



District of Columbia
Office of the State Superintendent of Education

STUDENT ENROLLMENT AUDIT AND CHILD COUNT HANDBOOK

Guide for Local Education Agencies

School Year 2018-19

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State Superintendent

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LETTER TO LEA PARTNERS

July 2018

Dear LEA Leaders and Staff:

OSSE is pleased to present the Enrollment Audit and Child Count Handbook for the 2018-19 school year. As part of our continued commitment to the accurate count and residency verification of students, the following key changes have been implemented to streamline the enrollment audit process:

- **Update of the “OSSE Residency Verified” population to include students verified using the online residency system via the DC Office of Tax and Revenue:** Students whose residency has been approved through the online residency verification system through the DC Office of Tax and Revenue will be included in the OSSE Residency Verified population this year, and excluded from the sample population.
- **Use of the OSSE Support Tool to address LEA questions:** In order to ensure timely, accurate and consistent responses to all questions concerning the enrollment audit, LEA POCs will be encouraged to submit their questions through the OSSE Support Tool, and all OSSE staff will respond through this tool.
- **Clarification of duplicative enrollment resolution:** OSSE has added additional clarification to the duplicative enrollment hierarchy to help LEAs determine the documents necessary for submission and how OSSE evaluates the submitted documents for students who appear to be enrolled in more than one LEA.
- **Key enhancements to the Enrollment Audit and Child Count Application:** In response to feedback, we have made a number of improvements to the application to enhance its usability.
- **Consistency in process:** OSSE has maintained many of the changes initiated during the prior school year, including verifying free and reduced price meal (FARM) status data through the enrollment audit demographic verification in lieu of a separate collection. This will allow OSSE to evaluate the effectiveness and efficiency of the audit. Data and feedback collected will be used to inform policy and process decisions for future audits.

Finally, we are deeply appreciative of the work of this year’s External Working Group. They provided feedback to ensure the enrollment audit process maintained a balanced approach. We are excited about the improvements made for this year’s enrollment audit and look forward to working with each LEA and their respective schools to ensure the best enrollment audit yet!

In partnership and service,



Hanseul Kang
State Superintendent of Education

ABBREVIATIONS AND TERMS

ACCESS	Assessing Comprehension and Communication in English State to State
CASAS	Comprehensive Adult Student Assessment System
CBO	Community-based organization
CFSA	Child and Family Services Agency
Child Count	Official special education enrollment number for the District of Columbia
Child Count Roster Verification Form	A form contained within the Enrollment Audit and Child Count Application that must be signed electronically by the Head of School.
CPL	Composite proficiency level
DC	District of Columbia
DCMR	District of Columbia Municipal Regulations
DCPS	District of Columbia Public Schools
DCRV	District of Columbia residency verification form issued by OSSE annually for use by LEAs and CBOs in verifying residency
DE	Duplicative enrollment
DME	Office of the Deputy Mayor for Education
DYRS	Department of Youth Rehabilitation Services
EL	English learner
Enrollment Audit and Child Count Application	An OSSE application that displays the enrollment audit and Child Count rosters and student-level data to LEAs and facilitates the audit process through recording the result of each phase of the audit; including auditor results, LEA appeals, and documentation submission
ESEA	Elementary and Secondary Education Act
eSchoolPLUS	A student information system that allows for management of LEA, school, and student information and is used by OSSE as the District's statewide student information system
FARM	Free and reduced price meal, as defined using the income eligibility standards of the National School Lunch Program
FERPA	Family Educational Rights and Privacy Act

GED	General Education Development – denotes attainment of high school equivalency
HLS	Home language survey
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
MKV	McKinney-Vento Homeless Assistance Act
My School DC	The common lottery and application process for the District’s public school options
OCFO	Office of the Chief Financial Officer
OSSE	Office of the State Superintendent of Education
OSSE Online Residency Application	OSSE’s residency validation application used by parents and adult students to retrieve tax information from OTR for residency verification purposes
OST	OSSE Support Tool
OTR	Office of Tax and Revenue (a District government agency located within the OCFO)
PCSB	Public Charter School Board
PK3	Pre-kindergarten for 3-year-olds
PK4	Pre-kindergarten for 4-year-olds
Qlik	A data visualization tool used by OSSE to provide dashboards and summaries of data to LEAs and assist LEAs in identifying and correcting errors in data provided to OSSE
SE	Special Education
SEA	State Education Agency
SEDS	Special Education Data System
SIS	Student Information System
SLED	Statewide Longitudinal Education Data
SLIMS	School and LEA Information Management System – the authoritative source of school information

SNAP	Supplemental Nutrition Assistance Program
SY	School Year
TANF	Temporary Assistance for Needy Families
UPSFF	Uniform Per Student Funding Formula
USI	Unique Student Identifier
WIDA	World-Class Instructional Design and Assessment, the consortium of states that manages the ACCESS for ELLs exam

OVERVIEW

Purpose

Under D.C. Official Code §38-1804.02, OSSE is required to annually collect enrollment counts for resident students, nonresident students, and students with disabilities, attending all District of Columbia Public Schools, District of Columbia Public Charter Schools, children in PreK3 and PreK4 programs in Community Based Organizations receiving Pre-K Enhancement funds, and the number of students whose tuition or education in schools or programs is paid for with District funds, as of Oct. 5 of each school year. OSSE is then required to conduct an audit to verify the accuracy of the enrollment counts including DC residency status, as well as to identify any material weaknesses in the enrollment systems, procedures, or methodology at the LEA level. OSSE will then report the results of the audit with the Mayor, the Council of the District of Columbia, and the appropriate Congressional committees.

Applicable Legislation

Per Capita District of Columbia Public School and Public Charter School Funding Amendment Act of 2017

[District of Columbia School Reform Act of 1995](#)

[District of Columbia Enrollment Census Act of 1998](#)

[District of Columbia Uniform Per Student Funding Formula Act of 1998](#)

Scope

The enrollment audit includes three (3) components:

1. **General Audit and Residency Verification:** An audit of enrollment (all students), DC residency status, and tuition payments assessed and collected for non-residents as of Oct. 5. This also includes an audit of students in non-public placements and Wards of the District enrolled in schools in surrounding jurisdictions.
2. **Child Count Verification for Special Education (Child Count):** An audit of students with Individualized Education Programs (IEPs) receiving services as of Oct. 5.
3. **Community-Based Organization (CBO) PreK Verification:** An audit of children enrolled in PreK3 and PreK4 in community-based organizations receiving PreK Enhancement funds. Upon completion of the enrollment audit each CBO will receive funding for each enrolled student verified as a District resident. (Guidance for these CBOs will be part of a separate enrollment audit guide targeted towards the specialized processes for CBOs.)

2018-19 ENROLLMENT AUDIT AND CHILD COUNT CALENDAR

Key LEA Deadlines in bold; all deadlines are 5pm

DATE	ITEM	BEGINS ON PAGE
Pre-Audit Data Preparation Phase (Prior to Oct. 5)		
Through Sept. 2018	Pre-Audit Data Preparation Phase: LEAs update data in LEA Student Information System (SIS)	p. 11
June 12, 2018	OSSE Start of School Summit Gallaudet University – Kellogg Conference Center	
June 15, 2018	LEA data managers submit changes to LEA, school or site directory information in eSchoolPLUS	
July 2018	LEAs update Enrollment Audit points of contacts (POCs) in eSchoolPLUS	
Jul. 15, 2018	LEAs receive notification of the Enrollment Audit fieldwork schedule	
Data Freeze (Oct. 5)		
Oct. 5, 2018	LEAs make final corrections to enrollment data by 5 pm in LEA SIS to ensure all enrolled students are included on the roster.	p. 23
Oct. 9 – 11, 2018	LEAs review and make final corrections to data in LEA SIS for student inclusion on the enrollment roster to ensure annual funding based on the UPSFF and other formula-based funding such as ESEA Title I	
Oct. 12, 2018	LEAs submit First Certification (Unaudited Enrollment and Child Count Anomalies Acknowledgement) directly in the Enrollment Audit and Child Count Application	
Fieldwork & Issue Resolution Phase (Oct. 17 – Dec. 3)		
Oct. 17 – Nov. 16, 2018	Fieldwork Phase: LEAs prepare materials for the on-site review	p. 24
On-site review date plus three business days	Issue Resolution Phase: Initial residency determinations from the on-site audit are available for LEA/school review in the Enrollment Audit and Child Count Application	

On-site review date plus eight business days	Issue Resolution Phase: LEAs upload supporting documentation to resolve residency determinations found during fieldwork/on-site visit	
On-site review date plus ten business days	Issue Resolution Phase: LEAs/schools can view the updated residency determinations from the auditor in the Enrollment Audit and Child Count Application	
Nov. 2, 2018	Final day for LEAs to submit OST tickets for Child Count and Demographic Data and upload supporting documentation to resolve duplicative enrollments in the Enrollment Audit and Child Count Application	
Nov. 16, 2018	LEAs must resolve all demographic errors in appropriate source system; LEAs able to view initial decisions for duplicative enrollments	
Nov. 19, 2018	LEAs submit the Second Certification for Final Demographic Data Elements and Child Count Certification in the Enrollment Audit and Child Count Application	
Final Appeals Phase (Dec. 4 – 20)		
Dec. 4, 2018	LEAs submit requests with supporting documentation for final in-person appeals for residency and duplicative enrollment issues in the Enrollment Audit and Child Count Application	p. 35
Dec. 7 – 11, 2018	LEAs will receive notification of granted final in-person appeals via the Enrollment Audit and Child Count Application	
Dec. 12 – 17, 2018	Final In-Person Appeals Phase: OSSE facilitates final in-person appeals for residency and duplicative enrollment issues at OSSE	
Dec. 19, 2018	LEAs will be able to view all final determinations in the EACC application	
Dec. 20, 2018	LEAs submit Third certification (Final Audited Enrollment Numbers Certification) directly in the Enrollment Audit and Child Count Application	

ENROLLMENT AUDIT AND CHILD COUNT PROCESS OVERVIEW



Enrollment Audit and Child Count Process

I. Pre-Audit Data Preparation

LEAs work to ensure demographic and enrollment data are error-free in advance of the Oct. 5 enrollment roster data freeze.

