



OSSE 2015 Enrollment Audit Manual Supplement:

Child Count Guide

September 2015

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I. The 2015 Child Count Process: Introduction and Key Timelines

Child Count is a federally mandated activity as per, *see* 34 CFR 300.641(a), that is reported annually and serves as the official special education enrollment number for the District of Columbia. In accordance with the Individuals with Disabilities Education Act (IDEA) and all applicable District of Columbia laws and regulations, each Local Education Agency (LEA) is required to certify the accuracy and reliability of its data to the State Education Agency (SEA), the Office of the State Superintendent of Education (OSSE).

Similar to last year, the Child Count Data Collection process is aligned with the 2015 Enrollment Audit process. The three systems OSSE will be using to assist in the certification process for the Enrollment Audit and Child Count Certification Process are the State Longitudinal Educational Database (SLED), the Special Education Data System (SEDS), the OSSE Support Tool (OST), and the SY 2015-2016 Enrollment Audit and Child Count (EA/CC) QuickBase Application. Below are the timelines for significant events related to the Child Count Data Verification process:

October 5, 2015

- All IEP amendments for corrections to special education data must be completed no later than **5:00pm**.
- Any IEP Amendment completed after **October 5, 2015**, for the purposes of correcting Child Count data, **must** be submitted to OSSE in the OSSE Support Tool (OST) by the LEA Special Education Point of Contact.

October 7, 2015

- LEAs must submit the Data Anomalies Acknowledgement form, signed by the Head of School **no later than 5:00 pm**.

August 31 – November 24, 2015

- LEAs will access, review and resolve all data anomalies, no later than 5:00pm, Tuesday, November 24, 2015, to be considered timely.
- LEAs begin the process of resolving and responding to anomalies found in the 2015-2016 Enrollment Audit and Child Count QuickBase Application

December 11, 2015

- LEAs must certify that all Child Count information is correct via SLED **no later than 5:00 pm**
- DCPS will certify the data for students with IEPs attending Dependent Charter schools, since these LEAs elected DCPS as their LEA for special education.
- Failure to submit timely documentation could result in:
 - **Impact on local determinations**

- **Impact on funding**

- Follow directions for submitting the Child Count Certification (roster from SLED must be attached), as outlined in the OSSE Enrollment Audit and Child Count Handbook.

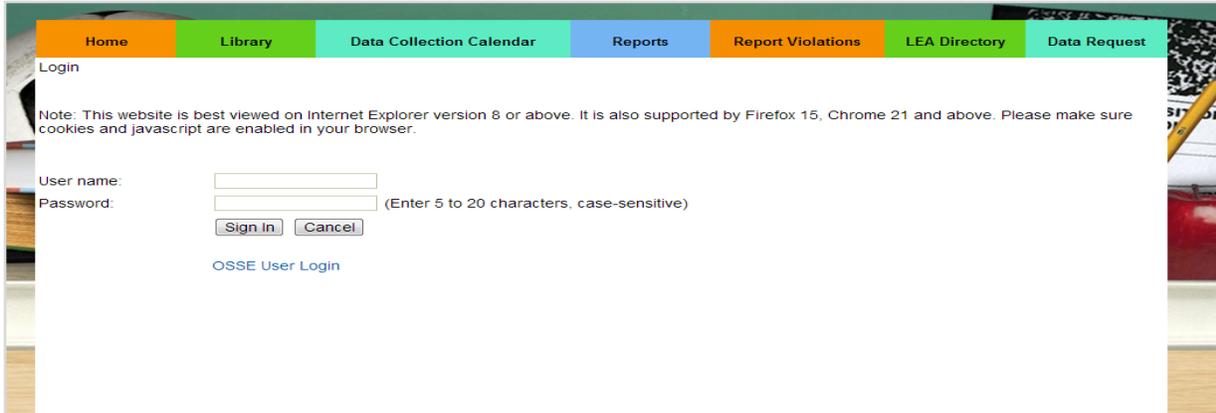
II. Using Data Management Tools for the SY 2015-2016 Enrollment Audit and Child Count Process

