



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Enrollment Reporting
Handbook
2020–21 School Year*

2020

ENROLLMENT REPORTING HANDBOOK

2020–21 School Year

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SECTION 1. DEFINITIONS OF TERMS

Throughout this handbook, the subsequent terms are defined as follows:

- **Alternative Learning Experience (ALE)** means any courses where the student’s enrollment claimed for state funding is done in whole or in part outside of the classroom and meets the requirements outlined in Chapter [392-550](#) WAC and WAC [392-121-182](#). Refer to Section 7.C. for more information.
- **Annual Average FTE (AAFTE)** is the 10-month average of the monthly FTE claimed for the school year. Refer to Section 6.J. for more information.
- **Comprehensive Education Data and Research System (CEDARS)** means the Office of Superintendent of Public Instruction (OSPI)’s longitudinal data warehouse of education data.
- **Direct-Funded Technical Colleges** means technical colleges that have been approved to receive direct funding in accordance with WAC [392-121-187](#).
- **Education Data System (EDS)** means the OSPI centralized suite of web-based applications regarding educational data.
- **Educational Service District (EDS)** means the nine regional offices in Washington state that provide support to school districts.
- **Full-Time Equivalent (FTE)** means the measurement of a student’s enrollment. Refer to Section 6.I. for more information.
- **Headcount (HC)** means the count of the individual students. Each enrolled student is one headcount.
- **Home district** means the district the student lives in regardless of a choice transfer. This term applies to the SAFS ALE application only.
- **High district** means a school district that provides instruction for all grades, K–12.
- **Individualized Education Plan (IEP)** means a written statement for a student eligible for special education that is developed, reviewed, and revised in accordance with state and federal laws.
- **Local Education Agency (LEA)** means a school district, charter school, tribal compact school, or direct-funded technical college.
- **Nonhigh district** means a school district that does not provide instruction for all grades, K–12.
- **Nonresident district** means the district where a student attends school but does not live within the district’s boundaries.

- **Nonstandard school year** means time that is not part of the standard school year, typically the summer months of a school year. Refer to Section 7.L.
- **Nonvocational** means enrollment in courses that are not vocational or skill center.
- **Office of Superintendent of Public Instruction (OSPI)** means the state education agency for the state of Washington.
- **Open Doors** means a youth reengagement system that provides education and services to older youth, age 16–21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Refer to Section 7.I. for more information.
- **Parents** means a student’s parent(s) or guardian(s).
- **Resident district** means the district where the student resides. For students that attend a nonresident district through a choice transfer, their resident district becomes the district that accepted the choice transfer.
- **Running Start** means a dual credit program offered at specific Washington state colleges where students earn dual credit through completing college classes. Refer to Section 7.F. for more information.
- **School Apportionment and Financial Services (SAFS)** means the OSPI department that processes the monthly apportionment and collects LEA financial information.
- **Standard school year** means the time between the first day of school year and the last day of school year, typically during the months, September through June.
- **Transitional Bilingual Instructional Program (TBIP)** means the program for English language learners to meet state standards and develop English language proficiency. Refer to Section 7.G. for more information.
- **Vocational** means enrollment in a state-approved vocational course taught by an instructor with a valid endorsement for the subject area. Vocational courses are often referred to as Career and Technical Education (CTE). Refer to Section 7.D. for more information.
- **Work-Based Learning (WBL)** means opportunities for students to earn additional credit for work performed apart from a classroom. Refer to Section 7.K. for more information.

SECTION 2. SUMMARY OF CHANGES FOR THE 2020–21 SCHOOL YEAR

A. Claiming Enrollment as Schools Reopen for the 2020–21 School Year

As LEAs reopen their schools for the 2020–21 school year during the COVID-19 pandemic, the following rules will apply with regards to claiming students for state funding. These changes are not reflected in the body of this handbook, since they are temporary changes for the 2020–21 school year only.

- **Claiming Students who Live Outside of the State of Washington:**

For the 2020–21 school year:

- The student who had previously been enrolled in a Washington state public, charter, or tribal compact school and is now elsewhere; **and**
- The family intends to return to the Washington state public, charter, or tribal compact school at the end of the pandemic to resume our traditional definition of residency and resume in person instruction;
- Then their remote learning can be claimed for state funding.

Situations that would not apply include:

- Students that have moved permanently (COVID related or not) and do not intend to return to Washington and re-enroll at the end of the pandemic; **or**
- Students that intend to move to Washington, but do not physically live in the state.

- **Definition of Count Day:**

- For the months, October through June, count day will remain the first school day of the month. For Open Doors programs, the July and August count day will be the first school day for these months. Refer to Section 5.A. of this handbook for more information.
- The September count is based on the students that are enrolled on the fourth school day of September and shows participation sometime for the new school year before September 30.

- **Meeting the Attendance Requirement:**

An eligible student is one who has not met any of the enrollment exclusions found in WAC 392-121-108 to include attending 20 school days prior to the count day. For the 2020–21 school year, attendance should be measured using a variety of different student actions, including, but not limited to: being physically present on a zoom, engaging with an instructor during office hours, or performing the work assigned during a specific period at a time that best works for the student.

- **Claiming Hybrid and Remote Learning Enrollment on Form P-223:**

For both the hybrid and remote learning models, a student's FTE will be based on each

school's published example student schedule for the 2020–21 school year. FTE will remain to be based on 1,665 weekly minutes. Refer to Section 6.I. of this handbook for more information.

An example student schedule can include synchronous or asynchronous time such as online live instruction, individual or group work during the synchronous portion of the schedule, or work assigned by a certificated instructional staff member that is to be completed and turned in by a student. It is not the expectation of OSPI that students will be participating in synchronous instruction via the computer for their entire scheduled school day. The student may, but is not required to, reach out to the teacher for assistance on such assignments during the posted "office hours" for that teacher or course. Not all students are required to participate during the time frame identified in the example student schedule, and the example student schedule does not have to start or end at any specific time of day.

- **Claiming Students on Form P-223H for Special Education Funding:**

As schools reopen for the 2020–21 school year, LEAs can claim students receiving special education services on Form P-223H who were previously eligible but whose IEP and/or evaluation were delayed due to a documented impact of COVID-19 (e.g., staff illness with COVID-19, parent request to postpone for in-person meeting, or assessment not able to be completed due to safety restrictions) provided that the IEP/evaluation is completed within 30 school days after school resumes.

- **Changes for Running Start:**

- Students enrolled in Running Start for the fall quarter and have a completed Running Start Enrollment Verification Form (RSEVF) based on the expected 2020–21 school year bell schedule, will be allowed to exceed the 1.20 FTE for the months October through December if their high school FTE changed. This allowance is provided for the fall 2020 college quarter only. Students who exceed the 1.20 FTE for these months may be at risk of exceeding the 1.20 AAFTE and will have their available spring quarter Running Start FTE reduced.
- For colleges that have changed their fall 2020 quarter calendar, starting earlier in September and ending before the Thanksgiving break, their October and November monthly count days would be the first school days of those months. Their December count day would be the last school day of the fall quarter.

- **Change for Open Doors:**

An emergency rule is in effect that allows the following for face-to-face contact time:

- In-person
- Telephone
- Email
- Instant messaging
- Interactive video communication
- Other means of digital communication

For more information on the face-to-face contact emergency rule and what documentation

must be retained, please refer to the [Open Doors webpage](#).

B. Special Education Birth to Age 2 Enrollment

OSPI will no longer be providing special education funding for students who are birth to age 2. Accordingly, the Birth to Age 2 category will be removed from Form P-223H.

C. Two Categories for Special Education Kindergarten to Age 21

Special education funding for Kindergarten to Age 21 will be dependent on the amount of time these students spend in a general education setting. As a result, there will be two categories to report students.

- Tier 1 K–21: Report in this field students who are kindergarten to age 21, eligible for special education funding, and are identified as Least Restrictive Environment (LRE) code 1 (spending 80% or more of their time in a general education setting).
- Other Tier K–21: Report in this field students who are kindergarten to age 21, eligible for special education funding, and spend less than 80% of their time in a general education setting.

D. Open Doors Headcount Reporting

When an Open Doors student cannot be claimed for state funding, their headcount should not be reported in the Open Doors HC field on Form P-223.

SECTION 3. ENROLLMENT REPORTING— GENERAL INFORMATION

A. Purpose

This handbook contains instructions for reporting enrollment to the SAFS department of OSPI. The enrollment reported determines state funding. By following the guidance of this handbook, you will secure the maximum state funding and avoid audit problems.

B. How Enrollment is Used

The following apportionment reports use the reported enrollment in state funding formulas.

- [Report 1191ED](#) displays grades K–12 enrollment reported on Form P-223 which is used to determine general apportionment funding for basic education including vocational and skill center.
- [Report 1191SN](#) displays enrollment reported on Form P-223 which is used for Learning Assistance Program (LAP), TBIP, Exited TBIP, and highly capable program allocations.
- [Report 1159](#) displays enrollment reported on Form P-223 which is used to determine the K–12 staff compliance.
- [Report 1220](#) displays enrollment reported on Form P-223H which is used to determine special education funding.
- [Report F-483](#) displays enrollment reported on Form P-213 which is used for Nonhigh billing and levy authority transfers.

September through December state apportionment payments to schools are based on the budget enrollment reported in the F-203. Beginning in January, monthly apportionment payments are based on actual year-to-date average enrollment reported to OSPI. Beginning in January, enrollment reflected on the monthly apportionment reports will match with the district's most recent enrollment reports.

A variety of other state and federal grants and programs use enrollment data to determine allocations or eligibility for funding.

C. Documentation and Audit

Since enrollment is used to determine state funding, enrollment reported to OSPI must be carefully documented. Errors should be corrected promptly. Documentation must be available for audit by the Washington State Auditor's Office (SAO). See Section 10 of this handbook for details on what records must be retained.