II. Trainings

Comprehensive training is provided in advance of the enrollment audit to LEAs during June and August. Trainings will be conducted for enrollment audit POCs, special education POCs, and LEA data managers to provide relevant knowledge and context about the enrollment audit and Child Count.

III. Fieldwork

During the Fieldwork phase, OSSE auditors will visit each school site of each LEA to conduct an on-site review of all DC Residency Verification forms (DCRV Form 1) inclusive of the Other Primary Caregiver forms if applicable to the student enrollment. Unless the school was identified by OSSE as a full scope audit, the auditors will review a random sampling of 20

percent of supporting documentation of enrolled students whose residency has not been verified by OSSE through direct data feeds with relevant government and independent agencies.

LEAs will receive the results of the on-site review within three (3) business days of the site visit.

Sample Fail Rate

During the 2018-19 school year, if 5 percent or two (2) students, whichever is greater, of a school site random sample fails the review of supporting residency documentation, the OSSE auditors will immediately transition to a 100 percent review of supporting residency documentation. The OSSE auditors will provide written notification to the enrollment audit POC of the sample failure prior to a review of 100 percent of enrolled students whose residency has not been previously verified by OSSE through direct data feeds with relevant government and independent agencies. It is important to note that the population that fails the sample (PreK, K-adult), is the population that will move to a 100% review of residency supporting documentation for that identified population. Additionally, OSSE reserves the right to follow up on any cases should the need arise to ensure accuracy of residency determinations.

LEA PreK Sample

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

IV. Issue Resolution

During the Issue Resolution phase, LEAs will only be able to resolve issues in the following two areas:

- **Residency status:** LEAs/schools may submit electronic documentation via the Enrollment Audit and Child Count Application to appeal residency status. For the appeal to be considered, LEAs must submit appropriate documentation within 5 business days of receiving the results of the onsite visit from OSSE auditors (which will be 8 days after the fieldwork concludes), should the LEA disagree with OSSE's initial determination.
- **Duplicative Enrollment Across LEAs:** LEAs/schools may submit electronic documentation via the Enrollment Audit and Child Count Application to appeal a duplicative enrollment. For the appeal to be considered, LEAs must submit appropriate documentation by Nov. 2, after which OSSE will make a determination.

Errors and/or discrepancies in the following areas cannot be resolved by OSSE during the Issue Resolution phase.

- **Student Data Elements:** This includes demographic information, Child Count elements for students with disabilities, English Learners (EL) data, and at-risk designations (where applicable). Issues with these elements must be corrected in the source data systems (the LEA's SIS or SEDS).

- **Duplicative Enrollment within an LEA:** If a student is Stage 5 enrolled in multiple schools within the same LEA, the LEA will need to resolve the duplicative enrollment in their SIS in order for the student to count in the UPSFF. Duplicative enrollments within an LEA must be corrected in the source data systems (the LEA's SIS).

Auditors will make decisions on residency determinations within two business days following receipt of the LEA resubmission of residency documentation as a result of an error found during the on-site review. If an LEA does not agree with the resolution decision, it may upload a request for a final in-person appeal via the Enrollment Audit and Child Count Application by Dec. 4, 2018.

VI. Final In-Person Appeals

Only determinations made regarding unresolved residency and duplicative enrollment can be presented for reconsideration during the final in-person appeals. **In order to request a final in-person appeal for a student, the LEA must have attempted to resolve the error during the Issue Resolution phase.**

Prior to scheduling the final in-person appeal review date with the LEA, all submitted documentation will be reviewed. If it is determined that the documentation is acceptable, this will be noted in the Enrollment Audit and Child Count Application to eliminate the need for an in-person appeal for the identified student. If the student's residency or enrollment cannot be confirmed during this review, OSSE will notify LEAs of the final in-person appeal scheduled date and time between Dec. 7 and Dec. 11, 2018.

Final in-person appeal allows LEAs the final opportunity to submit information that may confirm the residency or enrollment status of a disputed student. At the completion of the Final In-Person Appeals phase, the residency or enrollment status is updated in the Enrollment Audit and Child Count Application by Dec. 19, 2018.

Upon completion of the final in-person appeals phase, OSSE will notify LEAs through the application of any additional enrollment changes due to data corrections and/or duplicative student final determinations. OSSE will first release individually to LEAs a final audited enrollment number. LEAs must verify receipt of the final audited enrollment numbers by Dec. 20, 2018.

VII. Reporting

OSSE plans to release the final audited enrollment numbers in Jan. 2019. Following the release of the report, OSSE may additionally follow up directly with individual LEAs regarding any anomalies discovered in enrollment or residency verification practices during the enrollment audit process that should be addressed in the next school year.

Enrollment Data and Child Count Certifications

For the 2018-19 enrollment audit, LEAs must certify the validity, completeness, and accuracy of the LEA's data and acknowledge final enrollment numbers by completing three (3) enrollment audit and Child Count certifications within the Enrollment Audit and Child Count Application. The First certification captures the universe of students who should be included in the enrollment audit and

acknowledges the outstanding data anomalies for students with disabilities in SEDS. The Second certification certifies that all demographic data are accurate, valid and complete as well as certifying the final population of special education students receiving services for Child Count purposes. The Third and final certification captures the LEA's acknowledgment of final enrollment numbers and demographic information used for funding. **All certifications must be made by the Head of School via electronic signature in the Enrollment Audit and Child Count Application.**

For adult LEAs serving students who are not on a pathway toward a regular high school diploma or Certificate of IEP Completion and, thus, are not subject to the statewide uniform procedures for PreK-12 schools laid out in OSSE's 2018-19 English Learner Guidebook, the second certification will also include an assurance verifying the use of standard procedures set by the LEA to designate and serve English Learners. Please refer to the 2018-19 English Learner Guidebook (to be released in July 2018) for more detail.

Certification Name	Due Date	Purpose of Certification
First Certification - Unaudited Enrollment and Child Count Anomalies Acknowledgement	Oct. 12, 2018 at 5 pm	<ul style="list-style-type: none"> • Acknowledges that enrollment data from the LEA's SIS includes all students enrolled at the LEA as of Oct. 5, 2018 • Acknowledges data anomalies for students with disabilities in SEDS or the LEA's SIS that must be resolved by the Second certification for the purposes of Child Count
Second Certification - Final Demographic Data Elements and Child Count Certification	November 19, 2018 at 5 pm	<ul style="list-style-type: none"> • Acknowledges that the enrollment audit and Child Count data elements from the LEA's SIS and SEDS are accurate, valid and complete for all students enrolled at the LEA as of Oct. 5, 2018 (outside of residency and duplicative enrollment) AND; • Certifies the final Child Count numbers for students with disabilities served in the LEA as of Oct. 5, 2018 AND; • For adult-serving LEAs with students who are not on a pathway toward a regular high school diploma or Certificate of IEP Completion, assures the use of standard procedures set by the LEA to design and serve English Learners in this group of students
Third Certification- Final Audited Enrollment Numbers Acknowledgment	Dec. 20, 2018 at 5 pm	<ul style="list-style-type: none"> • Acknowledges the final audited enrollment numbers after the final in-person appeals process is complete.

PRE-AUDIT DATA PREPARATION

Achieving and maintaining data quality in a LEA’s SIS and other source systems is vital to a successful enrollment audit. LEAs have from **now until Oct. 5 at 5p.m.** to make corrections to student enrollment in the LEA’s source systems (the SIS or SEDS) to ensure all students enrolled on Oct. 5 are identified correctly in the Enrollment Audit and Child Count Application.



Data Quality Terms

All data must be valid, complete, and accurate. LEAs must also ensure that they adhere to the [LEA Data Management Policy](#).

Under federal and local law, LEAs are responsible for maintaining records for data reporting. OSSE defines maintenance of records as: a) entering accurate data; b) updating data promptly and accurately upon notification of any changes; and c) ensuring accuracy so the system of record correctly reflects all students and their environments under the purview of the LEA. Data from the enrollment audit and child count are used for annual federal reports and to determine funding levels in accordance with the Uniform Per Student Funding Formula (see Appendix C).

TERM	DEFINITION
Accurate	The data correctly represents reality
Valid	All values entered conform to OSSE-permitted values*
Complete	All required data elements contain values

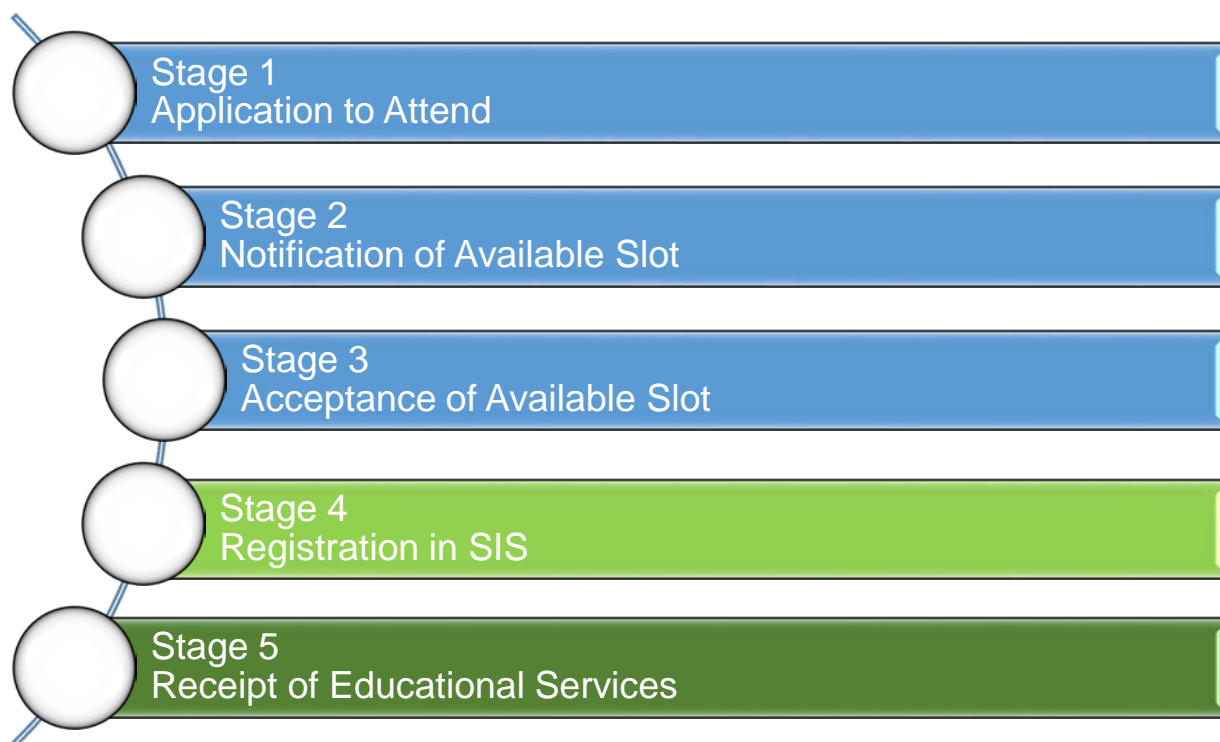
*OSSE-permitted values can be found in the [OSSE SY18-19 LEA Data Collection Template](#).

