



Student Enrollment Audit Handbook

School Year 2013 – 2014



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Section 1: Introduction

Student Enrollment Audit

The annual student enrollment audit is required by law under District of Columbia Official Code § 38-1804.02. to determine and develop public education funding and policies. The audit takes place in the fall of each school year and consists of a physical head count of each student enrolled in (a.) District of Columbia Public Schools (DCPS), (b.) Public Charter Schools (PCS), (c.) DCPS or PCS schools but attending private special education schools or programs (“Non-Publics”)¹, and (d.) DC foster care students attending schools in surrounding counties. The audit also reviews student records to determine enrollment and residency status as of October 7 of the given school year. For the purpose of this handbook, enrollment is defined as the process by which a student obtains admission to a public school whereby they can attend classes and participate fully in school activities. Upon completion of the audit, each charter local education agency (LEA) receives funding for every student officially enrolled at its school(s), along with any funding allowed for additional related services under the District of Columbia Uniform Per Student Funding Formula (UPSFF). DCPS receives funding based on projected enrollment according to historic audit counts.

State Enrollment Roster

The Office of the State Superintendent of Education (OSSE) is responsible for generating a state enrollment roster. Each year, OSSE is charged with calculating public school enrollment counts for each LEA on October 7 and contracting an independent auditor to validate the enrollment roster by means of a census-style audit. The enrollment audit roster is generated from the Statewide Longitudinal Education Database (SLED), which is populated by information from each LEA’s Student Information System (SIS).

Types of Audits

The enrollment audit includes three components:

1. **General Audit:** An audit of (a.) all students, (b.) residency status, (c.) tuition payment (non-resident) update, (d.) grade-level, and (e.) drop-out status. This also includes an audit of Non-Public students and Child and Family Services Agency (CFSA) students enrolled in schools in surrounding counties.²
2. **Limited English Proficient (LEP) Audit:** An audit of English Language Learners (ELLs) who are classified as Limited English Proficient (LEP).
3. **Special Education Child Count Verification (Child Count):** A verification of the status of students with Individual Education Programs (IEPs).

¹ A Non-Public School is a privately owned or operated school that maintains or conducts classes for students with IEPs enrolled in a public school in DC but for whom it has been determined has needs that cannot be met by the public school system.

² CFSA schools include any school in the surrounding counties that educate students in the DC foster care system that are living with a foster family in that county.

Enrollment Audit Legislation

Since DCPS, PCS, and Non-Publics receive funding according to the number of students who are enrolled, DC Code requires an audit to evaluate the accuracy of the fall student enrollment count of all publicly funded schools. Specifically, DC Official Code § 38-1804.02 requires an audit of the following:

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

Charter LEA Payments

The enrollment audit is the basis for charter LEA payments. Thus, it is critically important that charter LEAs verify that their enrollment data are accurate. If the LEA believes its enrollment data are inaccurate, the LEA has three methods of recourse.

Prior to October 7:

1. LEAs are encouraged to access support provided by OSSE and Public Charter School Board (PCSB) staff to reconcile the data in their SIS with OSSE's roster data in SLED.

After October 7:

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

The enrollment data used to calculate the four quarterly payments to charters is as follows:

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

Quarter Two (October): Unaudited October 7 count

Quarter Three (January): Unaudited October 7 count

Quarter Four (April): Audited October 7 count

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

(b) Each payment shall be one-fourth of each public charter school's entitlement, determined as follows:

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

2) The basis of the October 25 and January 15 payments shall be the unaudited October enrollment numbers for that school contained in the reports submitted by the eligible chartering authorities on October 7.

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

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

Further details on the enrollment audit and the UPSFF can be found in Section 6.

Section 2: Enrollment Audit Calendar

DATE	ITEM	PARTIES INVOLVED
Late July – Early August	LEA Point of Contact (POC) collection begins	OSSE and LEAs
August 23, 2013, and September 5, 2013	OSSE training to prepare LEAs for the audit and to review the handbook (LEAs only need to attend one session) Auditor briefs LEAs of head count audit** process	OSSE, PCSB, and LEAs, Auditor
September 16 – October 7, 2013	SLED/Proactive/SIS Data Quality Technical Assistance Campaign LEA begins verification of all student information in SLED.	OSSE, PCSB, and LEAs
October 7, 2013	Final day for LEA enrollment submission into SIS. Final day for special education data to appear correctly in SLED.	LEAs
October 11, 2013	LEA submits the Enrollment Audit Verification and Child Count Certification Form	LEAs
October 15 – November 15 2013	Audit count and verification performed Child Count OSSE analysis period commences. Anomalies and/or data discrepancies are distributed to LEAs.	Auditor
November 18- 27, 2013	General Audit Resolution Meetings	Auditor and LEAs
December 4, 2013	Release pre-appeals data to LEAs	OSSE
December 13, 2013	Deadline to submit Desktop Appeals documentation Responses to anomalies with final Child Count certification due to OSSE. (Note: OSSE will consider October 11 certifications as final for LEAs with no noted special education data discrepancies). Any additions, deletions, or changes to student information must be recertified by the Head of LEA.	LEAs
December 16-20, 2013	Desktop Appeals hearings	OSSE, Auditor, LEAs
January 3, 2014	Deadline to submit in-person appeals hearing documentation	LEAs
January 8-10, 2014	In- person Appeals Hearings	Auditor

*Exact dates will be scheduled with the auditor and LEAs closer to the date.

**References all audit components (general, LEP, and Child Count).

Section 3: Enrollment Audit Process Overview

Please find below a detailed outline of the seven-step student enrollment audit process.

Step 1: Pre-October 7 Count Preparation

There are four sub-steps to prepare for the October 7 Count:

1. OSSE collects information on each LEA enrollment audit POC (Early June – Early August)
2. LEAs update data in SIS, Special Education Data System (SEDS), and the OSSE Enrollment Audit 2013 QuickBase Tool
3. OSSE conducts training sessions to prepare LEAs for the enrollment audit (August 23, 2013 and September 5, 2013)
4. Quality Data for Accurate Funding Campaign (September 17, 2013 - October 7, 2013)

Information on the audit POCs is discussed in detail in Section 4.

The Quality Data for Accurate Funding Campaign ensures that LEAs receive sufficient technical assistance prior to the October 7 deadline. The campaign verifies that student data is correctly recorded in each LEA's SIS for successful feeds into SLED. It also ensures that all student enrollment data is complete and accurate to the best of the LEA's knowledge before the October 7 count. More information on the campaign can be found in Section 5. LEAs should also verify that all appropriate residency documentation is in place for each student prior to the audit.

OSSE, along with the auditors, will hold training sessions on August 23, 2013 and September 5, 2013 from 9:00 a.m.-12:00 p.m. to prepare LEAs for the enrollment audit and the data quality campaign, as well as to answer any questions about the handbook. Trainings will be held at OSSE in the Grand Hall (810 First Street NE, 3rd Floor).

Step 2: October 7 Count and Verification (October 7 – October 14)

There are three sub-steps of the October 7 count and verification:

1. LEAs submit final October 7 student data into SIS (deadline October 7)
2. Data feed from SIS into SLED (October 7 – October 10)
3. LEAs submit data and Child Count Certification Form to OSSE (October 11)

October 7 is the last day for LEAs to enter student information into SIS; however, OSSE strongly encourages LEAs to have student data up-to-date in SIS. Ultimately the October 7 data will be pulled from SLED. Further information can be found in Section 5.

Step 3: Enrollment Audit Count Process

There are three sub-steps to the enrollment audit count process:

1. General Audit – general education enrollment (to include non-public and surrounding counties), residency, grade-level, and drop-out audit (Mid October – Mid November)
2. Limited English Proficiency student (LEP) sample audit (Mid October – Mid November)
3. Special Education Child Count verification (Mid October – Mid November)

The auditor will arrange a visit to perform the audit. The exact count methodology for the LEA visits, as well as Non-Publics and surrounding county school counts, is forthcoming. It will be proposed by the auditor and approved by OSSE. The specific methodology will be shared in the LEA briefings with the auditor in late September. The auditor will use the October 7 count data in SLED as the basis for the count. Further information on the general enrollment audit process can be found in Section 7 and information on residency verification can be found in Section 10.