Audit findings can result in the allocation adjustment after the end of the school year. Many enrollment audit issues result from the following errors:

- Documentation for enrollment not being retained. See Section 10 of this handbook for requirements.

- Improperly counting special education enrollment for students with out-of-date IEPs or evaluations, or students not receiving specially designed instruction.
- Improperly counting vocational or skill center enrollment when the class is not an approved vocational or skill center class, is not taught by an instructor with the appropriate endorsement, or is an ALE course.
- Improperly counting ALE or Open Doors FTE based upon a lack of understanding of the program and reporting rules.
- Improperly counting students for the September count who did not participate on or before the September count day.
- Improperly counting summer school enrollment for students who have exceeded the 1.00 AAFTE limitation.

D. Getting Additional Help

Enrollment reporting questions should be referred first to the ESD fiscal staff listed below. Since the ESD fiscal staff is the primary contact responsible for answering questions, it is important they know the kinds and number of questions their districts have. If the ESD is unable to answer the question, contact Becky McLean at 360-725-6306. She will make an effort to keep the ESD fiscal staff included in the response to questions.

ESD	Name	Email	Phone
ESD 101	Jeremy Loe	jloe@esd101.net	509-789-3611
ESD 105	Dustin Kinley	dustin.kinley@esd105.org	509-454-3116
ESD 112	Christy Price	christy.price@esd112.org	360-952-3489
ESD 113	April Kaech	akaech@esd113.org	360-464-6759
ESD 113	Jodi Spahn	jspahn@esd113.org	360-464-6751
ESD 114	Cathie SeEVERS	cseEVERS@oesd114.org	360-405-5837
ESD 121	Jane Murray	jmurray@psed.org	425-917-7778
ESD 123	Michelle Dearlove	mdearlove@esd123.org	509-547-8441 ext 5776
ESD 123	Travis Belisle	tbelisle@esd123.org	509-544-5773
ESD 171	Cory Milbrandt	enrollment@ncesd.org	509-665-2632
ESD 171	Student Coordinators	enrollment@ncesd.org	509-665-2659
ESD 189	Noreen McKinney	nmckinney@nwesd.org	360-299-4033

SECTION 4. HOW TO REPORT

Enrollment data submitted must comply with all requirements including:

- Chapters [392-121](#) and [392-134](#) WAC (for basic education enrollment)
- Chapters [392-122](#) and [392-172A](#) WAC (for special education enrollment)
- Chapter [392-169](#) WAC (for Running Start enrollment)
- Chapter [392-700](#) WAC (for Open Doors enrollment)
- Chapter [28A.545](#) RCW and Chapter [392-132](#) WAC (for nonhigh district enrollment)
- Instructions provided in this handbook
- Instructions printed on the back of the report forms

A. Electronic Reporting

All LEAs report their enrollment in the following electronic applications:

- **EDS NEW Enrollment application** collects all student enrollment on Forms P-223, P-223H, P-223S, and P-240.
- **SAFS ALE application** collects ALE program enrollment by program, student's home district, and grade.
- **K-3 Class Size application** collects grades K-3 student enrollment and homeroom teacher data. Reporting in this application has been suspended for the 2020-21 school year.

These reporting applications are separate reports from CEDARS.

- Enrollment data should be submitted to the ESD by the due dates shown in Section 5.B. of this handbook.
- Reporting LEAs must be prepared to explain any Edit messages generated when the current month's enrollment varies significantly from the prior month.
- Exercise care in properly reporting the student's resident district. Refer to Section 6.F. of this handbook for more information on resident district.
- Any 2019-20 revisions made after November 23, 2020, and 2020-21 revisions made after November 22, 2021, must be made on a signed paper report form. See Section 9. of this handbook.
- Refer to the User Guide posted on OSPI's [Enrollment Reporting webpage](#) for instructions on using the EDS NEW Enrollment, SAFS ALE, and K-3 Class Size applications.
- For questions and technical assistance with CEDARS, please contact OSPI Customer Support at customersupport@k12.wa.us or by calling 1-800-725-4311.
- If you need access to EDS, contact your District Security Manager.

Exceptions to electronic reporting may be made at the discretion of the appropriate ESD. Districts that have ESD permission may report enrollment on the paper forms attached to this handbook.

B. Paper Report Forms

Forms P-223RS, P-223-1418, E-672, P-213, and E-525 are not part of the electronic reporting system and must be submitted on paper.

- **Form P-223RS** is used by the college to submit their Running Start enrollment to their Running Start students' LEAs by the eighth calendar day of the month.
- **Form P-223-1418** is completed by the Open Doors program with the eligible enrollment that can be claimed for the month. This form is sent to the reporting LEA on September 16 and the eighth calendar day of the months October through August.
- **Form E-672** is completed by districts or other education providers who provide institutional education instruction. This form is used to report the program's enrollment and is due to OSPI by the tenth calendar day of the month.
- **Form P-213** is an annual report of high school students living in a nonhigh district and attending another district's high school. This form is due to OSPI by July 23, 2021.
- **Form E-525** is an annual report for home and hospital services reimbursement and is due to OSPI by July 16, 2021.

SECTION 5. WHEN TO REPORT

A. Monthly Count Dates

WAC [392-121-119](#) defines the monthly count dates as the fourth school day of September and the first school day of October through June. For school years that begin in August, the September count remains the fourth school day of September—not the fourth school day of the new school year.

For LEAs where not every school, program, or grade follows the same calendar of school days, the calendar of an individual school, program, or an entire grade level determines the monthly count date.

Example: An individual school starts on September 8 and the rest of the district starts on September 1. The individual school's September count day is September 11. The remaining schools' count day is September 4.

Kindergarten programs whose first three school days are individual parent, student, and teacher conferences have two options to determine the September count day. Whichever option is chosen must be established before the beginning of the school year and applied to all of the LEA's kindergarten classes.

1. The three days of conferences can be considered school days. As such, the first actual day of class would be the count day for the kindergarten class since it is the fourth school day for September.
2. Disregard the conference days and use the fourth day of class as the September count day.

For summer school enrollment reporting instructions, refer to Section 7.L. of this handbook.

Running Start enrollment does not have a September count date and only is counted based on the enrollment on the first school day of each month, October through June.

B. Monthly Due Dates

Refer to the following enrollment reporting schedule for the 2020–21 due dates for reporting the current month's original Forms P-223, P-223H, P-240, and P-223S and any prior month revisions.

Prior month revisions must be submitted by the monthly due date. Make sure to not begin revision if the file will not be submitted by that day. WAC [392-121-119](#) defines the monthly count dates as the fourth school day of September and the first school day of October through June. For school years that begin in August, the September count remains the fourth school day of September—not the fourth school day of the new school year.

Report Month	Monthly Due Date	Report Month	Monthly Due Date
September	September 28, 2020	March	March 17, 2021
October	October 16, 2020	April	April 16, 2021
November	November 12, 2020	May	May 17, 2021
December	December 16, 2020	June	June 16, 2021
January	January 14, 2021	July	July 16, 2021
February	February 11, 2021	August	August 17, 2021

LEAs unable to report the actual enrollment by the due date must submit an estimate report and revise their reports when the actual enrollment is known.

Additionally, the paper Form E-525—Report of Final Home and Hospital (HH) Services is due July 16, 2021, and the paper Form P-213—Report of Students Residing in Nonhigh Districts and Enrolled in High Districts is due July 23, 2021.

Any 2019–20 enrollment revisions submitted after August 14, 2020, but by November 23, 2020, and any 2020–21 enrollment revisions submitted after August 17, 2021, but by November 22, 2021, are submitted electronically. These revisions will be reflected on the following January apportionment. Additionally, these revisions will not be included in the district’s levy base and LAP High Poverty funding for the upcoming year.

C. Timely Reporting Rules

Timely Reporting Rules (Chapter [392-117](#) WAC) apply. Failure to report in the proper manner or by the due date required can result in the reduction or delay of state apportionment payments.

SECTION 6. WHAT TO REPORT

A. Reporting Summary

The tables below detail the types of enrollment reported for state funding, the form used to provide enrollment data to OSPI, and the resulting enrollment reports.

Electronic Form Reporting

Types of Enrollment	Form	Enrollment Report
Basic Education enrollment including:	P-223	1251
• TBIP	P-223	1251H
• Exited TBIP	P-223	1251H
• Vocational (grades 9–12 and grades 7–8)	P-223	1251
• Skill Center	P-223	1251
• Running Start: LEAs report the enrollment provided by the college on Form P-223RS	P-223	1251
• Open Doors: LEAs report the enrollment provided by the Open Doors program on Form P-223-1418	P-223	1251
• Part-time regular scheduled enrollment for home-based and private school students	P-223	1251
• ALE enrollment	P-223 and SAFS ALE	1251
Special education services	P-223H	1735
Nonstandard School Year enrollment	P-223S	1251
Ancillary services	P-240	1251

Paper Form Reporting

Types of Enrollment	Form	Enrollment Report
Colleges providing Running Start enrollment	P-223RS	1251
Open Doors programs providing Open Doors enrollment	P-223-1418	1251
Direct-funded technical colleges providing basic education programs	P-223TC	1251
Institutional Education programs	E-672	1191SI
Education services provided to home and hospital students	E-525	Apportionment reports
High districts providing services to students residing in nonhigh districts	P-213	F-483

B. Enrolled Student

Districts must enroll, tuition free, any student in school age 5 or older and under 21 who meet the definition of an enrolled student pursuant to WAC [392-121-106](#). A student meeting this

definition is eligible to be claimed for state funding.

