

Enrollment Audit & Child Count

LEA Training Session



**District of Columbia
Office of the State Superintendent of Education**

August - September 2015

Hanseul Kang, State Superintendent

Agenda

Welcome

Residency Verification Overview

Residency Fraud Investigation Overview

Homeless Education Program

Data Management

Special Education Student

Child Count

Limited English Proficient (LEP) Student Sample Audit

Audit Process

Questions

Residency Verification Overview

Residency Verification Overview

- DC residents are entitled to free public education and priority enrollment.
- Nonresidents must pay tuition.
- Annual residency verification by October 5

LEA Responsibilities – Verification Process

- Verify residency documentation and maintain copies
- Ensure DC Residency Verification Form is completed accurately
 - Signed by school official and parent, guardian, or care giver enrolling student
 - Parts A and C are always required (signature and dates may be different)
- Ensure that:
 - Photocopies are clear and legible
 - Documentation satisfies requirements

Follow-up with Parents of Non-verified Students

- LEA contact with parent or caregiver is crucial
 - Early contact is best; before October 5th deadline
- Follow-up may uncover important information that triggers affirmative responsibilities
 - Homeless student – *no residency documents required; Homeless Student Referral Form is sufficient. LEAs must use the McKinney Vento Homeless QuickBase Application*
 - Student Adoption – *NEW DC law implicated*
 - Possible non-resident student – *gather evidence and notify OSSE to investigate; possible tuition assessment and un-enrollment.*
 - Other scenarios where student just cannot provide documents – *home visit, referral to OSSE Residency Office.*

LEA Responsibilities – Other Issues

- 1) Other primary caregivers
- 2) Tuition payment
- 3) Non-public placements
- 4) Un-enrolling non-verified or confirmed non-resident students

Scenarios

- Mom registers her child. First day of school, dad drops off child and provides his residency documentation. Is this okay?
- Child lives with aunt in DC because child's parent, who is a resident of VA, is deployed. Can student register as a resident and whose documents must be submitted?
- Parent registers child at school. Later on, the child brings in the parent's residency documentation to confirm residency. Is this acceptable?

Special Circumstance – Former Wards of State

- Educational Continuity Act

“[A] child in the care and custody of the District pursuant to DC Official Code § 16-2320(a)(3) who, while attending a DCPS or public charter school, ceases to be in that care and custody as a result of being placed in the permanent care and custody of a parent, guardian, or custodian who resides outside the District of Columbia shall be considered a resident of the District of Columbia for the purpose of school attendance and shall be exempt from the requirement to pay tuition for the period of time until the child completes the educational program offered at the school the child currently attends”

- What do LEAs and schools need to be mindful of?

Legal Requirements & Consequences

- Requirements
 - Relevant DC statute on residency can be found at DC Code Section 38-301 to Section 38-312.03
- Consequences
 - Non resident student
 - Assess tuition
 - Fraud from Non-resident
 - Penalties

Legal Requirements & Consequences cont'd

- What is the role of the school official legally?
 - Generally speaking, receive, review and (to the extent possible and practical) verify the accuracy of the residency documents. Then sign the residency verification form attesting that this has been done. Conduct a home visit as needed. Post signs for the hotline. Assist in the investigation of non-residency cases, as needed.
- What happens when school official participates in Residency Fraud?
 - They will be referred to OAG.
- What happens when the school accepts documents from someone other than the parent? (i.e. from a grandma)
 - DC Code 38-309 says residency documentation may be delivered by the person enrolling the student or by his/her appointed representative.
- When are parents referred to the Office of Attorney General (OAG)?
 - When parent has knowingly supplied false information to a public official in connection with the verification of residency or primary caregiver status.

Special Circumstance: Admission of Non-resident Students

OSSE now collects tuition for all LEAs, including DCPS.

- A non-resident student is defined as a student admitted or seeking admission to the D.C. Public Schools who does not meet any of the criteria for tuition-free instruction.
- Prior to the admission of a non-resident student, the principal or other person in charge of the school or program to which the non-resident student is admitted shall require written proof of payment of non-resident tuition, pursuant to the rules and procedures set forth in this section.

Admission of Non-resident Students: LEA Responsibilities

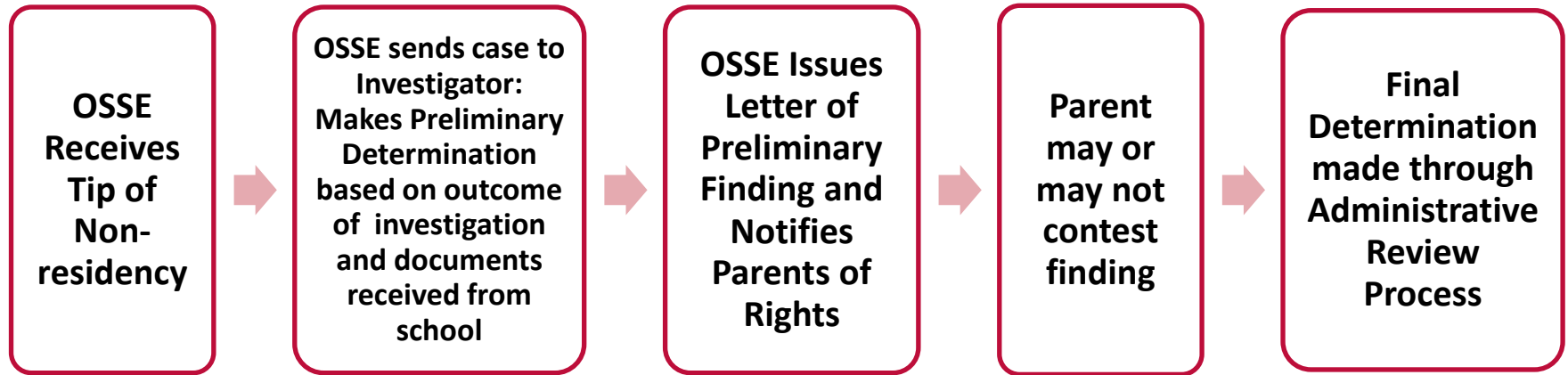
1. Vet waitlist to ensure there are no residents on the waitlist
2. Refer parent to OSSE's Office of Enrollment & Residency for tuition agreement

Attn: Stephanie Linnen
810 First Street, NE
9th Floor
Washington, DC 20002

Note: OSSE will manage payment agreement throughout the school year.

Residency Investigation Overview

Overview of the Residency Fraud Process



LEAS Will Be Asked To



Send all relevant documentation including Residency Verification and School Enrollment Form

Advance Written Notice of Un-enrollment

- OSSE mails Nonresident finding letter to parent/guardian/caregiver
- Tuition calculation is included in notification to parent
 - Based on UPSFF (Uniform Per Student Funding Formula)
- Parent has a Right to Administrative Review (must request within business 10 days)
 - Mediation (optional)
 - Hearing (in-person or paper appeal)
- Parent has Right to request documentation (must complete Parental Disclosure form)

Final Determination Issued to Parent

What does this mean?