Data Quality Error Reports

The Unified Data Error Report and the Duplicative Enrollment Report are two data error reports available in SLED and Qlik that flag common data errors such as invalid, missing and duplicate enrollments as well as special education data errors and anomalies. Where appropriate, LEAs should disseminate the error reports to their school-level administrators and coordinate with school-level data administrators to make all necessary corrections. Please refer to the [Unified Data Error Guide](#).

Stages of Enrollment

The five stages of enrollment below, as set forth in [5-A DCMR 2199](#), apply to every public and public charter school student's attendance record. Each stage represents a different event in the enrollment process. Students must be in an LEA's SIS at Stage 5 in order to count as part of the LEA's enrollment.



Stage 1: Application to Attend the School

This stage occurs when the student submits an application through My School DC (MSDC) to request enrollment for the upcoming school year. For schools that do not use My School DC, enrollment begins with Stage 4.

Stage 2: Acceptance and Notification of an Available Slot

This stage occurs when the lottery process facilitated through MSDC concludes and LEAs send notifications to families offering a slot for their child.

Stage 3: Acceptance of the Offered Slot

This stage occurs when a family confirms their child's intent to enroll by completing both enrollment and residency verification forms.

Stage 4: Registration of the Student in SIS

This stage occurs after the LEA receives the child's required enrollment and residency forms with supporting documents and inputs the child's information in the SIS, identifying the student as Stage 4 enrolled.

Stage 5: Receipt of Educational Services

This stage occurs when the child begins attending school and receiving educational services no earlier than the first official day of the current school year. If the student has not attended school during the school year, his or her record must remain at Stage Four.

Ensuring Accurate, Complete and Valid Student Records

LEAs must ensure all enrolled students are identified in their SIS and accurately reflected in the Enrollment Audit and Child Count Application. This ensures the student has an active enrollment record/status in SLED. LEAs have until Friday, Nov. 16, 2018 to make changes in their SIS to the data elements listed below. These data elements are required elements from the SY 2018-19 Data Collection Template.

Data element	Definition
Last Name	The legal last name of the student. It is the name carried in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoptions or legal name change).
First Name	The legal first name of the student. It is the name given to an individual after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption or through legal name change).
Date of Birth (DOB)	The day, month and year on which the student was born documented on an official government certificate.
Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.
City	The city where the student resides.
State	The abbreviation for the state (within the United States) or outlying area in which the student resides.
Zip Code	The number that identifies the postal delivery area in the United States in which the student resides.

Gender	A coded value representing the student’s gender. Gender is a person’s actual sex or perceived sex and includes a person’s perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person’s sex at birth.
Ethnicity	LEAs are required to categorize student ethnicity as “Hispanic” or “Non-Hispanic” for the ethnicity with which the student most closely identifies. The complete definition of Hispanic is found in the DC OSSE Data Collection template
Race	LEAs are required to categorize students in one or more of the five permitted race codes for which race(s) the student most closely identifies. Categories must be mapped by the LEA to the five federal race categories: American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. More complete definitions of these race classifications are found in the DC OSSE Data Collection Guidelines
Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session, as permitted via LEA SIS, and aligned to the DC OSSE Data Collection template .
EL Status	An indication of whether or not the student is an English Learner (EL) and receiving English Learner (EL) Services.
FARM Status	An indication of whether a student qualifies for free, reduced price or paid meals. For school participating in CEP, all students at the school should be indicated as “CEP” instead of “free.” Please note: This data element is used as an indicator of a student’s poverty level for the purposes of determining LEA eligibility for ESEA Title I-A and the amount of Title I-A funding allocated to each eligible LEA.
Residency Status	The LEA’s determination that the student is or is not a resident of the District of Columbia based on provided documents to support residency claim.
Homeless	An individual lacking a fixed, regular, and nighttime residence or an individual who has a primary nighttime residence that is a) a supervised or publically operated shelter designed to provide temporary living accommodations; b) an institution that provides a temporary residence for individuals intended to be institutionalized including welfare hotels, congregate shelters, and transitional housing for the mentally ill; or c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Special education status, which is considered part of a student’s record, is calculated based on the information entered in SEDS and auto-populated. LEAs should ensure that all data in SEDS are current. Official special education status will be captured by the Child Count process.

Residency Verification

All students attending DCPS, public charter schools, and nonpublic schools must be residents of the District of Columbia. To establish bona fide residency, the person enrolling the student shall demonstrate compliance with all three of the following requirements:

- (1) If anyone other than the parent is enrolling the student, establish that they are the valid guardian, custodian, or other primary caregiver, as set forth in 5-A DCMR § 5000 et seq. and specifically defined in 5-A DCMR § 5099, with proper documentation such as a custody order, or an “other” primary caregiver form;
- (2) Establish a physical presence in the District, defined as the “actual occupation and inhabitation of a place of abode with the intent to dwell for a continuous period of time”; and
- (3) Submit valid and proper documentation that establishes bona fide residency as set forth in 5-A DCMR § 5004.

Parents/guardians of students, or adult students, attending DCPS, public charter schools, or nonpublic schools must provide proof of District residency annually. 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 public charter schools if there are no DC resident students on the school’s waitlist. The student residency verification process requires documentary proof of residency and takes place during the enrollment period each year (Mar. 30 through Oct. 5) or within ten (10) days of the initial enrollment, whichever occurs later. LEAs are required to review their students’ residency documentation and verify that all documentation and verification forms are complete, legible, and valid prior to Oct. 15. LEAs that place students with disabilities in a nonpublic school are responsible for verifying residency for that student, as well as making the student’s residency verification records accessible to the OSSE auditors for review.

Schools may require that parents or guardians of prospective students or adult prospective students furnish proof of District residency and/or age prior to enrollment, except for any children and youth who are considered homeless under the federal McKinney-Vento Homeless Assistance Act. Requests for documentation also must not discriminate, or have an effect of discriminating, on the basis of race, color, national origin, citizenship, or immigration status.

See Appendix A for more information on required residency documentation.

Enrollment Audit and Child Count Application

The Enrollment Audit and Child Count Application provides the means for LEAs and OSSE to view the Enrollment Audit and Child Count student rosters throughout each phase of the enrollment audit. The data for rosters will be pulled from the LEA’s SIS, SLED and SEDS.

The Enrollment Audit and Child Count Application:

- Allows LEAs to view in near-real time, enrollment and special education student counts as they relate to the enrollment audit and Child Count;
- Allows LEAs to view in near-real time, enrollment and residency determinations throughout the Fieldwork, Issues Resolution and Final In-Person Appeals phases;
- Provides a secure method to upload student residency documentation, eliminating the need to upload multiple versions of excel spreadsheets; and
- Enhances OSSE's communication to LEAs throughout the audit phases.

Data Snapshot of Enrollment Data as of Oct. 5

Because there can be a one-day lag for data from the LEA's SIS to show up in SLED, OSSE will make a snapshot of enrollment data on Oct. 6th collected from all LEAs to reflect the enrollment as of Oct. 5. Again, LEAs have **until Oct. 5 at 5 p.m.** to make corrections to student enrollment in the LEA's source systems (the SIS or SEDS) to ensure all enrolled students are identified correctly in the Enrollment Audit and Child Count Application.

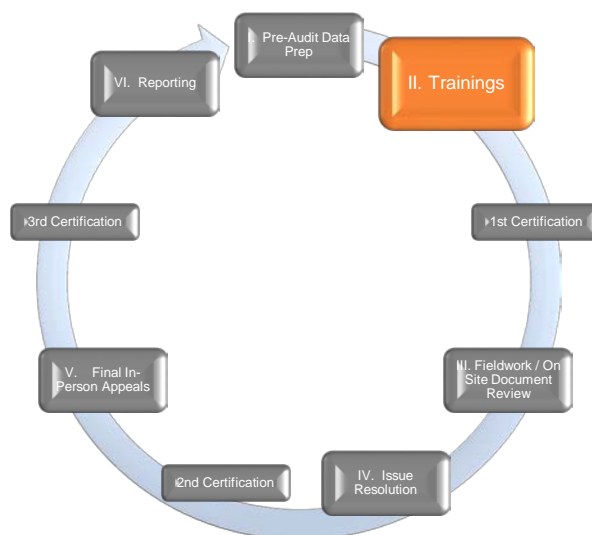
ENROLLMENT AUDIT AND CHILD COUNT PROCESS: TRAINING

LEA Points of Contact (POCs) and Coordination

In addition to identifying the Head of School, each LEA is required to have POCs for the enrollment audit, special education, English Learners, homeless liaison, and data management. Each POC plays a critical role in the enrollment audit and Child Count (see chart below).

Since the enrollment audit and Child Count require handling personal identifiable information of students, LEA POCs must follow all applicable Family Education Rights and Privacy Act (FERPA) laws.

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 is not responsible for contacting LEA staff members beyond the Head of School, the designated enrollment audit POC, the special education POC for Child Count, and the LEA data manager.