An enrolled student is one who:

- Resides the majority of the time in Washington state pursuant to WAC [392-137-115](#) and is eligible to enroll in a school district's education program because they:
 - Reside in a school district with or without an address. For homeless students, eligibility continues at the request of the student or their parent.
 - Reside on specific federal lands or Indian reservation that is contiguous to a Washington state school district.
 - Reside in a district that does not offer the grade in which they are eligible to enroll, such as a nonhigh district.
 - Reside in a home that is located in Idaho but has a Washington address for the purposes of the United States postal service. See RCW [28A.225.170](#).
 - Has been released from the district where they reside and accepted by another district through a Choice Transfer.
 - Will be attending a district through an Interlocal Cooperative Agreement or Interdistrict Agreement.
 - Will be attending a district in another state through a reciprocity agreement pursuant to RCW [28A.225.260](#), if the district is paying tuition for the students.
 - Will be attending a public charter school, as defined by RCW [28A.710.010](#), located within Washington state.
- Is enrolled in an LEA.
- Is under the age of 21 on September 1st of the current school year.
- Has participated in a course of study pursuant to WAC [392-121-107](#) and addressed in Section 6.C. of this handbook on or before the monthly count day as addressed in Section 5.A. of this handbook.
- Does not qualify for any of the enrollment exclusions pursuant to WAC [392-121-108](#) and addressed in Section 6.D. of this handbook.

C. Course of Study

Student's enrollment in a Course of Study pursuant to WAC [392-121-107](#) can be claimed for state funding. A Course of Study is defined as one of the following:

- **Classroom Instruction:** Teaching and learning instruction conducted by an LEA staff as directed by the administration and the board of directors, including teacher-parent conferences that are planned and scheduled, intermissions for class change and recess, but exclusive of time for meals.
- **ALE:** Enrollment pursuant to Chapter [392-550](#) WAC and WAC [392-121-182](#) where the student's enrollment in whole or in part occurs outside of the classroom. Refer to Section 7.C. of this handbook for more information regarding ALE enrollment.
- **Contracted Instruction:** Instruction provided under a contract pursuant to WAC [392-121-188](#).
- **Washington Youth Academy:** A National Guard high school career training program pursuant to Chapter [392-124](#) WAC.
- **Ancillary Services:** Co-curricular, health care, or any other services provided by

appropriate LEA school staff. Refer to Section 7.M. of this handbook for more information on ancillary services.

- **Work-Based Learning (WBL):** Experiences pursuant to WAC [392-410-315](#). Refer to Section 7.K. of this handbook for more information on WBL.
- **Running Start:** Dual credit enrollment at a college pursuant to Chapter [392-169](#) WAC. Refer to Section 7.F. of this handbook for more information on Running Start.
- **University of Washington's Transition School and Early Entrance Program:** Pursuant to Chapter [392-120](#) WAC.
- **Direct-Funded Technical College Programs:** Pursuant to WAC [392-121-187](#). Refer to Section 7.J. of this handbook for more information on direct-funded technical college programs.
- **Open Doors Programs:** Pursuant to Chapter [392-700](#) WAC. Refer to Section 7.I. of this handbook for more information on these programs.

D. Enrollment Exclusions

A student that meets the following exclusions as described in WAC [392-121-108](#) on the monthly count day cannot be claimed for state funding.

- **Absences:** Has missed twenty consecutive school days prior to the count day except if there is a written agreement between a school official and the student's parent that outlines how a student's temporary absences will not cause a serious adverse effect on their educational progress. When this agreement is in place prior or immediately after the student's absences begin, the student can be claimed for two monthly count dates provided the student returns to school by the end of the school year.
- **Dropouts:** Has dropped out as provided through a notification by the student or student's parent.
- **Transfers:** Has transferred to another public or private school based on notification of the transfer from another school.
- **Graduates:** Has met the LEA's high school graduation requirement by the beginning of the new academic year. For students receiving special education services, it is the responsibility of the IEP team to determine when students have met graduation requirements.
- **Tuition:** Has paid tuition to attend the LEA.
- **State Institution:** Has been claimed as a 1.0 FTE by a state institutional education program where the institution's count date occurs on or before the LEA's count date. Students reported as a part-time FTE by the state institutional program may be reported by the LEA provided the student's combined FTE does not exceed 1.00.

Additionally, the following provides clarification on other reasons why a student cannot be claimed for state funding:

- **Out-of-State:** Do not report students who reside in a state other than Washington, unless they are attending an approved out-of-state non-public agency for special education services. WAC [392-137-115](#) defines student residence. For a list of approved non-public agencies, refer to the OSPI's [Special Education Nonpublic Agencies webpage](#).
- **State Schools:** Do not report students who reside at either the Center for Childhood

Deafness and Hearing Loss, also known as the Washington School for the Deaf or the Washington State School for the Blind. Refer to OSPI Bulletin No. [006-19](#) for more information.

- **Seattle Children’s Hospital:** Do not report students who reside at Seattle Children’s Hospital. OSPI provides separate funding to the hospital to provide an educational program for hospitalized students.
- **Direct-Funded Technical College:** District, charter schools, or tribal compact schools do not report students enrolled in a direct-funded technical college program if there is an Interlocal Agreement in place that states the technical college will be claiming the student’s enrollment.
- **University of Washington:** Do not report students enrolled in the University of Washington’s transition school or early entrance programs. This enrollment is reported directly to OSPI by the University of Washington.
- **Foreign Exchange Students on F-1 Visas:** Typically, foreign exchange students do not come into the country on F-1 visas. However, U.S. immigration law requires certain students to pay the full cost of their education, and LEAs are required by the federal government to collect tuition from the student prior to the issuance of an F-1 visa. Tuition-paying students cannot be reported for state funding.

Students who have been expelled or suspended can be claimed for state funding provided on the monthly count day, they met the definition of an enrolled student, have evidence of participation in a course of study, and do not meet any of the enrollment exclusions. The amount of FTE claimed for these students is dependent on the course of student the student is enrolled in and is limited to the rules regarding claiming FTE.

E. Claiming Nonresident Students

School districts that provide educational services to students may claim them for state funding under the following circumstances:

- A student is a resident of the district, resides on federal or tribal land contiguous to the district, or resides in a district that does not offer a grade in which the student is eligible to enroll. A student’s resident district is one where the student is expected to live the majority of the time for 20 consecutive days or more;
- A nonresident district has a Choice Transfer in place which gives them the authority to claim a student who is not a resident of the district;
- A nonresident district has an Interdistrict Agreement in place which gives them the authority to claim a specific portion of the student’s enrollment, given by the student’s resident district; or
- The district is the host district for a skill center program, and there is a Skill Center Consortium Agreement with a partnering skill center consortium district which gives the host skill center district authority to claim a student’s skill center enrollment only.

Charter and tribal compact schools are not required to have a Choice Transfer or Interdistrict Agreement in order to claim their student enrollment for state funding. A records request from a charter or tribal compact school provides notification to the student’s resident district the student has enrolled in a charter or tribal compact school.

Students residing in a district that does not provide the grade the student is eligible to enroll (often referred to as a nonhigh student), can enroll in any district that provides this grade (often referred to as a high district). There is no requirement to have a Choice Transfer or Interdistrict Agreement in place for nonhigh students.

Contracts for instruction entered into by two districts as provided in WAC [392-121-188](#) do not give a district authority to claim a student who does not reside within their district. A separate Choice Transfer or Interdistrict Agreement for each nonresident student is required for the nonresident district to claim the student.

For Direct-Funded Technical College programs, technical colleges can claim a student's enrollment provided there is an Interlocal Cooperative Agreement in place with the student's resident district.

Districts that host skill center programs do not need a Choice Transfer or Interdistrict Agreement for nonresident students who are enrolled in skill center courses when the host district has a cooperative skill center agreement with the student's resident district. Choice Transfers or Interdistrict Agreements are required for students who are enrolled in skill center courses when the resident district does not have a cooperative skill center agreement with the nonresident host district and for students who are enrolled in non-skill center courses provided by a nonresident skill center host district.

With a Choice Transfer, the student is released from their resident district, at the student or parent's request, and there has been acceptance from another district within Washington state. The nonresident district who has accepted the student through a Choice Transfer becomes the district responsible for all the student's educational needs, including but not limited to, basic education, special education, home hospital services, truancy, CEDARS reporting, and administration of state educational assessments. The original resident district retains non responsibility for provision of educational services, or funding for this student.

With an Interdistrict Agreement, two districts agree to share a student's enrollment which could include a student's basic education FTE but also could allow the nonresident district to claim the student's special education or TBIP headcount, as applicable. The student's resident district retains the obligation and responsibilities for the student, unless a different arrangement is specified by the Interdistrict Agreement.

For more information on Choice Transfers and Interdistrict Agreements, refer to OSPI Bulletin No. [035-18](#) and its [attachment](#).

F. Reporting Students by Resident District

On Forms P-223, P-223H, and P-223S, a student's enrollment is reported by resident district. A student's resident district is dependent on the method they are enrolled in a district.

- Students who live in the district where they attend are reported under the resident district where they live.

- Students who attend a nonresident district through a Choice Transfer are reported under the resident district they have been accepted to attend through a Choice Transfer.

Example: A student lives in District A but attends District B through a Choice Transfer. The student is reported by District B on Form P-223 under Resident District B.

- Students who attend a nonresident district through an Interdistrict Agreement are reported under the resident district where they reside.

Example: A student lives in District A but attends District B for special education services only through an Interdistrict Agreement that states District B will claim the student on their Form P-223H for special education funding and as a 0.20 FTE for basic education funding on their Form P-223. District B will report this student on Forms P-223 and P-223H under the Resident District A.

- For students who attend a skill center where the reporting host skill center district is not their resident district, their skill center enrollment is reported under the student’s resident district.
- Students who attend a direct-funded technical college program are reported under the student’s resident district.
- Students who attend a charter or tribal compact school are reported under the resident district of the charter or tribal compact school.