Step 4: Auditor Resolution Process

There are two sub-steps to the enrollment audit resolution process:

1. Audit Resolution Meeting (Mid-November)
2. LEA document retention for appeal (if applicable)

Upon completion of the general audit, the auditors will schedule a resolution meeting to share the audit results with the LEA and allow an opportunity to dispute these counts. If the enrollment of a particular student is disputed, the LEA may produce documentation to prove enrollment and residency status as of October 7. If the auditor accepts the proof, an adjustment will be made to the school's enrollment roster to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof the school may choose to appeal the auditor's decision during the audit appeals process. More information on the auditor resolution process can be found in Section 7.

The LEA leader must retain documents presented to the auditor during the resolution meeting. If the LEA decides to appeal, these documents must be submitted along with the appeal paperwork to OSSE. LEP audit results can be appealed with new documentation.

Step 5: Enrollment Audit Appeals Process

There are three sub-steps to the enrollment audit appeals process:

1. Pre-appeals enrollment audit data release to LEAs (December 4, 2013)
2. Desktop audit appeal submission deadline (December 13, 2013)
3. Desktop audit appeal hearings held (December 16 – 20, 2013)

When the general audit is complete, pre-appeal findings will be released to OSSE. These data will be submitted to LEAs at both the student-level and summary-level (using the same categories as the UPSFF chart in the District's Budget Book). The LEA will also receive further information on how to submit an appeal. All appeals must be submitted to OSSE by close of business Friday, December 13, 2013. More information on the appeals process can be found in Section 7.

It is essential that LEAs review their pre-appeals data to ensure accuracy.

The December 13 appeals submission deadline is the last chance LEAs have to change their general enrollment, residency, grade-level, drop-out status, and ELL enrollment data.

Step 6: Final Enrollment Audit Release

A date has not been set for the final enrollment audit numbers release to the public, but LEAs should expect the release sometime in late January 2014. LEAs will receive both student-level and summary enrollment audit information on their students. The enrollment audit data will be considered final and will be used to pay the fourth quarter payment to charter LEAs. No appeals to the enrollment data will be considered after December 13, 2013.

Step 7: Non-Resident Follow-Up

There are three sub-steps to the non-resident follow-up process:

1. Non-resident tuition payment recoupment and follow-up with parents/legal guardian who have not provided sufficient proof of residency (Ongoing)
2. Follow-up letter from OSSE to LEAs (February 2014)
3. Referrals to the Office of the Attorney General (OAG) (March 2014 – May 2014)

After the enrollment audit numbers are finalized, LEAs with non-resident students who did not pay tuition will receive a letter from OSSE outlining the process for parent/legal guardians to set up a tuition payment plan. All non-resident students who attend District of Columbia public LEAs must pay tuition or withdraw from school. (Withdrawn students must still pay pro-rated tuition for time in school.) Any parents/legal guardians that do not remit payment will be referred to the Office of the Attorney General for legal action.

Further explanation of the non-resident follow-up process can be found in Section 10.

Section 4: Points of Contact

LEA Point of Contact

In addition to the Head of LEA, each LEA is required to have one other POC designated for the purposes of the enrollment audit. Since the enrollment audit requires the handling of student identifiable information, the LEA POC must follow all applicable Family Education Rights and Privacy Act (FERPA) laws. The Head of LEA should provide OSSE with the following information (name, position, email, primary phone number and secondary phone numbers).

It is important that LEAs with multiple staff working on the enrollment audit put a plan in place for sharing enrollment audit information among their respective staff members. OSSE and the audit vendor are not responsible for contacting LEA staff members beyond the Head of LEA and designated LEA POC.

OSSE Point of Contact

Please provide all inquiries into the OSSE Support Tool in QuickBase. The enrollment audit team will ensure that an OSSE team member responds to your inquiry within one business day.

Section 5: Student Enrollment Data Quality

LEA data quality in SIS is vital to a successful enrollment audit. Under the OSSE LEA Data Quality Standards, all data must be valid, reasonable, complete and accurate (please see table below for definitions of each of these terms). LEAs must also ensure that they adhere to the LEA Data Management Policy. The Data Management policy can be found at the following link:

<http://osse.dc.gov/publication/lea-data-management-policy>

Under Section 9306 of the Elementary and Secondary Education Act, LEAs are responsible for maintaining records for data reporting. All LEAs signed assurances to this effect in the Local Educational Agency Consolidated Application for Title I, Part A; Title II, Part A; and Title III Part A funding; and IDEA Part B, as found in PL 108-466, assuring that LEAs will “submit such reports to the SEA [School Education Agency] (which shall make the reports available to the Mayor) and the Secretary of the U. S. Department of Education as the SEA and Secretary may be required to perform their duties under each program; [and] maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Mayor) or the Secretary may reasonably require to carry out the SEA’s or Secretary’s duties”. OSSE defines maintenance of records as: (a.) entering accurate data, (b.) updating data in a timely and accurate manner upon notification of any changes, and (c.) ensuring the accuracy of records such that they system of record is an accurate reflection of all students and their environments under the purview of the LEA. The data from the enrollment audit is used for annual federal reports.

Funding calculations are based on data that are successfully entered into and communicated via SLED. Failure to input valid, complete, and accurate data may result in negative funding implications. Additionally, LEAs must strictly adhere to OSSE’s data policy, which dictates the use of data codes and data entry timelines.

Data Quality Terms

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

Students must have a complete record in SIS, in SEDS and SLED in order to be included in the enrollment audit. A student record includes the data elements in the table below, but the list below is not all inclusive. The elements below must be accurately entered for all students at each LEA by October 7, 2013 at 5:00 p.m. EST:

DATA ELEMENT	DEFINITION
LEA Code	A unique code assigned to each LEA by the DC OSSE's School and LEA Information Management System (SLIMS).
LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).
School Code	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).
School Name	The official name of the school per the School and LEA Information Management System (SLIMS).
Unique Student Identifier (USI)	The official state identifier for all students attending a District of Columbia LEA; only OSSE assigns Unique Student Identifiers via the SLED system, and it is a randomly-assigned ten-digit number by OSSE to each public school student and travels with a student throughout his or her DC public education experience, from school to school and LEA to LEA within DC.
Local Student ID	A unique number of alphanumeric codes assigned to a student by the LEA. Includes, but are not limited to STARS, ProActive and OLAMS identification numbers.
Last Name	The legal last name of the student. It is the name borne 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 based on the Gregorian calendar.
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.

DATA ELEMENT	DEFINITION
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. If a student identifies his or her ethnicity as "Hispanic or Latino," then he or she must also select "Hispanic/Latino" as his or her identified race. The complete definition of Hispanic and Latino is found in the DC OSSE Data Collection Handbook.
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 categories: American Indian and Alaska Native – Non Hispanic/Latino, Asian – Non Hispanic/Latino, Black or African American – Non Hispanic/Latino, Native Hawaiian or Other Pacific Islander – Non Hispanic/Latino, White – Non Hispanic Latino. More complete definitions of these race classifications are found in the DC OSSE Data Collection Handbook.
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 SLIMS, and aligned to the DC OSSE Data Collection Handbook.
LEP Status	An indication of whether the student is Limited English Proficient (LEP) and receiving English Language Learner (ELL) Services; or whether the student is Not Limited English Proficient (NLEP) and does not receive ELL services.
FARMS 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.
Residency Status	The LEA's determination that the student is or is not a resident of the District of Columbia.
Count Location, Date, and Time	The room number/location where each student can be found during the time of the Head Count.
Tuition Payment	Indication of Tuition Payment and the Amount Collected

Special education status, considered part of a student's record, is calculated based on SEDs and auto-populated. LEAs should ensure that all data are current. Official special education status will be captured by the Child Count process as explained in Section 9.