- Administrative Review process is complete
- Letter of Final Determination is sent to parents
- Non-resident students are withdrawn upon notice by OSSE
- Parent is notified of retroactive tuition due or agrees to a payment plan (if case settles)
- OSSE forwards case to OAG for tuition collection (where parents are not making payments)

Residency Fraud Tips

Method #1

- Residency Fraud Tip Line
- 202-719-6500

Methods #2

- Residency Fraud On-line Form
- http://dcforms.dc.gov/webform/oss_e-residency-fraud-prevention-form

Information Needed to Make a Report

- Student's full name
- School name
- Parent's information (name, vehicle tag, etc.)
- Reason for non-residency suspicion

McKinney-Vento Homeless Assistance Act

McKinney-Vento Homeless Assistance Act

Defines homeless children and youth as:

- Children and youth who lack a fixed, regular and adequate nighttime residence;
- Children and youth:
 - sharing the housing of others due to loss of housing, economic hardship, or similar reason
 - living in temporary housing such as motels, hotels, trailer parks, camping grounds due to lack of adequate alternative accommodations
 - living in emergency or transitional shelters
 - abandoned in hospitals
 - awaiting Foster Care placement
 - living in a public or private place not designed for humans to live such as cars, parks, abandoned buildings, bus or train stations, etc.;
- Migratory children living in above circumstances;
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above; and
- Children and youth in the care of a federally appointed sponsor.

McKinney-Vento Homeless Assistance Act

Enrollment of Homeless Children & Youth

- Children and youth in homeless situations can stay in their school of origin or enroll in any public school that students living in the same attendance area are eligible to attend.
- **School of origin** – school attended when permanently housed or in which last enrolled.
- **Best interest** – keep students who are homeless in their school of origin, to the extent feasible, unless against the parents' or guardians' wishes. Common considerations include the safety of the child or youth, the impact of the commute on education and the school placement of siblings.
- Children and youth have a right to enroll in school **immediately**, even if they do not have required documents, such as school records, medical records, proof of residency and other documents. The Registrar and/or homeless liaison must assist with obtaining medical and school records from previous school.

McKinney-Vento Homeless Assistance Act

Tools For Capturing Housing Status & Homeless Data

- LEA's Enrollment Form – Housing Status
- Homeless Education Program Title X Part C McKinney-Vento Confidential Referral Form
- OSSE McKinney-Vento Homeless Student Referrals (QuickBase Application)
- DC Statewide Longitudinal Education Data System (SLED)

McKinney-Vento Homeless Assistance Act

Enrollment of Undocumented Immigrant Children & Youth

- Immigrant children have the right to attend school full time as long as they meet the age and residency requirements established by District law
 - U.S. Supreme Court recognized that **children who are undocumented immigrants cannot be denied a free public education if they are residents** of a school district (Plyler v. Doe, 457 U.S. 202).
- In May 2014, the U.S. Department of Justice and the U.S. Department of Education issued updated guidance on the enrollment rights of all children. (See: <http://www.justice.gov/crt/about/edu/documents/plylerletter.pdf>)
- At the time of registration, LEAs should avoid asking questions related to immigration status or that may reveal a child's immigration status, such as asking for a Social Security number
- Schools can lawfully request documentation from students and families to verify residency status but are **prohibited** from denying school enrollment on the basis of failure to submit a birth certificate, Visa, Green Card, DC driver's license, a state identification card or other documents that require Social Security numbers.
- In order to avoid discouraging enrollment, an LEA may enroll any child who comes its way and ask for documentation later, after the child is enrolled.

McKinney-Vento Homeless Assistance Act

Enrollment of Undocumented Immigrant Children & Youth

- Schools may require that prospective students furnish proof of residency in DC and/or age prior to enrollment, *except* for any children and youth who are considered homeless under the Federal McKinney-Vento Homeless Assistance Act.
- Requests for documentation must not discriminate, or have the effect of discriminating, on the basis of race, color, national origin, citizenship, or immigration status
- LEAs must determine whether they are doing anything that may have the effect of discouraging the enrollment of undocumented children, such as asking for immigration papers or social security numbers, or requiring a driver's license or state-issued identification from a parent. Such practices and policies, once identified, must be changed to eliminate any possible chilling effect on enrollment.

McKinney-Vento Homeless Assistance Act

Enrollment of Undocumented Immigrant Children & Youth

Sample Scenarios:

- **Living in the District with Caretaker who is the official sponsor**
 - Official sponsor has generally obtained legal document establishing temporary guardianship/custody. As long as the official sponsor has this legal document, the LEA should enroll student through the same enrollment procedure used for any District resident.
- **Living in the District with Caretaker but no legal document establishing guardianship/custody.**
 - LEAs cannot mandate adult caretakers or relatives with whom a child lives to establish legal guardianship as a condition for gaining access to the LEA's schools. LEAs may require reasonable assurance from the responsible adult caretaker that they accept responsibility for the child and that while exercising control, care and support over the child, they will provide him or her with a regular fixed nighttime abode. This may be done through the sworn affidavit.
- **Unaccompanied minor without family/sponsor**
 - Enroll through McKinney-Vento.

Data Management

Data Systems used during the Enrollment Audit

The State Longitudinal Education Data system (SLED)

- The system where the official Enrollment Audit and Child Count data are located and displayed. LEAs should go to SLED review and certify data.

The Special Education Data System (SEDS)

- The primary system for inputting and updating special education student information

SY2015-2016 Enrollment Audit and Child Count (EA/CC) QuickBase Application

- The system LEAs will use to input Count Location information for all students
- The system LEAs will use to submit appeals documentation
- The system LEAs will use to input Educational Environment information for all special education students

Fstaylor.leapfile.net Secure FTP Site

- The system LEAs will use to submit residency, resolution and LEP/ELL documentation

The OSSE Support Tool (OST)

- The system LEAs will use to submit a request for support from OSSE
 - Additional guidance included in the Enrollment Audit, Child Count and ELL/LEP Data Training webinars on OSSE website

The School and LEA Information Management System (SLIMS) Application

- The system LEAs will use to update LEA Points of Contact

Updating LEA Points of Contact (POCs)

- OSSE communicates with the following contacts during the Enrollment Audit
 - Head of LEA
 - Enrollment Audit and Data Manager
 - Special Education Coordinator
 - ELL/LEP Coordinator
- To update the contact information, the Head of LEA or LEA Data Manager must update this information in the SLIMS QuickBase Application.
- All updates must be made prior to September 4, 2015.
- To gain access to the SLIMS QuickBase application, email osse.leadata@dc.gov.

SLED Navigation Guidance

To access the Enrollment Audit and Child Count data in SLED,

1. Navigate to sled.osse.dc.gov
2. Log-in*
3. Click on the “Enrollment Audit” option under Programs

The screenshot shows the SLED (Statewide Longitudinal Education Data System) website. The header includes the SLED logo and the text 'Statewide Longitudinal Education Data System'. On the right, it says 'District of Columbia Office of the State Superintendent of Education' with the OSSE logo. The navigation bar contains links for Home, Related Sites, Reports, Library, Search, Programs, Data Quality Error Reports, and Help. A search bar and user information 'Hello osseleatester@gmail.com! Log off' are also present. The 'Programs' dropdown menu is open, showing options: Elementary & Secondary Education, Current Enrollment LEA Summary (uncertified), Direct Certification, NonPublic Attendance LEA, and Enrollment Audit (highlighted with a red circle). Below the menu, there is a table with columns for Sector, LEA Name, and Student Total. The table shows data for DCPS (District of Columbia Public Schools) with a total of 50,216 students.