G. Part-Time Enrollment

Private school and home-based students have a right to enroll part-time in a public school (RCW [28A.150.350](#) and WAC [392-134-010](#)). LEAs may claim state funding for services they provide to part-time private school and home-based students. However, the enrollment reporting for state funding must be in accordance with state law and the appropriate rules.

- **Private School Students:** Private school students are limited to enroll in public school courses or services not available at the private school. State funding for private school students is provided for the time the students are served directly by LEA school staff on the school grounds or on sites controlled by the LEA, or attend an ALE course(s) provided by the LEA. Instruction provided by a private school cannot be reported.
- **Home-Based Students:** For seat-time enrollment, the time a home-based student is provided services by LEA staff on school grounds can be reported for state funding. The time the student is instructed or supervised by the parent cannot be reported. For ALE enrollment, the estimated weekly hours of learning documented in the written student learning plan that has been developed by a certificated instructor employed or contracted by LEA can be claimed for state funding.
- Part-time enrollment can be reported as either a partial FTE on Form P-223 or the actual hours of services on Form P-240.
 - Report part-time enrollment in regularly scheduled classroom instruction as a partial FTE on Form P-223. Refer to Section 6.I. of this handbook to determine a student’s partial FTE.

- Report actual hours as ancillary services on Form P-240. Refer to Section 7.M. of this handbook for more information on ancillary services.

H. Grade Level Definition

Student's grade level is determined as follows pursuant to RCW [28A.225.160](#):

- **Kindergarten:** WAC [392-121-10601](#) defines kindergarten as an instructional program conducted pursuant to RCW [28A.150.220](#) for students who are age 5 on September 1 for the current school year, pursuant to Chapter [392-335](#) WAC.
- **First Grade:** WAC [392-121-10602](#) defines first grade as an instructional program conducted for students who are age 6 on September 1 for the current school year, or who meet the requirements for kindergarten experience qualification for first grade, pursuant to Chapter [392-335](#) WAC.
- **Exceptions for Kindergarten and First Grade:** LEAs may adopt regulations that provide for individual exceptions to the uniform entry qualifications. For more information on Transitional Kindergarten programs, refer to the [OSPI Transitional Kindergarten](#) webpage.
- **Other Grades:** Other grade level definitions are determined by the LEA.

I. Full-Time Equivalent (FTE) Calculation

Student's FTE calculation differs depending on the type of enrollment they are enrolled in pursuant to WAC [392-121-122](#).

Pursuant to WAC [392-121-011](#), FTE is rounded to the nearest two decimal places. Rounding of student FTE should follow the general rule: a decimal ending in five or more is rounded up; a decimal ending in four or less is rounded down.

- **Classroom Instruction:** FTE for classroom instruction including direct-funded technical college programs is based on the weekly enrolled minutes in a classroom. Schools with regular scheduled late starts or early releases must adjust their FTE to reflect these shortened days. "Regular" means occurring at least once every two weeks.

Recess and passing time can be included. Time for meals must be excluded. The breakfast after the bell program, as defined in RCW [28A.235.200](#), is not considered time for meals.

For middle and high schools, FTE is calculated based on each class period's weekly minutes divided by 1,665. Students who arrive late or leave early on a regular basis would have their FTE adjusted to reflect their weekly minutes for the period.

Example 1: A 12th grade student is enrolled in a class that occurs 1 hour per day 5 days a week. The class' total weekly hours is 300. The student's FTE is 0.18 ($300 \div 1,665$).

Example 2: A high school has a regularly scheduled late start on Wednesday. The classes that day are each 45 minutes long. For the remaining days that week, classes are 60 minutes long. Total weekly minutes per class is 285 minutes and each class' FTE would be 0.17 ($285 \div 1,665$).

For elementary schools and self-contained special education classrooms, FTE is calculated based on each student's weekly minutes. Students enrolled in course of study for at least 1,665 weekly minutes is reported as a 1.00 FTE. If the student is enrolled for less than these minimum weekly minutes, the student's FTE would be reported as a partial FTE by dividing the actual weekly minutes by 1,665.

Example: A 4th grade student is enrolled 3 hours per day 5 days a week. The student's total weekly minutes is 900. The student's FTE is 0.54 ($900 \div 1,665$).

- **Passing Time:** WAC [392-121-122](#) provides flexibility to count passing time for state funding. The weekly hours and minutes used to determine a student's FTE can include passing time between classes excluding time for meals based on the following rules:
 - **Limitation on the Passing Time Amount:** For every 50 minutes of instruction, up to 10 minutes of actual passing time can be claimed. In other words, 20 percent of the total instruction time can be claimed as passing time. However, the passing time must occur and be part of the scheduled school day where the general student body is under the jurisdiction of the school staff.
 - **Advisory Time:** If a school does not use all of the available daily passing time for passing between classes, the school may apply the unused passing time for an advisory time, provided the class is supervised by an instructional staff, all students present at the school are expected to attend, attendance is taken, no credit is earned for this time, and the total daily passing time does not exceed 20 percent of the instructional time.

Example: A high school schedule has 6 classes that are 50 minutes long with 6 minutes of passing time between each class. The total number of minutes used for passing equals 30 minutes (5 times passing between 6 classes x 6 minutes). The total available passing time is 60 minutes ((6 classes x 50 minutes) x 20%). This schedule occurs each day of the week.

The remaining unused passing time of 30 minutes per day can be applied to a 30 minutes advisory time within the school schedule and the passing time prorated equally to the 6 classes.

Five classes would have 300 weekly minutes; 50 minutes of instruction, 6 minutes of actual passing, and 5 minutes of advisory time 5 days of the week. The FTE for these classes would be 0.18 ($300 \div 1,665$).

One class would have 27 weekly minutes; 40 minutes of instruction and 5 minutes of advisory time. The FTE for this class would be 0.17 ($275 \div 1,665$).

- **Before and After School Passing Time:** Passing time before and after the school day may be claimed if all of the following conditions are met:
 - The passing time is supported by a published schedule and other communication to students, staff, and community.

- All students are expected to be present during the schedule passing time.
- Normal operations of school buses are completed before the morning passing time begins, or do not start until after the end of the day passing time is over.

Example: A high school schedule has 6 classes that are 50 minutes long with 5 minutes of passing time between each class including 5 minutes of before school passing time. The allowed, unused passing time is not schedule elsewhere in the day.

Each class' weekly minutes is 275 minutes and each class' FTE is 0.17 ($275 \div 1,665$).

- **Passing Time Between High School and Skill Center:** For approved skill center classes only, a maximum of 30 minutes of passing time per session can be claimed. For each 50 minutes of instructional time, 10 minutes of passing time is allowed. Breaks within the 50 minutes of instructional time are considered passing time. Passing time is reduced pro rata for students regularly arriving late and departing early.

Example: A skill center schedules a block period of 150 minutes of instruction followed by a 30-minute bus ride back to the student's high school each day. The total weekly minutes is 900 minutes and the skill center class would be a 0.54 FTE ($900 \div 1,665$).

- **Alternative Learning Experience (ALE):** ALE rules permit off campus and non-seat-time instruction to be claimed for state funding. The student's FTE is based on the estimated learning hours outlined in the Written Student Learning Plan. Similar to claiming classroom FTE, 1,665 estimated weekly minutes of learning for all equals 1.0 FTE. Refer to Chapter [392-550 WAC](#), [WAC 392-121-182](#), Section 7.C. of this handbook, and at OSPI's [Alternative Learning webpage](#) for further information.
- **Running Start:** FTE in Running Start programs is based on the number of college credits for which the student is enrolled. 1.00 FTE equals 15 college credits. This is the case for both colleges with a quarter or semester calendar. To determine a student's Running Start FTE divide the number of college credits by 15.
- **Instruction Provided Under Contract:** When an LEA contracts with an outside entity to provide instruction, hours of such instruction may be counted to determine a student's FTE. When these contracts are with a community or technical college to provide instruction to earn credits for a high school diploma, the program is focused on serving credit deficient students, and the students served have dropped out or have not demonstrated success in the traditional high school, the FTE can be based on the enrolled credits. In both cases, the requirements of [WAC 392-121-106](#) through [392-121-1885](#) must be met. If the student is receiving special education services under contract, the requirements of [WAC 392-172A-04085](#) must be met.

J. FTE and Annual Average FTE (AAFTE) Limitations and Exceptions

A student's AAFTE is the 10-month average of the monthly FTE claimed for the school year.

- **FTE and AAFTE Limitations**

- Pursuant to WAC [392-121-136](#), no student, including a student enrolled in more than one LEA can be counted as more than 1.00 FTE on Form P-223 on any count date.
- Pursuant to WAC [392-121-133](#), no student, including a student enrolled in more than one LEA can be counted as more than 1.00 AAFTE for any school year.
- For a student claimed for basic education funding by more than one LEA, the total of all enrollment claims may not exceed 1.00 FTE on any count date and 1.00 AAFTE for any school year.

- **Exceptions to the FTE and AAFTE Limitations**

In the following cases, a student's FTE and AAFTE may exceed 1.0. Often these exceptions are referred to as the Super FTEs.

- **Skill Center:** A student enrolled in both a high school and a skill center may be claimed up to a total combined FTE of 1.60 based upon their enrolled hours. However, neither the high school nor the skill center can claim the student for more than a 1.0 FTE.

When a student's high school and skill center enrollment exceeds the 1.60 combined FTE limit, local agreements may designate a split in FTE between the skill center and the high school to ensure the student's FTE does not exceed the allowable limitations.