Special Education Data Elements below: Responsible LEA SEDS School Name Primary Disability Most Recent IEP Date IEP Event Date Most Recent Eligibility Date Total Hours Out of General Ed Setting Total Hours In General Ed Setting Total Hours % Outside of General Ed Setting Environment Dedicated Aide Dedicated Aide Hours	Indications the student receives Specialized Education Services, under the Individuals with Disabilities in Education Act (IDEA) per the student's Individualized Education Plan (IEP). The majority of the data elements will be auto-populated based on current IEP in the Student Education Database System (SEDS).
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Roster Discrepancies

There may be instances in which the October 7 roster in SLED does not accurately reflect an LEA's October 7 enrollment. For example, if a student was enrolled on October 7, but doesn't appear on the October 7 enrollment roster, please review the following elements in SIS/ProActive/DC STARS and provide an inquiry into the OSSE Support Tool in QuickBase.

TERM	DEFINITION
Enrollment Code	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values. This entry type will determine the appropriate enrollment code. The complete list of enrollment codes is found in the Data Collection Handbook.
Enrollment Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given session (school year).
Exit/Withdrawal Code	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values. This exit/withdrawal type will determine the appropriate exit/withdrawal code. The complete list of exit/withdrawal codes is found in the Data Collection Handbook.
Exit/Withdrawal Date	The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.

LEAs must review the above information to make sure that it is valid, complete and accurate in their SIS by October 7, 2013.

Quality Data for Accurate Funding Campaign

OSSE's Quality Data for Accurate Funding Campaign will occur September 16 through October 7. During this campaign, OSSE will provide technical assistance to LEAs to resolve any errors or discrepancies to ensure that the data in SEDS and SLED are accurate. OSSE will also generate and distribute error reports to each LEA. The LEA is then required to disseminate the error reports to their school administrators for resolution. The error reports flag all data errors such as invalid, missing, and duplicative data entries. After a review of the error reports, school administrators should make all necessary changes in SIS, SEDS, and the OSSE Enrollment Audit 2013 QuickBase Tool. School participation in resolving data discrepancies identified by the error reports is critical to the accuracy of the October 7 OSSE enrollment roster and subsequent enrollment validation by the auditor. LEAs should begin checking accuracy of their data in SLED as soon as possible after the start of the school year.

October 7 Data and Child Count Certification

LEAs must certify the validity, completeness, and accuracy of the LEA's data by signing the Enrollment Audit Verification and Child Count Certification Form, certifying that the data in SLED are an accurate reflection of the LEA's enrollment on October 7. The Enrollment Audit Verification and Child Count Certification Form is included in Appendix A. On October 8, LEAs will be able to see their most current enrollment file as of 5:00 p.m. EST on October 7, 2013 (the date of the official enrollment audit count) in SLED.

The Enrollment Audit Verification and Child Count Certification Form must be signed, scanned and provided to OSSE no later than October 11, 2013 at 5:00 p.m. EST. OSSE will acknowledge receipt of this document via email within 48 hours. All certifications for charter LEAs will be forwarded on to PCSB upon receipt. If the LEA does not submit the Enrollment Audit Verification and Child Count Certification Form by the deadline, OSSE considers the LEA's October 7 data to be accurate through passive approval for the purposes of the enrollment audit and will provide the enrollment roster, as is, to the auditor. The timing of the second quarter payments for LEAs who have not signed the Enrollment Audit Verification and Child Count Certification Form should be discussed with PCSB.

Note: The data will not be changed on the roster under any circumstances after October 11, 2013.

Should discrepancies exist on October 11, the LEA must provide the inquiry immediately and detail the nature of each discrepancy into the OSSE Support Tool in QuickBase. The LEA will have until October 11, 2013 at 5:00 p.m. EST to rectify the error(s). Assistance from OSSE will be provided to the LEA during this time to resolve the discrepancies.

Section 6: Enrollment Audit and the UPSFF

As discussed in the introduction, the student enrollment audit is the basis for paying the charter school UPSFF quarterly payments. It also serves an important role in justifying enrollment projections used to calculate the budget allocations for DCPS and the PCS account (Budget Code GC0) in the annual budget. Below is a brief explanation describing how the LEA student classification relates to the UPSFF.

Every student will be counted in only one of the categories in the general education portion of the UPSFF chart.

General Education¹

GRADE/CLASSIFICATION	WEIGHTING FACTOR*	DESCRIPTION OF CLASSIFICATION
Pre-Kindergarten 3	1.34	Grade
Pre-Kindergarten 4	1.30	Grade
Kindergarten	1.30	Grade
Grades 1-3	1.00	Grade
Grades 4-5	1.00	Grade
Grades 6-8	1.03	Grade
Grades 9-12	1.16	Grade
Alternative School	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Special Education Schools	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Adult	0.75	Student-level classification based on program attributes
LEP/NEP	0.45	Limited English Proficient (LEP)/ Non-English Proficient (NEP) students
LEP/NEP Residential	0.68	Additional funding to support after-hours Limited and non-English proficiency needs of students living in a D.C. Public School or public charter school that provides students with room and board in a residential setting

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

¹ Note that this chart only shows the general education classifications and weights. Some students qualify for additional categories of funding – special education, English language learner, etc. – which have additional weights.

Ungraded Students

Students may only be listed as ungraded in the audit if they attend an alternative school or a special education school. All other students must be classified in a grade (Pre-Kindergarten 3 – Grade 12) or as adult.

Grade Identification

LEAs must identify students in a particular grade when submitting data into SIS. The auditor and OSSE will not make a determination of grade classification based on age alone.

Alternative School Program Classification

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

(1B) “Alternative program” means specialized instruction for students under court supervision or on short- and long-term suspension, or who have been chronically truant or expelled from a regular District of Columbia Public School or public charter school academic program. To qualify as an alternative program, a school must meet the criteria and rules set by the State Education Office. An alternative program may describe an entire school or a specialized program within a school.

LEAs **must** be on file as an alternative education school with OSSE’s Division of Elementary and Secondary to receive alternative education school funding. If an LEA does not know if they have alternative education school status, please submit the inquiry to OSSE Support Tool in QuickBase for assistance.

Special Education School Classification

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

(11D) “Special Education School” means a separate DCPS or public charter day school or residential school dedicated exclusively to serving special education students at levels 4 and 5.²

Students in a special education school may be classified in a particular grade or as ungraded for the purposes of the audit and in SLED. However, for UPSFF, students attending special education schools will only be listed in the special education school category for general education funding purposes.

Note: These students also qualify for additional special education payments that are funded by special education levels.

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

Adult Education – Student Classification

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

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

Students will not be audited based on age; therefore, LEAs should 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 in a variety of adult education programs. However, UPSFF payments are made to one LEA and OSSE will only count the student in the enrollment audit under one LEA. For example, if an adult student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this rank order:

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

Section 7: General Enrollment Audit

The general audit is conducted on all students including those who attend Non-Publics and county schools. The LEA is responsible for ensuring that every enrolled student, including the students placed in Non-Publics, is represented in SIS by October 7 and appear in SLED and SEDS. This information will serve as the basis for the roster from which the enrollment audit will be performed.

Absent Students

Students enrolled as of October 7, but absent on the day of the head count can and should be counted in the audit. Prior to October 7, the auditor and OSSE will develop a list of acceptable documentation to demonstrate enrollment for absent students. This list will be sent to LEAs.

Adding Students to Enrollment Roster

It is critically important that LEAs verify the accuracy of their enrollment data by October 7. However, in the event that the LEA does not include a student who was enrolled on October 7 on the roster, the LEA may still add that student to the enrollment audit if:

1. the auditor can verify that the student was enrolled as of October 7; and
2. OSSE verifies that a complete student record is entered in SLED and is classified as 'enrolled in the LEA.

For instructions on what constitutes a complete student record, please refer to Section 5.

Direct Certification and Enrollment Audit Sample Size

This year, students who are considered Direct Certified will be excluded from the pool of students to be sampled for the residency verification audit. Students in the District of Columbia whose families benefit from the Temporary Assistance for Needy Families (TANF) program are considered Direct Certified. The updated list of Direct Certified students in the District will be released in late September and distributed to the auditor.

Note: LEAs are still required to provide residency verification documentation for all students.

The following information is for the purpose of residency verification for any student that attends DCPS or PCS during the SY 2013-2014.