Sector	LEA Name	Student Total
DCPS	District of Columbia Public Schools	50,216
		Total 50,216

*To gain SLED access, email sled.info@dc.gov. Training is required before access can be granted, so make sure any individuals who need access request it as soon as possible.

SLED Enrollment Audit Reports

In the Enrollment Audit section, you can either select the Summary or Student Level reports

- The **Summary** report shows the LEA (and school) total enrollment counts for UPSFF and Child Count
- The **Student Level** report shows the student level data that corresponds to the Summary report. Select the population of interest from the following drop-down menus:
 - **Enrollment Audit UPSFF Population:** The view displays only the students enrolled and attending DC public and public charter schools
 - **Child Count Population:** This view displays only those special education students who are part of the annual Child Count
 - **Nonpublic Population:** This view displays only those special education students who are enrolled in DC Local Education Agencies (LEAs) but attending nonpublic programs

Data Quality Expectations

- Through October 5, SLED will update daily based on the feeds from the LEA Student Information Systems (SIS), SEDS, and the SY15-16 EA/CC QuickBase Application
- Throughout the entire Enrollment Audit process, it is the LEAs' legal responsibility to ensure that all student data are accurate, complete, and valid.

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

- OSSE strongly encourages LEAs to have all student data up-to-date in their SIS, SEDS, and the Enrollment Audit and Child Count QuickBase Tool **well before the October 5 deadline.**

Current Roster (uncertified) vs Enrollment Audit Roster

Not all student records present on the Current Roster (Uncertified) will be transferred to the Enrollment Audit Roster. In order for a student record to be accepted and displayed in the Enrollment Audit Roster (for any of the views), the following criteria must be met:

- The student's enrollment date must be non-future,
- The student's enrollment code must be a current stage 5 Enrollment code ,
- The student's exit date (or populated with a future date)
- The following data fields must be populated with valid data:
 - First and last name
 - Date of birth
 - Local ID
 - Gender
 - Ethnicity
 - Race
 - Grade level
 - Student address (street address, city, state, and zip code)
 - LEA name and ID
 - School name and ID

Identifying Data Errors

To assist LEAs in identifying data errors, SLED provides the following error reports



Related Sites Reports Library Search Programs Data Quality Error Reports Help Search... Hello oss

ns / LEA / Current Enrollment (uncertified)

nt Enrollment LEA Summary (uncertified)

Education Agency (LEA) Enrollment Summary (uncertified)

- Demographic & Enroll. Error Reports
- Duplicative Enrollment Report
- Data Quality Error Report
- Error Details List

LEA Name	Student Total
District of Columbia Public Schools	

Data Quality Error Report

The Data Quality Error Report displays the follow errors. The Error Details option shows the student level data the corresponds with these summary counts.

Error Description	Total
Ethnicity should not be empty	5
First Name missing	1
Date of Birth invalid	...
Race missing	
Grade Level is not a recognized value	
Gender missing	
State is not a recognized value	
Street Address missing	
City missing	
Zip Code missing	
Incorrect LEP code	
Ethnicity should be a recognized value	
Future Date of Birth (DOB)	

Duplicative Enrollment Report

The Duplicative Enrollment Report shows any cases in which a student is enrolled in multiple schools.



Related Sites Reports Library Search Programs Data Quality Error Reports Help Search... Hello oss

ns / LEA / Current Enrollment (uncertified)

nt Enrollment LEA Summary (uncertified)

Education Agency (LEA) Enrollment Summary (uncertified)

Demographic & Enroll. Error Reports

- Duplicative Enrollment Report
- Data Quality Error Report
- Error Details List

LEA Name	Student Total
District of Columbia Public Schools	

Resolving Data Errors (Prior to Oct 5)

If a data error is identified in SLED, follow these steps to resolve the issue:

1. Review the information in the source system. **Remember, different data elements have different source systems. The source system of each data element is listed in Appendix C of the Enrollment Audit Handbook.**
2. Make necessary corrections.
3. Check SLED the following business day to make sure that the updates were transmitted correctly.
4. If the issue persists, submit a request for support in the OSSE Support Tool.

Please note that it is the responsibility of the LEAs to correct and resolve issues, and verify resolution of the issues prior to October 5. Ultimately, funding will be based on data in SLED so corrections must be reflected in SLED.

Example: Child Count Data Sources

Data Type	Examples	Action required
Demographic	<ul style="list-style-type: none"> •Name •DOB •Race •Ethnicity 	<ul style="list-style-type: none"> • Review • If accurate, no action required • If inaccurate, make update in source system (PowerSchool, ASPEN, SchoolForce , ProActive, etc.)
Special Education*	<ul style="list-style-type: none"> •Disability* •IEP date •Educational Environment •Dedicated Aide 	<ul style="list-style-type: none"> • Review Disability: If accurate, no action required; If inaccurate, make update in source system (SEDS) • Review IEP Date: If accurate, no action required; If inaccurate, make update in source system (SEDS) • Review Environment: If accurate, no action required; If missing or inaccurate, update OSSE Enrollment Audit 2015 QuickBase Tool. • Review/update dedicated aide information to ensure accuracy. If inaccurate, make update in SEDS