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

- SLED-Child Count – The primary location for LEAs to review all data for Child Count (sled.osse.dc.gov)
 - Enterprise Reporting System (formerly SLED Reports Framework)-LEAs download the Child Count Certification Form and roster from this system (reports.osse.dc.gov)
 - SLED Data Quality Error Report – A report that allows LEAs to see data errors in a student’s enrollment and/or demographic record that would potentially prevent the student from appearing accurately in the Enrollment Audit Roster Verification or Child Count in SLED (or in SEDS) (sled.osse.dc.gov)
- SEDS – DC’s system of record for special education data; the primary system for inputting and updating special education student information (each LEA has their own link)
- SY 2015-2016 Enrollment Audit and Child Count QuickBase Application – An application used for the collection of data not captured by the LEA SIS or SEDS and throughout the audit for the upload of residency, resolution, appeals, and LEP documentation (<https://octo.quickbase.com/db/bi5q5vyju>)
- OSSE Support Tool – A QuickBase 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 Special Education Point of Contact (LEA SE POC) and Enrollment Audit or LEP Point of Contacts (<https://octo.quickbase.com/db/bh9ehz85s>)
- SEDS Resource Site – A site that provides guidance documents on the use of SEDS, particularly the process for completing IEP Amendments (<https://sites.google.com/a/dc.gov/seds-help-resources>)

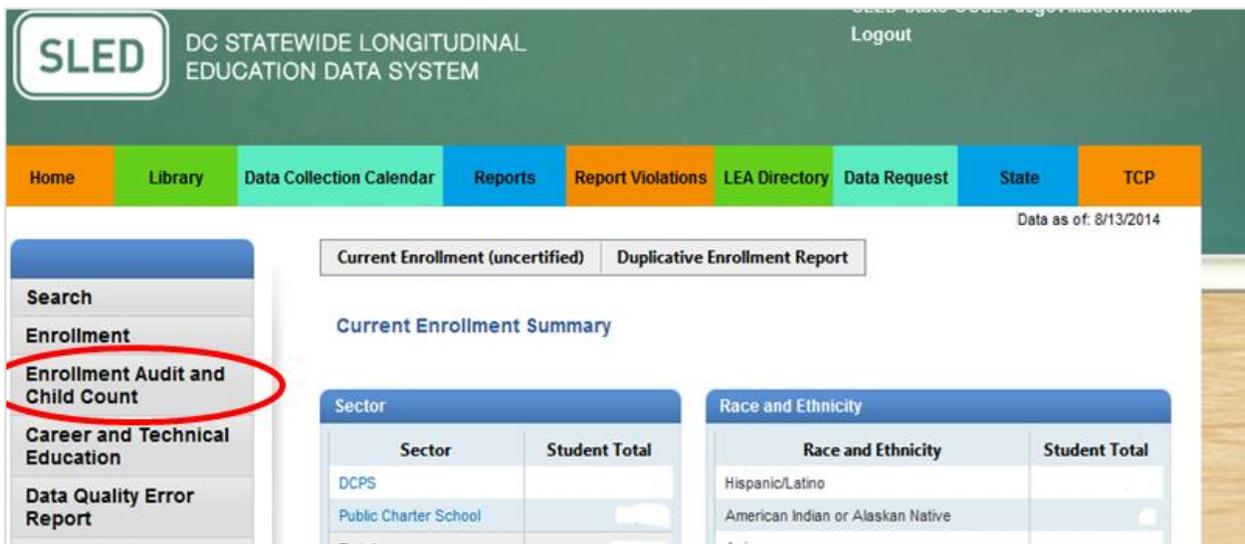
A. Accessing SLED

Each LEA school leader and special education coordinator will receive an e-mail from OSSE’s SLED team providing him/her with access to the Child Count data in SLED. Once the e-mail is received, the representative will be able to log into SLED by entering his/her User Name and Password on the home page. If you find that you are still unable to access SLED, please send an email to SLED.info@dc.gov to request further assistance.