Example: A student is enrolled in their high school for 3 classes that meet 1 hour a day, 5 days a week. Each high school class' FTE is 0.18 ($(60 \times 5) \div 1,665$). The student is also enrolled in a skill center for 3 hours a day, 5 days a week for a total of 900 weekly minutes. The student's FTE is reported as follows:

- High school would claim a 0.54 FTE (0.18×3)
- Skill center would claim a 0.54 FTE ($900 \div 1,665$)

The student's total FTE would be 1.08 FTE ($0.54 + 0.54$).

- **Running Start:** A student enrolled in both high school and Running Start courses cannot be claimed for more than a combined 1.20 FTE for any month except December and January. Neither the high school nor college enrollment can individually exceed 1.0 FTE, except for students enrolled in a high school and a skill center.

This 1.20 FTE limitation also applies to the student's AAFTE, where a Running Start student may not be claimed for a combined high school and college enrollment that exceeds 1.20 AAFTE for the school year. Students who exceed the 1.20 FTE or AAFTE are charged tuition by the college for the credits that exceed this limitation.

When a high school's second trimester overlaps with the college fall quarter in December, a Running Start student could be claimed for more than a 1.20 FTE for that month only. When the first high school semester overlaps with the college winter quarter in January, a Running Start student could be claimed for more than a 1.20 FTE

for that month only. When this occurs, the student may be subject to a reduced FTE for the spring college quarter, if the 1.20 AAFTE would be exceeded.

The Running Start Enrollment Verification Form (RSEVF) must be completed for each Running Start student, for each college term and for each college. This form outlines how the student's 1.20 FTE will be split and claimed between the high school and the college and informs the student and parents of the 1.20 FTE limitation and whether tuition will be due.

The Spring Quarter Eligibility Adjustment Form (SQEAF) is completed for students who are on track to exceed the 1.20 combined AAFTE and whose spring quarter available college FTE is reduced. This form notifies the student, parents, high schools, and colleges of the reduced spring quarter FTE.

For further guidance, refer to the annual bulletin regarding the 1.20 Running Start FTE Limitation

Example 1: A 12th grade student is enrolled in their high school for 4 classes that meet 1 hour a day, 5 days a week. Each high school class' FTE is 0.18. The student is also enrolled in 1 5-credit Running Start college course. The student's FTE is reported as follows:

- 12th grade FTE is 0.72 (0.18×4)
- Running Start FTE is 0.33 ($5 \div 15$)

The student's total FTE would be 1.05 FTE ($0.72 + 0.33$).

Example 2: An 11th grade student is enrolled in 18 credits of Running Start and no high school classes. Since the student is limited to be claimed for no more than a 1.0 FTE by the college or 15 college credits, the student's FTE is reported as follows:

- Nothing for the 11th grade
- Running Start FTE is 1.00 ($15 \div 15$)

The student's total FTE would be 1.00 FTE.

- **Student Enrolled in High School, Skill Center, and Running Start:** To determine the available FTE for Running Start for a student enrolled in both high school and skill center, the following rules apply:
 - When a student's combined high school and skill center exceeds 1.0 FTE, the available Running Start FTE is limited to a 0.20 FTE.
 - When a student's combined high school and skill center FTE is less than 1.0 FTE, the standard Running Start calculation applies.

Example 1: A student is enrolled in a skill center for 3 hours a day, 5 days a week for 900 weekly minutes, and claimed as a 0.54 FTE. Also, the student is enrolled in their high school for 3 hours, 5 days a week for 900 weekly minutes, and claimed as a 0.54 FTE. Additionally, the student wants to attend Running Start. How much FTE is available for Running Start?

The student's combined high school and skill center FTE totals 1.08 FTE. Since the combined skill center and high school FTE exceeds 1.0, the available Running Start FTE is 0.20.

Example 2: A student is enrolled in a skill center for 3 hours a day, 5 days a week for 900 weekly minutes, and claimed as a 0.54 FTE. Also, the student is enrolled in a high school class 1 hour, 5 days a week for 300 weekly minutes, and claimed as a 0.18 FTE. Additionally, the student wants to attend Running Start. How much FTE is available for Running Start?

The student's combined high school and skill center FTE totals 0.72 FTE. Since the combined skill center and high school FTE is less than 1.0, the standard Running Start calculation applies and the available Running Start FTE is 0.48 (1.20 – 0.72).

- **Additional Cautions Regarding the FTE and AAFTE Limitations**

- For students served in more than one school or LEA, exercise particular care in reporting students served in more than one school or LEA to ensure the combined enrollment does not exceed the limitations above. If a student is reported by two LEAs, the Interdistrict Agreement must address how the FTE will be split and reported on Form P-223.
- For students participating in WBL experiences, caution must be taken to make sure no student exceeds the FTE limitations in any month when claiming the student's actual hours of WBL as an FTE. See Section 7.K. of this handbook for additional guidance.
- For Running Start students enrolled in multiple colleges, the colleges must work together to ensure a student's available Running Start FTE is not exceeded. If the Running Start FTE is exceeded, the colleges will determine how the available FTE will be claimed and which college will collect tuition.
- For a student who temporarily enrolls in an education component of a drug or alcohol treatment program operated by another district, the student's original LEA and the district operating the treatment program must agree on who will report the student for state funding subject to the limitations of WAC [392-122-145](#).
- For students who are reported full-time on Form E-672 by an institutional education program, no LEA may include the student on Forms P-223 and P-223H for that count date when the institution's count date is the same as or prior to the student's enrolled school except for TBIP and Exited TBIP funding. For students in an institutional education program and eligible to be claimed for TBIP or Exited TBIP funding, their headcount can be claimed on Form P-223. If the student's school count date is prior

to the institution's count date and the student is eligible to be counted by the school, the institution may not count the student on Form E-672. A student reported as part-time on Form E-672 and on Form P-223 may not have a combined enrollment of more than 1.00 FTE for that month.

SECTION 7. TYPES OF ENROLLMENT

A. Basic Education

A student reported for basic education funding must meet the following standards:

- The student must be an enrolled student of the LEA on the count date. See Section 6.B. of this handbook.
- The student must have participated in a course of study on or before the count date. See Section 6.C of this handbook.
- The student must not meet any of the enrollment exclusions set forth in Section 6.D. of this handbook.

B. Special Education

For the 2020–21 school year, special education enrollment is reported in the following three age categories:

- **Age 3–5:** Students who are age 3 through 5 on the monthly count day and not enrolled in a kindergarten program to include Transitional Kindergarten.
- **Tier 1 K–21:** Students who are Kindergarten to Age 21 and identified as Least Restrictive Environment (LRE) code 1 (spending 80% or more of their time in a general education setting).
- **Other Tier K–21:** Students who are enrolled in Kindergarten to Age 21 and spend less than 80% of their time in a general education setting.

Students who are age 6 and older, not yet enrolled in kindergarten, and eligible for special education services should be reported consistent with WAC [392-121-137](#).

Special education enrollment is reported for students meeting all of the following requirements on the count date, pursuant to WAC [392-122-135](#)(2):

- The student is an enrolled student of the LEA.
- The student is age 3–21 and has a current individualized education program (IEP).
- The student has a current evaluation that has been reevaluated every 3 years.
- The student has received special education as defined under WACs [392-172A-01175](#) and [392-172A-01155](#) on or before the monthly count day but sometime in the prior month.

Failure to meet each of the above requirements can result in an audit finding or exception and a repayment of state apportionment funding.

- **Limitations on Enrollment Counts**

Report only enrolled and properly identified students. Counts should include students placed in nonpublic school agencies on a contractual basis. Eligible students are those with current IEPs that comply with the requirements to provide free and appropriate public education (FAPE). Additionally, the following criteria must be met:

- The IEP complies with federal and state procedural requirements.

- The delivery of specially designed instruction complies with state standards (regularly scheduled teaching or training activities provided or designed by special education qualified staff).
 - Areas for the provision of special education services conforms with areas of need identified in the student’s evaluation made pursuant to WACs [392-172A-03035](#) and [392-172A-03040](#).
- **Basic Education Funding for Special Education Students**
Special education students who are enrolled in grades K–12 can be reported on Forms P-223, P-223S, and P-240 and can generate state basic education funding. Special education students who are not enrolled in grades K–12 are limited to be claimed only on Form P-223H and generate only state special education funding.

For reporting eligible special education students for basic education funding on Forms P-223, P-223S, and P-240, determine a student’s grade placement as follows pursuant to WAC [392-121-137](#):

- For students enrolled exclusively in an ungraded special education program, the student’s grade level shall be based on the typical grade level of the students of the same age. For example, a student who is 6 years old at the beginning of the school would be counted as a first grader.
- For students enrolled in a grade level below the typical grade level of the students of the same age, the LEA has the option of counting the student in the grade enrolled or the typical grade level of the student’s age.
- Students who are 5 years old at the beginning of the school year may be counted as a kindergarten student only if the student is enrolled in a kindergarten program.

Refer to Section 6.I. of this handbook for instructions on calculating a student’s FTE.

C. Alternative Learning Experience (ALE)

The definition of ALE is provided in WAC [392-550-020\(1\)\(a\)](#) and is:

““Alternative learning experience” means a course, or for grades kindergarten through eight, grade-level course work, that is a delivery method for the program of basic education and is:

- i. Provided in whole or in part independently from a regular classroom setting or schedule, but may include some components of direct instruction;
- ii. Supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed by the school district or charter school, or under contract as permitted by applicable rules; and
- iii. Provided in accordance with a written student learning plan that is implemented pursuant to the school district’s or charter school’s policy and this chapter.”

Students enrolled in ALE classes can be claimed for state basic education funding provided the program complies with Chapter [392-550](#) WAC and WAC [392-121-182](#). For additional clarification and guidance regarding ALE, refer to OSPI’s [Alternative Learning webpage](#).