1. Each LEA will be required to provide the Residency Verification and Child Count Certification Form for every student, including those students that are Direct Certified, during the visit from the auditor. The LEA will also be required to provide backup residency verification documentation for a random sample of 10% of student population that are not classified as Direct Certified. Please note the list of Direct Certification students will be taken from the updated list that will be provided in late September to OSSE.
2. In addition to this amount, the LEA will be required to provide residency documentation for any student who has been classified as a non-resident, non-tuition pay student during the previous year's enrollment audit or residency investigation hotline as a residency exception. These students will be added to the random 10% sample. You will be notified during the enrollment audit head count of the students that meet this criterion when given the information about the sample of students being verified.
3. If the backup residency documentation for more than 10% of the students in the initial 10% random sample and those classified as a non-resident, non-tuition pay student from the previous year cannot be provided or verified, the LEA will be responsible for a second 10% random sample of non-direct certified students. This sample will not include any of the students from the previous random 10% sample or students flagged in the previous year.
4. If the LEA cannot pass round two of residency sample verification, the LEA will be informed that it will be eligible for a full school audit the following year.

Drop-out Students

As part of the enrollment audit, the auditor will attempt to identify reenrollment of students who had previously been identified as drop-outs in the official accountability process. OSSE will provide a roster. LEAs should refer to OSSE for the proper data entry of enrollment and withdrawal codes.

The auditor will verify that the students on this roster are not currently enrolled in any publicly funded District of Columbia diploma-granting institutions or programs, as captured in the scope of the enrollment audit.

Resolution Meetings

Upon completion of the general audit, the auditor will schedule a resolution meeting to share the results with the LEA designee to allow the LEA an opportunity to dispute the preliminary general enrollment count, grade-level and non-residency findings. If the enrollment of a particular student is disputed, the LEA designee can produce documentation to prove enrollment and residency status as of October 7. If the auditor accepts that proof, the auditor will adjust that school's enrollment roster to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the school's enrollment roster and the school may choose to appeal to OSSE the auditor's decision during the audit appeals process.

The Head of LEA must retain documents presented to the auditor during the resolution meeting if it is decided to appeal the auditor's decision. These documents must be submitted along with the appeal to OSSE, as no new documentation can be submitted with a request for appeal.

Appeals Process

When the auditor has completed the general audit, the auditor will release pre-appeals numbers to OSSE. On or before December 4, 2013, OSSE will release findings to LEAs. The data will be submitted to LEAs at both the student-level and summary-level (using the same categories as the UPSFF chart in the District's Budget Book). In addition to this information, the LEA will receive on or before December 4 further information on how to submit an appeal. All appeals must be submitted to OSSE by close of business Friday, December 13, 2013.

Please note that the Special Education Child Count has a separate appeals process which is discussed in Section 9.

Section 8: Limited English Proficient (LEP) Student Audit

Limited English Proficient (LEP) students in the District of Columbia qualify for supplemental funding through UPSFF. For the SY 2013-2014 enrollment audit, an independent auditor that has been contracted by OSSE, will conduct the audit through a sample methodology to verify LEP status of all students in D.C. currently classified as such. The results of this audit will be used for supplemental UPSFF funding decisions for LEP students.

A. LEP Definition

The official DC definition of Limited English Proficiency is in accordance for the federal definition as defined in *No Child Left Behind (NCLB) of 2001* (Public Law 107-110). According to this definition, to qualify as LEP, students must meet the following criteria

- A. The individual is aged 3 through 21;
- B. The individual is enrolled or preparing to enroll in an elementary school or secondary school;
- C.
 - i) The individual was not born in the United States or whose native language is a language other than English; or
 - ii)
 - (I) The individual is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) The individual comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) The individual is migratory, his/her native language is a language other than English, and he/she comes from an environment where a language other than English is dominant; and
- D. An individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English;
 - (iii) the opportunity to participate fully in society

B. The Process

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

1. OSSE will create a roster of all enrolled LEP students in SLED as of October 7, 2013 who are between the ages of 3 and 21 per the pre-established school age cutoffs dates.

Any students who are enrolled as of October 7, 2013 but identified as LEP after October 7, 2013 will *not* be included in the sample audit. LEAs may file an appeal to verify LEP status of these students through the appeals process (please refer to Part F). Students must be identified as LEP prior to the last date when appeals documentation will be accepted. Students who are not enrolled as of October 7, 2013 will not be considered in the audit or the appeals process.

2. The team will remove all non-LEP students who are exempt from the audit, per Part C, and submit the roster to the auditors who will create the sample and perform the audit.

3. For each school, from the remaining LEP student roster, the auditors will generate a random sample of the larger of 10% and five LEP students.
4. The auditors will contact LEAs and request LEP documentation for the students in the sample. Please see the documentation requirements in Part D. Documentation must be submitted in the desired format by the requested date in order to be considered. Any late submissions will not be considered by the auditors and must be filed during appeals.
5. The auditors will review the documentation to verify the LEP statuses of all students sampled. Any student whose documentation is complete and current and whose assessment score is qualifying (i.e. below the proficiency thresholds shown in the table in part D) will be verified as LEP. Any student for whom documentation is insufficient or whose assessment score is above the proficiency threshold will be denied LEP status.
6. Full school LEP audit.
 - If the LEP statuses of more than two students in a school cannot be verified during the initial sample audit, the auditors will request and review the LEP documentation for all LEP students at the school, except those previously exempt per Part C. The same standards apply for the documentation that will be considered acceptable and for the expectations for timely submission of documentation.
 - If the LEP statuses of two or fewer students in a school cannot be verified during the initial LEP sample audit, then all LEP students at the school, except those whose statuses could not be verified, will be accepted as LEP students for the audit
7. The auditors will make all preliminary determinations and the findings will be released to schools along with the preliminary results from the full enrollment audit.
8. All LEAs will then have an opportunity to appeal the preliminary results and to submit documentation for LEP students identified as LEP after October 7, 2013 through the appeals process, described in Part F.

C. Exceptions

Students meeting one of the following conditions, as determined by OSSE, will be automatically verified as LEP and exempt from the LEP sample audit assuming that conditions A, B, and C from the official LEP definition are met.

- All students with qualifying scores on the 2013 ACCESS for ELLs ® exam. A qualifying score is an overall composite score between 1.0 and 4.9.
- All students with qualifying scores on the 2012 ACCESS for ELLs exam who did not take the 2013 ACCESS for ELLs assessment because they were not in the state, in the country, or had some other extenuating circumstance. A qualifying score is an overall composite score between 1.0 and 4.9.
- All students who qualified as LEP in the 2012-2013 school year and took but did not complete the 2013 ACCESS for ELLs assessment as determined by a missing overall composite score.
- Students in grades K-12 and adult students whose LEP documentation was reviewed and verified by OSSE in the 2012 LEP sample audit. This exemption does not apply to schools where a full school LEP audit was required in the 2012 sample LEP audit.

D. Documentation Requirements

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

APPROVED ASSESSMENTS	ACRONYM	GRADE LEVELS	DESCRIPTION	ACCEPTABLE ASSESSMENT DATES	CONSIDERED PROFICIENT (DOES NOT QUALIFY)
Preschool-IDEA Oral Language Proficiency Test	Pre-IPT	PK3 – PK4	It assesses oral English language proficiency level of 3, 4, and 5 years olds.	May 31, 2012 through Oct. 7, 2013	FES: Fluent English Speaking
Kindergarten WIDA – ACCESS Placement Test	K-WAPT	K – fall, 1st grade	The K-WAPT assigns scores for speaking and listening as low, mid, high, or exceptional proficiency.	May 31, 2013 through Oct. 7, 2013	Total Listening & Speaking score of 29 and above
WIDA – ACCESS Placement Test	W-APT	1 – 12	The W-APT yields an overall composite score based on the language domains.	May 31, 2013 through Oct. 7, 2013	Adjusted Overall CPL 5.0 and above
WIDA Measure of Developing English Language	MODEL	K - 12	The WIDA MODEL yields an overall composite score based on language domains. The MODEL can be administered multiple times and it is used to track students' progress towards English Proficiency.	May 31, 2013 through Oct. 7, 2013	Adjusted Overall CPL 5.0 and above
Adult English Language Learners*	TABE CLAS-E	Adults	The TABE CLAS-E assessment should only be administered to students in OSSE-designated adult programs.	May 31, 2013 through Oct. 7, 2013	Level 4 test and Advanced in 3 subtests

* For LEAs where students don't take the TABE CLAS-E, the LEA must submit a sample test and rubric that identifies the LEP status of the adult students for approval by OSSE prior to the audit.

