



2013 OSSE Enrollment Audit Manual Supplement: Child Count Guide



September 26, 2013

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I. The 2013 Child Count Process: Introduction and Key Timelines

This year, the Child Count Data Collection process is aligned with the 2013 Enrollment Audit process. The State Longitudinal Educational Database (SLED) and the OSSE Support Tool are the two systems that the Office of the State Superintendent of Education Division of Specialized Education is using to assist in the certification process for the Enrollment Audit and the Federal Child Count.

In accordance with the Individuals with Disabilities Education Act (IDEA) and all applicable laws and regulations within the District of Columbia, each LEA is required to certify the accuracy and reliability of its data to the State Education Agency (SEA), OSSE. SLED and the OSSE Support Tool will allow each LEA to complete the certification requirements in accordance with federal and local laws and regulations.

Below is the timeline for key events related to the Child Count verification process:

September 16 - October 7, 2013

- LEAs review their data displayed in SLED
- LEAs resolve any data discrepancies by making changes in their SIS, the OSSE Support tool, and EASYIEP (SEDS)

October 7, 2013 5:00 pm

- SIS data for the October 7, 2013 roster is finalized in SEDS and verified by LEAs

November 22, 2013 5:00 pm

- Final date to finalize IEPs prior to OSSE verification process

November 27, 2013

- LEAs submit the initial certification of their Child Count rosters
- LEAs resolve any data discrepancies in SEDS for students enrolled as of 10/7 with IEPs

November 27-December 4, 2013

- OSSE team reviews data submitted by LEAs for anomalies

December 4-December 13, 2013

- LEAS review, correct, and resubmit their data by 12/13/2013 5pm

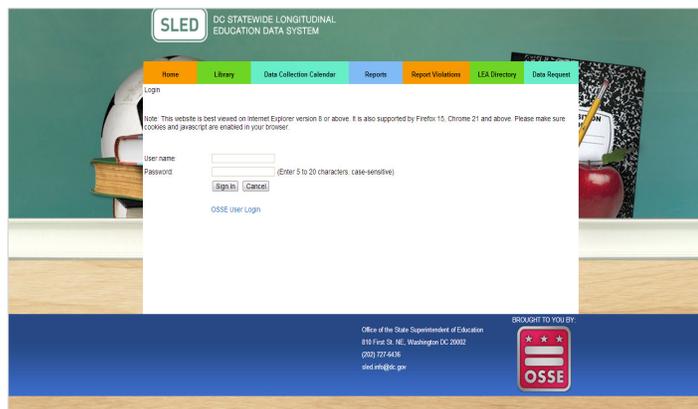
II. Using Management Tools for the 2013 Child Count Process

There are several tools available to LEAs for the Enrollment Audit and Child Count process. Please see a description of each below.

- [Child Count in SLED](#) – Primary location for LEAs to review all data for Child Count
- [Enrollment Audit/Child Count LEA/School Discrepancy Report](#) – Report available in SLED that will identify discrepancies in the LEA and/or School of attendance between the Enrollment Audit Roster Verification and the Child Count in SLED
- [SLED Data Quality Error Report](#) – Allows LEAs to see data errors in a student’s enrollment and/or demographic record that would potentially prevent the student form appearing accurately in the Enrollment Audit Roster Verification or Child Count in SLED (or in SEDS)
- [OSSE Support Tool](#) – A quick base application that will allow LEAs to enter a request for support from OSSE for the purposes of correcting/updating Enrollment Audit or Child Count data; Available to SEDS LEA Data Administrators (LDAs) and Enrollment Audit or LEP Point of Contacts
- [SEDS Resource Site](#) – Provides guidance documents on the use of SEDS, particularly the process for completing IEP Amendments Registering for Access to SLED

A. Registering for Access to SLED

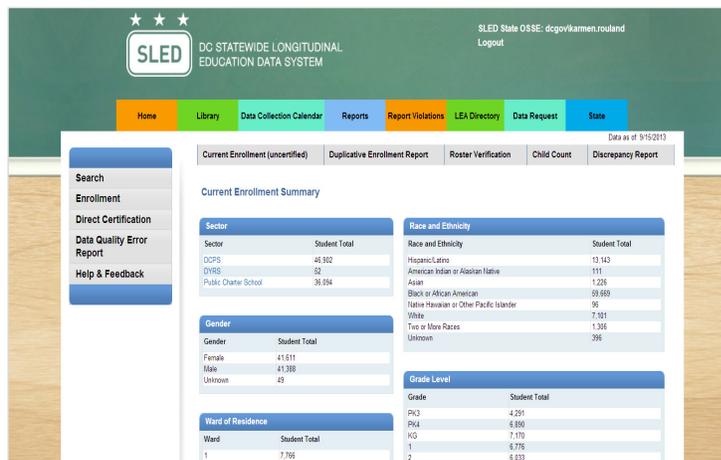
Each LEA school leader and special education coordinator will receive an e-mail from OSSE’s SLED team providing him/her to access the Child Count data in SLED. Once the e-mail is received, the person will be able to log into SLED.