D. Vocational

Enhanced vocational funding is generated for students enrolled in a state-approved vocational course pursuant to WAC [392-121-138](#).

- Grades 9–12 vocational FTE is reported for state-approved vocational courses taught by an instructor with a valid endorsement for the subject area, offered in high school, and is limited to students in grades 9–12.
- Middle school vocational FTE is reported for state-approved middle school vocational courses taught by an instructor with a valid endorsement for the subject area, offered in a middle or junior high school, and is limited to students in grades 7 and 8.
- The FTE for a vocational student is based upon the enrolled weekly minutes in a state-approved vocational course (1,665 weekly minutes equal 1.00 FTE).
- The time reported for each course may not include more than one class change passing time.
- For vocational courses taught by a substitute teacher, to claim the student for vocational enhanced funding, the course must have been taught by an instructor with a valid endorsement for the subject area on the monthly count day or within twenty consecutive school days prior to the count day.
- If a vocational course is jointly taught by an instructor holding a vocational endorsement for the course and an instructor without such endorsement, only the portion of the class time taught by the instructor with the vocational endorsement can be claimed for enhanced vocational funding.
- Work-based learning (WBL) provided as part of a vocational course may be claimed for vocational enhanced funding as long as the WBL requirements are met (refer to Section 7.K. of this handbook) and the student's FTE limitation is not exceeded (refer to Section 6.J. of this handbook).

Example: A school offers 5 50-minute periods of instruction with 5 minutes of passing time each day of the week. A student is enrolled in 2 vocational classes. Each vocational class' FTE is 0.17 $((55 \times 5) \div 1,665)$. The student's total vocational FTE is 0.34 (0.17×2) .

E. Skill Center

Enhanced skill center funding is provided for students enrolled in a state-approved skill center course and taught by an instructor with a valid endorsement for the subject area.

- The FTE for a skill center student is based on the enrolled weekly minutes in a state approved skill center course (1,665 weekly minutes equal 1.00 FTE).
- Students enrolled in classes at the skill center and at a high school are reported for a maximum combined 1.60 FTE. Refer to Section 6.J. of this handbook for more information on this allowance.
- Refer to Section 6.I. of this handbook for guidance on claiming passing time for a skill center course.
- For skill center courses taught by a substitute teacher, to claim the student for skill center enhanced funding, the course must have been taught by an instructor with a valid endorsement for the subject area on the monthly count day or sometime within twenty consecutive school days prior to the count day.

- **Preparatory** WBL provided as part of a skill center course may be claimed for skill center enhanced funding as long as the WBL requirements are met (refer to Section 7.K. of this handbook) and the student’s FTE limitation is not exceeded (refer to Section 6.J. of this handbook).

F. Running Start

All community and technical colleges, as well as Central Washington University, Eastern Washington University, The Evergreen State College, Northwest Indian College, Spokane Tribal College, and Washington State University can participate in Running Start if they choose to offer the program.

LEAs must enroll eligible 11th and 12th grade students who request attendance in courses at these colleges. As a general rule, a student’s eligibility for Running Start program terminates at the end of the student’s 12th grade regular academic year. Additional years of Running Start applies only for those courses needed to meet the LEA’s high school graduation requirements. See WAC [392-169-055](#).

RCW [28A.600.385](#) allows Washington school districts in border counties and community colleges in Oregon and Idaho to enter into cooperative agreements under Chapter [39.34](#) RCW to allow 11th and 12th grade students who are enrolled in an LEA to earn high school and college credit concurrently.

Enrollment in Running Start is limited to the high school’s standard school year and the college’s fall, winter, and spring terms. With the passage of [SSHB 2864](#), the 2020 Legislature authorized a Running Start Summer Pilot Program beginning with the 2021 summer quarter. More information on this pilot will be provided later in the 2020–21 school year.

Colleges report Running Start enrollment on Form P-223RS to the LEAs from which students earn high school graduation credit. LEAs report Running Start enrollment to OSPI on Form P-223. OSPI allocates state basic education funding to LEAs and can retain up to seven percent of the funds generated. The remaining Running Start funds (93 percent) must be transmitted to the college.

- **College Reports to LEA**

Instructions for Form P-223RS are included in the annual Running Start Enrollment Reporting bulletin and can be found on the back of the form. Colleges may use alternative monthly report forms if the report:

- Displays all information required on Form P-223RS except for LEAs who do not require the students’ grade level information,
- Is signed by the authorized college official, and
- Is acceptable to the LEA.

Faxed reports are permitted if acceptable to the LEA.

- **LEA Reports to OSPI**

After reviewing the college’s report, the LEA reports the Running Start nonvocational and vocational enrollment separately on Form P-223.

The count dates for Running Start enrollment are the first college day of the months, October through June for all colleges except Washington State University. For Washington State University, the count dates are the first instructional day of the months, September through May; however, the enrollment is reported on the October through June Form P-223.

G. Transitional Bilingual Instructional Program (TBIP)

TBIP enhanced funding is generated for students who have been identified as eligible for TBIP services, are enrolled in a state-approved TBIP program, and received TBIP services on or before the count day but sometime in the prior month. On each monthly count day, report the enrolled TBIP student headcount in the field provided on Form P-223.

TBIP enrollment will be reported by grade category; Grades K–6 and Grades 7–12. Enrolled students in grades K–6 who are eligible to be claimed for TBIP funding are reported in the TBIP K–6 field and enrolled students in grades 7–12 who are eligible to be claimed for TBIP funding are reported in the TBIP 7–12 field.

H. Exited TBIP

Additional academic instruction support funding is provided for students who have exited from TBIP in the previous 2 school years. An eligible student is one who is currently enrolled in the LEA and who scored Proficient on either the Spring 2019 or Spring 2020 English Language Proficiency Assessment for the 21st Century (ELPA21) test. This includes Exited TBIP students who transfer from another LEA, or whose parents had previously waived TBIP services. This would not include English Language Learners (ELL) who scored Proficient at a private school participating in Title III or exited Native American students who are eligible for Title III but were not TBIP. This also does not include students who did not qualify for TBIP services because they scored Proficient on the ELPA21 screener.

On each monthly count day, report the enrolled Exited TBIP student headcount in the field provided on Form P-223. **Identifying and reporting students who qualify to be counted as Exited TBIP for the September count, as well as students transferring from other LEAs during the school year is imperative to ensure an accurate Exited TBIP count.**

I. Open Doors

Open Doors programs pursuant to Chapter [392-700](#) WAC provide reengagement instruction for students that:

- Are under the age of 21 but at least 16 as of September 1,
- Have not met the high school graduation requirements of the LEA or who have not earned a college degree, and
- Are significantly behind in credits based on the student's cohort graduation date as outlined in WAC [392-700-035\(1\)\(c\)](#) and after a credit deficiency calculation is run. If found not to be credit deficient, have been recommended to enroll by a case manager from the Department of Social and Health Services or the juvenile justice system, a district

designated school personnel, or staff from community agencies which provide educational advocacy services.

Open Doors programs and the reporting LEAs must receive approval from OSPI to operate an Open Doors program before enrollment may be reported for state funding.

Rules for reporting enrollment and calculating FTE for Open Doors programs are significantly different than other types of programs. Students enrolled in below 100 level classes are claimed based on the Open Doors program's total hours of instruction. Students enrolled in college level classes are claimed based on the enrolled college credits.

Students who have met the following requirements can be counted for state funding:

- Attendance period pursuant to WAC [392-700-015\(3\)](#).
- Weekly Status check pursuant to WAC [392-700-015\(24\)](#).
- For below 100 level classes, evidence of academic progress within three months of being counted. When the three months span September, programs have an additional month to meet the academic progress requirement.

Enrollment is reported on Form P-223-1418 by the program to the reporting LEA. The Open Doors enrollment is included on the LEA's monthly Form P-223. July and August enrollment is reported on a monthly Form P-223 available only for LEAs that are approved to report Open Doors enrollment.

For more detailed information on Open Doors programs, refer to OSPI's [Open Doors webpage](#).

J. Direct-Funded Technical Colleges

Technical colleges may receive funding directly from OSPI for students served under an interlocal agreement pursuant to RCW [28B.50.533](#). The technical college will report only students who:

- Were under 21 as of September 1st of the school year,
- Are enrolled tuition free,
- Are enrolled in a district which the technical college has a signed interlocal agreement on file with OSPI, are enrolled in the technical college for the purpose of earning a high school diploma or certificate, and
- Have actually participated in instructional activity within the previous 20 consecutive school days of the monthly count day.

Enrollment claimed for state basic education funding by the technical college will be for courses which the student is earning high school graduation credit through the district or the technical college.

Direct-funded enrollment is reported by the technical college on Form P-223TC and **is not reported by the district**. However, the technical college may choose to continue to receive

state funding through the district, in which case the district continues to report the enrollment. Refer to WAC [392-121-187](#) for rules governing direct technical college funding. Instructions for Form P-223TC are included in the annual Direct Funding to Technical Colleges for High School Students bulletin.

K. Work-Based Learning (WBL)

WBL experiences are opportunities for students to earn additional credit for work performed apart from a class. For additional clarification and guidance regarding WBL, refer to OSPI's [WBL webpage](#).

WAC [392-410-315](#) defines the two categories of WBL, cooperative and instructional. Instructional WBL is taught by a certified instructional staff. Cooperative WBL is coordinated by a certified instructional staff, is typically an employer-employee relationship, and could include a salary for the student.

WBL is reported for students when all of the following requirements are met:

- A completed learning plan,
- An agreement between the LEA and the workplace, and
- The student participates in a program orientation.

Example: A student obtains employment in the fall. In January, the student enrolls in a WBL program. Can the school revise the fall enrollment to include the student's fall work hours?