The current list of POCs is available for LEA review in OSSE’s eSchoolPLUS Points of Contact list. The LEA Data Manager must [access eSchoolPLUS](#) to submit changes to LEA, school, or site information in the eSchoolPLUS application by June 15, 2018.

POC Type	Description
Head of School	Responsible for overall administrative leadership; will make all certifications for the enrollment audit
LEA Enrollment Audit POC	Coordinates and manages the enrollment audit, including ensuring deadlines are met, reviewing data for accuracy and completeness, preparing for site visits, coordinating documentation, and uploading documents
LEA Data Manager	Ensures all data requests from OSSE are completed in a timely manner and maintains eSchoolPLUS POCs and calendars; partner in pre-audit data preparation
LEA Special Education POC	Responds to OSSE requests related to special education, including updates to data systems and training and assistance to other LEA and school staff related to the Special Education Data System (SEDS); key partner in Child Count
English Learners POC	Verifies the EL status of students and coordinate with the data manager to ensure that this information is correctly uploaded to the SIS
LEA Homeless Liaison	Responsible for identifying and ensuring that these students receive services

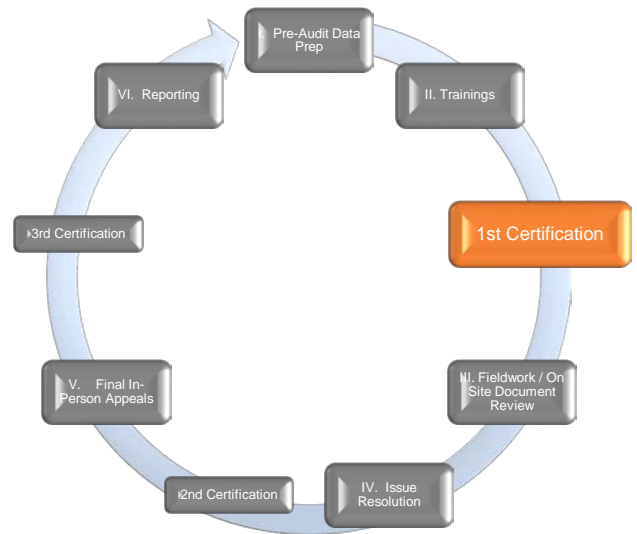
Trainings for POCs

To ensure that these POCs have a strong understanding of any policy or process changes regarding the yearly Enrollment Audit, OSSE hosts several trainings in advance of the Fieldwork phase targeted towards the enrollment audit POC, special education POC and the LEA data manager. Participants are required to bring laptops for the Enrollment Audit and Child Count Application session to allow for a hands-on training.

FIRST CERTIFICATION: UNAUDITED ENROLLMENT AND CHILD COUNT DATA ANOMALIES CERTIFICATION

After OSSE freezes enrollment data submitted by LEAs by 5pm on October 5th, LEAs have from **Tuesday, Oct. 9th until Thursday, Oct. 11th** to ensure that all enrolled students as of Oct. 5 are accounted for on the roster, including those that may be duplicatively enrolled with another LEA. LEAs must make corrections to student records in the LEAs SIS to ensure all enrolled students will appear appropriately in the Enrollment Audit and Child Count Application.

Note: LEAs cannot add additional students to the enrollment audit roster under any circumstances after 5 p.m. on Thursday, Oct. 11, 2018. It is critical that the LEA ensure that all students for whom the LEA seeks funding (i.e. attending as of Oct. 5) are on the enrollment audit roster in the Enrollment Audit and Child Count Application.



FIELDWORK / ON-SITE DOCUMENT REVIEW

The Fieldwork phase of the enrollment audit is the process wherein OSSE auditors review residency documentation at LEA sites starting Wednesday, Oct. 17, 2018 and ending on Friday, Nov. 16, 2018. Amendments to the DC Code via the FY2017 Budget Support Act (Per Capita District of Columbia Public School and Public Charter School Funding Amendment Act of 2017), allow OSSE to redefine the role of the auditor, sharpen the focus of the fieldwork on residency and eliminate the requirement for a physical headcount of students.

LEAs will receive a scheduled visit date for each school in the LEA in late August.

The enrollment audit is conducted for all students in the LEA, including those who attend nonpublic schools and Department of Youth Rehabilitative Services (DYRS) as well as Wards of the District who attend schools in the surrounding counties.

LEAs will receive the results of the on-site review within three (3) business days of the site visit.



Enrollment Audit Fieldwork Scope

The fieldwork phase helps ensure that there are no anomalies in the residency verification process at the LEA. OSSE auditors will review each student's record (specifically the DCRV Form 1) to determine residency status. This includes students with disabilities placed by the LEA in a nonpublic school. In addition to reviewing DCRV Form 1 for all students, OSSE will examine supporting documentation for a random sample of 20 percent of the school's eligible population. If the supporting documentation is deemed inadequate for a student, that student will be counted as a non-resident for whom the LEA does not receive funding.

OSSE reserves the right to review residency documentation from any LEA at any time and will elect to conduct a 100 percent audit of residency verification documentation if:

1. The LEA is unable to produce valid supporting residency documentation for more than 5 percent of the students in the random sample (or 2 students, whichever is greater) and students classified as non-resident or recently removed from tuition paying status during the previous year. The 100 percent audit in this instance will take place on the same date as the scheduled fieldwork. OSSE auditors will notify the enrollment audit POC of the failed residency sample prior to moving to a 100 percent review of residency verification documentation.
2. The LEA has an excessive number of non-resident fraud tips received by OSSE, or if OSSE has reason to suspect that fraudulent processes and procedures are taking place during the enrollment/residency verification process. OSSE will notify the LEA at the time of scheduling if there will be a 100 percent review of residency documentation for this reason.

3. Any other reasons that raise questions about the validity of the LEA's residency documentation process.

If the permissible fail rate for supporting documentation (outlined in #1 above) is exceeded during the fieldwork phase, the auditors will automatically notify and provide written documentation to the enrollment audit POC at the school location prior to moving to a 100 percent review of the eligible population. This may include bringing additional auditors on site the same day.

Sample Composition of Supporting Residency Documentation

To create the 20 percent sample, OSSE will exclude students from the sample with any of the following designations:

- Residency verified through intra-agency agreements with:
 - Department of Human Services for TANF, SNAP or Medicaid recipients, or
 - Office of Tax and Revenue
- Student experiencing homelessness as defined by McKinney-Vento
- Ward of the District

Document Preparation for On-Site Document Review

LEAs are advised to prepare for site visits by completing the following actions:

I. Identify and Reserve Space

1. The space identified and reserved must comfortably accommodate the size of the audit team assigned to the site. The size of the audit team will vary based on the size of the enrolled student population (approximately three (3) auditors per 100 students).
2. The site must identify and reserve a contingency space based on the number of additional audit team members that will be required to be on site should the 20 percent sample review of residency documents transition into a 100 percent review.
3. LEAs with multiple school site locations must identify the school site at which OSSE auditors can review the documentation for students with disabilities attending a non-public school.

II. Prepare Student Binders for Review

A. For K-12 and Adult Enrolled Students

1. Organize the DCRV Form 1 in binders alphabetically by student last name (each binder should contain no more than 100 student residency documentation, both DCRV and supporting documentation).
2. The DCRV Form 1 must have supporting documentation (see Appendix A for list of supporting documents) immediately following the DCRV for that student. Do not staple any documents.
3. Divide the materials (DCVR Form 1 and supporting materials) into approximately even numbers of students in each binder.
4. Binders must be located in the space reserved for the auditors on the day of the visit.

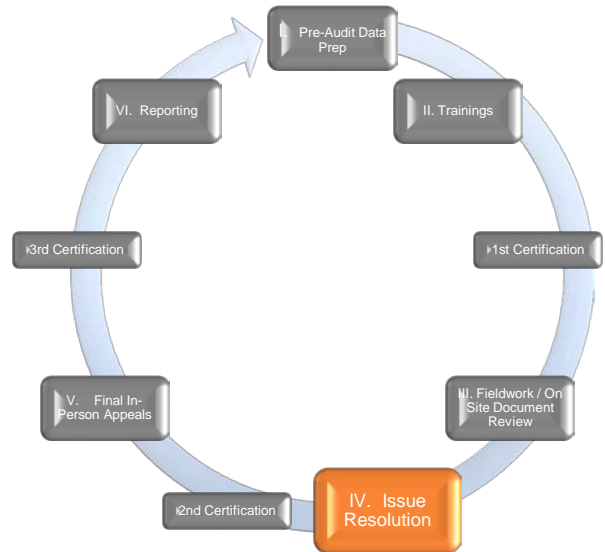
B. For PreK-3 and PreK-4 Enrolled Students

1. Organize the DCRV Form 1 in binders alphabetically by student last name (each binder should contain no more than 100 DCRVs).

2. The DCRV Form 1 must have supporting documentation immediately following the DCRV for that student. Do not staple any documents.

C. For Students with Disabilities attending Nonpublic Schools

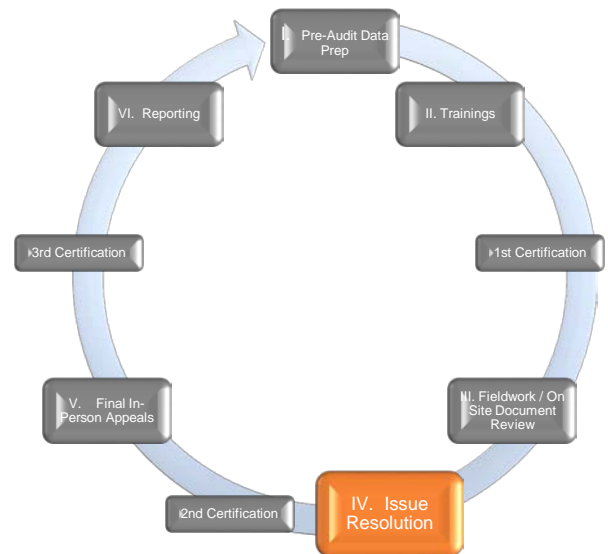
1. Organize the DCRV Form 1 in binders/folder alphabetically by student last name (each binder/folder should contain no more than 100 DCRVs).
2. All DCRV Form 1 must have supporting documentation immediately following the DCRV for that student. Do not staple any documents.