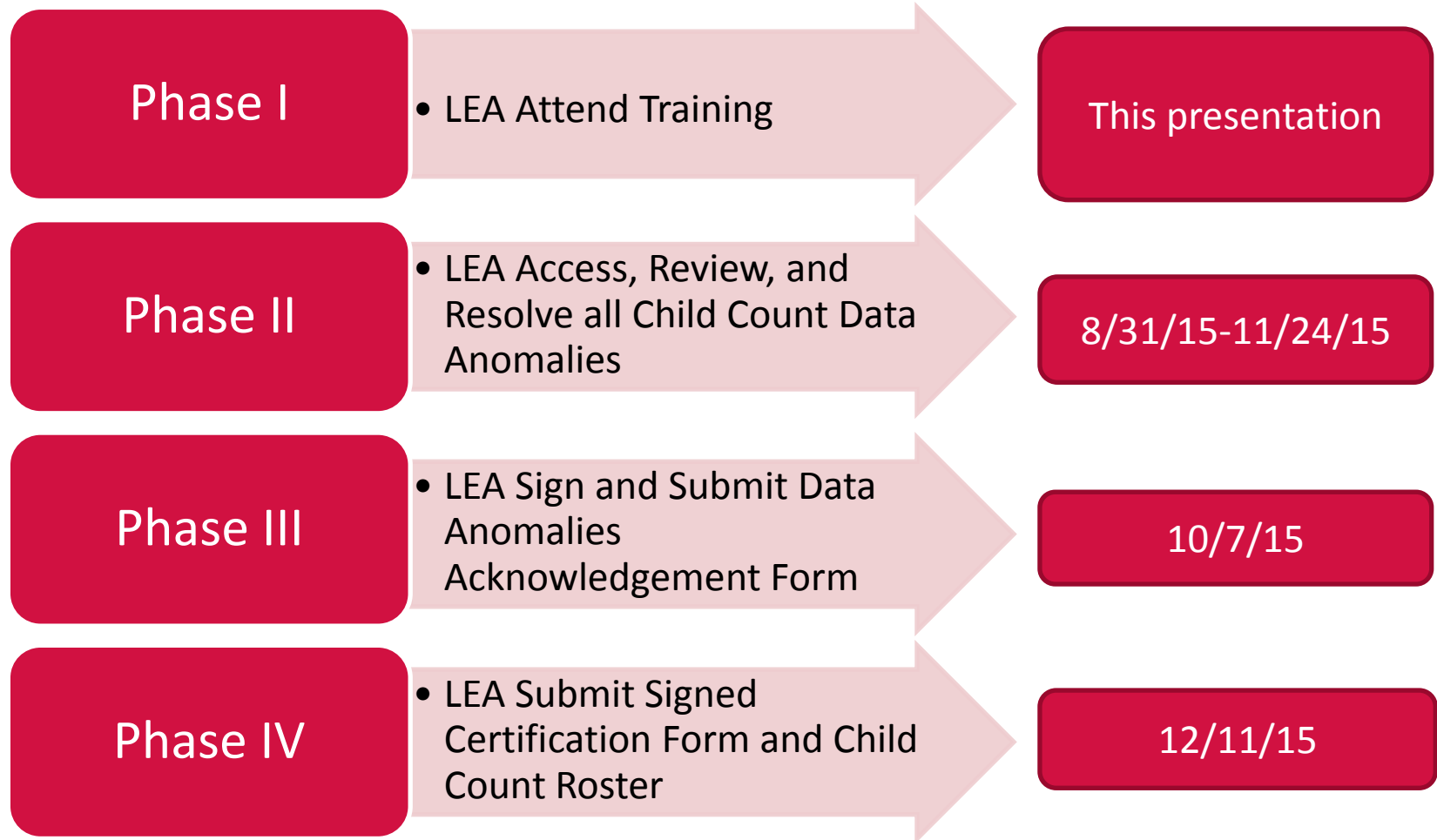
**Please note that any change in disability category needs to be supported by data via the evaluation/eligibility determination process pursuant to IDEA.*

Data Certification

- **Due Date:** All Enrollment Audit certifications and Child Count Data Anomalies Acknowledgement forms must be submitted by October 7 at 5:00 PM.
- **Signature:** Both forms must be signed by the Head of LEA
- **Forms:** The certification and Data Anomalies Acknowledgement forms are available in SLED under the Reports tab. The forms will be populated with the October 5th Student Counts and Data Anomalies from the Enrollment Audit Report.
 - In the case in which the SLED Student Counts do not accurately reflect your LEA's enrollment, there is a space to write in an updated Student Count. Any changes must be accompanied by an OSSE Support Tool (OST) Ticket number that is open to address the specific issue.
- **Method of Submission:** The Certification and Data Anomalies Acknowledgement Forms will be submitted in SLED in the Enrollment Audit section.

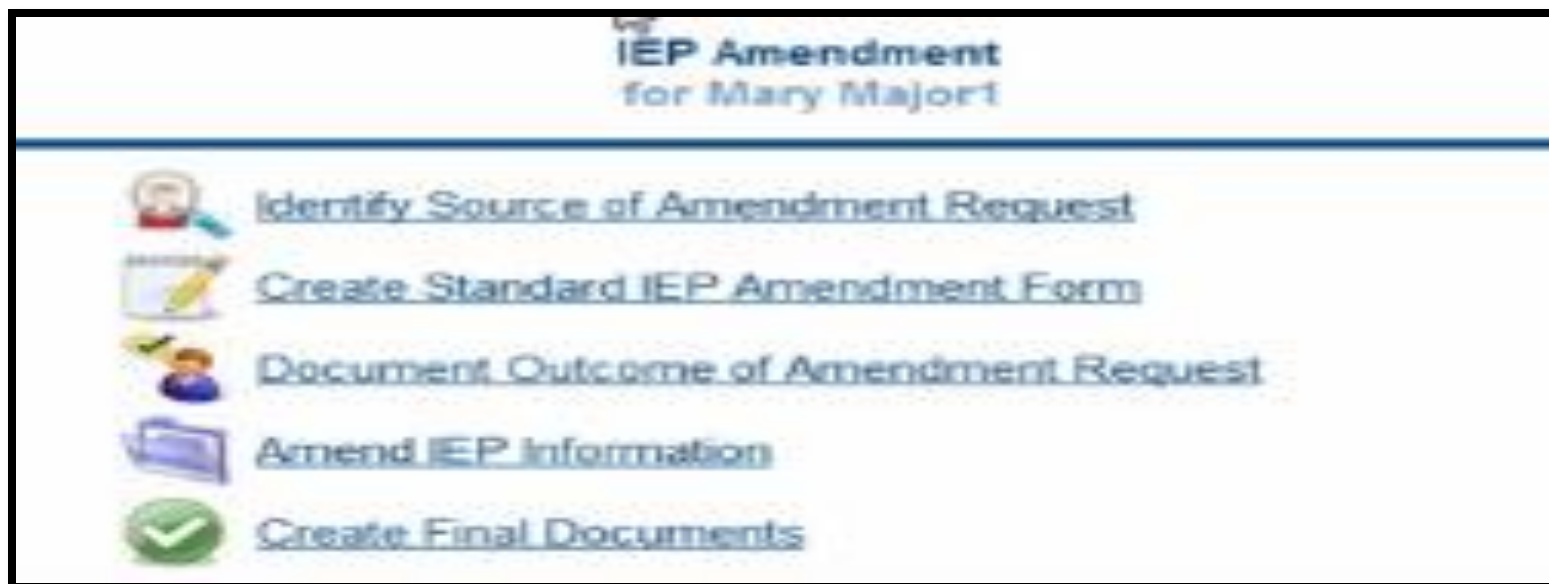
Special Education Data (SPED) Child Count

Child Count Timeline



Child Count A Closer Look: IEP Amendments

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



Child Count: Educational Environments

The screenshot shows the 'Edit Student #615049' page in the SLED application. The page is divided into two main sections: 'STUDENT DEMOGRAPHIC INFORMATION' and 'CHILD COUNT INFORMATION'. The 'CHILD COUNT INFORMATION' section contains a table with the following data:

Most Recent IEP Date	10-29-2013	IEP Event ID	9854		
SPED Primary Disability	Specific Learning Disability	% Outside of General Ed Setting	0	Total SPED Hours	16.5
SEDS Educational Environment	A - 0-20 % outside general education classroom	User Updated Educational Environment	<input type="text"/>	Child Count Education Environment	A - 0-20 % outside general education classroom

The dropdown menu for 'User Updated Educational Environment' is highlighted with a red box.

If you need to update the educational environment displayed in SLED for a specific student, navigate to the Child Count Report in the 2015 Enrollment Audit/Child Count Quickbase Application and click on the pencil icon to edit the educational environment.