B. Understanding the Child Count SLED View

When you log into SLED, you will see a navigation menu on the left side. Click on the “Enrollment Audit and Child Count” option. Please see the screenshot below that shows how the LEA dashboard view will appear.



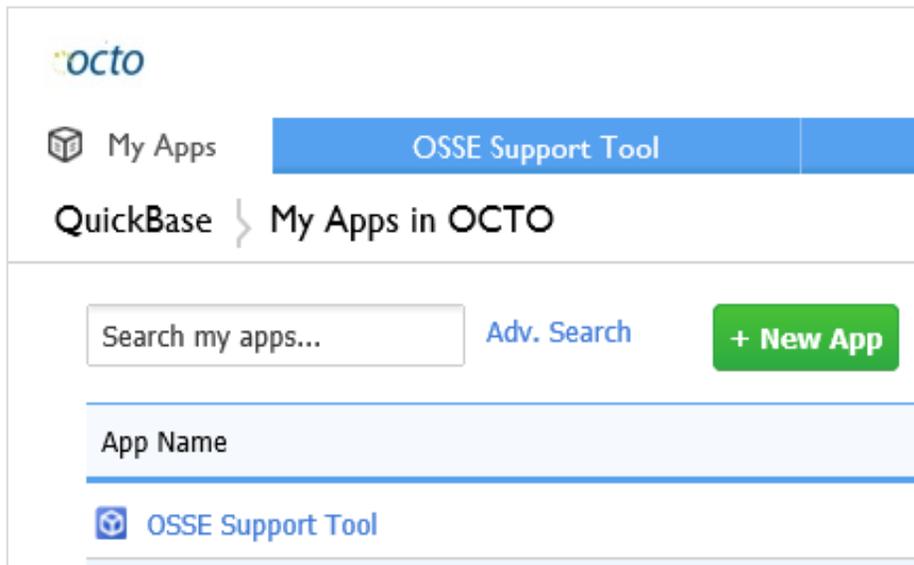
Select the “ Summary” or “Student-Level” tab to view data relevant to your LEA.

Click on “Student-Level” and select “Child Count Population”. This table will provide a summary of the Child Count data. To view details for an individual student, click on the student’s hyperlinked Unique Student Identifier (USI).

Child Count Population							
USI	First Name	Last Name	Date of Birth	LEA ID	LEA Name	School ID	School Name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Your LEA's Data Will Be Displayed Here							

C. Using the OSSE Support Tool for Child Count Technical Assistance

For technical assistance regarding all aspects of Child Count, log into the OSSE Support Tool with your existing QuickBase login information. If you have not previously used the SY 2015 Enrollment Audit and Child Count QuickBase Application, please register for an account by emailing osse.ideadata@dc.gov. When you log in, you will see the following:



Use the OSSE Support Tool to submit a request for support from OSSE. The OSSE Support Tool is available to LEA Special Education Points of Contact, Heads of LEA, Enrollment Audit Points of Contact, and LEP Points of Contact. The LEA Special Education Point of Contact has access to enter issues related specifically to SEDS. Other OSSE Support Tool users have access to enter issues specific to Enrollment or Enrollment Audit issues.

D. Reviewing Student Demographic Information

The tables below display data elements contained in the Child Count tab in SLED. You must review each individual student record for accuracy. If any of the student demographic information is inaccurate, the data must be corrected in the LEA’s source system, the Student Information System (SIS). Be sure to allow for adequate time when reviewing and/or correcting data. Ensure there is at least 24 hours for the data to transition from the SIS to OSSE’s systems. Work closely with the LEA Data Manager or LEA Registrar to ensure that all data is accurate and up-to-date in all systems.

