



Student Enrollment Audit Handbook

School Year 2012 - 2013

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Section 1: How to Use This Handbook

This handbook is divided up into 11 sections and includes 5 appendices.

Section 2

An introduction to the enrollment audit, explaining the Office of the State Superintendent's (OSSE) role in producing the enrollment audit, the legal requirements of the enrollment audit, and the use of the enrollment audit in school funding.

Sections 3 and 4

A broad overview of the enrollment audit process to give readers a quick glance at the timeline and major components of the audit. These sections do not go into specific detail about the enrollment audit.

Sections 5 through 11

Components and processes of the audit.

Appendices

Forms and lists that will aid in the enrollment audit process.

Section 2: Introduction

The annual student enrollment audit is required by law under District of Columbia Official Code § 38-1804.02, and the results of the audit are used for public education funding and policy development. The audit takes place in the fall of each school year and consists of a physical head count of each student enrolled in District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), enrolled in DCPS and PCS schools but attending private special education schools or programs (“Non-Publics”), and DC Foster Care students attending schools in surrounding counties, as well as a review of student records to determine enrollment and residency status as of October 5th of the school year. Upon completion of the audit, each charter LEA receives funding for every student officially enrolled at its school(s), along with any additional related services funding allowed under the District of Columbia Uniform Per Student Funding Formula (UPSFF). DC Public Schools (DCPS) receives funding based on a projected amount of funding each year according to historic enrollment audit counts. The data collected from the enrollment audit are also used to populate the ED Facts data submission to the federal government each year.

The Office of the State Superintendent of Education’s Role in the Enrollment Audit

OSSE’s role in the annual student enrollment audit is to generate a state enrollment roster, by calculating public school enrollment counts for each LEA on October 5th, and to contract with an independent auditor to validate the enrollment roster by means of a census-style audit. **Please note that this year the enrollment audit roster will be generated from the Statewide Longitudinal Education Database (SLED), which is populated by information from each LEA’s Student Information System (SIS) through Proactive (if the LEA is a charter school).**

Three Types of Audits

For clarity purposes, OSSE has grouped the audit into three types.

1. **The General Audit:** An audit of general education enrollment (all students), residency status, tuition payment (if non-resident), grade-level, and drop-out status, all performed by the contracted auditor. This also includes audit of non-public students¹ and students in county schools.²
2. **English Language Learner (ELL) Audit:** An audit of ELL students performed by OSSE.
3. **Special Education Child Count Verification (Child Count):** A verification of the status of students with Individual Education Programs (IEPs).

Enrollment Audit Legislation

Since DC Public Schools, public charter schools, and non-public schools receive DC funding according to the number of students who are enrolled, DC Code requires an audit to evaluate the accuracy of the fall

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

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

student enrollment count of all publicly-funded schools. Specifically, DC Official Code § 38-1804.02 requires an audit of the following:

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

Enrollment Audit and Charter LEA Payments

The enrollment audit is the basis for the charter LEA payments. **Thus, it is critically important that charter LEAs verify that their enrollment data is accurate.** If the LEA believes its enrollment data is not accurate, the LEA has three methods of recourse.

If data is not accurate prior to October 5th, the LEA is encouraged to access the support provided by OSSE and Public Charter School Board (PCSB) staff to reconcile data in the LEA's Student Information System (SIS) with OSSE's roster data in the State Longitudinal Education Data (SLED) system.

After October 5th, LEAs have two formal means to dispute the numbers—the resolution meeting with the auditor and the enrollment appeals process—both of which are explained further in this handbook.

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

Quarter One (July): A projected enrollment count negotiated between the LEA and the Public Charter School Board

Quarter Two (October): The unaudited October 5th count

Quarter Three (January): The unaudited October 5th count

Quarter Four (April): The audited October 5th count

Relevant section of DC Code §38-2906.02 (emphasis added)

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

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

(2) The basis of the of the October 25 and January 15 payments shall be the unaudited October enrollment numbers for that school contained in the reports submitted by the eligible chartering authorities on October 5.

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

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

Further details on the enrollment audit and the Uniform Per Student Funding Formula (UPSFF) can be found in Section 7 of this handbook.

Section 3: Enrollment Audit Calendar

Below is an overview of the enrollment audit calendar. Each component of the audit is discussed in further detail on the following pages of this handbook.

Enrollment Audit Calendar

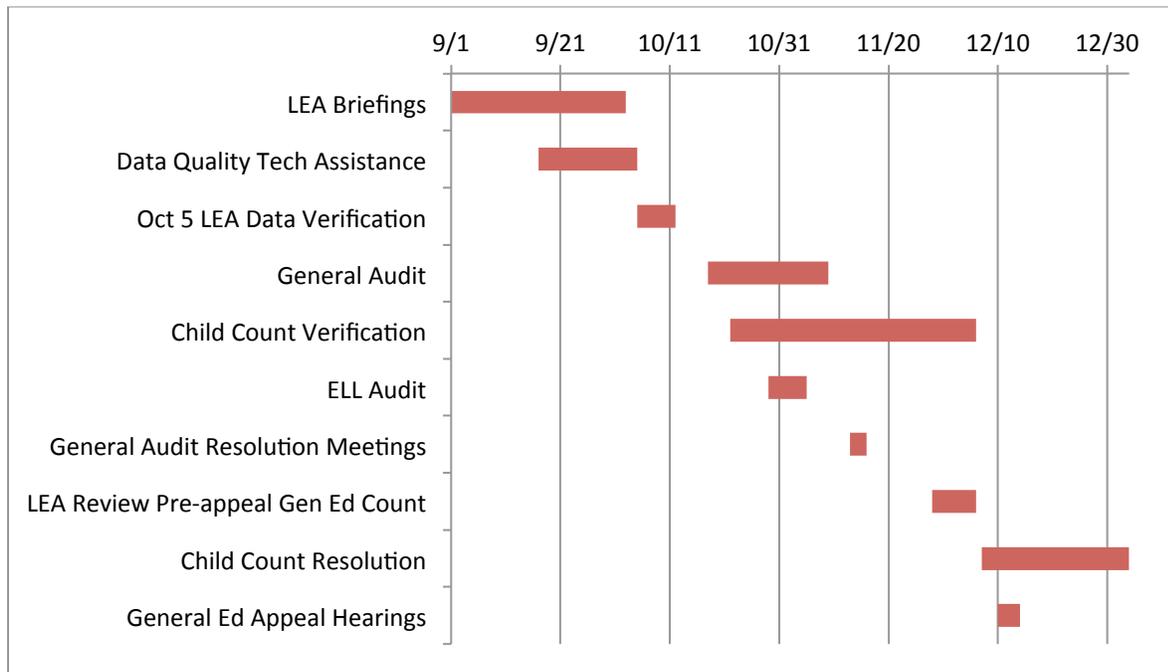
Date	Item	Parties Involved
Late July – Early August	LEA Point of Contact collection begins	OSSE and LEAs
September 6, 2012, and September 11, 2012	OSSE training for LEAs on October 5 th data collection process and handbook review (LEAs only need to attend one session)	OSSE, PCSB, and LEAs
Late September 2012*	Auditor briefs LEAs of head count audit process	Auditor, OSSE, PCSB, and LEAs
September 17 – October 5, 2012	SLED/Proactive/SIS Data Quality Technical Assistance Campaign. LEAs begin verification of student roster	OSSE, PCSB, and LEAs
October 5, 2012	Final day for LEA enrollment submission into LEA SIS	LEAs
October 9, 2012	LEA verifies final October 5 th enrollment data for release to auditor and to PCSB/OCFO for 2 nd quarter payment. If there is a discrepancy in the data, please contact OSSE.EnrollmentAudit@dc.gov immediately for resolution	LEAs
October 11, 2012	Deadline for LEA to submit October 5 th verification (all missing LEA verifications are considered passive approval for purposes of audit)	LEAs
Mid October - Mid November 2012	General Audit count and verification performed	Auditor
October 15, 2012	Child Count: IDEA <i>facts</i> application released	OSSE
October 22, 2012 and October 24, 2012	Child Count: Special education IDEA <i>facts</i> data collection effort LEA webinar	OSSE, LEAs
October 29, 2012	ELL: Begin ELL Portion of the enrollment audit	OSSE