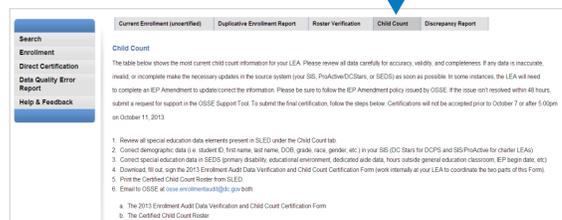
The person logging into SLED must enter his/her User Name and Password on the home page.

B. Understanding the Child Count SLED View

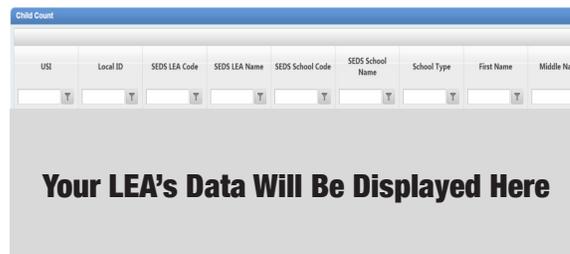
When you initially log into SLED, you will see five gray-colored tabs across the top of the page. These tabs are labeled: Current Enrollment (uncertified), Duplicative Enrollment Report, Roster Verification, Child Count, and the Discrepancy Report. Please see the screenshot below which provides a visual on how your LEA's dashboard will appear upon login.



Navigate to the “Child Count” tab and click on it.

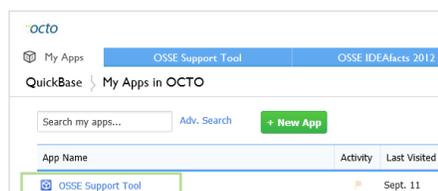


Basic instructions are displayed at the top of the page. As you continue to scroll down SLED, you will see all the data for your LEA.



C. Using the OSSE Support Tool for Child Count

Log in to the OSSE Support Tool with your existing Quickbase log in information. If you have not previously used a Quickbase application, you will be able to register for an account.



Use the OSSE Support Tool to submit a request for support from OSSE. The OSSE Support Tool is available to SEDS LEA Data Administrators, Heads of LEA, Enrollment Audit Point of Contact, and LEP Point of Contact. The SEDS LDAs have access to enter issues about anything related specifically to SEDS. Other OSSE Support Tool users have access to enter issues specific to Enrollment or Enrollment Audit issues. PLEASE NOTE: There are two specific instances where information must be entered into the OSSE Support Tool (OST):

- 1) IEP Amendments that are completed BETWEEN 11/22/13 and 11/27/13 ONLY (if an IEP Amendment is completed prior to 11/22/13, the data will automatically be captured in the Child Count in SLED); and
- 2) If dedicated aide information in Child Count in SLED is not accurate and the LEA feels that an IEP Amendment should not be completed to make the correction, it MUST be entered in OST.

D. Reviewing Data

The tables below display each data element contained in the Child Count tab in SLED. You must review each individual student record.

DATA ELEMENT	SOURCE SYSTEM	DESCRIPTION
STUDENT DEMOGRAPHIC DATA REVIEW SECTION		
USI	STARS/ProActive	10-digit USI Assigned by OSSE/SLED
Local ID	STARS/ProActive	ID Number Assigned by LEA
SEDS LEA Code	STARS/ProActive	LEA ID Number Assigned by OSSE
SEDS LEA Name	STARS/ProActive	Student's Attending LEA as of 10/07/2013
SEDS School Code	STARS/ProActive	School ID Number Assigned by OSSE
SEDS School Name	STARS/ProActive	Student's Attending School as of 10/07/2013
School Type	STARS/ProActive	Type of School
First Name	STARS/ProActive	Student's First Name
Middle Name	STARS/ProActive	Student's Middle Initial
Last Name	STARS/ProActive	Student's Last Name
Date of Birth	STARS/ProActive	Student's Date of Birth
Age on 11/22/2013	STARS/ProActive	Student's Age Calculated from DOB as of 11/22/2013
Child Count Race	STARS/ProActive	Student's Race
Gender	STARS/ProActive	Student's Gender
Enrollment Grade Level	STARS/ProActive	Student's Grade
LEP Indicator	STARS/ProActive	Student's English Language Learner Status