All assessments must be current, administered within the given timeframes and they must include all of the following data elements:

- Student’s first name
- Student’s last name
- Student’s date of birth
- Student’s Unique Student Identifier (USI) –when possible
- Student’s grade level when the assessment was administered
- Date of administration of assessment
- Official scoring sheet that includes the overall or composite score

Any assessment submitted that is missing an aforementioned element must be supplemented by documentation that includes the missing elements. These will be addressed on a case-by-case basis.

Finally, no assessments with retroactively hand altered information will be accepted.

E. Secondary Documentation Accepted

The three types of documentation below do not establish LEP status. However, they can be used together as secondary pieces of documentation in cases in which the LEA wishes to appeal the LEP status of a student.

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

In order to serve as evidence, these pieces of documentation must be current and they must be official. For example, an official student schedule of ESL services must be printed from the school’s SIS or printed on the school’s official letterhead. No unofficial or retroactively altered documentation will be accepted. All secondary documentation must also include the following information:

- Student’s first name
- Student’s last name
- Student’s date of birth
- Student’s grade level when the screener was administered
- Date of administration of screener

F. LEP Appeals

After OSSE releases the preliminary LEP findings, all LEAs will have an opportunity to appeal the results. During this period, LEAs must also submit LEP documentation for any enrolled students who were identified as LEP after October 7, 2013. All documentation submitted must meet the requirements defined in Parts D and E.

When appealing students who were identified as LEP after October 7, 2013, the assessment must be dated after October 7, 2013. Exceptions will be handled on a case by case basis. When appealing students whose LEP status could not be verified in the audit, the LEA may also submit additional documentation to support their case such as email correspondence regarding the affected students.

OSSE's Audit Appeal Panel will review the appeals documentation, make final determinations and inform the LEA when the final post-appeals 2013 enrollment audit report is released.

Section 9: Special Education Child Count Verification

Major Process Updates for SY 2013-14

For the SY 2013-14 audit, the OSSE Child Count process will be based on student status as of October 7, 2013 (official head count day) instead of December 1. This alignment of dates reduces significant discrepancies in data and reporting that have historically resulted from having official counts occurring at different times and reduces the burden on LEAs. Also, while the general process of verification will remain similar to previous years, all of the review and verification will take place in SLED. Unlike previous years, the environment information that was previously manually collected from LEAs will now be pulled directly from the Special Education Data System (SEDS) and the information collected for dedicated aide can be corrected within the OSSE Enrollment Audit 2013 QuickBase Tool and viewed in SLED.

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.

Age

Because of the requirements of the Enrollment Audit process, as well as Child Count, there are differences between the general education and special education child count ages. These differences can result in slightly different rosters between the two efforts. The table below describes these differences.

DATA	REQUIREMENT
General Education Enrollment Audit	The Audit will include all students who are 3 years of age and older. For charter students, the student must turn 3 by their predetermined age cut-off date of the current school year. For DCPS, the student must turn 3 by September 30 of the current school year. There is no age maximum.
Special Education Child Count	For the Part B IDEA Child Count ED Facts template as required by the federal government, students must be at least 3 years of age and no more than 21 years of age as of October 7 of the current school year.

Process

The timeline and steps for the verification and reporting process for students with disabilities is as follows:

DATE	ACTIVITY
September 16, 2013	Enrollment Audit and Child Count data available in SLED and OSSE Enrollment Audit 2013 QuickBase Tool for LEAs to review. OSSE will provide targeted technical assistance to LEAs starting this date. Questions regarding students with disabilities and enrollments should be submitted through the OSSE Support Tool in QuickBase.
October 7, 2013	Deadline for special education data to appear correctly in SLED.
October 11, 2013	Signed initial Data Verification and Child Count Certification Form, including special education roster, is due to OSSE.
Mid October – Mid November	OSSE analysis period commences. Anomalies and/or data discrepancies are distributed to LEAs.
December 13, 2013	Responses to anomalies with final certification due to OSSE. (Note: OSSE will consider October 11 certifications as final for LEAs with no noted special education data discrepancies). Any additions, deletions, or changes to student information must be recertified by the Head of LEA.

Special Education Child Count and Funding

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 7, 2013). If a student with a disability enrolled or is identified after October 7, an LEA may still receive Federal Part B funding for this student. A more detailed description of each scenario appears below the chart.

SCENARIO	OCT 7		WILL LEA RECEIVE UPSFF GENERAL ED FUNDING?	WILL LEA RECEIVE UPSFF SPED LEVEL FUNDING?	WILL LEA RECEIVE FEDERAL PART B FUNDING?
	WAS CHILD ENROLLED AT THE LEA?	WAS CHILD A STUDENT WITH DISABILITIES?			
1	YES	YES	YES	YES	YES
2	YES	NO	YES	NO	NO
3	NO	YES OR NO	NO	NO	NO
4	YES and served in nonpublic settings	YES	NO	NO	YES

Scenario 1: Student Enrolled October 7 and Identified as Receiving Services Under IDEA on October 7

The LEA will receive UPSFF general education funding, USPFF special education level funding, and IDEA Part B Federal funding for a student if the student was:

- a. Enrolled in the LEA on October 7.
- b. Classified as a receiving services under IDEA on October 7.

Scenario 2: Student Enrolled October 7 but not identified as Receiving Services Under IDEA until after October 7

The LEA will receive UPSFF general education funding, will NOT receive USPFF special education level funding, and will NOT receive IDEA Part B Federal funding for a student if the student was:

- a. Enrolled in an LEA on October 7.
- b. Not classified as receiving services under IDEA student on October 7.

Scenario 3: Student Not Enrolled on October 7

The LEA will **not** receive any UPSFF funding for a student, and will not receive IDEA Part B federal funds for this student, if the student was:

- a. Not enrolled in the LEA on October 7.
- b. Classification as receiving services under IDEA does not matter if student was not enrolled in the LEA on October 7.
- c. Enrolled in an LEA after October 7.
- d. Classified as a receiving services under IDEA after October 7.

Scenario 4: Student is enrolled on October 7 and identified as Receiving Services under IDEA on October 7 and is served in a nonpublic setting.

The LEA will **NOT** receive any UPSFF funding for a student, but will receive IDEA Part B federal funds for this student, if the student was:

- a. Enrolled in the LEA on October 7.
- b. Classified as receiving services under IDEA.
- c. Served in a nonpublic setting.

Section 10: Residency Verification

All students attending DCPS, PCS, and Non-Publics must be District of Columbia residents. Parents/guardians of students, or adult students attending DCPS, PCS, or Non-Publics must provide proof of District residency on an annual basis. Parents/guardians or adult students who fail to do so must pay non-resident tuition equivalent to the UPSFF. Non-resident students are only admitted to DCPS or PCS if there are no resident students waitlisted. The student residency verification process requires documentary proof of residency and takes place during the enrollment period of each school year (April 1 through October 7). LEAs are required to review their residency documentation and verify that all documentation and verification forms are complete, legible, and in place prior to the audit.

During the enrollment audit, the auditor will review each student's file to determine his or her residency status. LEAs must provide the auditor with the DC Residency Verification Form (discussed below) for each enrolled student and must also have the supporting documentation proving residency available for review upon auditor request. The auditor will also review tuition agreements entered into on behalf of any non-resident student as well as the amount of tuition assessed and collected by the LEA for each non-resident student.

An LEA that places a special education student into a Non-Public school is responsible for verifying residency for that student, as well as maintaining the student's residency verification records for auditor review on an annual basis.

Residency Document Review

By October 7, or within 10 days of the initial enrollment, enrollment (whichever occurs later), a parent/guardian or adult student must prove residency by providing documentation as required under DC Code §38-309 subpart (b) or (c), which are also listed in the DC Residency Verification Form (see Appendix D) and are outlined in the OSSE Residency Verification Guidelines.