Date	Item	Parties Involved
Mid November*	General Audit Resolution Meetings	Auditor and LEAs
November 28, 2012**	Release Pre-Appeals Data to LEAs (General Audit and ELL Audit data)	OSSE
December 6, 2012	Appeals Deadline: Last day to submit appeals for general audit and ELL audit data	LEAs
December 10 – 14, 2012**	Appeals Hearings: General Audit and ELL Audit	OSSE/Auditor/LEAs
December 11, 2012	Child Count: Initial certification due to OSSE	OSSE, LEAs
December 18, 2012	Child Count: Request for clarifications of data anomalies sent to LEAs by OSSE for Enrollment Audit/Child Count	LEAs
January 3, 2013	Child Count: Responses due to OSSE for clarifications/corrections due/recertification	LEAs

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

** Date dependent on awarding a new auditor contract.

Enrollment Audit Gantt Chart – SY 2012 – 2013



Section 4: Enrollment Audit Process Overview

There are **seven** primary components to the enrollment audit process, divided into sub-steps. Each step is described briefly below. Further, more detailed discussion of some of the critical elements to the enrollment audit process is included in later sections of the handbook.

Primary Enrollment Audit Step	Sub-Step
1. Pre-October 5th Count Preparation	
	Collect LEA POC
	LEA continuously updates data in SIS
	OSSE Training on October 5 th Data Collection
	Auditor Briefings to LEA on Head Count Audit Process
	Quality Data for Accurate Funding Campaign
2. October 5th Count and Verification	
	Final day for LEA to submit October 5th data into SIS
	Final data Feed from SIS to SLED
	LEA verification of enrollment roster in SLED
3. Enrollment Audit Count Process	
	Auditor visits (General Education, Residency, and Drop out)
	Non-Public and County Audit
	English Language Learner Audit
	Special Education Child Count Verification
4. Auditor Resolution Process - Gen Ed, Residency, Drop-out	
	Auditor Resolution Meeting
	LEA Document Retention for Appeal
5. Enrollment Audit Appeals Process	
	Pre-appeals Enrollment Audit Data Release
	Enrollment Audit Appeal Submissions
	Enrollment Audit Appeal Hearings
	Child Count Verification Process Concludes
6. Final Enrollment Audit Release	
	Final Enrollment Audit Release
7. Non-Resident Follow-Up	
	Non-resident Tuition Payment Recoupment
	Follow-up Letter from OSSE to LEAs
	Office of Attorney General Referrals

Component 1: Pre-October 5th Count Preparation

There are **five** sub-components to prepare for the October 5th Count:

1. OSSE Collection of LEA Enrollment Audit Points of Contact (Late July – Early August)
2. LEA continuously updates data in SIS (ongoing through October 5)
3. OSSE training on October 5th Data Collection (September 6 and 11)
4. Auditor briefings to the LEA on head count audit process (Late September)
5. Quality Data for Accurate Funding Campaign (September 17 - October 5)

Information on the Audit Points of Contact is discussed in detail in Section 5 of this handbook.

The Quality Data for Accurate Funding Campaign ensures that LEAs receive sufficient technical assistance prior to the October 5th deadline, verifying the student data is correctly recorded in their SIS for successful feeds into OSSE's Statewide Longitudinal Education Database (SLED) System and ensuring that all student enrollment data is complete and accurate to the best of the LEA's knowledge before the October 5th count. More information on the Campaign can be found in Section 6 of this handbook. LEAs should also be using this time to verify that all appropriate residency documentation is in place for each student prior to the audit.

OSSE will hold trainings on the October 5th data collection process and campaign, as well as answer any questions about the handbook, on September 6, 2012, from 1:00 – 3:00 PM and September 11, 2012, from 9:00 – 11:00 AM. Trainings will be held in OSSE's 3rd Floor Conference Room (810 First Street NE). Both training sessions will cover the same topics. Please RSVP for a training session at OSSE.EnrollmentAudit@dc.gov. The auditor will also hold briefing sessions with LEAs in late September, dates forthcoming, on the head count audit process. The Head of LEA and LEA Audit Point of Contact will be contacted when the dates for the auditor briefing sessions are announced.

Component 2: October 5th Count and Verification (October 5 – October 11)

There are **three** sub-components to the success of the October 5th count and verification:

1. LEAs submits final October 5th student enrollment data into SIS (deadline October 5)
2. Data feed from SIS to SLED system (October 5 – October 8)
3. LEA verification of enrollment roster in SLED (October 9 -11)

October 5th is the **last** day for LEAs to enter their student enrollment information into the LEA's Student Information System (SIS), however OSSE strongly encourages LEAs to have their student enrollment data up-to-date in the SIS (and reflecting accurately in ProActive in the case of charter LEAs) well before the deadline. Ultimately the October 5th data will be pulled from the SLED system, which is fed from the SIS. (Note: Charter SIS data is filtered through the Public Charter School Board's Proactive system before coming to SLED.) Further information can be found in Section 6 of this handbook. A copy of the data certification form can be found in Appendix A.

Component 3: Enrollment Audit Count Process

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

1. General Audit – general education enrollment, residency, grade-level, and drop-out audit (Mid October – Mid November)
2. English Language Learner (ELL) sample audit – (October 29 – November 5)
3. Special Education Child Count verification (October 15 – December 11)

The auditor will arrange a visit to perform the general audit, which includes the general education enrollment, residency, grade-level, and drop-out status audit at each LEA, as well as the non-public and county schools. The exact count methodology for the LEA visits, as well as non-public and county school counts, is forthcoming. It will be proposed by the auditor and approved by OSSE. The specific methodology will be shared in the LEA briefings with the auditor (late September). The auditor will use the October 5th count data provided through LEA SIS to the SLED system as the basis for the count. Further information on the general enrollment audit process can be found in Section 8 and information on residency verification can be found in Section 11.