E. Reviewing and Correcting Special Education Information for Students

If any of the student demographic information is inaccurate, the data must be corrected in the source system, the Student Information System (SIS) for the LEA. If the student is at a Charter LEA, the information must also be corrected in ProActive. Be sure to allow for adequate time when reviewing and/or correcting data. Ensure there is time for the data to transition from the SIS to ProActive and eventually to OSSE. Work closely with the LEA Data Manager to ensure that all data is accurate and up to date in all systems.

SPECIAL EDUCATION DATA REVIEW SECTION		
Primary Disability	SEDS	Student's primary disability as of 11/22/2013
Environment	SEDS	Education Environment from the Least Restrictive Environment page within the IEP Process
Special Education Indicator	SEDS	Indicates if a student is receiving special education services
IEP Event Date	SEDS	Event date for IEP from which SERVICES are pulled
IEP Amendment Date (if applicable)	SEDS	Event date for IEP Amendment which SERVICES are pulled
Most Recent Eligibility Date	SEDS	Date of most recent eligibility as of 11/22/2013
Total Hours Outside General Ed Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered OUTSIDE of the general education setting
Total Hours In General Ed Setting	SEDS	Hours for all specialized instruction and related services prescribed on the IEP delivered IN the general education setting
% Outside Gen Ed Setting	Calculated based on data in SEDS	Total number of hours prescribed on IEP divided by the number of school hours by week
Dedicated Aide	SEDS	Whether the student has a dedicated aide prescribed on the IEP.
Dedicated Aide Hours	SEDS	If there is a dedicate aide included on the IEP, the number of hours per week the aide is assigned
Total SPED Hours (Including Dedicated Aide)	SEDS	Hours for all specialized instruction and related services prescribed on the IEP regardless of setting

If any of the student special education information is inaccurate, the data must be corrected in the source system, SEDS. In many cases, making updates/corrections to the student special education information will require the completion of an IEP Amendment. LEA should complete all IEP Amendments prior to November 22, 2013. See [SEDS resource site](#) for a video on the IEP Amendment process. In the context of IEP amendment, the term typographical error refers to text that is inconsistent with the LEA and parents' shared understanding, based on a prior IEP or IEP Team discussion, of a specific requirement or term found in a student's existing IEP.

All the data to be reviewed for Child Count in SLED comes through the Special Education Data System (SEDS). The data loaded into the tool is from September and will be refreshed daily until November 22, 2013 to finally reflect the status of students enrolled in your LEA as of October 7, 2013 but who were found eligible and had an IEP in place as of November 22, 2013. You must review each data element for each student in your LEA and confirm that it is accurate or identify how it needs to be corrected/updated.

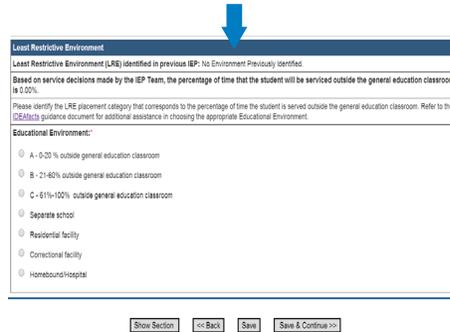
Compare the information displayed for the student with the IEP that was active on November 22, 2013 to confirm the special education data elements or the LEA student enrollment form to confirm the student demographic data elements.

If any data for any of the students needs to be updated/corrected, it must be completed in the source data system. Refer to the table above if you are unclear about the source data system for each specific data element.

As updates are made in STARS/PROACTIVE and/or SEDS, it will be updated in the Child Count tab in SLED on a daily basis. You must review the data displayed in the Child Count in SLED periodically to ensure the updates you made in the relevant source system have been captured in the Child Count tab in SLED until every student record in your LEA is accurate and up to date.

IV. Updating a Student's Environment Data

The educational environment for students will be displayed based on the Least Restrictive Environments Section in the IEP Process in SEDS.



Least Restrictive Environment

Least Restrictive Environment (LRE) identified in previous IEP: No Environment Previously Identified.