ISSUE RESOLUTION

The issue resolution phase runs concurrently with the Fieldwork/On-Site Document Review phase and is intended to resolve as many discrepancies or disagreements between LEAs and the auditors as possible by the end of the phase (**Dec. 3**).

For most data issues (with the exceptions of residency and duplicative enrollment), LEAs will have **until Nov. 16, 2018** to resolve and correct data directly in the LEA SIS and SEDS, which then transfers over to the Enrollment Audit and Child Count Application. LEAs may submit questions about data values for specific students and request support from OSSE on resolving data errors and anomalies through the OSSE Support Tool (OST), particularly for data elements that come from other District agencies.



All enrollment audit and Child Count OST tickets must be submitted by LEAs **no later than Nov. 2, 2018** to ensure adequate time for OSSE to respond before the end of the Issue Resolution phase.

Exceptions:

Residency Status: If an LEA disagrees with OSSE’s initial determination on residency or has further information that would change the determination, information may be uploaded to support its case directly in the Enrollment Audit and Child Count Application. All timelines during the Issue Resolution phase are based on the on-site review date. Three (3) business days after the on-site review, the auditors’ responses will be loaded in the EACC application. Once the auditor’s response is received, schools have five (5) business days to provide a response. After the school’s response period ends, a final response is received from the auditor at the end of two business days. If the school does not agree with the auditor’s final decision, the school has until Dec. 4, 2018 to request a final in-person appeal.

Response Timeline

- On-site review date plus three business days = Auditors response posted in the EACC application
- On-site review date plus 8 business days = Final days for LEA to respond to all auditor decisions
- On-site review date plus 10 business days = Auditors second round of responses posted in EACC application

Duplicative Enrollments Across LEAs: The LEA must additionally upload documentation for any student it seeks to claim who is duplicatively enrolled at another LEA— those students will be flagged in the Enrollment Audit and Child Count Application from the start. **LEAs have until Nov. 2, 2018 at 5 p.m. to upload all supporting documentation** outlined in the Residency and Duplicative Enrollment section below directly in the Enrollment Audit and Child Count Application. Note: if there is a student duplicatively enrolled within the LEA, the LEA must resolve the duplicative enrollment within their SIS by Nov. 16, 2018 – there will not be an opportunity to appeal duplicative enrollments within an LEA as the LEA can correct the enrollment record within its SIS.

For both residency status and duplicative enrollment, OSSE will review the supporting documentation and make a determination that will be viewable in the Enrollment Audit and Child Count Application. (See the Residency and Duplicative Enrollment section below the table for more details).

The following table lays out the data elements tested during the audit and the pathways for resolving errors in the student record during the Issue Resolution phase. (Please also see Appendix D for a full list of all data elements used in the enrollment audit and their source systems). OSSE recommends resolving errors as quickly as possible within the Issue Resolution period to make sure all necessary changes from the source system to the Enrollment Audit and Child Count Application are accurately reflected.

Audit Category	Audited data element	Initial Enrollment Audit Determination	Resolution Path for LEA
DC Residency	Residency status	OSSE auditor via site visit	Providing additional supporting documentation during the Issue resolution phase within 5 business days of receiving the results of the on-site auditor review and, if necessary, requesting final appeal in the Enrollment Audit and Child Count Application by submitting additional documentation to change non-resident status to resident
Duplicative Enrollment <u>Across LEAs</u>	Duplicative Enrollment	OSSE determination after receiving documentation from LEAs prior to or on Nov. 2, 2018	Providing supporting documentation during the Issue resolution phase by Nov. 2 and if necessary, requesting final appeal in the Enrollment Audit and Child Count Application by submitting additional documentation to claim the student

Duplicative Enrollment Within an LEA			
	Duplicative Enrollment	LEA SIS, identified in the Unified Data Errors Qlik application	No appeal – data corrected through LEA SIS by Nov. 16, 2018
Student Demographic Information	Name; Date of Birth; Address; Gender; Ethnicity; Race; Grade; FARM status	LEA SIS, errors identified in the Unified Data Errors Qlik application	No appeal - data corrected through LEA SIS by Nov. 16, 2018
Special Education	Special education service levels	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 16, 2018
	Environment	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 16, 2018
	ESY	LEA entry of IEP info in SEDS	No appeal – data corrected by LEA through SEDS during issue resolution phase by Nov. 16, 2018
English Learner	English Learner status	LEA entry of info of EL status in LEA SIS or assessment info from OSSE, errors identified in the Unified Data Errors Qlik application	No appeal – data corrected through LEA SIS during issue resolution phase by Nov. 16, 2018
At-risk	Homeless	LEA entry of homeless info into LEA SIS and TCP feed managed by OSSE	No appeal - data corrected through LEA SIS during issue resolution phase by Nov. 16, 2018
	SNAP/TANF	DC Department of Human Services (DHS) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Nov. 16, 2018

	Overage	LEA SIS (Date of birth and grade)	No appeal - data corrected through LEA SIS during resolution period by Nov. 16, 2018
	Under the care of CFSA	DC Child and Family Services Agency (CFSA) feed	No appeal – LEA submits OST ticket to resolve inconsistencies by Nov. 16, 2018

Residency Determinations

Three business days after the on-site visit by the auditors, LEAs and schools will be able to review the status of their students in the Enrollment Audit and Child Count application. LEAs/schools will have 5 business days from that point to submit documentation for OSSE review in the Enrollment Audit and Child Count application for residency status. The uploaded documentation should demonstrate the student’s District residency under the verification guidelines in Appendix A.

Once uploaded, the documents will be reviewed within two business days and a determination is rendered and documented in the Enrollment Audit and Child Count Application. If the LEA/school does not agree with determinations rendered during the Issue Resolution phase, a request for a Final In-Person Appeal should be made using the Enrollment Audit and Child Count Application. If an LEA disagrees with the determination, the LEA can request an in-person appeal in the Enrollment Audit and Child Count Application by **Dec. 4, 2018**.

Duplicative Enrollment Across LEAs - Hierarchy and Determinations

In the event that a student is Stage 5 enrolled in more than one LEA, OSSE will use documentation from the LEAs and attendance records to make an enrollment determination. To resolve a duplicative enrollment across two different LEAs, each LEA is required to submit all the documentation listed below through the Enrollment Audit and Child Count Application by Nov. 2, 2018. OSSE will evaluate the documents to make a determination by Nov. 16, 2018.

OSSE will first consider the documentation shared within the first level of the hierarchy. If this documentation does not provide clear and convincing evidence of the student’s enrollment for the current school year, then OSSE will consider the totality of the documentation shared in the first and second levels of the hierarchy. If this documentation does not provide clear and convincing evidence of the student’s enrollment for the current school year, then OSSE will consider the totality of the documentation shared in the first, second, and third levels of the hierarchy and make a final determination.

If an LEA disagrees with OSSE’s determination, the LEA can request an in-person appeal in the Enrollment Audit and Child Count Application by **Dec. 4, 2018**.

Duplicative Enrollment Errors for PreK-12 Students

Hierarchy order for Duplicatively Enrolled PK-12 students	Acceptable Documentation
1. Enrollment/Withdrawal Forms	The LEA must provide current school year enrollment or withdrawal documentation signed by the parent/guardian. The documentation should identify the date the student entered or exited the school and include signatures from the enrolling parent/guardian and a school official. Additionally, if available, the school should provide the Request for Student Records or confirmation from the receiving school verifying enrollment or withdrawal.
2. Attendance / Discipline Records	OSSE will review attendance records from Sept. 28th through Oct. 26th. For schools with an intersession break scheduled during the specified time period, an equivalent number of days for in school attendance will be added to the end of the stated time. Additionally, if available, the school should submit discipline records for this stated time period.
3. Schoolwork	The LEA must submit two (2) pieces of schoolwork or exam documentation that include the student's name, in the student's handwriting where possible, and the date of the work from Sept. 28th through Oct. 26th.

Duplicative Enrollment for Adult Students

Adult Education Student Classification

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

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

Students will not be audited based on age. Therefore, LEAs should either classify their students as adult or in a high school grade level of 9 through 12 based on programming.

It is acceptable for an adult student to be enrolled in more than one (1) LEA and in a variety of adult education programs. However, UPSFF payments are made to a single LEA and OSSE will count the student only once in the enrollment audit under one LEA. LEAs will be required to provide supporting program enrollment documentation in the Enrollment Audit and Child Count Application. If an adult

student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this ranking order:

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

If an adult student is enrolled in two programs of the same type (such as two diploma programs or two GED programs), then the below listed hierarchy will be used. All available documents should be submitted at once for review. OSSE will first consider the documentation shared within the first level of the hierarchy. If this documentation does not provide clear and convincing evidence of the student’s enrollment for the current school year, then OSSE will consider the totality of the documentation shared in the first and second levels of the hierarchy. If this documentation does not provide clear and convincing evidence of the student’s enrollment for the current school year, then OSSE will consider the totality of the documentation shared in the first, second, and third levels of the hierarchy and make a final determination.

Hierarchy order for duplicatively enrolled adult students	Acceptable documentation
1. Student-signed affidavit	The LEA should have the adult student sign an affidavit attesting that the student is enrolled in the LEA program. A completed student-signed affidavit must include the following items: LEA Name, Student Name, Enrolled Program, Number of Contact hours, Adult Student Signature and date, School Official signature and date. If the LEA cannot obtain a signed student affidavit, move to 2.
2. Attendance Records	OSSE will review attendance records from Sept. 28th through Oct. 26 th . Attendance need not be demonstrated for each class during the day.
3. Schoolwork	Two pieces of schoolwork or exam documentation (including student’s name and the date of the work) between Sept. 28 and Oct. 26. Electronically submitted work or exams with a date stamp that show the student’s name or USI are acceptable.