Simultaneous to the general audit performed by the vendor, OSSE staff will undertake two additional audits – the English Language Learners audit which will use sampling methodology described in Section 9 and the Special Education Child Count verification described in Section 10.

Component 4: Auditor Resolution Process

There are **two** sub-components to the enrollment auditor resolution process:

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

Upon completion of the general audit, the auditor will schedule a resolution meeting to share the enrollment audit numbers produced by the audit vendor (general education, residency, and drop-out) with the Head of LEA and allow the LEA an opportunity to dispute these counts. If the enrollment of a particular student is disputed, the Head of LEA may produce documentation to prove enrollment and residency status as of October 5th. If the auditor accepts that proof, the auditor will adjust that school's enrollment roster to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the school's enrollment roster and the school may choose to appeal to OSSE the auditor's decision during the audit appeals process. More information on the auditor resolution process can be found in Section 8 of this handbook.

The Head of LEA must retain documents presented to the auditor during the resolution meeting. If he or she decides to appeal the auditor's decision, these documents must be submitted along with the appeal to OSSE, as no new documentation can be submitted with a request for appeal on the GENERAL AUDIT data. ELL enrollment audit data, which is audited separately from the audit vendor, can be appealed with new documentation since there is no upfront resolution process.

Component 5: Enrollment Audit Appeals Process

There are **four** sub-components to the enrollment audit appeals process:

1. Pre-appeals enrollment audit data release to LEAs (November 28, 2012)
2. Enrollment audit appeal submissions (December 6, 2012)
3. Enrollment audit appeal hearings (December 10 – 14, 2012)
4. Child Count Verification Process Concludes (January 3, 2013)

When the auditor has completed the general audit, the auditor will release pre-appeals numbers to OSSE. OSSE will then release these numbers, and the ELL counts, to LEAs through a secured File Transfer Protocol (FTP) site. These numbers will be submitted to LEAs at both at the student-level and at the summary-level (using the same categories as the UPSFF chart in the District’s Budget Book). The LEA will also receive further information on how to submit an appeal. All appeals must be submitted to OSSE by close of business, Thursday, December 6, 2012. More information on the appeals process can be found in Section 8 of this handbook.

It is essential that LEAs review their pre-appeals data to ensure the data is accurate, even if they were satisfied with the outcomes of their audit resolution meetings.

The December 6 appeals submission deadline is the LAST chance LEAs have to change their general enrollment, residency, grade-level, drop-out status, and ELL enrollment data.

Special education child count verification has a separate appeals process, due to the nature of the verification. This process is described in Section 10 of this handbook.

Component 6: Final Enrollment Audit Release

There is only **one** component to the final enrollment audit release – the release itself.

A date has not been set for the final enrollment audit numbers release to the public, but LEAs should expect the release sometime in late January 2013. LEAs will receive both student-level and summary enrollment audit information on their students. The enrollment audit data will be considered final and will be used to pay the fourth quarter payment to charter LEAs. **No appeals to the enrollment data will be considered after December 6, 2012.**

Component 7: Non-Resident Follow-Up

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

1. Non-resident tuition payment recoupment and follow-up with parents/legal guardian who have not provided sufficient proof of residency (Ongoing)
2. Follow-up letter from OSSE to LEAs (February 2013)
3. Office of the Attorney General (OAG) referrals (March 2013 – May 2013)

After the enrollment audit numbers are finalized, LEAs with non-resident students who did not pay tuition will receive a letter from OSSE outlining the process for parent/legal guardians to set up a tuition payment plan. All non-resident students who attend District of Columbia public LEAs must pay tuition or

withdraw from school. (Withdrawn students must still pay pro-rated tuition for time in school.) Any parents/legal guardians that do not remit payment will be referred by OSSE to the Office of the Attorney General for legal action.

Further explanation of the non-resident follow-up process can be found in Section 11 of this handbook.

Section 5: Points of Contact

LEA Point of Contact

In addition to the Head of LEA, each LEA is required to have one point of contact (POC) designated for the purposes of the enrollment audit. Because the enrollment audit requires the handling of student identifiable information, the LEA POC must follow all applicable Family Education Rights and Privacy Act (FERPA) laws.

Between late July and early August 2012, OSSE sent an email to each LEA requesting an LEA Enrollment Audit POC be named as part of the agency's general collection of all data points of contact. If the LEA has not already named an enrollment audit contact in that general collection, the **Head of LEA** should email OSSE.LEAdata@dc.gov with the LEA POC information (name, position, email, and primary and secondary phone numbers).

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

OSSE Point of Contact

There are numerous people at OSSE working on various aspects of the enrollment audit. To ensure that your email inquiries are sent to the right person, we ask that you send all emails to OSSE.EnrollmentAudit@dc.gov. An enrollment audit team member will check the email box daily and ensure that an OSSE team member responds to your inquiry within one business day.

Vendor Point of Contact

The enrollment audit vendor is F.S. Taylor and Associates. LaTonja Belsches is the Engagement Manager for this audit and serves as the main point of contact. She and the F.S. Taylor team members can be reached at Auditenrollment@FSTaylor.com or (202) 898-0008.

Section 6: Student Enrollment Data Quality

LEA data quality in its Student Information System (SIS) is vital to a successful enrollment audit because OSSE generates the official student enrollment roster from LEA data, which were entered into their respective SIS. Under the OSSE LEA Data Quality Standards, each LEA must create and adhere to data quality processes to ensure that all data provided to OSSE or collected within OSSE and LEA systems are valid, reasonable, complete, and accurate (please see table below for definitions of each of these terms). LEA must also ensure that they adhere to the LEA Data Management Policy. The Data Management Policy can be found at the following link:

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

Under Section 9306 of the Elementary and Secondary Education Act, LEAs are responsible for maintaining records for data reporting. All LEAs signed assurances to this effect in the Local Educational Agency Consolidated Application for Title I, Part A; Title II, Part A; and Title III Part A funding; and IDEA Part B, as found in PL 108-446, assuring that LEAs will “submit such reports to the SEA [State Education Agency] (which shall make the reports available to the Mayor) and the Secretary of the U. S. Department as the SEA and Secretary may require to perform in their duties under each such program; [and] maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Mayor) or the Secretary may reasonably require to carry out the SEA’s or Secretary’s duties”. OSSE defines maintenance of records as: entering accurate data, updating data in a timely and accurate manner upon notification of any changes, and ensuring the accuracy of records such that the system of record is an accurate reflection of all students and their environments under the purview of the LEA. The data from the general enrollment audit is used to create the Membership File that OSSE is required to report federally on an annual basis.