Answer: No. A student's WBL hours that occur before a learning plan, workplace agreement, and student orientation are in place cannot be claimed for state funding.

WBL can be claimed for vocational enhanced funding provided the WBL is associated with a state-approved vocational course and the instructor who is either teaching or coordinating the vocational WBL experience has a valid vocational endorsement for the subject area. Additionally, **preparatory** WBL provided as part of a state-approved skill center course and where the instructor has a valid endorsement for the skill center course can be claimed for skill center enhanced funding.

The number of WBL hours that can be claimed is dependent on the amount of credits awarded for the WBL experience. When one earned credit is awarded, WBL hours are limited to:

- 180 hours of each credit of instructional WBL, and
- 360 hours for each credit of cooperative WBL.

If the credits earned are less or more than one credit, the amount of WBL hours is adjusted proportionally.

Example: A student is working to earn a half credit through cooperative WBL. The WBL hours claimed would be limited to no more than 180 hours.

Claiming WBL FTE

WBL FTE is calculated based on the actual hours of WBL experience. Pursuant to WAC [392-121-124](#), FTE is calculated differently for each type of WBL category.

- Divide the monthly actual hours of instructional WBL by 100.
- Divide the monthly actual hours of cooperative WBL by 200.

Example	Instructional WBL	Cooperative WBL
Student’s Documented Monthly Actual Hours	15	42
Divide by	100	200
Monthly FTE	0.15	0.22

WBL FTE is reported in the month the WBL occurs. Accordingly, reporting WBL enrollment will require revising a prior submitted Form P-223.

Example: A student performs 20 hours of cooperative WBL in October which equals 0.10 FTE (20 ÷ 200). The district must revise their October Form P-223 and report the WBL FTE in this file—the month the WBL occurred.

FTE Limitation for Claiming WBL

Prior to claiming a student’s WBL for state funding, it is important to make sure the limitation on a student’s FTE is not exceeded in any month, and the AAFTE is not exceeded for the school year. Refer to Section 6.J. of this handbook for more information on these limitations.

- **High School WBL:** When the WBL is associated with a high school course, a student’s high school FTE cannot exceed 1.0 FTE. Accordingly, if the student is being claimed as a 1.0 FTE by the high school for his high school classes, the WBL cannot be claimed for additional basic education funding in the grade category on Form P-223. Only students whose monthly FTE is less than a 1.0 could have their WBL hours claimed for basic education funding and only to the limits so as not to exceed 1.0 FTE.

If the high school WBL qualifies for enhanced vocational funding, the WBL hours could be claimed in the Grade 9–12 Vocational field on Form P-223 provided the student’s vocational FTE does not exceed 1.0 FTE.

Example: A student is enrolled in 1,665 weekly minutes of high school classes. One high school class is a vocational class with a 0.18 FTE. The high school reports the student as a 1.0 FTE for basic education funding and a 0.18 FTE for enhanced vocational funding at the beginning of the month.

The student performs 30 hours of cooperative vocational WBL that month which equal 0.15 FTE ($30 \div 200$).

The WBL FTE cannot be claimed for basic education funding, since the student has already been claimed as a 1.0 FTE. However, the WBL FTE can be claimed in the Grade 9–12 Vocational field making the student's total vocational FTE 0.33 ($0.18 + 0.15$).

- **Skill Center WBL:** When the WBL is preparatory and associated with a state-approved skill center course program, the 1.60 Skill Center FTE applies. A student could be claimed for up to a 1.60 FTE by both the high school and skill center in any month, but neither the high school nor skill center can claim more than a 1.0 FTE. When reporting a student's skill center WBL, careful attention must be paid to ensure reporting the student's skill center WBL does not exceed this limitation.

Example: A student is enrolled in 900 weekly minutes at the high school and 900 weekly minutes at the skill center. The student's high school FTE is 0.54 ($900 \div 1,665$) and his skill center FTE is 0.54 ($900 \div 1,665$) with a total FTE of 1.08.

The student performs 25 hours of cooperative skill center WBL that month which equal 0.13 FTE ($25 \div 200$).

The WBL FTE can be claimed for basic education funding, since the student's skill center FTE is 0.54 for that month and his total FTE is 1.08. The 0.13 WBL FTE will not exceed the FTE limitation. Additionally, the WBL FTE can be claimed in the Skill Center field for the enhanced Skill Center funding.

- **Summer WBL:** Claiming WBL experiences that occur over the summer months (July and August) must not exceed the AAFTE limitations. Similar to the monthly FTE limitations, no student's WBL hours for a high school course can exceed the 1.0 AAFTE. Prior to claiming the summer WBL hours, the available AAFTE must be determined and the summer WBL hours cannot exceed the available AAFTE. Similarly, no student's WBL hours for a skill center class can exceed the 1.0 AAFTE at the skill center and when combined with the student's high school AAFTE, cannot exceed 1.60 AAFTE. Refer to Section 7.L. of this handbook for more information on claiming summer enrollment.

Additional Guidance for WBL

- Vocational WBL hours occurring in association with an ALE course can generate vocational enhanced funding.
- WBL hours that are performed through an Open Doors program cannot be claimed as an additional FTE or for additional funding.

L. Nonstandard School Year Enrollment

See RCW [28A.150.420](#) and WAC [392-121-123](#) and [392-121-133](#) for rules. LEAs providing instruction during the nonstandard school year may claim basic education funding on Form P-223S if all of the following requirements are met:

- The student is enrolled tuition free in a course of study, as defined in Section 6.C. of this handbook.
- Nonstandard school year (July and August) enrollment is in lieu of enrollment during the standard school year (September through June) for which the student was eligible to enroll. When the student's nonstandard school year enrollment is combined with the enrollment in the standard school year's 10 months including private school or home-based instruction, the AAFTE cannot exceed the limitations described in Section 6.J. of this handbook. Follow the steps below to calculate a student's available nonstandard AAFTE.

All nonstandard school year enrollment, except Open Doors programs, is based on the total number of hours for which a student is enrolled and reported on Form P-223S. The form calculates an AAFTE based on the reported number of hours enrolled. One thousand hours of enrollment for all grades K–12 equal 1.00 AAFTE.

For Open Doors enrollment, programs report the eligible student FTE based on the first instructional day for the months July and August, and complete a Form P-223-1418 for each of these months. The programs submit the form to their reporting LEA who will include this enrollment on a July and August Form P-223. Open Doors programs are funded based on a 10-month average of the 12 months of reported enrollment.

Determining Available Nonstandard AAFTE

The following steps should be taken to determine a student's available AAFTE:

1. For each eligible student, total the student's FTE enrollment claimed on the monthly Form P-223 for the 10 count dates of the standard school year (September through June), including enrollment reported by other LEAs, as well as enrollment in a private school or home-based instruction. For the months of private school and home-based instruction, a student's FTE would be 1.0. Divide the result by 10.

Example 1: A student was home-schooled from September through February. On March 1, the student enrolled in the district for the remainder of the school year. The student's home-schooled FTE would be 1.0 for 6 months. The student's district enrollment would be 1.0 for 4 months. This student's September to June AAFTE is 1.00 ($10 \div 10$). This student cannot be reported on Form P-223S.

Example 2: A student dropped out of school and was not enrolled in any school for 2 enrollment count dates. The student was reported for 8 months as a 1.0 FTE. This student's September to June AAFTE is 0.80 ($8 \div 10$). The student's available AAFTE for the summer months is 0.20.

2. Determine each eligible student's nonstandard AAFTE enrollment.
 - For all enrollment except Open Doors programs and WBL, divide the student's nonstandard school year enrolled hours by 1,000 for all grades.
 - For Open Doors programs, determine the student's FTE on each of the nonstandard school year's monthly count day (July and August).
 - For Cooperative WBL, divide the student's actual work hours by 2,000.
 - For Instructional WBL, divide the student's actual work hours by 1,000.

Example: An eligible student attended 30 days of 5 hours per day during July and August. The student's nonstandard school year AAFTE is 0.15 $((30 \times 5) \div 1,000)$.

3. Evaluate the combined AAFTE.
 - For all enrollment except Open Doors programs, total the AAFTE calculated in Steps 1. and 2. above.
 - If the student's combined AAFTE is less than or equal to 1.00, report the nonstandard school year AAFTE calculated in Step 2. in the appropriate grade on Form P-223S.
 - If the student's combined AAFTE is greater than 1.00, subtract the student's September through June AAFTE calculated in Step 1. from 1.00 and report the result in the appropriate grade on Form P-223S.

Example 1: A student's September through June AAFTE is 0.44 and the student's nonstandard school year AAFTE is 0.28. Report 0.28 on Form P-223S.

Example 2: A student's September through June AAFTE is 0.89 and the student's nonstandard school year AAFTE is 0.28. Report 0.11 on Form P-223S $(1.00 - 0.89)$.

- For Open Doors programs, add the student's July and August FTE and divide by 10 to determine the nonstandard school year AAFTE. Then add the standard school year AAFTE calculated in Step 1.
 - If the student's combined AAFTE is less than or equal to 1.00, report the student's monthly FTE for July and August.
 - If the student's combined AAFTE is greater than 1.00, adjust the July and August monthly FTE so the student's total AAFTE does not exceed the limitations under Section 6.J. of this handbook.
4. If the enrollment is in a state-approved vocational course, report the AAFTE in the Grade 9–12 Vocational field on Form P-223S. If the enrollment is in a state-approved skill center course program, report the AAFTE in the Skill Center field on Form P-223S.

M. Ancillary Services

Ancillary services for students in grades K–12 are reported on Form P-240 for basic education funding. These services are defined in WAC [392-121-107\(1\)\(e\)](#).

In conformance with WAC [392-134-025](#), LEAs report the actual number of student contact

hours of ancillary services for part-time, private school, and home-based students.