Based on service decisions made by the IEP Team, the percentage of time that the student will be serviced outside the general education classroom is 0.00%.

Please identify the LRE placement category that corresponds to the percentage of time the student is served outside the general education classroom. Refer to the [IDEA\(34\) guidance document](#) for additional assistance in choosing the appropriate Educational Environment.

Educational Environment:

- A - 0-20 % outside general education classroom
- B - 21-40% outside general education classroom
- C - 41%-100% outside general education classroom
- Separate school
- Residential facility
- Correctional facility
- Homebound/hospital

Show Section << Back Save Save & Continue >>

If the Educational Environment is missing or inaccurate in SLED, LEAs must hold an IEP meeting or complete an IEP Amendment in SEDS.

For additional information on educational environments, see the link below:
<http://www.ideadata.org/docs/EnvironmentPtB-2011.pdf>

FOR STUDENTS BETWEEN AGES 3-5 (as of 11/22/13)

EDUCATIONAL ENVIRONMENT ON 11/22/13	DESCRIPTION
In Regular Early Childhood Program = 10 hours/week, most SE services in general ed 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 ed 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 less 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 less than 10 hours per week).
Separate Class	Unduplicated total who attended a special education program in a class with less than 50% nondisabled children. (No not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total who received special education programs in public or private day schools designated specifically for children with disabilities. (No not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total who received special education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (No not include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total 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	<p>Unduplicated total who received all of their special education and related services from a service provider or some other location that is not in any other category, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:</p> <ul style="list-style-type: none"> • Private clinician's offices, • Clinicians' offices located in school buildings, and • Hospital facilities on an outpatient basis.

FOR STUDENTS BETWEEN AGES 6-21 (as of 11/22/13)

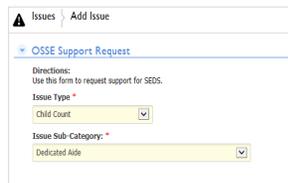
EDUCATIONAL ENVIRONMENT ON 11/22/2013	DESCRIPTION
Separate School	<p>Unduplicated total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> • 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; or • Public and private residential facilities if the student does not live at the facility.
Residential Facility	<p>Unduplicated total who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> • 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 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 who received 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, or • Homebound programs. <p>Do not include children with disabilities who parent have opted to home-school them and who receive special education at the public expense.</p>
Parentally Placed in a Private School	<p>Unduplicated total 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 a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, 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>

V. Updating Information Regarding Dedicated Aides

All corrections/updates to data must be made in source systems (Student Information Systems and SEDS). In most cases, any changes to the dedicated aide information will need to be corrected/updated by completing an IEP Amendment in accordance with the following guidance (<http://osse.dc.gov/publication/individualized-education-program-amendment-guidance-final-april-21-2010>) and your policy department for guidance on when to complete an amendment to correct erroneous data.

In a case where the dedicated aide information is not accurate but the LEA does not feel that an IEP Amendment should be done, the LEA can submit a request for support in the OSSE Support Tool and OSSE will review each submission individually.

Select Child Count as the Issue Type and select Dedicated Aide as the Issue Sub-category.



The screenshot shows a web form titled "Issues | Add Issue". Under the "OSSE Support Request" section, there are instructions: "Directions: Use this form to request support for SEDS." Below the instructions, there are two dropdown menus. The first is labeled "Issue Type *" and is set to "Child Count". The second is labeled "Issue Sub-Category: *" and is set to "Dedicated Aide".

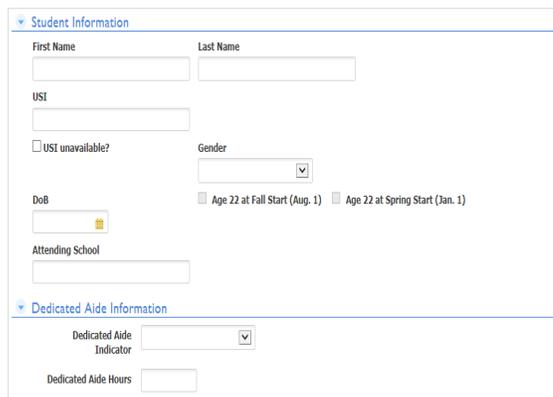
Users will need to provide the following information in the required fields within the OSSE Support Tool:

- Student USI
- Student Last Name
- Student First Name
- Student DOB
- The correct Dedicated Aide Indicator (YES or NO)
- The correct Dedicated Aide Hours (if the indicator is YES)

In the ISSUE DESCRIPTION box, enter the following information:

- Dedicated Aide Indicator appearing in the Child Count Tab within SLED
- Dedicated Aide Hours appearing in the Child Count Tab within SLED
- A brief description regarding why this information would need to be updated outside of an IEP Amendment

The screenshot below displays the required information to correct Dedicated Aide information.