Funding calculations are based on the data that are successfully entered into, and communicated via, the system of record. Failure to input valid, reasonable, complete and accurate data may result in negative funding implications. Additionally, LEAs must strictly adhere to the OSSE Data Policy and OSSE Data Handbook, which dictate the use of data codes and data entry timelines. Copies of the above referenced policy and handbook can be found on OSSE’s website here:

<http://osse.dc.gov/Data>

Data Quality Terms

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

Students must have a complete student record in the LEA's SIS/ProActive/DC STARS system in order to be included in the enrollment audit. A complete student record includes all elements in the table below. To the extent possible, all elements below must be accurately entered for all students at the student's LEA by October 5, 2012 at 5:00 pm EST:

Data element	Definition
LEA Code	A unique code assigned to each LEA by the OSSE's School and LEA Information Management System (SLIMS).
LEA Name	The official name of the LEA per the School and LEA Information Management System (SLIMS).
School Code	A unique code assigned to each school by the School and LEA Information Management System (SLIMS).
School Name	The official name of the school per the School and LEA Information Management System (SLIMS).
Unique Student Identifier (USI)	The official state identifier for all students attending a District of Columbia LEA; only the OSSE assigns Unique Student Identifiers via the SLED system, and it is a randomly-assigned ten-digit number by the OSSE to each public school student and travels with a student throughout his or her DC public education experience, from school to school and LEA to LEA within DC.
Local Student ID	A unique number of alphanumeric codes assigned to a student by the LEA. Includes, but are not limited to STARS, ProActive and OLAMS identification numbers.
Last Name	The legal last name of the student. It is the name borne in common by members of a person's family, or the last name recognized as the formal and consistent last name given to a person after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoptions or legal name change).
First Name	The legal first name of the student. It is the name given to an individual after birth (e.g., birth, baptism or other naming ceremony certificate; or birth verification document) or through legal action (e.g., marriage, divorce, adoption or through legal name change).
Date of Birth (DOB)	The day, month and year on which the student was born based on the Gregorian calendar.
Street Address	The number and name of the unit and street (and apartment, if applicable) where the student resides.
City	The city where the student resides.
State	The abbreviation for the state (within the United States) or outlying area in which the student resides.
Zip Code	The number that identifies the postal delivery area in the United States in which the student resides.
Gender	A coded value representing the student's gender. Gender is a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.

Ethnicity	LEAs are required to categorize student ethnicity as “Yes – Hispanic or Latino” or “No – Not Hispanic or Latino” for the ethnicity with which the student most closely identifies. If a student identifies his or her ethnicity as “Hispanic or Latino,” then he or she must also select “Hispanic/Latino” as his or her identified race. The complete definition of Hispanic and Latino is found in the OSSE Data Collection Handbook.
Race	LEAs are required to categorize students in one or more of the five permitted race codes for which race(s) the student most closely identifies. Categories must be mapped by the LEA to the five federal race categories: American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. More complete definitions of these race classifications are found in the OSSE Data Collection Handbook.
Grade Level	The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session, as permitted via SLIMS, and aligned to the OSSE Data Collection Handbook.
LEP Status	An indication of whether the student is Limited English Proficient (LEP) and receiving English Language Learner (ELL) Services; or whether the student is Not Limited English Proficient (NLEP) and does not receive ELL services.
FARMS Status	An indication of whether a student is receiving free meals, reduced price meals or they are paying for meals in full. This is used as an indicator of a student’s poverty level.
Residency Status	The LEA’s determination that the student is or is not a resident of the District of Columbia.

Special Education Status, considered part of a student’s record, is calculated based on Special Education Data System (SEDS) and auto-populated. LEAs should ensure that what is in their system is as up to date as possible where appropriate. Official special education status will be captured by the Child Count process, as explained in Section 10 of this handbook.

Special Education Status	An indication that the student receives Specialized Education Services, under the Individuals with Disabilities Education Act (IDEA) per the student’s Individualized Education Plan (IEP). This field will be auto-populated based on current IEP in the Student Education Database System.
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Roster Discrepancies

There may be an instance where the roster does not accurately reflect the school's enrollment. If any of an LEA's students do not appear on its roster, or if a student who is not at the LEA appears on the LEA's roster, please review the following elements in the LEA's SIS/ProActive/DC STARS and contact OSSE at OSSE.EnrollmentAudit@dc.gov.

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

LEAs must review the above information to make sure that it is valid, reasonable, complete and accurate in their SIS prior to October 5th.

Quality Data for Accurate Funding Campaign

In a proactive effort to assist with LEA data quality, the OSSE SLED Team generates daily SLED Error Reports and distributes these reports to each LEA. The LEA is then required to disseminate the error reports to their school administrators for resolution. The SLED Error Reports flag all SLED data errors such as invalid, missing, duplicative data entries, etc. After a review of the SLED Error Report, school administrators should make all necessary changes in their SIS to be uploaded back into SLED as an accurate and complete record.

School participation in resolving data discrepancies identified by the daily SLED Error Reports is critical to the accuracy of the October 5th OSSE Enrollment Roster and subsequent enrollment validation by the auditor. To ensure that LEAs are adequately supported in this effort, OSSE will launch a "Quality Data for Accurate Funding Campaign" September 17 through October 5, during which it will provide a daily reflection of what is in the SLED to each LEA to verify the data's accuracy via an online student enrollment tool. In conjunction with these daily snapshots, OSSE will provide focused technical assistance to LEAs to resolve any errors or discrepancies to ensure that the data are accurate in all systems. LEAs should begin checking accuracy of their data prior to September 17th.

OSSE will hold a training session on the October 5th data collection process and campaign, as well as answer any questions about this handbook, on the following two dates:

- September 6, 2012, from 1:00 – 3:00 PM
- September 11, 2012, from 9:00 – 11:00 AM

Trainings will be held in OSSE's 3rd Floor Conference Room (810 First Street NE). Both training sessions will cover the same topics. Please RSVP for ONE training at OSSE.EnrollmentAudit@dc.gov.

October 5th Data Certification

LEAs must certify to OSSE the validity, completeness, and accurateness of the LEA's data by signing a Certification Form, certifying that the data in the online Enrollment Audit Tool is an accurate reflection of the LEA's enrollment on October 5. The Certification Form is included in this handbook in Appendix A, and LEAs will be able to print the document. On October 9, LEAs will be able to see their most current enrollment file as of 5:00 pm EST on October 5, 2012, (the date of the official enrollment audit count) in the online student enrollment tool.

This Certification Form must be signed, scanned and emailed to OSSE at OSSE.EnrollmentAudit@dc.gov no later than October 11, 2012 at 5:00 pm EST. The Head of LEA must sign the Certification Form and send this documentation as an attachment from his or her official Head of LEA email address. The OSSE will acknowledge receipt of this document via email within 48 hours of receipt. All certifications for charter LEAs will be forwarded on to the Public Charter School Board upon receipt. If the LEA does not submit the Certification Form by the deadline, OSSE considers the LEA's October 5th data to be accurate through passive approval for the purposes of the enrollment audit and will provide the enrollment roster, as is, to the auditor. The timing of second quarter payments for LEAs who have not signed the Certification Form should be discussed with the Public Charter School Board who oversees the quarterly payment function.

Note: The data will not be changed in the roster after October 11, 2012, even if the LEA signs the Certification Form for quarterly payment after that date.