Child Count: Educational Environments cont'd

Next, select the educational environment which should be displayed in the SLED Child Count roster.

CHILD COUNT INFORMATION

Most Recent IEP Date	10-29-2013	IEP Event ID	9854	
SPED Primary Disability	Specific Learning Disability	% Outside of General Ed Setting	0	Total SPED Hours 16.5
SEDS Educational Environment	A - 0-20 % outside general education classroom	User Updated Educational Environment	<div style="border: 1px solid black; padding: 5px;"> <p style="background-color: #e0f0ff; margin: 0;">A - 0-20 % outside general education classroom</p> <p>B - 21-60% outside general education classroom</p> <p>C - 61%-100% outside general education classroom</p> <p>Correctional facility</p> <p>Home</p> <p>Homebound/Hospital</p> <p>In regular early childhood program at least 10 hours/week and most special education services provided in general education setting</p> <p>In regular early childhood program at least 10 hours/week and most special education services provided outside general education setting</p> <p>In regular early childhood program less than 10 hours/week and most special education services provided in general education setting</p> <p>In regular early childhood program less than 10 hours/week and most special education services provided outside general education setting</p> <p>Residential facility</p> <p>Separate class</p> <p>Separate school</p> <p>Service provider location</p> <p>Parentally Placed in Private School</p> </div>	Child Count Education Environment A - 0-20 % outside general education classroom
SEDS SPED Environment Date	10-29-2013	User Updated Educational Environment Date		Child Count Education Environment Source SEDS

Child Count Preparation for Certification

- Be sure all students listed were receiving services as of **October 5, 2015**.
- Ensure all demographic and special education information is accurate for all students.
- Be sure the educational environment indicated is accurate.
- Review and resolve all data anomalies, no later than November 24, 2015, to be considered timely.

Child Count Analysis

- OSSE will review all data submitted to find the following, but not limited to:
 - Students duplicated across LEAs
 - Students with missing demographic information
 - Students that are not ages 3 through 21
 - Students with primary disability of developmental delay older than 7 years old
 - Discrepancies in Educational Environment
 - Students with excessively high (>35 hours) or low (<0.5) hours
- As a result of OSSE analysis, LEAs will receive a report of all the issues identified in their data.

Child Count Anomalies QuickBase Application


To access an anomaly, click on the description located in the 'Label' column

Child Count Anomalies | Anomaly Summary Report + New Anomaly ☆ Favorite ✉ Email More ▾ 🔗 Customize this Report






⚙️ SETTINGS | 📊 REPORTS & CHARTS

						All
LEA ID	LEA Name	Label	Description	Steps for LEA	Initial LEA Response Received	Number of Anomalies
		<u>Dedicated Aide Indicator is YES but there are no Dedicated Aide Hours indicated or the student has excessively high dedicated aide hours.</u>	<u>Student has excessively low or excessively high hours indicated for dedicated aide services.</u>	<u>Update the dedicated aide hours in SEDS by completing a dedicated aide justification form through an IEP Amendment or Annual IEP Review.</u>	no	1
		Dedicated Aide Indicator is YES but there are no Dedicated Aide Hours indicated or the student has excessively high dedicated aide hours.	Student has excessively low or excessively high hours indicated for dedicated aide services.	Update the dedicated aide hours in SEDS by completing a dedicated aide justification form through an IEP Amendment or Annual IEP Review.	yes	90
		<u>Student has a low frequency educational environment.</u>	<u>The student has a low frequency educational environment selected.</u>	<u>Review educational environment to ensure it is accurate.</u>	yes	299
		<u>Student has a missing educational environment</u>	<u>Student has a missing educational environment.</u>	<u>Update the educational environment in SEDS.</u>	yes	12
		<u>Student has educational environment that does not appear to be consistent with at least one other data value for the student</u>	<u>The educational environment that was selected does not appear to match one of the other data elements for the student, i.e., attending school, % of services received outside of the general education setting, etc.</u>	<u>Make the appropriate changes to the educational environment or any other inaccurate data elements in the respective source system</u>	yes	660

Child Count Data Anomalies: Next Step

- Click on the pencil icon  and it will take you to the identified anomaly workspace to provide a response

1-50 of 91 Anomalies

	Anomaly ID #	Anomaly Category	Anomaly Description	Steps for LEA	LEA Response	Data Change Indicator	Educational Environment (Checkbox)	Primary Disability (Checkbox)	Hours in General Ed (Checkbox)
 		Dedicated Aide Hours	The IEP for the student implies the student as a dedicated aide but there are no dedicated aide hours indicated on the IEP (via the Dedicated Aide Justification Plan). Please review the IEP and make any necessary corrections by	Update the dedicated aide hours in SEDS by completing a dedicated aide justification form through an IEP Amendment or Annual IEP Review.	[NOV-13-14 9:03 AM   IEP has been amended to remove Dedicated Aide indicator	Yes			

Child Count: Data Anomalies Workspace

ANOMALIES IDENTIFIED

Anomaly ID # [REDACTED]

Anomaly Category **Dedicated Aide Hours** ▼

Anomaly Description **The IEP for the student implies the student as a dedicated aide but there are no dedicated aide hours indicated on the IEP (via the Dedicated Aide Justification Plan). Please review the IEP and make any necessary corrections by completing an IEP Amendment or an Annual IEP Review.**

LEA RESPONSE

LEA Response [NOV-13-14 9:03 AM] [REDACTED] IEP has been amende

Data Change Indicator Yes ▼

Dedicated Aide Indicator (Checkbox)

IEP Amendment Indicator Yes ▼

IEP Amendment Event ID* [REDACTED]

IEP Amendment Event Date* 10-24-2014 📅

Enrollment Indicator ▼

Appeals Indicator ▼

OST Ticket Indicator ▼

Child Count: Data Anomalies Acknowledgement Form Submission

- LEAs must submit the Data Anomalies Acknowledgement form, signed by the Head of School, **no later than 5:00 pm, Wednesday, October 7, 2015.**



Local Education Agency (LEA)
2015 Child Count Anomalies Data Acknowledgement

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

acknowledge that the number of anomalies for my LEA is: _____.

Signature Date

OSSE must receive this acknowledgement form no later than 5:00 pm EST, October 7, 2015, to be considered timely.

- If data anomalies are not resolved by the specified time, the LEA will be issued a finding from the Special Education LEA Monitoring Team.

Child Count Data Certification Submission

- LEAs must certify that all Child Count information is correct via SLED **no later than 5:00 pm, Friday, December 11, 2015:**
- Remember: DCPS will certify the data for students with IEPs attending Dependent Charter schools, since these LEAs elected DCPS as their LEA for special education.
- Failure to submit timely documentation could result in:
 - **Impact on local determinations**
 - **Impact on funding**
- Follow directions for submitting the Child Count Certification (roster from SLED must be attached), as outlined in the OSSE Enrollment Audit and Child Count Handbook.

Child Count: Data Certification Form



Local Education Agency (LEA)
Certification of FFY 2015 Child Count and Educational
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) for Federal Fiscal Year 2015 from the OSSE Child Count View in SLED 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 at my LEA is: _____.