Data Element	Source System	Description
STUDENT DEMOGRAPHIC DATA REVIEW SECTION		
USI	LEA SIS	10-digit USI Assigned by OSSE/SLED
Local ID	LEA SIS	ID Number Assigned by LEA
SEDS LEA Code	LEA SIS	LEA ID Number Assigned by OSSE
SEDS LEA Name	LEA SIS	Student’s Attending LEA as of 10/5/15
SEDS School Code	LEA SIS	School ID Number Assigned by OSSE
School Name	LEA SIS	Student’s Attending School as of 10/5/15
School Type	LEA SIS	Type of School
First Name	LEA SIS	Student’s First Name
Middle Name	LEA SIS	Student’s Middle Initial
Last Name	LEA SIS	Student’s Last Name
Date of Birth	LEA SIS	Student’s Date of Birth
Age on 10/5/15	LEA SIS	Student’s Age as of 10/5/15, Calculated from DOB
Child Count Race	LEA SIS	Student’s Race
Gender	LEA SIS	Student’s Gender
Enrollment Grade Level	LEA SIS	Student’s Grade
LEP Indicator	LEA SIS	Student’s Limited English Proficiency Status

E. Reviewing and Correcting Special Education Information for Students

All of the data to be reviewed for Child Count comes through the Special Education Data System (SEDS). If any of the student special education information is inaccurate, the data must be corrected in the source system, SEDS. The one exception is making a correction to the student’s Educational Environment, which must be made in SY 2015–2016 Enrollment Audit and Child Count QuickBase Application.

In some cases, making updates/corrections to the student special education information will require the student’s IEP team to decide whether or not to hold an IEP team meeting or complete an IEP amendment. All IEP amendments for corrections to special education data must be completed no later than **5:00pm on October 5**. Any IEP Amendment completed after **October 5, 2015**, for the purposes of correcting Child Count data, **must** be submitted to OSSE in the OSSE Support Tool (OST) by the LEA Special Education Point of Contact. See the [training video](#) on the IEP Amendment process or refer to the IEP Amendment Policy which can be found [here](#).

SPECIAL EDUCATION DATA REVIEW SECTION		
Primary Disability	SEDS	Student’s primary disability as of 10/5/15
Environment	SEDS	Educational Environment from the Least Restrictive Environment page within the IEP Process in SEDS
Special Education Indicator	SEDS	Indicates if a student is receiving special education services
IEP Event Date	SEDS	Date of most recent IEP from which SERVICES are pulled
IEP Amendment Date (if applicable)	SEDS	Date of IEP Amendment from which SERVICES are pulled, if applicable
Most Recent Eligibility Date	SEDS	Date of most recent eligibility determination as of 10/5/2015
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 delivered OUTSIDE of the general education setting 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 dedicated 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, including dedicated aide hours

Each data element specified in the tables above is refreshed daily in SLED from the previous day. You must review each data element in SLED for each student in your LEA and confirm that it is accurate or identify how it needs to be corrected/updated, no later than October 5, 2015.

III. Making Updates to the Primary Disability Category (REMINDER)

OSSE also wants to remind LEAs that the “Developmental Delay” disability category may only be used for students between the ages of three through seven who meet the criteria. *See DCMR Chapter 30 Section 3001.1.* If your LEA has students over the age of seven with “Developmental Delay” as their primary disability category, your LEA will need to convene an IEP team meeting to determine if the student remains eligible as a student with a disability under a different eligibility category. If students over the age of seven have “Developmental Delay” as their category as on October 5, 2015, they will be flagged as having a data anomaly. For more information, please refer to OSSE’s Part B Initial Evaluation and Reevaluation Policy found [here](#).

IV. Updating a Student’s Environment Data

The link to the SY 2015-2016 Enrollment Audit and Child Count QuickBase Application is: [OSSE Enrollment Audit and Child Count SY 2015-2016 QuickBase Application](#). If you need to update the Educational Environment displayed in SLED for a specific student, navigate to the Child Count Report and click on the pencil icon. The Enrollment Audit and Child Count SY 2015-2016 QuickBase Application is not intended for LEAs to review data, so there is minimal data viewing. The LEA is to view the data in SLED; and, confirm that the updated Educational Environment is reflected in SLED the following business day.