Should discrepancies exist on October 9, the LEA **must** contact OSSE.EnrollmentAudit@dc.gov immediately and detail the nature of each discrepancy. The LEA will have until October 11, 2012 at 5:00 pm EST to rectify the error(s) and to have the correction(s) appear in SLED. Focused assistance from OSSE will be provided to the LEA during this time to resolve the outstanding discrepancies.

Section 7: Enrollment Audit and the UPSFF

As discussed in the introductory section of this handbook, the student enrollment audit is the basis for paying the charter school Uniform Per Student Funding Formula (UPSFF) quarterly payments. It also serves an important role in justifying enrollment projections used to calculate the budget allocations for DCPS and the public charter school account (Budget Code GC0) in the annual budget. Below is a brief explanation describing how the LEA student classification relates to the UPSFF.

Every student in the enrollment audit attending a DC LEA will be counted in only ONE of the categories in the general education portion of the UPSFF chart (found in the budget chapters of the annual budget book).

General Education³

Grade/Classification	Weighting Factor*	Description of Classification
Pre-Kindergarten 3	1.34	Grade
Pre-Kindergarten 4	1.30	Grade
Kindergarten	1.30	Grade
Grades 1-3	1.00	Grade
Grades 4-5	1.00	Grade
Grades 6-8	1.03	Grade
Grades 9-12	1.16	Grade
Alternative School	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Special Education Schools	1.17	School-level classification. Student may be classified in a particular grade or listed as ungraded in SLED/enrollment audit but is funded based on this category in the UPSFF calculation.
Adult	0.75	Student-level classification based on program attributes

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

³ Note that this chart only shows the general education classifications and weights. Some students qualify for additional categories of funding – special education, English language learner, etc. – which have additional weights.

Ungraded Students

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

Pre-Kindergarten 3 through Grade 12 – Grades

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

Alternative Education Schools – School-wide Classification

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

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

LEAs **must** be on file as an alternative education school with OSSE’s Elementary and Secondary Education division to receive Alternative Education School funding. If an LEA does not know if they have alternative education school status, they may reach out to OSSE.EnrollmentAudit@dc.gov for assistance. OSSE is currently convening a working group with school stakeholders to discuss possible changes to the alternative school policy. At the time of publication of this handbook, new policies have not been finalized. Once the policies have been published and an effective date has been set, OSSE will notify the LEAs.

Special Education Schools – School-wide Classification

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

(11D) “Special Education School” means a separate DCPS or public charter day school or residential school dedicated exclusively to serving special education students at levels 4 and 5.⁴

Special education school is considered a school-wide classification. Students in a special education school may be classified in a particular grade or may be classified as ungraded for the purposes of the enrollment audit (and in the SLED system). However, for the UPSFF, students attending special education schools will only be listed in the special education school category for “general education” funding purposes. Note: these students also qualify for additional special education payments (funded by special education level) as well.

Adult Education – Student Specific Classification

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

(1) “Adult education” means services or instruction below the college level for adults who:

⁴ Note that there is no longer a special education level 5, however the Code has not been updated to reflect this yet.

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

The auditor and OSSE will not be auditing students based on age. Therefore, LEAs should classify their students as adult or in a high school grade level of 9 through 12 based on programming.

It is acceptable for an **adult** student to be enrolled in more than one LEA in a variety of adult education programs. However, UPSFF payments are made to one LEA, and OSSE will only be counting the student in the enrollment audit under one LEA. Thus, if an adult student is enrolled in more than one LEA, the LEA receiving the enrollment credit and the UPSFF funds will be determined as follows in this rank order:

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

Section 8: General Enrollment Audit

The enrollment auditor performs the general education enrollment, residency, grade-level,⁵ and drop-out portions of the enrollment audit. Both the general education enrollment count and residency verification will be performed on all students attending LEAs, as well as the students attending non-public and county schools. The LEA is responsible for ensuring that every student enrolled in their LEA, including the students the LEA has placed in a non-public school, are in their SIS by October 5th and appear in SLED (or SEDS, in the case of the non-public students). This information will serve as the basis for the roster from which the enrollment audit will be performed.

A full description of the general audit will be available once the auditor begins its briefing sessions in late September.

Further information on residency verification can be found in Section 11 of this handbook.

Absent Students

Students enrolled as of October 5th but absent on the day of the head count can and should be counted in the audit. Prior to October 5th, the auditor and OSSE will develop a list of acceptable documentation to demonstrate enrollment for absent students. This list will be sent to the LEA POC and Head of LEA and also will be reviewed in the September briefing meetings with the auditor.

Adding students to the roster

It is critically important that LEAs verify that their enrollment data is accurate by October 5th. However, in the event that the LEA did not include a student who was enrolled on October 5th in the October 5th roster, the LEA may still add that student to the enrollment audit if:

1. The auditor can verify that the student was enrolled as of October 5th; and
2. OSSE verifies that a *complete* student record is entered in the SLED system and is classified as enrolled in the LEA which is requesting the student be added to its roster.

For instructions on what constitutes a complete student record, please see Section 6 of this handbook.

⁵ The grade-level portion of the audit is only a check to ensure that the LEA did not accidentally categorize the student's grade incorrectly in the October 5th count. The auditor will defer to the LEA on appropriate grade-level for each student.

Drop-out Students

As a part the enrollment audit the auditor will attempt to identify reenrollment of students who had previously been identified as drop outs in the official accountability process and see if SLED and the USI process have correctly identified reenrollment of these students. OSSE will pull a roster from SLED for each LEA of students in compulsory grades and programs who have the following “drop-out” exit codes in the system:

Term	Criteria	Code
Expelled or involuntarily withdrawn	A student who is removed from the school system without choice, for reasons other than health. This includes a student who left school due to an expulsion approved by appropriate school authorities or who was removed by court order.	1925
Reached maximum age for services	A student who left school because he or she has reached the maximum age until which a free, appropriate public education must be provided as indicated by federal, state, or local laws. This may also include students who exit for cultural or religious reasons recognized by state policy.	1926
Discontinued schooling	A student who stopped attending school for personal or academic reasons and a specified length of time considered by the state or district to constitute "dropping out."	1927
Completed grade 12, but did not meet all graduation requirements	A student who completed an approved program of study for high school completion, but did not meet all state or district requirements for a diploma (e.g. unable to pass a required graduation examination).	1928
Not enrolled, unknown status	A student who is not known to be attending school, but has not informed the local education agency of his/her intent to drop out. This includes students who have moved away but for whom the local education agency cannot verify enrollment in school elsewhere; students dropped from attendance rosters for excessive truancy and students who enrolled in school but never attended.	1931
Enrolled in an adult education or training program	A student who exited elementary or secondary school to enroll in a training program or adult education program not recognized by the state and that will not lead to a state-approved high school diploma or completion credential.	3500

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

Further information on drop-out students and their coding can be found in the Data Handbook, located at this link:

<http://osse.dc.gov/Data>

Resolution Meetings

Upon completion of the general audit, the auditor will schedule a resolution meeting to share the results with the Head of LEA and to allow the LEA an opportunity to dispute the preliminary general enrollment count, grade-level and non-residency findings. If the enrollment of a particular student is disputed, the Head of LEA can produce documentation to prove enrollment and residency status as of October 5th. If the auditor accepts that proof, the auditor will adjust that school's enrollment roster to reflect the outcomes of the resolution meeting. If the auditor does not accept the enrollment and/or residency evidence as acceptable proof during the resolution meeting, the auditor will not adjust the school's enrollment roster and the school may choose to appeal to OSSE the auditor's decision during the audit appeals process.