Request for Final In-Person Appeal

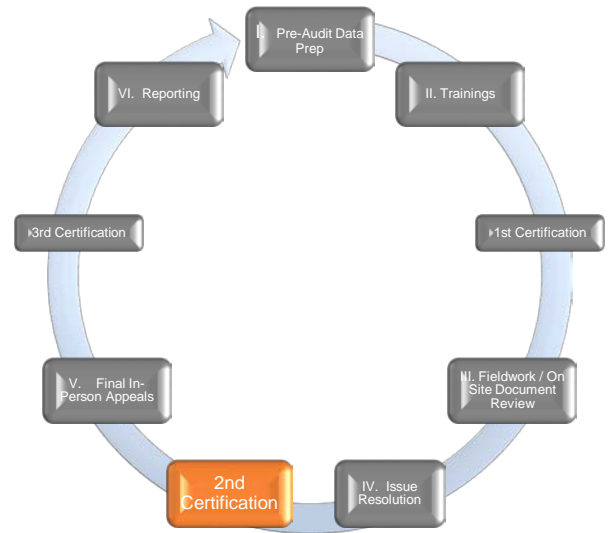
If the LEA disagrees with OSSE’s determination of either residency or duplicative enrollment, the LEA can request a final in-person appeal through the Enrollment Audit and Child Count Application by providing additional supporting documentation. **All requests for final in-person appeals for remaining residency status or duplicative enrollment issues must be received by 5 p.m. on Dec. 4, 2018.** LEAs will receive the scheduled data and time of the requested final in-person appeal by Dec. 11, 2018.

SECOND CERTIFICATION: FINAL DEMOGRAPHIC DATA ELEMENTS AND CHILD COUNT CERTIFICATION

LEAs must submit the Second Certification (Final Demographic Data Elements and Child Count Certification) directly in the Enrollment Audit and Child Count application no later than 5 p.m. (EST) on Monday, November 19, 2018.

Through the second certification, the LEA acknowledges that the Oct. 5 demographic data from the LEA's source systems are accurate, valid and complete (outside of residency and duplicative enrollment) and that its final Child Count numbers for students with disabilities served in the LEA as of Oct. 5, 2018 are accurate, valid and complete.

Adult-serving LEAs with students on a pathway that does not culminate in a regular high school diploma or Certificate of IEP Completion also acknowledge through the second certification the use of standard procedures set by the LEA to designate and serve English Learners. Please refer to the 2018-19 English Learner Guidebook (to be released in July 2018) for more information.



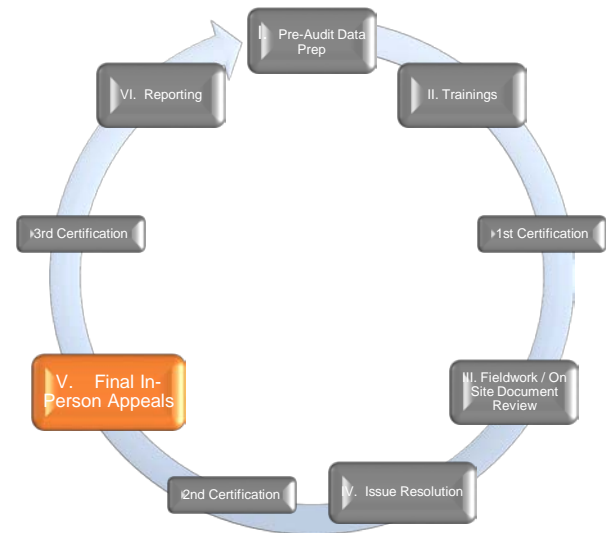
Please note: Certification of data elements is inclusive of all data elements listed in the Appendix C: 2018-19 Enrollment Audit and Child Count Data Elements. These data will be used for federal, state and local reporting and many formula funding allocations including, but not limited to, all formula title grants under ESEA. It is the responsibility of the LEA to ensure that these data are accurate, consistent and timely.

FINAL IN-PERSON APPEALS

Final In-Person Appeals will be held from Dec. 12 through Dec. 17. During this phase, only unresolved residency and duplicative enrollment determinations will be reviewed. LEAs must have uploaded any documentation to be considered during this phase in the Enrollment Audit and Child Count application by **Dec. 10, 2018**. **If an LEA did not complete an issue resolution for an identified student, the student cannot be included in the Final In-Person Appeal.**

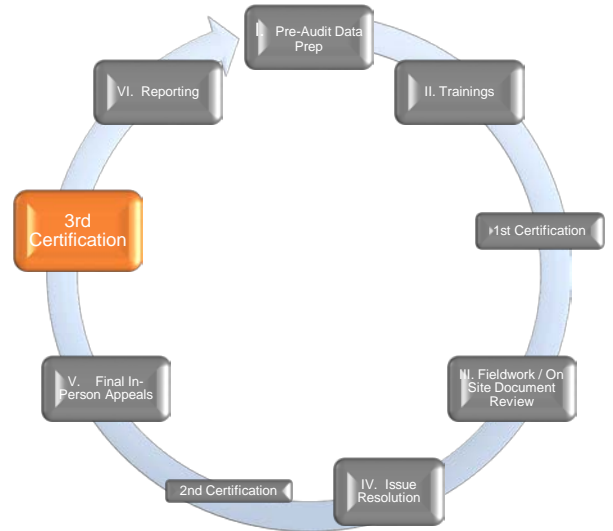
Final In-Person Appeals are conducted face-to-face with a panel of OSSE officials who make the final determination regarding the status of a student. LEA representatives are assigned a time with the panel to review submitted documentation and engage in a focused discussion towards a final determination.

The outcomes of Final In-Person Appeals are updated in the Enrollment Audit and Child Count application. LEAs will be able to view all final determinations by **Dec. 19, 2018**.



THIRD CERTIFICATION: FINAL AUDITED ENROLLMENT NUMBERS ACKNOWLEDGEMENT

LEAs must submit the Final Audited Enrollment Numbers Acknowledgment directly in the Enrollment Audit and Child Count application no later than **5 p.m. (EST) on Thursday, Dec. 20, 2018**. This certification ensures that LEAs have received the final outcome of the enrollment audit.



REPORTING

After receipt of the third and final Audited Enrollment and Final Child Certification, OSSE will produce and disseminate the final enrollment audit report in Jan. 2019.



CHILD COUNT

Child Count is a federally mandated activity reported annually per 34 *CFR* 300.641(a). The data received at the finalization of the Child Count process serves as the official special education enrollment number for the District of Columbia.

The 2018-19 District of Columbia Child Count is based on the student enrollment as of Thursday, Oct. 5, 2018. The alignment of the Child Count process with the enrollment audit process reduces data discrepancies and the burden on LEAs. Special education data collected from LEAs is received from SEDS, including but not limited to educational environment.

Each LEA is responsible for ensuring that all students receiving services under IDEA¹ have a valid and current eligibility determination and IEP in SEDS. An enrolled student must have, at minimum, a current IEP or eligibility determination, for inclusion in the Child Count roster.

Enrollment Audit and Child Count Differentiation

Age and the Enrollment Audit

Due to the requirements of the two (2) data collection processes, there are differences in the way age is calculated for the enrollment audit and the Child Count, which can result in slightly varying rosters. The differences are described below.

Collection Effort	Age Requirement
UPSFF Enrollment Audit	The audit will include all students age 3 and older. Public charter school students must turn 3 years old by the predetermined age cut-off date of the current school year. For DCPS, the student must turn age 3 by Sept. 30 of the current school year. There is no maximum age.
Special Education Child Count	For the Part B IDEA Child Count EDFacts template required by the US Department of Education, students must be at least 3 years old and no older than age 21 as of the official enrollment audit date (Oct. 5).

Special Education Child Count and UPSFF SPED Level Funding

Collection Effort	Special Education Categorization Requirement
UPSFF Enrollment Audit	Students receiving special education services in accordance with federal child count definitions are categorized for funding purposes based on SPED levels, which are informed by the number of hours a child received specialized instruction and related services. See the data dictionary in Appendix D for the definition of SPED level.
Special Education Child Count	“Students that qualify as receiving services under IDEA” refers to students in SEDS with an unexpired eligibility status (three-year

¹

	<p>maximum duration), a current or expired IEP, and no negating events (refusal, discontinuation, denial, or revocation). Students will not be counted if they have both an expired eligibility and an expired IEP. Students are entitled to services under IDEA through the semester in which they turn 22 years old.</p>
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Child Count Certification

LEAs must review and verify the accuracy of their Child Count data in the Enrollment Audit and Child Count Application. It is the responsibility of the LEA Special Education POC to ensure that each enrolled student receiving services is properly identified in SEDS. Additionally, the LEA Special Education POC should ensure that the student is properly enrolled in the LEA's SIS. Lastly, while special education records in SEDS for students transferring LEAs within the District should automatically transfer, the receiving LEA is responsible for ensuring that the records do in fact transfer appropriately and submit an OST ticket if there are issues. For additional information on transfer records requests and/or entering newly enrolled student data, please refer to the [SEDS resource site](#).

All data corrections must be made in the source system (i.e., SEDS or the respective SIS). Please begin reviewing the data as early as possible to allow for completion of IEP amendments or updated annual IEPs, if necessary. The data will be locked in the Enrollment Audit and Child Count Application as of Nov. 17, 2018. Beyond this point, updates in SEDS will not be reflected in the application.

LEAs will be required to submit the combined Enrollment Audit Certification and Child Count Anomalies Acknowledgement form no later than 5 p.m., Friday, Oct. 12, 2018 and a final Child Count certification form on Monday, Nov. 19, 2018. LEAs will have between Oct. 6, 2018 and Nov. 16, 2018 to review, respond to, and resolve all data anomalies. Failure to resolve all data anomalies by the specified deadline will result in a finding from the IDEA LEA monitoring team.

IEP Anomalies

If the LEA determines that a student's special education information is inaccurate, an IEP team meeting may be required to determine if an IEP amendment or a new annual IEP needs to be completed. In some instances, it may also be necessary to hold an updated eligibility determination meeting (e.g., if the student's current eligibility determination is expired or if the student currently is designated as having the disability "developmental delay" but is age 8 or older). If an IEP amendment needs to be completed, refer to [OSSE's IEP Amendment Policy](#) and accompanying guidance located on OSSE's website.

For Child Count 2018, the educational environment will be pulled directly from the most recent finalized IEP in SEDS and displayed in the Enrollment Audit and Child Count Application. If the educational environment is not accurate, it may be appropriate to complete an IEP amendment to make this correction.