The screenshot shows the 'Edit Student #615049' page in the QuickBase application. The page is divided into sections: 'STUDENT DEMOGRAPHIC INFORMATION' (which is currently redacted with a grey box) and 'CHILD COUNT INFORMATION'. The 'CHILD COUNT INFORMATION' section contains a table with the following data:

Most Recent IEP Date	10-29-2013	IEP Event ID	9654	Total SPED Hours	16.5
SPED Primary Disability	Specific Learning Disability	% Outside of General Ed Setting	0	Child Count Education Environment	A - D outside general education
SEDS Educational Environment	A - 0-20 % outside general education	User Updated Educational Environment	[Dropdown menu]		

The dropdown menu in the 'User Updated Educational Environment' row is highlighted with a red rectangle, indicating the next step in the process.

Next, select the Educational Environment, which should be displayed in the SLED Child Count roster.

A - 0-20 % outside general education classroom
B - 21-60% outside general education classroom
C - 61%-100% outside general education classroom
Correctional facility
Home
Homebound/Hospital
In regular early childhood program at least 10 hours/week and most special education services provided in general education setting
In regular early childhood program at least 10 hours/week and most special education services provided outside general education setting
In regular early childhood program less than 10 hours/week and most special education services provided in general education setting
In regular early childhood program less than 10 hours/week and most special education services provided outside general education setting
Residential facility
Separate class
Separate school
Service provider location
Parentally Placed in Private School

FOR STUDENTS BETWEEN AGES 3-5 (as of 10/5/15)

EDUCATIONAL ENVIRONMENT ON 10/5/15	DESCRIPTION
In Regular Early Childhood Program at least 10 hours/week, most special education (SE) services in general education setting	Unduplicated total who receive 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 as least 10 hours/week, most SE services in other location	Unduplicated total who receive 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	Unduplicated total who receive 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	Unduplicated total who receive 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 attend a special education program in a class with less than 50% of children without disabilities. (Do not include children who also attend a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total who receive special education programs in public or private day schools designated specifically for children with disabilities. (Do not include children who also attend a regular early childhood program. These children should be reported in the categories above.)
Residential Facility	Unduplicated total who receive special education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attend a regular early childhood program. These children should be reported in the categories above.)
Home	Unduplicated total who receive special education and related services in the principal residence of the child’s family or caregivers, and who attend 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 include babysitters.
Service Provider Location	<p>Unduplicated total who receive all of their special education and related services from a service provider or at 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 clinicians’ offices, • Clinicians’ offices located in school buildings, and • Hospital facilities on an outpatient basis.

FOR STUDENTS BETWEEN AGES 6-21 (as of 10/5/15)

EDUCATIONAL ENVIRONMENT ON 10/5/15	DESCRIPTION
Separate School	<p>Unduplicated total who receive 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 of who receive 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

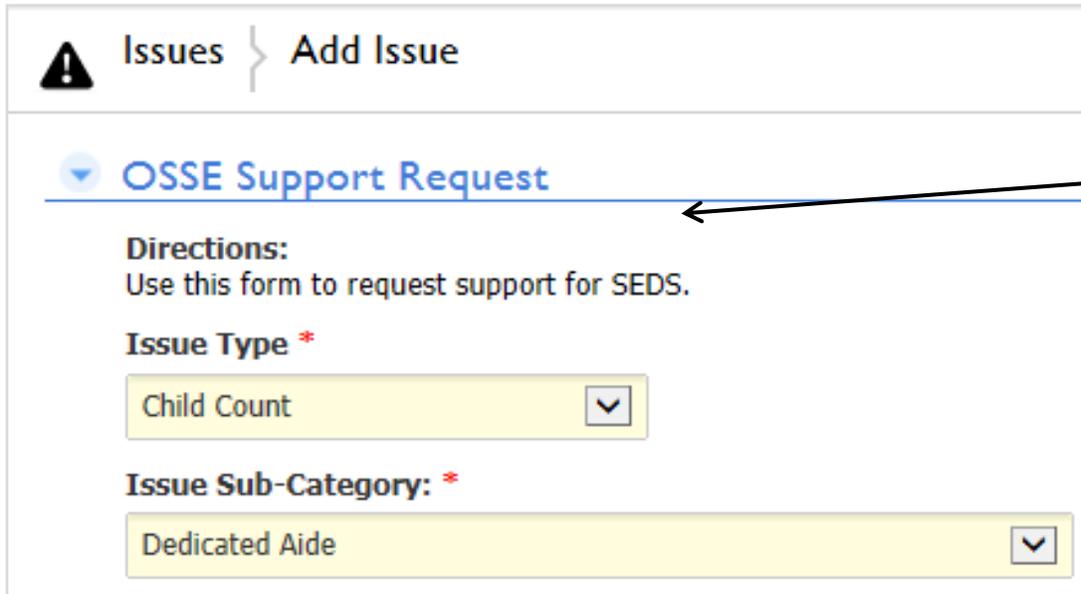
	<p>percent) and in separate day school or regular school buildings for the remainder of the school day.</p> <p>Do not include students who received education programs at the facility, but do not live there.</p>
Correctional Facility	<p>Unduplicated total who receive special education in correctional 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 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, 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