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

Appeals Process

When the auditor has completed the general audit, the auditor will release pre-appeals numbers to OSSE. On or before November 28, OSSE will release these numbers, as well as the ELL audit counts, to LEAs through a secured File Transfer Protocol (FTP) site. These numbers will be submitted to LEAs at both the student-level and summary-level (using the same categories as the UPSFF chart in the District's Budget Book). The Head of LEA and Enrollment Audit POC will receive an email indicating that the general enrollment audit, residency, and ELL enrollment status data have been loaded on the FTP site with the site location. In a separate email, these same two contacts will receive the password for accessing the site. In addition to this information, the LEA will also receive on or before November 28 further information on how to submit an appeal. A check-list of data elements an LEA should consider in its review of its pre-appeals enrollment data can be found in Appendix C. All appeals must be submitted to OSSE by close of business, Thursday, December 6, 2012.

Please note that the special education child count has a separate appeals process which is discussed in Section 10 of this Handbook.

Section 9: English Language Learners Enrollment Audit

OSSE will conduct an independent verification of the ELL status of students. This will be used to inform which students receive UPSFF funding.

The auditing process will be as follows:

1. OSSE will create a file of all students identified as ELL in the October 5th SLED data used for the enrollment audit. A student that has not been identified as ELL in the October 5th count will not be identified as ELL until after the audit is complete. Information on ELL coding can be found in the Data Handbook which can be found at the following link:

<http://osse.dc.gov/Data>

2. OSSE will automatically certify as ELL any student with a qualifying score on the ACCESS exam from the prior 12 months.
3. OSSE will randomly sample 10% or 5 (whichever is larger) of the October 5th identified ELL students that do not have a qualifying ACCESS scores from each school. OSSE will request documentation of ELL status in the form of a completed pre-screen or screener ELL assessment that has been approved by OSSE. The pre-screener or screener does not need to be dated before October 5th but does need to be completed within one year before the ELL enrollment audit begins in late October. The allowable ELL assessments include:
 - a. W-APT: WIDA – ACCESS Placement Test
 - b. K-WPAT: Kindergarten WIDA – ACCESS Placement Test
 - c. WIDA MODEL: Measure of Developing English Language
 - d. Pre-IPT: Pre-IDEA Oral Language Proficiency Test (3-5 year olds)
 - e. TABE CLAS-E (Adult English Language Learners)

For adult ELL students who do not take TABE CLAS-E, the LEA may submit a sample test and rubric that identifies ELL status of these adult ELL students for approval by OSSE's ELL team. Upon approval, this assessment may also be considered allowable. Email OSSE.EnrollmentAudit@dc.gov for more information.

Though the Home Language Survey does not establish ELL status, it can be used as a secondary piece of documentation to justify the initial screening of ELL status. OSSE may request a copy of the Home Language Survey if further verification of initial screening is needed.

4. OSSE will review the sampled students for adequate documentation (scoring sheets from the tests listed in step 3 or the ACCESS score report). Any student with appropriate documentation will be certified as ELL. However, any student lacking appropriate documentation will not be verified as ELL.

5. If two or more students identified as ELL in the October 5th sample count lack appropriate documentation then all students identified as ELL by the school in the October 5th count will need documentation prior to certification of their status. If fewer than two students have incomplete or inadequate documentation in the sample, then all submitted students that haven't been found to have errors will be verified as ELL for the audit.
6. If a student is identified in SLED as ELL after the October 5th count, the LEA may still seek funding for that student through the appeals process in December. Please see Section 8 of this handbook for further details. The LEA will be required to show the appropriate status through the pre-screener or screener assessment as described in step number 3 above.
7. The school will be paid the Uniform Per Student Funding Formula supplemental amount for ELL based on all verified ELL students at the end of the enrollment audit process.

Section 10: Special Education Child Count Verification

For the SY 2012-2013 audit, OSSE will follow the same process for the Special Education Child Count as the SY 2011-2012 Child Count. This means that there will be alignment of the General Education Enrollment Audit and Special Education Child Count process.

Child Count is a federally mandated activity as per 34 CFR 300.641(a) that is reported annually and serves as the official special education enrollment number for the District of Columbia. OSSE utilizes a tool called *IDEAfacts* to capture this data.

Age

Because of the requirements of the Enrollment Audit process, as well as Child Count, the audit for students with disabilities under IDEA will take a more inclusive approach to student age when reporting data. The chart below describes the the general education and special education child count ages.

Data	Requirement
General Education Enrollment Audit	Audit will include all students who are 3 years of age and older. For charter students, the student must turn 3 by December 31 of the current school year. For DCPS, the student must turn 3 by September 30 of the current school year. There is no age maximum.
Special Education Child Count	For Part B IDEA Child Count ED Facts template as required by the federal government, students must be at least 3 years of age and no more than 21 years of age as of December 1 of the current school year.

Process

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

Date	Activity
October 15, 2012	<i>IDEAfacts</i> application for special education is released to LEAs. <i>IDEAfacts</i> application for special education will be seeded with special education enrollment data from the October 5 th count.
October 22, 2012 and October 24, 2012	Special education <i>IDEAfacts</i> data collection effort LEA webinar. October 22 (10-11:30 AM) Registration Link: https://www3.gotomeeting.com/register/435317542 October 24 (10-11:30 AM) Registration Link: https://www3.gotomeeting.com/register/737157166
October 15 – December 11, 2012	<i>IDEAfacts</i> tool is available to LEAs; LEAs are provided ongoing technical assistance from their SEDS team point of contact.
December 4, 2012	Flag data within the <i>IDEAfacts</i> application to clearly identify students added after October 5 th who were enrolled as of December 1, 2012, to allow LEAs to focus on these students.

Date	Activity
December 11, 2012	LEA initial special education data certification is due to OSSE.
December 11-14, 2012	OSSE independent audit of special education records. OSSE analysis of initial LEA special education data submissions.
December 18, 2012	Finalize analysis and request clarification of data anomalies distributed to LEAs. (Note: OSSE will consider December 11 certifications as final for LEAs with no noted special education data discrepancies)
January 3, 2013	Recertifications/corrections due to OSSE
January 10, 2013	All special education data appeals resolved, OSSE finalizes data set for students with disabilities

Guidance for Special Education Verification

A copy of the certification form can be found in Appendix B of this handbook. The guidance for special education verification can be found at this link:

<http://osse.dc.gov/page/child-count-data-collection>

Special Education Child Count and Funding

Based on the enrollment dates of children, LEAs may see differing impacts on funding. The following chart below addresses the scenarios an LEA can encounter with respect to different funding sources. A more detailed description of each scenario appears below the chart.