I understand that if my data anomalies are not resolved by the specified deadline, my LEA will be issued a finding from the Special Education LEA Monitoring Team.

I have attached a copy of the Child Count PDF Roster Verification Report from the OSSE SLED application for my LEA.

FOR STUDENTS 3-5 YEARS OF AGE AS OF OCTOBER 3, 2015

My LEA has at least one early childhood student who is attending a regular education early childhood program for at least 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is attending a regular education early childhood program for at least 10 hours per week and receives most of their special education services in an OTHER LOCATION rather than in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is attending a regular education early childhood program for less than 10 hours per week and receives most of their special education services in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is attending a regular education early childhood program for less than 10 hours per week and receives most of their special education services in an OTHER LOCATION rather than in the regular education setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is in a separate special education classroom. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO



Local Education Agency (LEA)
Certification of FFY 2015 Child Count and Educational
Environments Data

My LEA has at least one early childhood student who is receiving special education services in a home environment, who attends neither a regular early childhood program nor a special education program. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one early childhood student who is receiving special education services at a service provider location or some other location that is not in any other category. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

FOR STUDENTS 6-21 YEARS OF AGE AS OF OCTOBER 3, 2015

My LEA has at least one student who is in a separate special education school. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one student who is in a residential setting. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one student who is parentally placed in a private school or home schooled AND is receiving special education service from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one student who is homebound or in a hospital AND is receiving special education service from the LEA. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

My LEA has at least one student who is in a correctional facility. If yes, I have indicated which student(s) is in this category by identifying the correct Educational Environment in SEDS or updating the Educational Environment in the EA/CC QuickBase application.

___ YES ___ NO

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 3, 2015.

Printed Name _____ Title _____

Signature _____ Date _____

OSSE must receive this certificate and data report from SLED by December 11, 2015 at 5:00 pm EST for your data submission to be considered timely.

Scan and email a signed copy of this form with the copy of your Child Count PDF Roster Verification Report to osse.ideadata@dc.gov.

Please note that LEAs must comply with the final rulemaking of section 3019, in Chapter 30 (Special Education Policy) of Title 5-E (Education, Original Title 5) of the District of Columbia Municipal Regulations (DCMR), issued on December 4, 2009.

Limited English Proficient (LEP) Sample Audit

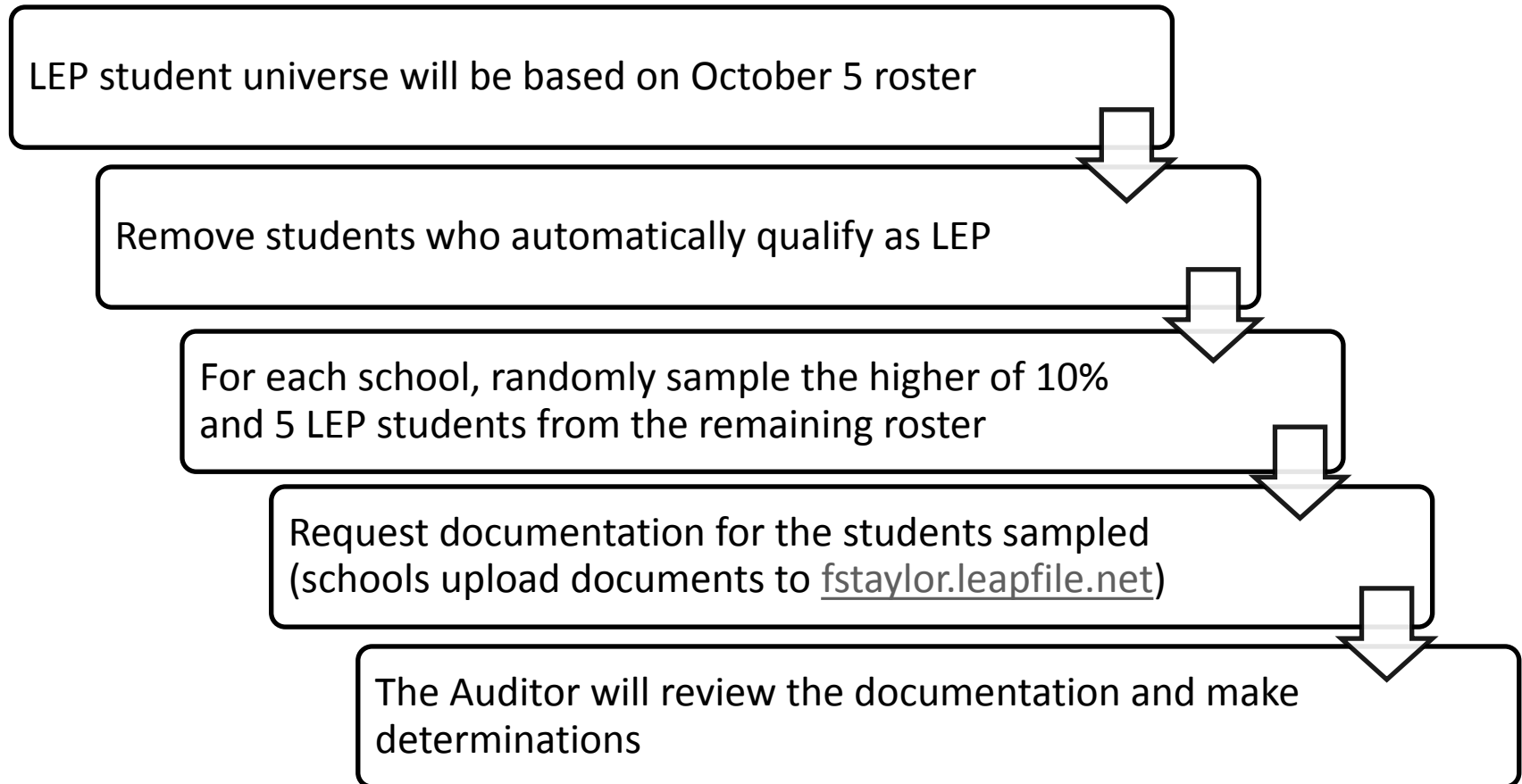
LEP Sample Audit

- LEP students in the District of Columbia qualify for supplemental funding through the D.C. Uniform Per Student Funding Formula (UPSFF)
- Students must meet all **four** conditions of the federal definition of LEP as it is written in *The No Child Left Behind (NCLB) of 2001* in order to qualify as LEP.

LEP Definition

- 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 U.S. 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 English language proficiency; or
(iii) The individual is migratory, his/her native language is a language other than English, & 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;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English;
 - (iii) the opportunity to participate fully in society.

LEP Process Overview



LEP Approval of LEP Status

- Any student whose documentation is complete and current and whose assessment score is qualifying (i.e. below the proficiency thresholds) 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.

LEP Process Overview (cont.)