In most cases, any changes to the dedicated aide information will need to be made in SEDS, by appropriately completing an IEP Amendment in accordance with the following [guidance](#).

In a case where the dedicated aide information is not accurate, but the LEA does not believe 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.

To alert OSSE to changes for Dedicated Aide, select Child Count as the Issue Type in the OSSE Support Tool, and select Dedicated Aide as the Issue Sub-category. Please see the screenshots below.



The screenshot shows a web interface for adding an issue. At the top, there is a navigation bar with a warning icon, the text 'Issues', and a breadcrumb 'Add Issue'. Below this is a section header 'OSSE Support Request' with a blue arrow pointing to it from the right. Underneath the header, there are instructions: 'Directions: Use this form to request support for SEDS.' Below the instructions are two dropdown menus. The first is labeled 'Issue Type *' and has 'Child Count' selected. The second is labeled 'Issue Sub-Category: *' and has 'Dedicated Aide' selected.

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.

Student Information

First Name Last Name

USI

USI unavailable? Gender

DoB  Age 22 at Fall Start (Aug. 1) Age 22 at Spring Start (Jan. 1)

Attending School

Dedicated Aide Information

Dedicated Aide Indicator

Dedicated Aide Hours

VI. Identifying IEP Amendments

All IEP amendments for corrections to special education data should be completed no later than 5:00pm, Monday, October 5, 2015. IEP Amendments completed after October 5, 2015, for the purposes of correcting Child Count Data, **should** be submitted to OSSE in the OSSE Support Tool (OST) by the LEA Special Education Point of Contact. Within the OST, users will need to provide the following information:

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

VII. Special Education Child Count Level Funding

There are slight differences in the population of students who will receive funding from different special education sources. With the alignment of the official general Enrollment Audit head count and the specialized education Child Count dates, all UPSFF funding will be based on the same date (October 5, 2015). In order for a student to receive federal funding under Part B, the student must be enrolled and receiving services as of October 5. See the following chart of possible scenarios:

Based on this year’s Enrollment Audit and Child Count process, below is an overview of student enrollment status and funding:

See the following chart of possible scenarios:

Scenario	Oct 5		Will LEA receive UPSFF General Education Funding?	Will LEA receive UPSFF SPED Level Funding? ¹	Will LEA receive Federal Part B funding?
	Was student enrolled at the LEA?	Was student receiving services under IDEA? ²			
1	YES	YES	YES	YES	YES
2	YES	NO	YES	YES, if student is identified as receiving services under IDEA after Oct 5. ³	NO
3	NO	YES OR NO	NO	NO	NO
4	YES and served in Non-Public settings	YES	NO	NO	YES

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.

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

² A student must be eligible plus have an IEP (current or expired) in order to be considered a “student receiving services under IDEA.”

³ A quarterly supplemental payment for special education services will be allowed for students that are enrolled on October 5, 2015, who meet the definition for receiving services under IDEA after October 5, 2015.