Scenario	Oct 5		Dec 1		Will LEA receive UPSFF General Ed Funding?	Will LEA receive UPSFF SPED Level Funding?	Will LEA receive Federal Part B funding?
	Was child enrolled at the LEA?	Was child a student with disabilities?	Was child enrolled at the LEA?	Was child a student with disabilities?			
1	YES	YES	YES	YES	YES	YES	YES
2	YES	NO	YES	YES	YES	YES	YES
3	NO	YES OR NO	YES	YES	NO	NO	YES
4	YES	YES	YES	NO	YES	NO	NO
5	YES (at LEA X)	YES OR NO	YES (at LEA Y)	YES	YES (at LEA X)	NO (LEA Y receives in summer supplemental payment)	YES (LEA Y)
6	YES	YES	NO	YES or NO	YES	NO	NO

Scenario 1: Student Enrolled October 5 and Identified as Receiving Services Under IDEA Both on October 5 and December 1

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

- a. Enrolled in the LEA on October 5
- b. Classified as a receiving services under IDEA on October 5
- c. Enrolled in the LEA as of December 1
- d. Classified as a receiving services under IDEA as of December 1

Scenario 2: Student Enrolled October 5 but Not Identified as Receiving Services Under IDEA Until December 1

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

- a. Enrolled in an LEA on October 5
- b. Not classified as receiving services under IDEA student on October 5
- c. Enrolled in an LEA as of December 1
- d. Classified as a receiving services under IDEA as of December 1

Scenario 3: Student Not Enrolled on October 5

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

- a. Not enrolled in the LEA on October 5
- b. Classification as receiving services under IDEA does not matter if student was not enrolled in the LEA on October 5
- c. Enrolled in an LEA as of December 1
- d. Classified as a receiving services under IDEA as of December 1

Scenario 4: Student Enrolled and Identified as Special Education on October 5 but Not Identified as Special Education on December 1

The LEA will receive UPSFF general education funding but will **NOT** receive UPSFF special education level funding or the IDEA part B federal funding for a student if the student was:

- a. Enrolled in the LEA on October 5
- b. Classified as a receiving services under IDEA student on October 5
- c. Enrolled in the LEA as of December 1
- d. Not Classified as a receiving services under IDEA student as of December 1

Scenario 5: Student Transfers from LEA X to LEA Y During the Period of October 6 – December 1

LEA X will receive UPSFF general education funding but **NOT** UPSFF special education level funding and LEA Y will receive IDEA Part B federal funds but **NOT** receive UPSFF special education funding until the summer Supplemental to charters (which is to the Office of the Chief Financial Officer’s discretion) and will not receive any UPSFF general education funding, for a student if the student was:

- a. Enrolled in LEA X on October 5
- b. Enrolled in an LEA Y as of December 1
- c. Classified as receiving services under IDEA student as of December 1

Scenario 6: Student Enrolled and Identified as Special Education on October 5 but Exits the LEA on or Before December 1

The LEA will receive UPSFF general education funding but **NOT** receive UPSFF special education level or the IDEA Part B federal funding for a student if the student was:

- a. Enrolled in the LEA on October 5
- b. Classified receiving services under IDEA on October 5
- c. Not enrolled in the LEA as of December 1

Section 11: Residency Verification

Under DC law, only District residents may attend District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), and private special education schools or programs (“Non-Publics”) for free. Therefore adult students and the parents, guardians, or primary caregivers of students who are residents of the District of Columbia attending DCPS, PCS, or Non-Publics must provide proof of District of Columbia residency on an annual basis. Non-resident students are required to pay non-resident tuition equivalent to the Uniform Per Student Funding Formula (UPSFF). Non-resident students who fail to pay tuition will not be allowed to enroll or continue enrollment in a District-funded school or program. The student residency verification process requires documentary proof of residency and takes place during the enrollment period of each school year (April 1st through October 5th). LEAs are encouraged to review their residency documentation and verify that all documentation and verification forms are complete, legible, and in place prior to the audit.

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

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

Residency Document Review

By October 5th, or within 10 days of the time of initial enrollment (whichever occurs later), a parent/guardian or adult student must prove residency by providing such document(s) as required under DC Code §38-309 subpart (b) or (c), which are also listed in the DC Residency Verification Form (see Appendix D) and are outlined in the OSSE Residency Verification Guidelines.

Schools are required to:

- review these documents for legitimacy
- complete a Residency Verification form certifying proof of residency
- maintain clear and legible copies of the residency verification documents and the OSSE Residency Verification Form in the student’s official record.

If a parent/guardian or adult student does not provide proof of residency by October 5th, or 10 days after enrollment (whichever is later)—or if the student is confirmed as a non-resident student—the school must then assess and collect non-resident tuition for the school year equivalent to the UPSFF. Tuition payments must be made out to “D.C. Treasurer” and must include the student’s name and Unique Student Identifier. The school must retain clear copies of all tuition payments and send all tuition payments to OSSE immediately upon receipt of such payments.

Mail tuition payments to:

Iris Bond Gill
Office of the State Superintendent of Education
810 First Street NE, 9th Floor
Washington, DC 20002

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

Pursuant to newly enacted DC Code §38-312.01(c), DC public schools and public charter schools are responsible for residency validation and investigations to confirm student residency. In instances where a parent/guardian or adult student has failed to provide sufficient or adequate residency documentation by the October 5th/10 day deadline, the school is expected to investigate immediately the residency status of the student and provide OSSE with a record of the investigation.

Where a school makes the determination that a student is a DC resident without relying on the residency documents required under DC Code §38-309(b) or (c) or a home visitation under DC Code §38-309(d), that school must provide OSSE with sufficient documentation showing the basis for its determination.

Proof of Residency for Homeless Students

Pursuant to the McKinney-Vento Homeless Assistance Act, schools may not require verification or proof of residency for school-age homeless students as a condition of enrollment. However, each LEA is required to have a McKinney-Vento Assistance Act liaison who is responsible for identifying and ensuring that these students receive services entitled to them. The LEA liaison is required to complete a Homeless Student Referral Form for each school-age homeless student enrolled at their schools. The LEA must retain a copy of this form in their records for each enrolled homeless student and must submit a copy for each such student to OSSE prior to the October 5th/10 day deadline. The documented homeless student identification process or a copy of the completed Homeless Student Referral Form will serve as adequate proof of residency for a homeless student and should be made available for auditor review.

Non-Resident Student Enrollment and Tuition Assessment and Collection

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

If a student is enrolled as a resident, but is later deemed a non-resident before, during, or after the enrollment audit, the LEA must assess and collect non-resident tuition from the parent/guardian of the student or, in cases of adult students, directly from the student, or from some other source of private funding (such as a scholarship). An LEA or school may not waive or discount the tuition owed for the period of time a student is enrolled as a non-resident. The parent/guardian of the student or the adult student can choose to have the student withdrawn from the school and pay a pro-rated tuition for the period of non-resident enrollment. Upon completion of the enrollment audit, OSSE will issue a letter to LEAs listing those students who have been identified as non-residents not paying tuition. LEAs are required to put in place a tuition plan with the parents of such students or request that the parent withdraw their child (children) and pay a pro-rated tuition amount.