The screenshot shows a form titled "Student Information". It contains several input fields: "First Name", "Last Name", "USI", "Gender" (a dropdown menu), "DoB" (with a calendar icon), "Attending School", "Dedicated Aide Indicator" (a dropdown menu), and "Dedicated Aide Hours". There are also checkboxes for "USI unavailable?" and radio buttons for "Age 22 at Fall Start (Aug. 1)" and "Age 22 at Spring Start (Jan. 1)".

VI. Identifying IEP Amendments

To the extent possible, all IEP Amendments that need to be completed should be done prior to November 22, 2013. If an IEP Amendment is completed between 11/23 and 11/27, the update should be completed via SEDS. If the update is completed between 11/22 and 11/27 for the purposes of updating or correcting the data for Child Count, the LEA will need to alert OSSE that the data from the IEP Amendment needs to be included in the Child Count data. To notify OSSE, the LEA must submit a request to the OSSE Support Tool. The following information will need to be included in the request:

Users will need to provide the following student-specific information:

- Student USI
- Student Last Name
- Student First Name
- Student DOB

Include the following in the IEP Amendment Block:

- IEP Amendment Date
- IEP Amendment Event ID

In the ISSUE DESCRIPTION box, enter the following information:

- IEP Amendment Date
- IEP Amendment Event ID
- Child Count data element(s) that need to be updated for Child Count

If a user attempts to enter an IEP Amendment Issue in the OSSE Support Tool prior to November 22, 2013, the user will receive the following message:

“It is not necessary to report IEP Amendments to the OSSE until after November 23, 2013.”

VII. Special Education Child Count and UPSFF Funding

Below is an overview of student enrollment status and funding, based on this year's enrollment audit and child count process:

Scenario	Oct 7		WILL LEA RECEIVE UPSFF GENERAL ED FUNDING	WILL LEA RECEIVE UPSFF SPED LEVEL FUNDING
	WAS CHILD ENROLLED AT THE LEA?	WAS CHILD A STUDENT WITH IEP?		
1	YES	YES	YES	YES
2	YES	NO	YES	MAYBE ^[1]
3	NO	YES or NO	NO	NO
4	YES and served in nonpublic settings	YES	NO	NO

^[1] Yes - An LEA with student(s) enrolled as of October 7th count may submit (through the special education component of the appeals process) a finalized IEP no later than 11/22.

Note: Enrollment Audit/Child Count and Funding for Dedicated Aides

Dedicated aide hours are verified during child count and included in the total amounts for funding. LEAs can see both 'total hours' (not including dedicated aide) and 'total hours inclusive of dedicated aide'. Both fields are visible this year in SLED, and the latter is used for funding purposes.

VIII. Certifying Data

Once all of the data elements for each student record in your LEA have been verified as complete and accurate by your LEA, you must complete the certification form and email it to OSSE along with a print-out of the data from SLED [See the next section for instructions on printing your Certification Roster Report].

Once all LEAs have submitted their certifications by November 27, 2013, OSSE will complete a state-level reconciliation process to ensure that multiple LEAs have not included the same student. Between November 27 and December 4, OSSE will engage in a data analysis process including an independent audit of a representation sample of records. On December 4, 2013, OSSE will send an analysis of the data that was submitted with the certification back to the LEAs. During the reconciliation process, if OSSE finds any discrepancies in your data, you will have an opportunity to resolve any discrepancies or address any errors you find yourself based on the information that is returned to you on December 4, 2013. If the LEA determines that the data submitted on December 4, 2013 has any erroneous data, all errors must be corrected and the LEA must submit a recertification by December 13, 2013. This will allow OSSE to report an accurate and unduplicated count to the Department of Education as well as determine information required for the 2013 Enrollment Audit.