Supplemental Payments

Public charter schools offering special education and ELL services may receive payment for eligible students enrolling by October 5 on a pro-rata basis from the date on which the school begins to provide services to that student, provided that the student represents a net increase to the school's special education enrollment as of October 5. There are no pro-rata payments for students newly identified to receive ELL services or identified to receive special education services through an IEP who enrolled after October 5.

Who is eligible for supplemental payments?

1. Students with IEPs and were enrolled on October 5 who changed special education levels (1 thru 4) subsequent to the October enrollment count.
2. Students who obtained an IEP subsequent to the October certified enrollment count and were enrolled on October 5.
3. Students who were found eligible for ELL services subsequent to the October certified enrollment count and were enrolled on October 5.

VIII. Certifying Data

NEW THIS YEAR! OSSE will provide LEAs with state-level anomaly analysis beginning on August 31st. During the analysis process, LEAs will have an opportunity to resolve any discrepancies or address any errors found based on the information that is returned to you. All errors must be corrected and the LEA must have the Head of School submit a signed certification by **December 11, 2015**. This will allow OSSE to report an accurate and unduplicated count to the Department of Education, as well as determine information required for the 2015 Enrollment Audit.

To submit the final certification by December 11, 2015, 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 (ASPEN, Powerschool, SchoolForce, Proactive, etc.).
3. Correct special education data in SEDS after following all appropriate IDEA requirements (primary disability, dedicated aide data, hours outside general education classroom, IEP begin date, etc.). The **one** exception is the Educational Environment, which can only be updated in the OSSE Enrollment Audit and Child Count SY 2015-2016 QuickBase Application.
4. Click on the link in SLED to navigate to the certification report. Follow the screenshots below.

Submitting Child Count Certification

Navigate to the SLED Reports Tab.



1

SLED

Once you click the SLED Reports link, you'll go to the SLED Reports page. Click the OSSE Reporting icon.

On the next page, enter your SLED login information again.



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Login

Note: This website is best viewed on Internet Explorer version 8 or above. It is also supported by Firefox 15, Chrome 21 and above. Please make sure cookies and javascript are enabled in your browser.

User name:

Password: (Enter 5 to 20 characters, case-sensitive)

[OSSE User Login](#)

SLED

This is the Enterprise Reporting System (formerly known as Reports Framework). You will download your Child Count Certification Report from this area in SLED.

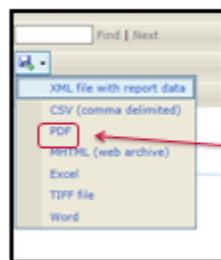
The screenshot shows the SLED Enterprise Reporting System interface. The page has a green header with the word 'SLED' in white. Below the header is a blue navigation bar with the text 'Click Here For Reports' and a search box. The main content area is white and contains a navigation menu on the left and a list of reports on the right. The navigation menu is organized into three sections: 'SDDS', 'Enterprise Reports', and 'Internal Reports'. Under 'Enterprise Reports', there is a link for 'Child Count Certification'. A red arrow points from the text on the left to this link. The list of reports on the right includes 'Special Education Roster...', 'Duplicate Enrollment Rep...', 'ESY Roster Report', 'LEA Roster Planning Report', 'Comparable Services', 'Invald Exit Codes', 'Child Count Certification R...', 'Enrollment History Report', 'Child Count', and 'Events Not Transferred'. There is also an 'Announce' section with the text 'No Announcements Have Been Made'.

Select your LEA from the drop down menu and click on View Report.



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To view the child count roster for your LEA, click on the blue arrow button in the report navigation pane.



To export the certification form and Child Count roster to PDF, click on the disk icon and choose "PDF".

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5. Print, fill out, scan, and email the completed certification form and roster to osse.ideadata@dc.gov no later than **5:00pm, December 11, 2015**.