Schools are required to:

- review these documents for legitimacy.
- complete a Residency Verification Form certifying proof of residency.
- retain clear and legible copies of the residency verification documents and the OSSE Residency Verification Form.

If a parent/guardian or adult student does not provide proof of residency by October 7, or 10 days after enrollment (whichever is later)—or if the student is confirmed as a non-resident student—the school must then assess and collect non-resident tuition for the school year equivalent to UPSFF. Tuition payments must be made out to “D.C. Treasurer” and must include the student's name and Unique Student Identifier. The school must retain clear copies of all tuition payments and send all tuition payments to OSSE immediately upon receipt of such payments. Mail tuition payments to:

Dr. Unique Morris, Deputy Director
Office of the State Superintendent of Education
810 First Street NE
9th Floor
Washington, DC 20002

Residency Proven through Home Visitation

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

Pursuant to newly enacted DC Code §38-312.01(c), DC public schools and public charter schools are responsible for residency validation and investigations to confirm student residency. In instances where a parent/guardian or adult student has failed to provide sufficient or adequate residency documentation by the October 7 or within 10 days of the initial enrollment, the school is expected to investigate immediately the residency status of the student and provide OSSE with a record of the investigation.

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

Proof of Residency for Homeless Students

Pursuant to the McKinney-Vento Homeless Assistance Act, schools may not require verification or proof of residency for homeless students as a condition of enrollment. However, each LEA is required to have a McKinney-Vento Assistance Act liaison responsible for identifying and ensuring that these students receive services entitled to them. The LEA liaison is required to complete a Homeless Student Referral Form for each homeless student enrolled at their schools. The LEA must retain a copy of this form in their records for each enrolled homeless student and must submit a copy for each such student to OSSE prior to the October 7 or within 10 days of the initial enrollment. The documented homeless student identification process or a copy of the completed Homeless Student Referral Form will serve as adequate proof of residency for a homeless student and should be made available for auditor review.

Non-Resident Student Enrollment and Tuition Assessment and Collection

Non-resident students may enroll in DCPS or PCS if no District resident is found on the school's waiting list. The parent/guardian of a non-resident student or the adult non-resident student must enter into a tuition payment plan or must pay the full non-resident tuition upon enrollment. LEAs are required to collect tuition payments, made payable to the "D.C. Treasurer", and deliver these payments to OSSE. LEAs must collect tuition equal to the amount provided under UPSFF. LEAs or schools may not grant discounts or waivers of any kind for tuition owed.

If a student is enrolled as a resident but is later deemed a non-resident before, during, or after the enrollment audit, the LEA must assess and collect non-resident tuition from the parent/guardian of the student or, in cases of adult students, directly from the student, or from some other source of private funding (such as a scholarship). An LEA or school may not waive or discount the tuition

owed for the period of time a student is enrolled as a non-resident. The parent/guardian of the student or the adult student can choose to have the student withdrawn from the school and pay a pro-rated tuition for the period of non-resident enrollment. Upon completion of the enrollment audit, OSSE will issue a letter to LEAs listing those students who have been identified as non-residents not paying tuition. LEAs are required to put in place a tuition plan with the parents of such students or request that the parent withdraw their child (children) and pay a pro-rated tuition amount.

LEAs must send the names of all non-resident students who fail to pay tuition to OSSE for potential referral to the District of Columbia Office of the Attorney General (OAG) for legal action.

Student Residency Fraud

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

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

Appendix A: October 7 Data Certification Form

October 7 Data Certification Form

OSSE must receive the following certificate by October 11, 2013, at 5:00 p.m. EST for your data submission to be considered timely. Public charter school LEA certifications will then be sent to the Public Charter School Board to certify the second quarter payment.

Please scan and provide this signed form electronically to OSSE.



Part 2: Child Count Certification
FFY 2013 Child Count and Education Environments Data

I, _____, _____ at _____
Printed name Title Name of LEA

certify that the data provided to the Office of the State Superintendent of Education (OSSE) are valid and reliable. Furthermore, I certify that the data provided are consistent with the requirements of Part B of the Federal Individuals with Disabilities Education Improvement Act, as found in PL 108-446, and all applicable laws and regulations under the District of Columbia.

The number of students receiving special education services as of at my LEA as of October 7, 2013 is _____.

I have attached a copy of the data report from SLED for students with disabilities for my LEA.

I have confirmed the Least Restrictive Environment (LRE) setting for each student listed in the special education roster and can confirm that all LRE settings identified on the attached roster are accurate. Further, I can confirm that the number of students on the attached roster represents the number of students receiving services from the LEA identified above as of October 7, 2013.

By signing below, I certify that I have the authority to certify the accuracy and reliability of this data for my LEA and that my LEA was providing special education services to the students on the attached list as of October 7, 2013. OSSE recognizes the LEA leader as the authorized representative.

Printed Name Title

Signature Date

OSSE must receive this certificate and a PDF version of your LEA special education roster by October 11, 2013 at 5:00pm EST for your data submission to be considered timely. **Email this form along with a PDF version of your LEA special education roster to OSSE at osse.enrollmentaudit@dc.gov.** Please note, certification forms submitted without attached rosters or with hand written corrections will be rejected. LEAs must comply with the final rulemaking of section 3019, in Chapter 30 (Special Education Policy) of Title 5-E (Education, Original Title 5

Appendix B: Pre-Appeals Data Checklist

Pre-Appeals Data Checklist

Once the LEA receives its pre-appeals dataset, staff should carefully review the data to ensure there are no discrepancies. (Reminder: The enrollment audit data is ultimately how charter LEAs are paid and also serves as the base for all enrollment projections for the upcoming school-year's budget.) If there are discrepancies, the LEA may submit an appeal to OSSE by December 13, 2013. The specific process for how to submit the appeal will be released to each LEA POC and Head of LEA in November.

The Appeals process is the LAST chance for LEAs to correct their enrollment audit data. All appeal decisions are final.

OSSE has included this checklist as a reminder of the data elements the LEA should check. This list is representative of what the typical LEA may want to check, but LEAs should develop their own check-list to ensure that they comprehensively review the pre-appeals data.

Checklist:

If you answer “no” to any question, you should appeal that particular student enrollment decision.

1. Do all the students the LEA believes to be enrolled on October 75, 2013, appear on the pre-appeals data roster?
2. Do those students appear in the correct grade level/classification?
3. Are the students who are to be identified as Limited English Proficient correctly identified?
4. Are all of the students the LEA believes to be a resident correctly identified as a resident on the roster?
5. Are all of the students identified as non-resident but tuition-paying correctly identified?
6. Are the students who are to be identified as Students with Disabilities correctly identified?

Appendix C: DC Residency Verification Form



 Name of School

DC RESIDENCY VERIFICATION FORM

Please refer to the Residency Verification Guidelines when using this form.

Part A. General Residency Verification (must be filled out by school official for all students)

I hereby certify that _____, parent/guardian/caregiver of _____,
 Parent, Guardian or Caregiver Name Student Full Name

 Current DC Home Address Telephone No. (if applicable)

is the person who enrolled the student in school, and has presented the following document(s) evidencing his/her District of Columbia residency:

(A) One (1) of the following items suffices to establish DC residency.

- _____ A **pay stub**, with an issue date within the past forty-five (45) days, that contains the name of the caregiver enrolling the student, shows his/her current DC home address, and withholding of DC personal income tax for the current tax year; or
- _____ Official **documentation of financial assistance from the Government of the District of Columbia** and issued to the caregiver enrolling the student within the past twelve (12) months, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), housing assistance or other programs; or
- _____ **Supplemental Security Income annual benefits notification** issued to the caregiver enrolling the student within the past twelve (12) months and indicating his/her current DC home address; or
- _____ A **tax information authorization waiver form** certified by the DC Office of Tax and Revenue, with the name of the caregiver enrolling the student and evidence of payment of DC taxes for prior tax year; or
- _____ **Military housing orders and residency verification letter** or **DEERS statement** showing the student's name, the name of the caregiver enrolling the student, and their current DC home address; or
- _____ **Proof that the child is a ward of the District of Columbia**, in the form a court order; or
- _____ **Embassy letter**, with an issue date after April 1 of the current school year, showing the name of the caregiver enrolling the student, a statement indicating that the person enrolling the student and the student live on embassy property in the District of Columbia, and an official embassy seal.

