student Enrollment	School ID	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	School Name	The official name of the school per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha

Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	Site ID	The location where the student is actually attending school.	SLIMS	5-digit numeric
Student Enrollment	Site Name	The location where the student is actually attending school.	SLIMS	Alpha
Student Enrollment	Residency Indicator	The LEA's determination that the student is or is not a resident of the District of Columbia.	LEA SIS, 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
Student Enrollment	Tuition Indicator	An indication that a student is or should be tuition paying (only applicable to non-residents)	OER	Yes – the student pays/should pay tuition No – the student does not need to pay tuition
Student Enrollment	Entry Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	Entry Code	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values.	LEA SIS	Enrollment codes
Student Enrollment	Exit date	The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.	LEA SIS	Numeric - mm/dd/yyyy

Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	Exit Code	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 https://osse.dc.gov/service/office-data-management-and-applications
Student Enrollment	Duplicative Enrollment Indicator	An indication that the student is enrolled at more than one school and/or LEA.	Derived by OSSE based on the student's school of enrollment and USI in the daily data feeds	Yes - the student is currently enrolled at multiple schools No - enrolled at only one school
Student Enrollment	Tuition Paid as of Oct. 5, 2020	The amount of money the student has paid in tuition for the 2020-21 school year as of Oct. 5, 2020 (only applicable to non-residents)	OER	Numeric (no \$ sign)
Specialized Education Information	Age as of Oct. 5, 2020	Student's age as of Oct. 5, 2020.	SEDS	Numeric
Specialized Education Information	SEDS LEA Type	The type of LEA identified in SEDS.	SEDS	DCPS DCPS public charter school Independent public charter school Nonpublic OSSE State School

Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	SEDS School Type	The type of school identified in SEDS.	SEDS	Cluster 1 Cluster 10 Cluster 2 Cluster 3 Cluster 4 Cluster 5 Cluster 6 Cluster 7 Cluster 8 Cluster 9 DCPS PCS Early Stages Independent PCS NP Residential NP: Surrounding Counties NP: Tuition Grant NULL Parentally Placed: Private State School
Specialized Education Information	SPED Primary Disability	Student's primary disability (under IDEA) as identified at the most current finalized Eligibility Determination meeting in SEDS.	SEDS	Autism Spectrum Disorder (Known as Autism) Deaf-Blindness Deafness Developmental Delay Emotional Disturbance Hearing Impaired Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech or Language Impairment Traumatic Brain Injury Visual Impairment (Including Blindness)

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

Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	Total Hours In General Ed Setting	Total number of hours under specialized instruction and related services where location is In a General Education Setting.	SEDS	Numeric
Specialized Education Information	Percentage Outside of General Ed Setting	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
Specialized Education Information	Dedicated Aide	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in SEDS.	SEDS	Yes No
Specialized Education Information	Dedicated Aide Hours	The number of hours identified on the Dedicated Aide Justification Plan in SEDS for which the student will receive dedicated aide services.	SEDS	Numeric
Specialized Education Information	SPED LEVEL	The total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours	Derived by OSSE	Level 1 – 0 to 8 hours Level 2 – 8.01 to 16 hours Level 3- 16.01 to 24 hours Level 4- more than 24 hours None
Specialized Education Information	Total SPED Hours	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received and any dedicated aide hours received.	SEDS	Numeric

16.2. Appendix B: 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.

16.2.a. For Students between Ages 3-5 on Oct. 5, 2020

Environment	Description
In Regular Early Childhood Program = 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
Separate Class	Unduplicated total number of students who attended a special education program in a class with less than 50 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.)
Separate School	Unduplicated total number of students who received special education programs in public or private day schools designated specifically for children with disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total number of students who received special education programs in publicly or privately operated residential schools or residential (inpatient) medical facilities. (Does not include children who also attended a regular early

Environment	Description
	childhood program. These children should be reported in the categories above.)
Home	Unduplicated total number of students who received special education and related services in the principal residence of the child’s family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term “caregivers” includes babysitters.
Service Provider Location	Unduplicated total number of students who received all special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: <ul style="list-style-type: none"> • Private clinicians’ offices; • Clinicians’ offices located in school buildings; or • Hospital outpatient facilities.

16.2.b. For Students between Ages 6-21 on Oct. 5, 2020

Environment	Description
Separate School	Unduplicated total number of students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in: <ul style="list-style-type: none"> • Public and private day schools for students with disabilities; • Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; and • Public and private residential facilities if the student does not live at the facility.
Residential Facility	Unduplicated total number of students who received education programs and lived in public or private residential facilities during

Environment	Description
	<p>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"> • Public and private residential schools for students with disabilities; or • Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school buildings for the remainder of the school day. <p>Do not include students who received education programs at the facility, but do not live there.</p>
Correctional Facility	<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"> • Short-term detention facilities (community-based or residential); or • Correctional facilities.
Homebound/Hospital	<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"> • Hospital programs; and • Homebound programs. <p>Do not include children with disabilities whose parents have opted to homeschool and who receive special education at the public expense.</p>
Parentally Placed in a Private School	<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>



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