Anomalies Response and Resolution

LEAs will have between Oct. 6, 2018 and Nov. 16, 2018 to review, respond to, and resolve all identified anomalies. In some cases, the LEA will need to make data corrections to resolve inconsistencies. In other cases, the LEA will need to confirm the data are accurate. As a reminder, a student can only be added to the Child Count roster if he/she is already included in the enrollment audit roster.

If the LEA is aware of any continued special education data discrepancies or issues, the LEA must submit requests for support in OSSE's Online Support Tool (OST).

All LEA Demographic Data and Final Child Count Certifications are due no later than 5 p.m., Monday, Nov. 20, 2018. The Child Count Data Anomalies Acknowledgement Form, and the Child Count Certification and Educational Environments Data Form must be electronically signed in the Enrollment Audit and Child Count Application by the Head of School.

APPENDICES

Appendix A: Residency Verification Guidelines

Appendix C: Uniform Per Student Funding Formula (UPSFF) Guidance

Appendix D: 2018-19 Enrollment Audit and Child Count Data Elements

Appendix E: Educational Environments

Appendix A: 2018-19 Residency Verification Guidelines and Forms

Required Residency Documentation

During the enrollment period, all enrolling families and/or adult students are required to submit a DCRV Form 1 and the required supporting documentation. Below is a list of the acceptable forms of supporting documentation to confirm bona fide DC residency:

ONE (1) of the following items is accepted to establish District residency:

- **Pay stub:** Issued within the forty-five (45) day-window immediately preceding the school's review of residency documentation, that contains the name of person enrolling the student or the name of the adult student, shows his/her current DC home address, and shows withholding of DC personal income tax for the current tax year.
- **Unexpired official documentation of financial assistance from the Government of the District of Columbia:** Issued to the person enrolling the student or the adult student within the past twelve (12) months and be current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income, housing assistance or other programs.
- **Certified copy of Form D40:** Certified by the DC Office of Tax and Revenue, with the name of person enrolling the student or the name of the adult student as evidence of payment of DC taxes for the current or most recent tax year.
- **Military housing orders:** Showing the name of the person enrolling the student or the name of the adult student, and their residency or home address in DC, including but not limited to a DEERS statement or other official communication on military letterhead.
- **Embassy letter:** Issued within the past twelve (12) months showing the name of the person enrolling the student or the name of the adult student, indicating that the caregiver and the dependent student or the adult student currently live on embassy property in the District of Columbia or will reside on DC property confirmed by the embassy during the relevant school year, and an official embassy seal.

Enrolling families or adult students can choose to provide **TWO (2)** of the required items listed below:

- Unexpired **DC motor vehicle registration** showing the name of the person enrolling the student or the name of the adult student and his/her current DC home address.
- Unexpired **lease or rental agreement with separate proof of payment of rent**, in the name of the person enrolling the student or the name of the adult student, for a period within two (2) months immediately preceding the school's review of residency documentation, for the current DC address at which the student actually resides. In lieu of renewed leases, a Letter of Continuation on the official letterhead from a rental property's management company will be accepted, with the lease, as supporting documentation to prove residency.

- Unexpired **DC motor vehicle operator's permit** or official government issued non-driver identification in the name of the person enrolling the student or the name of the adult student showing his/her current DC home address.
- **Utility bill (*only gas, electric, and water bills are acceptable*) with separate proof of payment of the bill**, from a period within the two (2) months immediately preceding the school's review of residency documentation, listing the name of the person enrolling the student or the name of the adult student and his/her current DC home address.

Residency Proven Through Home Visitation

OSSE residency verified is defined as students enrolled at a school identified as residents using intra-agency agreements between Department of Human Services or DC Office of Tax and Revenue and students who are a part of the McKinney Vento or Child and Family Services populations.

Residency Proven Through Home Visitation

There may be extenuating circumstances that prevent a parent/guardian or adult student from producing approved residency verification documents. In such cases, the school should conduct a home visit pursuant to DC Code §38-309 (d), complete and retain a copy of the Home Visitation Consent Form and the Home Visitation Residency Verification Form to demonstrate due diligence in verifying a student's 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 PCSB may establish procedures for proving residency in these exceptional cases. These procedures must be in compliance with DC Code §38-311(b) and all other applicable laws. Finally, these procedures must be submitted to OSSE no later than thirty (30) calendar days before the first day of school for approval.

If an LEA believes that a student is a DC resident but is unable to prove residency through one of the means outlined in DC Code §38-309, the LEA should retain all documentation that could support a finding of residency and contact OSSE's Office of Enrollment and Residency for further guidance.

Residency Proven for Homeless Students

Pursuant to the McKinney-Vento (MKV) 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 an LEA Homeless Liaison responsible for identifying and ensuring that these students receive services entitled to them. A homeless child or youth is defined as an individual lacking a fixed, regular, and nighttime residence or an individual who has a primary nighttime residence that is a) a supervised or publically operated shelter designed to provide temporary living accommodations; b) an institution that provides a temporary residence for individuals intended to be institutionalized including welfare hotels, congregate shelters, and transitional housing for the mentally ill; or c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Residency Proven for Undocumented Immigrant Children and 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. The 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).

At the time of enrollment, LEAs should avoid asking questions that may reveal a child's immigrant 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 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 a social security number. To avoid discouraging enrollment, LEAs are encouraged to enroll any child and ask for documentation after the child is enrolled.

Residency Forms

Residency forms for the 2018-19 school year can be found at this link: <https://osse.dc.gov/service/2018-19-school-year-residency-verification>. They include:

- [DC Residency Verification Forms](#)
- [Other Primary Caregiver Forms](#)
- [Home Visitation Forms](#)
- [Title X Part C McKinney-Vento Confidential Referral Form](#)

Appendix B: Uniform Per Student Funding Formula (UPSFF) Guidance

The Uniform Per Student Funding Formula, UPSFF, is used to determine payment amounts using the classification of enrolled students identified on the chart below. Information about the funding formula weights, dates of public charter school payments and supplemental payments for the 2018-19 school year can be found at this link: <https://osse.dc.gov/node/1340331>.

Appendix C: 2018-19 Enrollment Audit and Child Count Data Elements

Category	Data Element	Definition	Source System	Permitted Values
Student Demographic	USI	The official state identifier for all students attending a District of Columbia LEA; assigned by OSSE.	Generated by OSSE's SLED	10-digit numeric
Student Demographic	Local ID	A unique number of alphanumeric codes assigned to a student by the LEA.	LEA SIS	Alphanumeric
Student Demographic	Last Name	The legal last name of the student.	LEA SIS	Alpha
Student Demographic	Middle Name	The legal middle name of the student.	LEA SIS	Alpha
Student Demographic	First Name	The legal first name of the student.	LEA SIS	Alpha
Student Demographic	Date of Birth	The day, month, and year on which the student was born.	LEA SIS	Numeric - mm/dd/yyyy
Student Demographic	Gender	A coded value representing the student's gender; gender is a person's actual sex or perceived sex.	LEA SIS	F– female M – male
Student Demographic	Ethnicity	LEAs are required to categorize student ethnicity as “Hispanic” or “Non-Hispanic” for the ethnicity with which the student most closely identifies. The complete definition of Hispanic is found in the DC OSSE Data Collection template	LEA SIS	H – Hispanic/Latino; N – not Hispanic/ Latino
Student Demographic	Race	LEAs are required to categorize students in one or more of the five	LEA SIS	A – Asian B – Black/African American

Category	Data Element	Definition	Source System	Permitted Values
		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, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. More complete definitions of these race classifications are found in the DC OSSE Data Collection Guidelines		I – American Indian/Alaskan Native M – Multiple P – Pacific Islander/Native Hawaiian W – White/Caucasian
Student Demographic	Student Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.	LEA SIS	Alphanumeric
Student Demographic	Student City	The city where the student resides.	LEA SIS	Alpha
Student Demographic	Student State	The abbreviation for the state (within the United States) or outlying area in which the student resides.	LEA SIS	Two-letter standard state abbreviation
Student Demographic	Student ZIP Code	The number that identifies the postal delivery area in the United States in which the student resides.	LEA SIS	5-digit or 5+4-digit numeric
Student Demographic	Student Ward	Student's ward of residence for students residing within the District of Columbia.	Generated by the DC Master Address Repository (MAR) based on LEA reported Student Street Address, Student City, Student State, and	1, 2, 3, 4, 5, 6, 7, 8

Category	Data Element	Definition	Source System	Permitted Values
			Student ZIP Code	
Program information	EL Indicator	An indication that the student is Limited English Proficient (EL) as defined in OSSE’s English Learners Guidebook.	LEA SIS	Yes – The student is EL or Non-English Proficient No – the student is not EL or NEP
Program information	Free and Reduced Price Meal Status	An indication of whether a student qualifies for free, reduced price, or paid meals. Please note: This data element is used as an indicator of a student’s poverty level for the purposes of determining LEA eligibility for ESEA Title I-A and the amount of Title I-A funding allocated to each eligible LEA.	LEA SIS	Free – student qualifies for free meals Reduced – student qualifies for reduced-priced meals; Paid – student does not qualify for free or reduced- priced meals CEP - The LEA participates in the Community Eligibility Provision of the National School Lunch Program (NSLP)
Program Information	OSSE Verified Residency	An indication that the student’s residence was verified through a source that requires proof of residence to be provided	DHS, TCP, MKV, OTR, CFSA	Yes – the student qualifies as an OSSE Verified Residency student No- the student does not qualifies as an OSSE Verified Residency student