(B) Or, if the items listed above are not applicable, two (2) of the items listed below will suffice as proof of residency in DC. The address and name on each of the below items must be the same.

- _____ Unexpired **DC motor vehicle registration** showing the name of the caregiver enrolling the student and his/her current DC home address;
- _____ An unexpired **lease or rental agreement with receipts for payment or canceled checks for payment of rent** for a period within two (2) months immediately preceding consideration of residency, for the current DC address at which the student actually resides;
- _____ An unexpired **DC motor vehicle operator's permit** or official government issued non-driver identification in the name of the caregiver enrolling the student showing his/her current DC home address; or
- _____ One **utility bill (only gas, electric, and water bills are acceptable) with the name of the person enrolling the student, current DC home address, and with receipt of payment or cancelled check for payment of the bill.** The receipt of payment or canceled check must be from a period within the two (2) months immediately preceding consideration of residency.

I certify, under the penalties of perjury, that I have personally reviewed the documents presented and affirm that the information represented above is true to the best of my knowledge, information, and belief. I also affirm that all supporting documentation to this form will be retained by the school and made available to OSSE, external auditors, and other agencies including but not limited to the DC Office of the Inspector General, DC Office of the Attorney General, etc. upon request.

 School Official's Signature

 Date

Part B. Other Primary Caregiver Verification (must be filled out by school official for each student whose primary caregiver is not a parent or court-appointed custodian or guardian)

An "other primary caregiver" is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. Other primary caregivers must establish DC residency as required in Part A, in addition to establishing his/her status as an other primary caregiver.

I hereby certify that the caregiver named in Part A of this form presented one (1) of the following documents evidencing his/her status as an other primary caregiver:

- _____ **Records from the previous school year** indicating that the student is in the care of the caregiver, including, but not limited to, a signed report card;
- _____ **Immunization or medical records** issued within the last twelve (12) months indicating that the student is in the care of the caregiver;
- _____ **Official documentation from the federal government or the Government of the District of Columbia** with an issue date within the last twelve (12) months indicating that the caregiver receives **public or medical benefits** on behalf of the student, including, but not limited to, Supplemental Security Income annual benefits notification or TANF verification of income notice or recertification approval letter;
- _____ A completed and signed **Sworn Statement of Other Primary Caregiver** form indicating that he/she is the primary caregiver for the student; or
- _____ A written **attestation from a legal, medical or social service professional** attesting to the caregiver's status relevant to the student and issued within the last twelve (12) months.

I certify, under the penalties of perjury, that I have personally reviewed the documents presented and affirm that the information represented above is true to the best of my knowledge, information, and belief. I also affirm that all supporting documentation to this form will be retained by the school and made available to OSSE, external auditors, and other agencies including but not limited to the DC Office of the Inspector General, DC Office of the Attorney General, etc. upon request.

School Official's Signature

Date

Part C. Parent/Guardian/Caregiver or Adult Student Sworn Statement of DC Residency (must be filled out by the person presenting residency documentation)

Student Full Name: _____

I hereby affirm that I am (check one):

- The parent/guardian/caregiver of the above named student The above named adult student (at least 18 years old or emancipated minor).

I affirm that I reside at _____
Address

I understand that enrollment of the above named student in District of Columbia public schools or public charter schools, or other schools providing educational services funded by the District of Columbia, is based on my representation of DC residency, including this sworn statement of DC residency and my presentation of residency verification documentation. **If this sworn statement is false, I understand that I am liable for payment of tuition for the student, and that the student may be withdrawn from school if payment of the full amount of tuition is not made.** Additionally, I understand that, under D.C. Code § 38-312, any person who knowingly supplies false information to a public official in connection with student residency verification shall be subject to **payment of a fine** of not more than \$2,000 or **imprisonment** for not more than 90 days, but not both a fine and imprisonment. **I hereby waive my rights to confidentiality of information relative to my residence and understand that the District of Columbia will use whatever legal means it has at its disposal to verify my residence.** I also agree to notify the school of any change of residence of myself or the student within three (3) school days of such change.

Printed Name of Parent/Guardian/Caregiver or Adult Student

Phone Number

Signature of Parent/Guardian/Caregiver or Adult Student

Date

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

Appendix D: Home Visitation Residency Verification Form



**HOME VISITATION PARENTAL/GUARDIAN/OTHER PRIMARY
CAREGIVER CONSENT FORM**

This form must be filled out by the parent/other primary caregiver.

I, _____ as the parent/other primary caregiver of
_____ do hereby consent for _____ to conduct a
home visit for the purposes of validating the D.C. residency of _____.
Unless otherwise disclosed during this visit, personal information that may be collected in connection with this visit
is to be retained in the official record of the student and will not be transferred or disclosed outside of the
organization, except where disclosure is required by law. This information must be used for the sole purpose of
validating D.C. residency of the parent/other primary caregiver
of _____.

Is permission for the home visit granted? Yes No

If no, please explain:

Address of Parent/Other Primary Caregiver:

Street: _____

City: _____ State: _____ Zip Code: _____ Telephone Number: _____

Signature of Parent/Other Primary Caregiver: _____ Date: _____

Signature of Principal or Designee: _____ Date: _____

Penalty For False Information: Any person, including any District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, payment of fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 (D.C. Code §38-312). The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.



HOME VISITATION RESIDENCY VERIFICATION FORM

Name of Student: _____ Name of School: _____

Parent (s) /Other Primary Caregiver(s) Address: _____

Primary Telephone Number of Residence: _____

Date of Home Visit: _____

Name of Person in the Home: _____

Relationship to Student: _____

If no relationship, explain: _____

Primary Lease Holder: _____

Additional Names on Lease: _____

Is student on Lease: Yes No

Number of People Residing in the Home: _____

Number of Bedrooms: _____ Number of Beds/Sleeping Area: _____

Content of Closets (clothing sizes, etc.): _____

Are personal items of parent(s)/other primary caregiver(s) and student visible Yes No

Please describe:

Signature of Principal or Designee: _____

Date: _____

Penalty for False Information: Any person, including any parent, caregiver, District of Columbia public school or public charter school official, who knowingly supplies false information to a public official in connection with student residency verification shall be subject to charges of tuition retroactively, payment of fine of not more than \$500, or imprisonment for not more than 90 days, or any combination thereof, pursuant to the District of Columbia Nonresident Tuition Act, approved September 8, 1960 (D.C. Code §38-312). The case of any such person may be referred to the Office of the Attorney General for consideration for prosecution.

Appendix E: Residency Verification Guidelines



RESIDENCY VERIFICATION GUIDELINES

Only residents of the District of Columbia are eligible to receive a free public education in the District. Consequently, all public school students in the District are required to provide proof of their residency in the District or pay tuition. The current Residency Verification Rules governing the process of residency verification are designed to ensure that only those students who are District residents attend public schools in the District without paying tuition. These Guidelines are intended to provide school staff, parents and others with clear directions for implementation of the Residency Verification Rules.