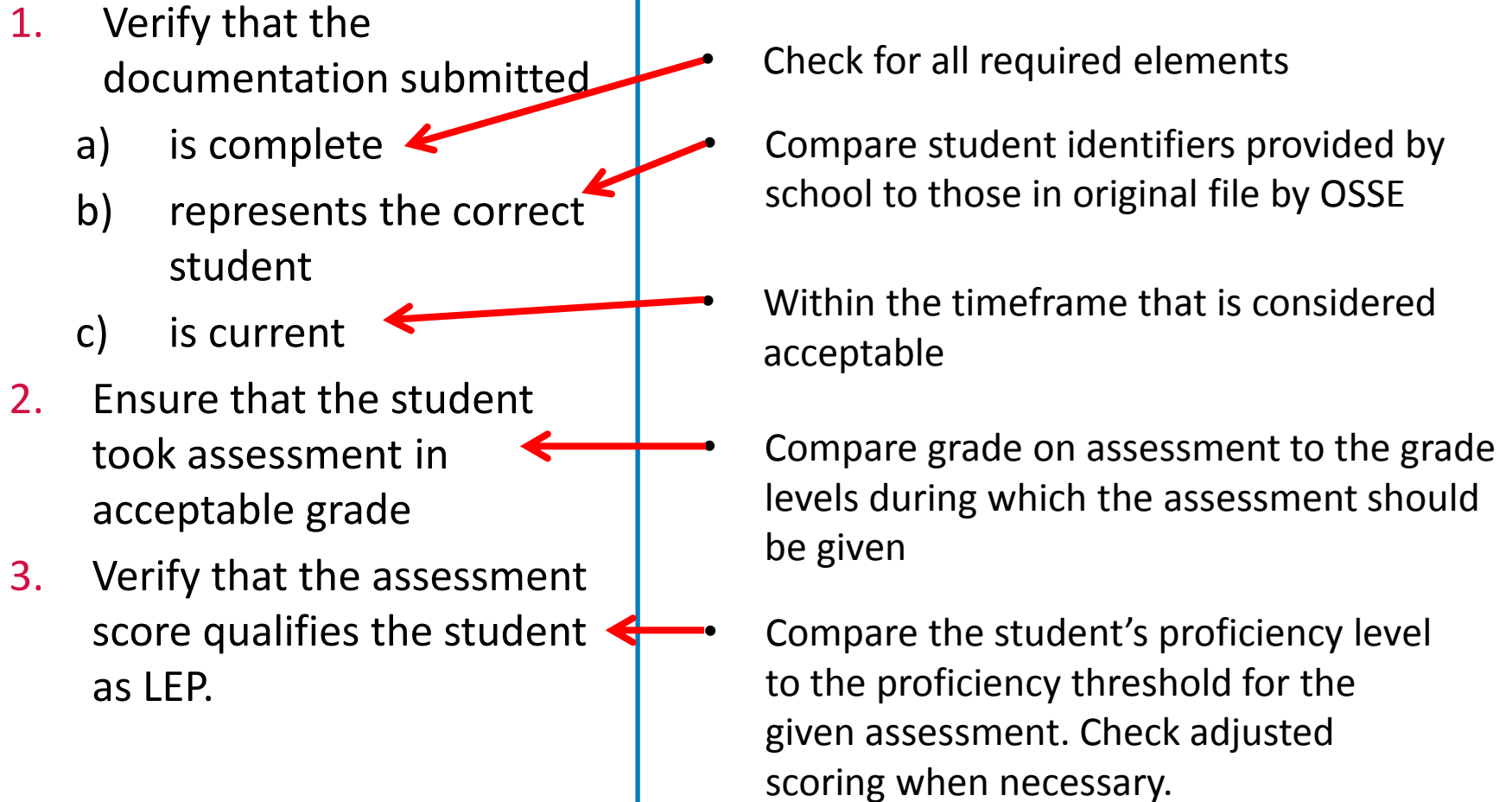
Full school LEP audit

- If more than 2 students in a school cannot be verified as LEP during the initial sample audit, the Auditor will request and review the LEP documentation for all LEP students at the school from the roster provided by OSSE.
- If 2 or fewer students in a school cannot be verified as LEP during the initial LEP sample audit, then all LEP students at the school, *except those whose statuses could not be verified*, will be verified as LEP.

LEP Acceptable Documentation

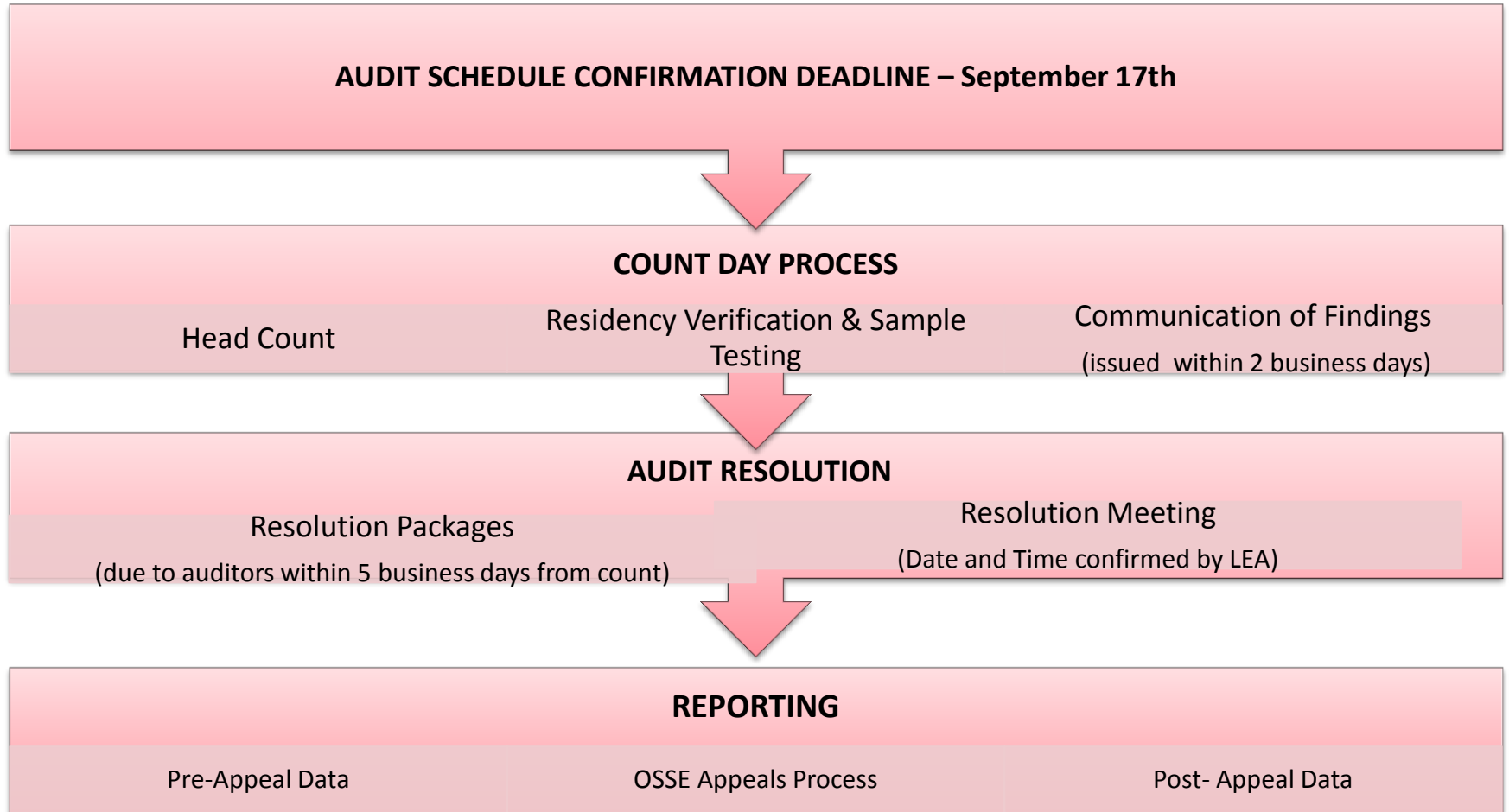
- Only official scoring sheets will be accepted.
- Documents created by the LEA should not be reviewed.
- No retroactively altered documentation will be accepted.
- All assessments submitted must include all of the following data elements:
 - Student's first and last name
 - Most records should also have USI, but this is not necessarily required
 - Student's date of birth
 - Student's grade level on the assessment date
 - Date when student was assessed