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

Student Residency Fraud

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

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

Appendix A: October 5th Data Certification Form

OSSE must receive the following certificate by October 11, 2012, at 5:00 pm EST for your data submission to be considered timely. Public charter school LEA certifications will then be sent to the Public Charter School Board to certify the second quarter payment.

Please scan and send this signed form electronically to OSSE.EnrollmentAudit@dc.gov.

Government of the District of Columbia
Office of Financial Operations and Systems & Office of the State Superintendent of Education

October 2012 Enrollment Audit Verification

This form also serves as a **Request for Appropriations Disbursement** for Public Charter Schools

FY 2012-2013

This form must be completed by **ALL** LEAs
Please submit completed application electronically and with the original signatures.

LEA Name: _____ **Date:** _____ **EIN (if PCS):** _____

General Information (PCS only)

Please check one of the following to identify the chartering authority that approved your charter:

_____ **D.C. Board of Education** _____ **D.C. Public Charter School Board**

PCS Name: _____
PCS Address: _____
PCS Phone Number: _____ **PCS Fax Number:** _____
E-mail Address: _____
PCS Sponsor/Management Company: _____
(If not applicable, please leave blank)

Names and Contact Information (PCS only)

PCS Board of Trustees Chairman: _____ **Phone:** _____
PCS Principal: _____ **Phone:** _____
PCS Financial Officer: _____ **Phone:** _____

Financial Institution Information (PCS Only)

Financial Institution Name: _____
PCS Bank Address: _____
PCS Bank Account Title: _____
Type of Accounts: _____ **Checking** _____ **Savings**
Account Number: _____
(Account number appearing on monthly statements, not at the bottom of PCS checks.)
Bank Contact Person and Phone Number: _____
ABA Routing Number: _____
(Please contact your bank for these numbers. Do not type the numbers at the bottom of checks.)

We, District of Columbia Public School Officials, certify by our signatures below that the information provided to OSSE's State Longitudinal Education Data (SLED) system is accurate to the best of our knowledge and reflects the above identified LEA's current enrollment as of October 5, 2012.

_____	_____
Head of LEA	Date
_____	_____
LEA Financial Officer (PCS only)	Date
_____	_____
Chairperson of the Board of Trustees (PCS only)	Date
_____	_____
Executive Director of Public Charter School Board (completed by PCSB upon submission)	Date

Appendix B: December 11th Data Certification Form

Local Education Agency (LEA) Certification of FFY 2012 IDEA*facts* and Educational Environments Data

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

certify that the data provided to the Office of the State Superintendent of Education (OSSE) for Federal Fiscal Year 2012 from the OSSE IDEA*facts* are valid and reliable. Furthermore, I certify that the data provided are consistent with the requirements of Part B of the Federal Individuals with Disabilities Education Improvement Act, as found in PL 108-446, and all applicable laws and regulations under the District of Columbia.

I have attached a copy of the data report from the OSSE IDEA*facts* application for students with disabilities for my LEA.

I have confirmed the Least Restrictive Environment (LRE) setting for each student listed in the OSSE IDEA*facts* application and can confirm that all LRE settings identified on the attached roster are accurate. Further, I can confirm that the number of students on the attached roster represents the number of students receiving services from the LEA identified above as of December 1, 2012.

BY SIGNING BELOW, I CERTIFY THAT I HAVE THE AUTHORITY TO CERTIFY THE ACCURACY AND RELIABILITY OF THIS DATA FOR MY LEA AND THAT MY LEA WAS PROVIDING SPECIAL EDUCATION SERVICES TO THE STUDENTS ON THE ATTACHED LIST AS OF DECEMBER 1, 2011. OSSE strongly recommends the head of school for the LEA be the authorized representative. However, if the LEA chooses to authorize another individual to certify the submission, the LEA remains fully responsible for the accuracy and timeliness of the submission.

Printed Name

Title

Signature

Date

OSSE must receive this certificate and data report from IDEA*facts* by December 11, 2012 at 5:00 pm EST for your data submission to be considered timely. **Fax this form and a copy of your OSSE IDEA*facts* application data to (888) 257-4225. Do not use a cover sheet.** Please note, certification forms submitted without attached rosters or with hand written corrections will be rejected. LEAs must comply with the final rulemaking of section 3019, in Chapter 30 (Special Education Policy) of Title 5-E (Education, Original Title 5) of the District of Columbia Municipal Regulations (DCMR), issued on December 4, 2009.

Appendix C: Pre-Appeals Data Checklist

Once the LEA receives its pre-appeals data, staff should carefully review the data to ensure there are no discrepancies. (Reminder: The enrollment audit data is ultimately how charter LEAs are paid and also serves as the base for all enrollment projections for the upcoming school-year's budget.) If there are discrepancies, the LEA may submit an appeal to OSSE by December 6, 2012, through OSSE.EnrollmentAudit@dc.gov. The specific process for how to submit the appeal will be released to each LEA POC and Head of LEA in November.

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

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

Checklist:

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

1. Do all the students the LEA believes to be enrolled on October 5, 2012, appear on the pre-appeals data roster?
2. Do those students appear in the correct grade level/classification?
3. Are the students who are to be identified as English Language Learner correctly identified?
4. Are all of the students the LEA believes to be a resident correctly identified as a resident on the roster?
5. Are all of the students identified as non-resident but tuition-paying correctly identified?

Appendix D: DC Residency Verification Form

Name of School

DC RESIDENCY VERIFICATION FORM
(To be completed by **Local School Staff Only**)

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

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

Current DC Home Address Telephone No. (if applicable)

presented the following document(s) evidencing his/her District of Columbia residency:

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

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

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

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

Other primary caregivers:

_____ If the person enrolling the student is an other primary caregiver, he/she has provided proof of caregiver status in accordance with the Residency Verification Rules. Other primary caregivers must also establish DC residency, as outlined above. An other "primary caregiver" is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. Please refer to the other primary care giver form for details.

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

School Official's Signature Date

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

Appendix E: Home Visitation Residency Verification Form

Home Visitation Parental/Guardian/Other Primary Caregiver Consent Form

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

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

Is permission for the home visit granted? Yes No

If no, please explain: _____

Address of Parent/Other Primary Caregiver:

(Street)

(City) (State) (Zip Code) (Telephone Number)

Signature of Parent/Other Primary Caregiver Date

Signature of Principal or Designee Date

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

Office of the State Superintendent of Education

School Year: _____

Home Visitation Residency Verification Form

Name of Student _____

Name of School _____

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

Primary Telephone Number of Residence: _____

Date of Home Visit: _____

Name of Person in the Home: _____

Relationship to Student: _____

If no relationship, explain: _____

Primary Lease Holder: _____

Additional Names on Lease: _____

Is Student on Lease? Yes No

Number of People Residing in the Home: _____

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

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

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

Please describe: _____

Signature of Principal or Designee

Date

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

Office of the State Superintendent of Education

School Year: _____