Procedures for the Establishment of Residency

- Schools are required to maintain a completed DC Residency Verification Form for each student, which requires a school official to complete Part A and Part B (where student is enrolled by an “other primary caregiver”) and the person enrolling the student to complete Part C. In addition to the DC Residency Verification Form, schools must retain a clear copy of all supporting documentation used to fill out the Form, including residency verification documentation and “other primary caregiver” documentation when applicable. During the student enrollment audit, schools will be required to provide copies of these documents and Forms.¹
- Persons enrolling a student must show *original documents* as proof of DC residency. The school official completing the DC Residency Verification Form must review the original documents to confirm authenticity, ensure that the name on the documents matches the name of the person who signs part C of the Residency Verification Form, and ensure that the documents meet the requirements set out in the DC Residency Verification Form (such as issuance date and type of document).
- The residency status of each student initially enrolling in a District of Columbia Public School or public charter school shall be established by October 5 (or the next school day where October 5 falls on a Saturday or Sunday), or within ten (10) days of the time of initial enrollment, whichever occurs later within the school year for which the student is being enrolled. Residency status shall be re-established annually thereafter. The annual verification shall take place no sooner than April 1 of the current school year and no later than October 5 each year. Residency status shall be established through the use of satisfactory documentation as provided in requirement (1) or (2) below, or through the use of documentation that proves a student’s status as homeless.²

Documentation of Status as Other Primary Caregiver

An “other primary caregiver” is a person other than a parent or court-appointed custodian/ guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. For the purposes of the Residency Verification Guidelines, a parent or a court appointed custodian/ guardian will be considered unable to provide care and support for the child if at least one of the reason(s) listed in the box below describes his/ her circumstances:

<input type="checkbox"/> has abandoned the child	<input type="checkbox"/> has an active military assignment
<input type="checkbox"/> is incarcerated	<input type="checkbox"/> is deceased
<input type="checkbox"/> does not live with the child due to neglect and/or abuse	<input type="checkbox"/> suffers from a serious illness

¹ A student whose file lacks a DC Residency Verification Form with supporting documentation will be assumed to be a non-resident student and therefore must have a copy of a signed tuition payment plan, or evidence that tuition has been paid in full, for the relevant school year in his/her file for review by the auditor and by OSSE upon request. Tuition payment plans must require full tuition payment to be made before the last quarter of the school year.

² A school’s McKinney-Vento liaison should insure that the appropriate form(s) is included in a homeless student’s residency file.



Additionally, a parent or a court appointed custodian/guardian *may* be considered unable to provide care and support for the child if another satisfactory reason, other than those listed in the box above, applies.

An other primary caregiver must **provide proof that he/she is the child's primary caregiver by submitting one of the following items** as part of the residency verification process.³

1. **Records from the previous school year** indicating that the child is in the care of the caregiver, including:
 - a. Downloads from the STAR database;
 - b. Signed report cards; or
 - c. Other school records.
2. **Immunization or medical records** indicating that the child is in the care of the caregiver.
3. Proof that the caregiver receives **public or medical** benefits on behalf of the child, with an issue date within 12 months immediately preceding consideration of residency, including:
 - a. Supplemental Security Income *annual benefits notification*; or
 - b. TANF *verification of income notice or recertification approval letter*.
4. A **signed statement, sworn under penalty of perjury**⁴, that he or she is the primary caregiver for the student. The standard form can be obtained from the local school.
 - a. If a DCPS school official suspects that the statement is false, he or she should enroll the student but refer the case to the DCPS Office of Student Residency for investigation.
 - b. If a charter school official suspects that the statement is false, he or she should enroll the student but refer the case to the school's Local Education Agency for investigation.
5. A written **attestation from a legal, medical or social service professional**⁵ attesting to the caregiver's status relevant to the minor child, with an issue date within the past 12 months.

REQUIREMENTS FOR PROVING RESIDENCY (1)

One of the following items will suffice to establish District of Columbia residency:	
Item Accepted for Verification of DC Residency:	Item Must Show:
1. A pay stub	a. Issue date within the past 45 days; b. Name of person enrolling the student; c. Current DC home address; and d. Withholding of DC taxes for the current tax year.
2. Proof of financial assistance from the DC Government , in the form of either a: <ol style="list-style-type: none"> a. Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter; b. Medicaid approval letter or recertification letter; c. Housing assistance letter from a housing shelter, including contact name and phone number or a letter 	a. Issue date within the past 12 months; b. Name of person enrolling the student; and c. Current DC home address.

³ In addition to submitting one of the items in 1-5, the other primary caregiver must fulfill the requirements for proving residency.

⁴ Refer to the Sworn Statement of Other Primary Caregiver Form issued by OSSE.

⁵ Refer to the Attestation for Other Primary Caregiver Form issued by OSSE.



from the Housing Authority; or d. Proof of receipt of financial assistance from another DC Government program.	
3. Supplemental Security Income annual benefits notification	a. Issue date within the past 12 months; b. Name of person enrolling the student; and c. Current DC home address.
4. A tax information authorization waiver form certified by the DC Office of Tax and Revenue	a. Name of person enrolling the student; b. Evidence of payment of DC taxes for the previous tax year; and c. Current DC home address.
5. Verification Letter and Military Housing Orders; or DEERS Statement*	a. Name of student and person enrolling the student; and b. Current DC home address.
6. Proof that a child is a ward of the District of Columbia , in the form of a Court Order .	a. Name of student.
7. An embassy letter	a. Issue date after April 1 of the current school year; b. Name of person enrolling the student; c. Official seal; and d. Statement indicating that the person enrolling the student and the student currently live on embassy property in DC, with the DC address.

For the purpose of verifying DC residency, the following items **cannot** be submitted as proof of payment of District of Columbia personal income tax: (1) a W-2 form, (2) a federal income tax return, or (3) a District income tax return (unless certified by the DC Office of Tax and Revenue).

For the purpose of verifying DC residency, the following items **cannot** be submitted as proof of financial assistance from the DC Government: (1) a TANF identification card, (2) a Medicaid identification card, (3) an identification card from a District employer (including DC Government), or (4) a letter from a District resident.

*DEERS Statements are obtained at the base MPF administrative office. If the DEERS statement shows the dependents but does not show the current address, it can be combined with a residency verification letter from the Housing Management Branch.

REQUIREMENTS FOR PROVING RESIDENCY (2)

In the absence of items listed in the previous chart, two (2) of the items listed below will suffice as proof of residency in the District of Columbia. The address and name on each submitted item must be the same.	
Item Accepted for Verification of DC Residency:	Item Must Show:
1. Unexpired DC motor vehicle registration	a. Name of person enrolling the student; and b. Current DC home address.
2. Unexpired lease or rental agreement	a. Name of the person enrolling the student; b. Current DC home address; and c. Receipt of a payment or canceled check indicating payment of rent within the past two (2) months.
3. Unexpired DC motor vehicle operator's permit or	a. Name of person enrolling the student; and



other official non-driver identification	b. Current DC home address.
4. One utility bill (only gas, electric and water bills are acceptable)	<ul style="list-style-type: none"> a. Name of person enrolling the student; b. Current DC home address; and c. A separate receipt of payment or cancelled checks indicating payment for the utility bill within the past two (2) months.

For the purpose of verifying DC residency, the following items **cannot** be submitted in place of a DC motor vehicle registration or operator's permit: (1) a title to a vehicle, or (2) vehicle insurance.

For the purpose of verifying DC residency, the following items **cannot** be submitted in place of a utility bill: (1) a telephone bill, or (2) a cable bill.

Unless a school receives guidance from OSSE stating otherwise, only the documents shown on the Residency Verification Form and in these guidelines are acceptable for proving District residency. While a parent or caregiver may provide other types of documents, they should not be accepted.

Appendix F: Attestation of Primary Caregiver



ATTESTATION FOR OTHER PRIMARY CAREGIVER

This form is to be completed by a legal, medical, or social service professional attesting to the status of a person as an other primary caregiver to a minor child. All information provided herein may be verified after the child has been enrolled in the District of Columbia Public Schools; or a District of Columbia public charter school; or other school providing educational services funded by the District of Columbia.

An “other primary caregiver” is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. For the purpose of this form, “unable to provide care and support” is defined as one of the conditions described in the check boxes below. A person seeking to enroll a student as an other primary caregiver shall provide documentation, such as this form, that establishes his or her status as an other primary caregiver as well as documentation that establishes his or her residency status as required by District of Columbia law and regulations.

I, _____, am employed by _____, located at _____, and I hereby certify that _____, who resides at _____, is the other primary caregiver of _____, who resides at _____.

To the best of my knowledge the child’s parent, court appointed custodian or guardian is unable to provide care and support to the child, because the parent, court appointed custodian or guardian (check any that apply):

- has abandoned the child
- does not live with the child due to neglect and/or abuse
- suffers from a serious illness
- Other (please specify): _____
- is incarcerated
- is deceased
- has an active military assignment

My relationship to _____ is that of _____.
(Name of Child or Caregiver) (Specify)

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

Signature of Attesting Professional _____
Date

Printed Name: _____ **Title:** _____

Organization: _____ **Contact Phone:** _____

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

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