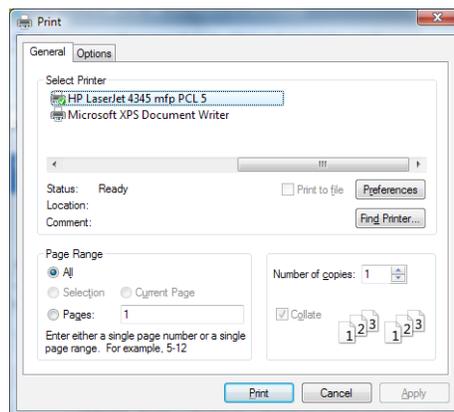
To submit the final certification on or after November 22, 2013, follow the steps below:

1. Review all special education data elements present in SLED under the Child Count tab.
2. Correct demographic data (i.e. student ID, first name, last name, DOB, grade, race, gender, etc.) in your SIS (DC Stars for DCPS and SIS/ProActive for charter LEAs).

3. Correct special education data in SEDS (primary disability, educational environment, dedicated aide data, hours outside general education classroom, IEP begin date, etc).
4. Download, fill out, and sign the 2013 Enrollment Audit Data Verification and Child Count Certification Form (work internally at your LEA to coordinate the two parts of this form).
5. Print the Certified Child Count Roster from SLED.
6. Email to OSSE at osse.enrollmentaudit@dc.gov both:
 1. The 2013 Enrollment Audit Data Verification and Child Count Certification Form
 2. The Certified Child Count Roster
 OSSE will notify you via email that your certification has been received.

IX. Printing Your Data

When you are ready to submit your certified data, you should print a copy of the data report that you will be submitting.



Select the printer to which you want the document to print and select Print.

Keep a copy of the printout for your records.

Key Points to Remember

- Use your Dashboard to track your LEA's progress.
- LEAs may begin reviewing their student data under the Child Count tab in SLED as of September 16, 2013.
- If an IEP amendment is completed on or after 11/22/2013 and data reported for Child Count has been corrected, the IEP amendment must be reported in the OSSE Support Tool.
- All corrections must be made in the source system; ProActive or DCSTARS for student demographic information and SEDS for all specialized education information.
- Certifications must be received by 5:00PM EST on November 27, 2013. OSSE will send back analysis of data submitted to each LEA for final review on December 4, 2013. Any re-certifications must be submitted by December 13, 2013.

Remember to email the certification and roster to osse.enrollmentaudit@dc.gov.

Requirements for Certification

- Each LEA must submit one certification document
- An authorized representative of the Local Education Agency must sign the certification
- There must not be any handwritten corrections on the certified roster report
- The number of students entered on the Certification Form must match the number of students on the certified roster report
- The signed certification form must be accompanied by a printout of the data report from the Child Count SLED View
- The date the Certification Form is signed must be on or after 11/22/2013

NOTE: Certification must be received no later than 5:00 PM EST on November 27, 2013.

If any of these items are missing or unclear, the LEA will be required to make the necessary adjustments and submit a new certification. The LEA certification must be accepted by OSSE before 11/27/2013 at 5:00PM to be considered timely.

Who to Contact

SCENARIO	WHO TO CONTACT
If any student demographic information is inaccurate; Student ID, Name, ELL Status, DOB, Grade, Race	DCStars or ProActive Representative at LEA
If you need assistance updating information in SEDS; Disability, IEP Date, Service Hours: The appropriate documentation MUST be faxed into SEDS in order for a change to be made	OSSE Support Tool
If a student was attending your school on October 7, 2013 and is NOT appearing in your Child Count SLED view	OSSE Support Tool
If a student is appearing on your OSSE IDEAfacts list but was NOT attending your school on December 1	OSSE Support Tool
If a student you believe should be included in the COUNT is not appearing in your OSSE IDEAfacts list but is in SEDS	OSSE Support Tool
If a student you believe should be included in the COUNT is not appearing in your OSSE IDEAfacts list and is NOT appearing in SEDS	OSSE Support Tool
If you are not able to access your Child Count SLED View	OSSE Support Tool
If you need a new/different person to have access to your Child Count SLED View application	OSSE Support Tool
If you need any assistance with using the Child Count SLED View	OSSE Support Tool
If you want information about when a Child Count training and resources will be available	OSSE Support Tool
If you submit your certification and OSSE accepts it but you then realize there was an error	OSSE Support Tool
If you have any questions specifically about what educational environment to select for a student or group of students	OSSE Support Tool
If you have any questions about the overall Child Count Process	OSSE Support Tool

General Contact Information

SEDS Team Contacts:

Lori.Ludwick@dc.gov | AngelT.Johnson@dc.gov | Rohini.Thukral@dc.gov

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Enrollment Audit

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OSSE Office of Data Management (ODM)

Jeffrey Noel, Director

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