IX. Requirements for Certification

- Each LEA must submit one certification document.
- The Head 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. If the numbers do not match, you should submit a ticket through the OSSE Support Tool notifying OSSE of the issue.
- The signed certification form must be accompanied by a printout of the data report from the Child Count Certification Report from the Enterprise Reporting System.
- The Certification Form will not be accepted if signed prior to October 5, 2015.

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's acknowledgement of anomalies must be submitted by the LEA no later than October 7, 2015 at 5:00PM, to be considered timely.

X. Key Points to Remember

- LEAs may begin reviewing their student data under the Child Count tab in SLED as of August 31, 2015.
- If an IEP amendment is completed after October 5, 2015, and data reported for Child Count has been corrected, the IEP amendment must be reported in the OSSE Support Tool.
- All corrections to student demographic information must be made in the source system, as relevant to your specific LEA (ProActive, Powerschool, SchoolForce, ASPEN).
- All updates for special education must be made in SEDS.
- LEA's must submit the Anomalies Acknowledgement Form by 5:00PM EST on October 7, 2015.
- The completed certification form and student roster [must be emailed](#) to osse.ideadata@dc.gov on or before December 11, 2015.

XI. Where to Go for Assistance

Scenario	Who to Contact
If any student demographic information is inaccurate	<i>SIS Representative at LEA</i>
If you need assistance updating information in SEDS <i>Note: The appropriate documentation MUST be faxed or uploaded into SEDS in order for a change to be made</i>	OSSE Support Tool
If a student was attending your school on October 5, 2015 and is NOT appearing on your Child Count Roster in SLED	OSSE Support Tool
If a student is appearing on your Child Count Roster in SLED but was NOT attending your school on October 5	OSSE Support Tool
If you believe a student, who is appearing in SEDS but NOT on your Child Count Roster, should be included on the Child Count Roster	OSSE Support Tool
If you believe a student, who is NOT appearing in SEDS and is NOT on your Child Count Roster, should be included on the Child Count Roster	OSSE Support Tool
If you are not able to access your Child Count Roster in SLED	OSSE Support Tool
If you need a new/different person to have access to your Child Count Roster in SLED	OSSE Support Tool
If you need any assistance with using the Child Count Roster in SLED	OSSE Support Tool
If you want information about Child Count training or when 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 which 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

Child Count

Office of Specialized Education Data Analysis, Verification, and Reporting

Kathy Ashe, Special Education Data Project Specialist

Kathy.Ashe@dc.gov

Office of Specialized Education Data Analysis, Verification, and Reporting

Dr. Karmen Rouland, Director

Karmen.Rouland@dc.gov

Enrollment Audit

Office of Enrollment and Residency

Rochelle Wilson, State Director, Enrollment and Residency

Rochelle.wilson@dc.gov

OSSE Division of Data, Accountability, and Research

Jeffrey Noel – Director

Jeffrey.Noel@dc.gov

Appendix

Special Education Child Count Frequently Asked Questions

- 1. QUESTION:** What is Child Count?

ANSWER: Child Count is a federally mandated activity as per 34 CFR 300.641(a) that is reported annually and serves as the official special education enrollment number for the District of Columbia.
- 2. QUESTION:** What is the official Child Count date for LEAs?

ANSWER: The official Child Count date for LEAs is **October 5, 2015, no later than 5:00pm.**
- 3. QUESTION:** How can an LEA Special Education Point of Contact register for SEDS training?

ANSWER: LEA staff can register for the SEDS training by clicking on the following link:
<https://sites.google.com/a/dc.gov/seds-help-resources/> .
- 4. QUESTION:** Who should I contact if a student(s) does not appear in SEDS as expected?

ANSWER: Contact your LEA's registrar to ensure that the student is properly enrolled in your LEA's SIS (Student Information System). If it is determined that the student is still not showing in the system, submit a request through the OSSE Support Tool for further assistance.
- 5. QUESTION:** What is the OSSE Support Tool (OST)?

ANSWER: The OST is an online technical assistance application that will link users to a technical assistance process and team. The OST ensures a timely and accurate response based on the identified issue. Please use the following link:
<https://octo.quickbase.com/db/bh9ehz85s>