LEP The Review Process

1. Verify that the documentation submitted
 - a) is complete
 - b) represents the correct student
 - c) is current
 2. Ensure that the student took assessment in acceptable grade
 3. Verify that the assessment score qualifies the student as LEP.
- Check for all required elements
 - Compare student identifiers provided by school to those in original file by OSSE
 - Within the timeframe that is considered acceptable
 - Compare grade on assessment to the grade levels during which the assessment should be given
 - Compare the student's proficiency level to the proficiency threshold for the given assessment. Check adjusted scoring when necessary.
- 

Audit Process

Audit Workflow



Audit Schedule

- Schedule confirmations must be signed and returned by September 17th
 - Return confirmation via email or fax by the date requested
 - Verify all information is correct
- Field audits begin on October 20, 2015
- Changes made only for impractical circumstances (testing, school closures, etc.)

Data Integrity/Count Locations

- Classroom rosters must be provided to OSSE **6 work days prior** to your scheduled enrollment audit
- Individual classroom rosters must correspond to the **DAY**, **TIME**, and **LOCATION** of your scheduled enrollment audit

Physical Head Count

Audit Teams

- Arrive at confirmed location and time
- Audit will begin promptly

Students

- Remain in classrooms until count completed
- Tardy students remain in designated area and will be counted

Teachers

- Call names on rosters
- Validate grade levels, if applicable
- Certify count totals, comments and grade levels recorded on rosters

Residency Verification

Student Binders

- Sorted alphabetical order by last name
- Minimum of 3 binders, for each count location

Binder Content

- Residency verification forms
 - DC Residency Form
 - Home Visitation Residency Form
 - Homeless Referral Form

Audit Testing

- 100% of residency forms
- Random sample of supporting documentation for residency determination
- Examination of residency forms and supporting documentation for students attending non-public schools
- Tuition records or other pertinent information, as applicable

Residency Verification Sample

- Direct Certification –
 - Students who are direct certified will not be tested.
- Sample Size Includes –
 - All prior year residency exceptions
 - OSSE flagged residency issues
 - 10% of students who have not been direct certified
- Sample Selection – **provided** and **tested** on count day
 - Examine documentation obtained from parent or guardian

Residency Verification Sample (cont'd)

Expanded Testing

- If errors of 10% or greater are noted in the initial sample, FSTA will perform additional testing.
- Expanded sample size is 10% of remaining untested and non-direct certified population.
- Second Sample – will be **provided** and **tested** on count day

Communication of Findings

- LEA will acknowledge completion of the enrollment audit count process
- Two Business Days
 - Email communication
 - Summary reports which document:
 - Absentees
 - Residency discrepancies
 - Other relevant open audit points
 - Date and time
 - Resolution package due date
 - Resolution meeting
 - Instructions for resolution process

Data Transmission Changes

Process Prior to SY 2015-2016

- Auditor communicated audit exceptions via Email
- LEA transmitted resolution package and other pertinent documentation via Email to auditor

Current Process for SY 2015-2016

- The “field work” and resolution packets must be submitted via fstaylor.leapfile.net
- Each LEA POC will receive an email containing their user specific password for the secured ftp site
- Appeals packets should be uploaded through SY 15-16 Enrollment Audit and Child Count QB app

<https://octo.quickbase.com/db/bi5q5vyju>

Resolution Package

Documentation

- Absent Students – In accordance with OSSE hierarchy policy For each student, LEA is required to compile a documentation packet which includes a signed certification form acknowledging the supplementary documentation
- Residency Discrepancies – Forms and supporting documents submitted
- Other noted discrepancies
- Must be certified by LEA designee

Timetable

- Submitted within five (5) business days from count day

Delivery Method

- Upload to fstaylor.leapfile.net
- Subject: LEA_School_Type Of Transmission

Resolution Process

Resolution Packages – Received from LEA within 5 business days of count day

- Received and reviewed by auditors
- Determine the sufficiency of supporting documentation
- Email LEA designee if additional information is required

Resolution Meeting – Date Pre-determined

- Auditor will discuss preliminary enrollment audit results
- LEA **MUST** retain copy of documentation presented at resolution meeting
 - **NO** new documentation can be submitted **DURING** appeal process.
- LEA designee signature acknowledges audit results and findings

Reporting

- Pre-Appeals enrollment data
 - FSTA provides to OSSE based on the resolution of information presented during the audit process
- Post-Appeals enrollment data
 - FSTA provides to OSSE based on the results of the Appeals process

Appeals Process

- December 28th through January 6th
- **NO** new documentation can be submitted **DURING** appeals process.
 - Only documentation presented during resolution meeting will be considered
- All appeals will be presented before a panel that:
 - Allows each LEA to appeal an enrollment, grade, or residency decision.
 - Include consideration of LEA evidence presented during the appeals process and OSSE's conclusion on the particular matter.
- Issue post-appeal reports which capture all appeal decisions

Recap: Important Dates

• Aug 31 – Nov 24	OSSE works with LEAs to resolve Child Count anomalies
• Oct 5	SLED takes snapshot of roster
• Oct 7 by 5pm	Certification of Oct 5 roster
• Oct 7 by 5pm	Child Count Data Anomalies Acknowledgement form
• Oct 20 - Nov 25	Student Head Count Process
• Nov 30 – Dec 4	Auditor to conduct LEA/school resolution meetings
• Dec 11 by 5pm	Child Count Certification and Roster Verification
• Dec 16	Audited Data released to LEAs in SLED
• Dec 22 by 5pm	LEAs submit request for Enrollment, LEP, and Child Count “desktop appeals” to OSSE via Quickbase
• Dec 28 – Jan 6, 2016	Desktop Appeals
• Jan 13, 2016	Updated data released to LEAs in SLED
• Jan 15, 2016 by 5pm	LEAs submit request for In-Person Appeal
• Jan 21 – Jan 22, 2016	In-Person Appeals

QUESTIONS ?

Exit Ticket

- Submit your training survey
- Sign out to receive your Enrollment Audit handbook and Residency Fraud Prevention posters

OSSE Contacts – Enrollment & Residency

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