Category	Data Element	Definition	Source System	Permitted Values
Program information	Ward of State Indicator	An indication that the student is under DC foster care.	Populated by OSSE using data provided by the Children and Family Services Agency	Yes – the student is under the care of the District's foster care system No – the student is not under the care of the District's foster care system
Program information	Nonpublic Population Indicator	An indication that the special education student has been placed in a nonpublic educational program.	LEA SIS	Yes – the student is placed in a nonpublic school; No – the student is not placed in a nonpublic school
Program information	At-Risk Indicator	An indication that the student is homeless, in the District's foster care system, qualifies for TANF or SNAP, or that the high school student is one or more years older, than the expected age for the LEA-identified grade level.	Derived by OSSE based a student having at least one indicator	Yes – the student is considered at-risk No – the student is not considered at-risk
Program information	Overage	An indication that the high school student is one or more years older than the expected age for the grade in which the student is enrolled.	Derived by OSSE based on LEA-identified grade level, student date of birth, and special program type	Yes – the high school student is overage No – the high school student is not overage
Program information	SEDS Nonpublic Indicator	This field will indicate whether a student is attending a school with LEA code 7000.	LEA SIS	Yes No
Program information	Homeless Indicator	An indication that the student is homeless.	Populated by OSSE based on data received through the McKinney-Vento QuickBase	Yes – the student has been identified as homeless No – the student has not been identified as homeless

Category	Data Element	Definition	Source System	Permitted Values
			application and/or homeless data feeds	
Student Enrollment	LEA-identified Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.	LEA SIS	PK3 - PreKindergarten (3-year-olds) PK4 - PreKindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AO - Adult UN - Ungraded (only permitted for schools designated as Special Education or Alternative)
Student Enrollment	UPSFF Grade Level/ Special Program	The translation of the student's LEA-identified grade level to the UPSFF weighting according to the student's LEA-identified grade level and the special program type (adult, special education, and alternative).	Derived by OSSE using LEA identified grade level and special program designations; students with missing or invalid LEA identified grade levels are placed into age-appropriate grades	PK3 - indergarten (3-year-olds) PK4 - indergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade; 11 - Eleventh grade 12 - Twelfth grade AO - Adult

Category	Data Element	Definition	Source System	Permitted Values
				UN - Ungraded (only permitted for schools designated as Special Education or Alternative)
Student Enrollment	LEA ID	A unique code assigned to each LEA by the DC OSSE's School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
Student Enrollment	School ID	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).	SLIMS	Numeric
Student Enrollment	School Name	The official name of the school per the School and LEA Information Management System (SLIMS).	SLIMS	Alpha
Student Enrollment	Site ID	The location where the student is actually attending school.	SLIMS	5-digit numeric
Student Enrollment	Site Name	The location where the student is actually attending school.	SLIMS	Alpha
Student Enrollment	Residency Indicator	The LEA's determination that the student is or is not a resident of the District of Columbia.	LEA SIS, after LEA Residency Site Review, the field will be based on audit outcome	Yes – the student is a resident of DC No – the student is not a resident of DC

Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	Tuition Indicator	An indication that a student is or should be tuition paying (only applicable to nonresidents)	LEA SIS	Yes – the student pays/ should pay tuition No – the student does not need to pay tuition
Student Enrollment	Entry Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	Entry Code	The process by which a student enters a school during a given academic session (school year), mapped to the permitted enrollment code values.	LEA SIS	Enrollment codes
Student Enrollment	Exit date	The month, day, and year of the first day after the date of an individual’s last attendance in school (if known), the day on which an individual graduated, or the date on which it becomes known officially that an individual left school.	LEA SIS	Numeric - mm/dd/yyyy
Student Enrollment	Exit Code	The circumstances under which the student exited from membership in an educational institution, mapped to the permitted exit/withdrawal type code values.	LEA SIS	The complete list of exit/withdrawal codes can be found on the OSSE website at https://osse.dc.gov/service/office-data-management-and-applications
Student Enrollment	Duplicative Enrollment Indicator	An indication that the student is enrolled at more than one school and/or LEA.	Derived by OSSE based on the student's school of enrollment and USI in the daily data feeds	Yes - the student is currently enrolled at multiple schools No - enrolled at only one school

Category	Data Element	Definition	Source System	Permitted Values
Student Enrollment	Tuition Paid as of Oct. 5, 2018	The amount of money the student has paid in tuition for the 2018-19 school year as of Oct. 5, 2018 (only applicable to nonresidents)	OER	Numeric (no \$ sign)
Specialized Education Information	Age as of Oct. 5, 2018	Student's age as of Oct. 5, 2018.	SEDS	Numeric
Specialized Education Information	SEDS LEA Type	The type of LEA identified in SEDS.	SEDS	DCPS DCPS public charter school Independent public charter school Nonpublic OSSE State School
Specialized Education Information	SEDS School Type	The type of school identified in SEDS.	SEDS	Cluster 1 Cluster 10 Cluster 2 Cluster 3 Cluster 4 Cluster 5 Cluster 6 Cluster 7 Cluster 8 Cluster 9 DCPS PCS Early Stages Independent PCS NP Residential NP: Surrounding Counties NP: Tuition Grant NULL Parentally Placed: Private State School
Specialized Education Information	SPED Primary Disability	Student's primary disability (under IDEA) as identified at the most current finalized Eligibility Determination meeting in SEDS.	SEDS	Autism Spectrum Disorder (Known as Autism) Deaf-Blindness Deafness Developmental Delay Emotional Disturbance Hearing Impaired

Category	Data Element	Definition	Source System	Permitted Values
				Intellectual Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Specific Learning Disability Speech or Language Impairment Traumatic Brain Injury Visual Impairment (Including Blindness)
Specialized Education Information	SEDS SPED Environment	The educational environment identified in SEDS from the most current finalized IEP.	SEDS	See Appendix D
Specialized Education Information	SEDS SPED Environment Date	The date the most current finalized IEP was entered into SEDS (Created Date).	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	Child Count Education Environment	The educational environment that will be used for the purposes of the Child Count.	SEDS	See Appendix E
Specialized Education Information	Child Count Education Environment Source	This field will display the source from which the educational environment used for Child Count is taken. This is based on the most current date of entry in either SEDS or the Enrollment Audit/Child Count QuickBase application.	SEDS	SEDS EA/CC QB Application
Specialized Education Information	Most Recent IEP Date	The date of the most current finalized IEP in SEDS. Event date is used.	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	IEP Event ID	The Event ID from the most current finalized IEP in SEDS as captured on the student history page.	SEDS	Numeric

Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	Most Recent Eligibility Date	The date of the most current finalized Eligibility Determination in SEDS. Event Date is used.	SEDS	Numeric - mm/dd/yyyy
Specialized Education Information	Total Hours Out of General Ed Setting	Total number of hours under specialized instruction and related services where location is Out of General Education Setting.	SEDS	Numeric (including half hours)
Specialized Education Information	Total Hours In General Ed Setting	Total number of hours under specialized instruction and related services where location is In a General Education Setting.	SEDS	Numeric
Specialized Education Information	Percentage Outside of General Ed Setting	The percentage of specialized instruction and related-service hours received Outside the General Education Setting divided by the total number of instructional hours per week for the school as captured in SEDS.	Derived by OSSE	Calculation
Specialized Education Information	Dedicated Aide	This field indicates if the student is receiving dedicated aide services as identified on the most current finalized IEP in SEDS.	SEDS	Yes No
Specialized Education Information	Dedicated Aide Hours	The number of hours identified on the Dedicated Aide Justification Plan in SEDS for which the student will receive dedicated aide services.	SEDS	Numeric

Category	Data Element	Definition	Source System	Permitted Values
Specialized Education Information	SPED LEVEL	The total number of hours per week a student receives specialized instruction and related services regardless of the setting where received, and any dedicated aide hours	Derived by OSSE	Level 1 – 0 to 8 hours Level 2 – 8.01 to 16 hours Level 3- 16.01 to 24 hours Level 4- more than 24 hours None
Specialized Education Information	Total SPED Hours	The number of total hours or specialized instruction and related services regardless of the setting in where the services are received and any dedicated aide hours received.	SEDS	Numeric

Appendix D: Educational Environment for Special Education

The Data Accountability Center, which provides technical assistance to states on federal reporting requirements, has data collection guidance on its website, which is appended to this version of the OSSE *IDEAFacts* Application User Guide for LEAs to understand the federal legislation.

[IDEA Part B Data Child Count Fact Sheet](#)

[IDEA Part B Data Child Count Questions and Answers](#) (March 2009, Reviewed March 2012)

[IDEA Part B Data Educational Environments Fact Sheet](#)

[IDEA Part B Data Educational Environments Questions and Answers](#) (March 2012)

The following table provides the allowable Educational Environment based on age with the corresponding descriptions.

For Students between Ages 3-5 on Oct. 5, 2018

Environment	Description
In Regular Early Childhood Program = 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program = 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program at least 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in general education setting	The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
In Regular Early Childhood Program < 10 hours/week, most SE services in other location	The child is receiving the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program fewer than 10 hours per week).
Separate Class	Unduplicated total number of students who attended a special education program in a class with less than 50 percent children without disabilities. (Does not, include children who also attended a regular early childhood program. These children should be reported in the categories above.)
Separate School	Unduplicated total number of students who received special education programs in public or private day schools designated specifically for children with disabilities. (Does not include children who also attended a regular early childhood program. These children should be reported in the categories above.)

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

For Students between Ages 6-21 on Oct. 5, 2018

Environment	Description
Separate School	<p>Unduplicated total number of students who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:</p> <ul style="list-style-type: none"> • Public and private day schools for students with disabilities; • Public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; and • Public and private residential facilities if the student does not live at the facility.
Residential Facility	<p>Unduplicated total number of students who received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:</p> <ul style="list-style-type: none"> • Public and private residential schools for students with disabilities; or • Public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day school or regular school buildings for the remainder of the school day. <p>Do not include students who received education programs at the facility, but do not live there.</p>
Correctional Facility	<p>Unduplicated total number of students who receive special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> • Short-term detention facilities (community-based or residential); or • Correctional facilities.
Homebound/Hospital	<p>Unduplicated total number of students who receive education programs in homebound/hospital environment includes children</p>

	<p>with disabilities placed in and receiving special education and related services in:</p> <ul style="list-style-type: none"> • Hospital programs; and • Homebound programs. <p>Do not include children with disabilities whose parents have opted to homeschool and who receive special education at the public expense.</p>
<p>Parentally Placed in a Private School</p>	<p>Unduplicated total number of students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from an LEA or intermediate educational unit under a service plan. Include children whose parents chose to homeschool, but who receive special education and related services at the public expense. Do not include children who are placed in private schools by the LEA.</p>