When a student's ancillary enrollment, including special education services is regularly scheduled, report the part-time enrollment as a partial FTE on Form P-223.

Enrollment Count Limitations

All enrollment reported on Form P-240 are subject to the following limitations:

- Do not report the same enrollment on Forms P-223 and P-240.
- Report only students who are enrolled in grades K–12.
- Report actual hours of services, not estimates. Do not include absences.
- Maintain documentation of the actual hours of ancillary services.

The information reported on Form P-240 reflects the actual hours of services and can be aggregately reported each month in the annual form. Actual hours are not entered on the form until after the service hours occur and can be summarized.

Except for services to students with a disability, only those services provided by the LEA on school grounds or facilities controlled by the LEA can be counted.

N. State Institution Enrollment

See WAC [392-122-221](#) for state institution rules. State institution enrollment is reported on Form E-672 and is not reported on Form P-223 or P-223H.

Students confined to a state institution on count day that may be receiving educational services at both the state institution and at an LEA, and with the permission of the state institution may be claimed as a partial FTE on Forms E-672 and P-223 but the combined FTE cannot exceed 1.00. A part-time confined student cannot be claimed on Form P-223H.

The institution and LEA must work together to ensure the enrollment reported on Form E-672 is not reported on Forms P-223 and P-223H. To ensure students are not reported both for institution education funding and for basic education and special education funding, the LEA receiving notice an individual was reported on Form E-672 for a certain count date must revise their Forms P-223 and P-223H to exclude this student's enrollment for all such count dates. Enrollment reporting on Forms P-223 and P-223H should not resume until the student returns to school.

Example: A district reports a student on Form P-223 for the October count date. A week later the district is notified the student was actually in the county juvenile detention center on that date and was eligible for reporting on Form E-672. The district must revise the October Form P-223 to exclude the student. The student would not be reported on the November Form P-223 unless the student returned to the district's school on or before the November count date.

The annual Institution Enrollment bulletin will be sent to the districts and ESDs operating a state institution education program. This bulletin provides the instructions for reporting

enrollment for institutional educational programs on Form E-672.

O. Home Hospital (HH) Instruction

HH instruction is provided to students who are temporarily unable to attend school for an estimated period of at least four weeks but no more than 18 weeks because of a physical or mental disability or illness. Weeks of absences may be consecutive or intermittent. LEAs are responsible to provide services based on the student's needs and their policy.

HH allocations are made in two categories. This distinguishing factor is related to economies of scale for mileage. HH services at sites with a single enrolled student, such as in the student's home, generates \$60 per week in HH program allocations. This allocation includes a factor for mileage. HH services at sites with multiple-enrolled students such as in a children's ward of a hospital or residential treatment center generates \$55 per week in HH program allocations.

An eligible student is one who has a notice from a qualified medical practitioner stating the student is expected to be absent for at least four school weeks and who has received HH services. HH reimbursement may not be claimed for weeks when a student is at Seattle Children's Hospital because the hospital is directly funded for those students.

HH services are reported on Form E-525, which is due at OSPI by July 16, 2021.

Weeks of Enrollment Calculations

Report only total weeks of HH services calculated through the following process:

1. Determine the first day of HH services on which the student was both eligible for HH services and began to receive HH services.
2. Determine the last day the student received HH services.
3. Count the number of missed school days, as defined in WAC [392-121-033](#), between the first day and last day of HH services.
4. Divide the number of missed school days by five to determine the number of weeks of HH services.
5. Use the lesser of the calculated HH weeks or 18 weeks. Total weeks of HH services to be reimbursed per student cannot exceed 18.
6. Total each students' HH weeks and report the total number of HH weeks rounded to one decimal place.

Students who began the school year participating at a school but who has been absent and receiving HH services can be claimed for basic education funding on Form P-223 for two months pursuant to WAC [392-121-108\(1\)\(a\)](#), provided the student returns to school prior to the end of the school year. Students eligible to be claimed for special education funding on Form P-223H can be claimed for the duration of the HH services, provided the requirements of Section 7.B. of this handbook are met.

Refer to Student Engagement and Support/Special Education's annual bulletin regarding eligibility for HH services, additional guidance, and frequently asked questions.

P. Nonhigh Students

Districts are either a “high district” or a “nonhigh district.” RCW [28A.545.040](#) defines a “student residing in a nonhigh district” as:

“...any common school-age person with or without disabilities who resides within the boundaries of a nonhigh school district that does not conduct the particular kindergarten through grade twelve grade which the person has not yet successfully completed and is eligible to enroll in, not including students enrolled in an innovation academy cooperative established under RCW [28A.340.080](#) through [28A.340.090](#).”

In some districts, this includes junior high or middle school students.

High districts complete a separate Form P-213 for each nonhigh district served and send signed form(s) to their ESD by **June 25, 2021**. ESDs forward each Form P-213 to the nonhigh district for a concurring signature. Nonhigh districts review and sign the form and return it to the ESD by **July 9, 2021**. Forms are due at OSPI by **July 23, 2021**.

Form P-213 enrollment is used to calculate payments from nonhigh districts to high districts. Levy authority transfers from high districts to nonhigh districts and eligibility for local effort assistance may be affected. Refer to Chapter [28A.545](#) RCW and Chapter [392-132](#) WAC for details about nonhigh payments to high districts. See RCW [84.52.0531](#) and WAC [392-139-340](#) for details about levy authority transfers.

All enrollment included on Form P-213 are subject to the following limitations:

- Students must reside within the boundaries of the nonhigh districts. The students must be in a grade the nonhigh district does not conduct. They must be eligible for that grade, and they must not previously have successfully completed that grade. Include special education and vocational students from the nonhigh district.
- Running Start students are included only if they are also attending the high school. Report only the AAFTE enrollment at the high school. Do not include the Running Start AAFTE.
- A student reported full-time on Form P-223 (1,665 weekly minutes for 10 months, September through June) is 1.00 AAFTE. A student enrolled less than 1,665 weekly minutes is reported as a partial FTE. The student’s partial AAFTE would be the 10-month average of the partial FTE reported.

SECTION 8. DETAILED INFORMATION ON REPORTING ENROLLMENT

This section provides detailed information on each enrollment collection including the method to report and the data collected.

The following reports are submitted electronically each month in EDS. Refer to Section 5.B. of this handbook for the monthly due dates:

A. Form P-223, Monthly Report of Enrollment Eligible for Basic Support

On each count date from September through June, the serving LEA submits Form P-223 reporting the following enrollment by resident district:

- Grades K–12 total basic education HC and FTE, including enrollment in ALE programs.
- In separate columns, ALE HC and FTE in grades K–12.
- Running Start FTE for nonvocational and vocational funding.
- Total FTE in vocational classes; for grades 7 and 8 and for grades 9–12 separately, and in separate fields, any ALE FTE in these vocational classes.
- Total Skill Center FTE, and in a separate field, any ALE FTE in Skill Center classes.
- TBIP HC for grades K–6 and for grades 7–12, and Exited TBIP HC.
- Open Doors HC and FTE. Open Doors enrollment for the summer months is reported on Form P-223 for July and August.

B. Form P-223H, Monthly Report of Special Education Enrollment

On each count date, the serving LEA, or ESA 112 Special Education Cooperative submits eligible special education students on Form P-223H. Complete a separate row for each resident district served.

C. SAFS ALE Enrollment Reporting

LEAs claiming ALE enrollment for state basic education funding on Form P-223 are required to report separately their ALE enrollment in the EDS SAFS ALE application as follows:

- By program,
- By grade,
- By month, and
- By home district—defined as the district the student lives in regardless of choice.

For more information on how to navigate this application, refer to the guidance posted here: [User Guide](#).

D. K–3 Class Size Reporting

LEAs report their grades K–3 student HC and homeroom teacher FTE monthly in the K–3 Class Size Reporting. For more information on how to navigate this application, refer to the guidance posted here: [User Guide](#). This reporting has been suspended for the 2020-21 school year.

The following reporting is submitted monthly by paper form:

E. Form P-223RS, Monthly Report of Running Start Enrollment

- The college providing a Running Start program reports students enrolled in college level (100 level or above) courses on Form P-223RS. The college reports the FTE in nonvocational or state approved vocational courses, as well as the total headcount.
- The count days for Running Start classes are the first instructional days for the months of October through June.

A separate Form P-223RS is required for each LEA served by the reporting college. Form P-223RS is due to the student's LEA on or before the eighth calendar day of the month. See Section 7.F. of this handbook for further information.

F. Form P-223-1418, Monthly Report of Open Doors (OD) Program Eligible Enrollment

Approved Open Doors programs report their eligible enrollment on each count date to the reporting LEA on Form P-223-1418. This paper form is due to the reporting LEA by September 14 and the eighth calendar day of the months, October through August. See Section 7.I. of this handbook for further information.

G. Form P-223TC, Monthly Report of Technical College Enrollment Eligible for Basic Education Support

State-approved direct-funded technical colleges report students enrolled in non-college level (below 100 level) nonvocational or state-approved vocational courses on Form P-223TC. A separate Form P-223TC is required for each resident district served by the reporting technical college and a copy of each form should be sent to each resident district to ensure students are not reported for more than a 1.0 FTE.

These forms are in turn reported by the technical college on the electronic Form P-223 and submitted to the ESD according to the due dates shown in Section 5.B. of this handbook. See Section 7.J. of this handbook for further information.

H. Form E-672, Monthly Report of Institutional Education Program Enrollment

On each count date for the months of September through July, institutional education

programs report their students on Form E-672. This form is due to OSPI September 23 and the tenth calendar day of the months, October through July. If the tenth is a weekend or school holiday, the report is due on the following school day. See Section 7.N. for further information.

The forms below are optional and filed as needed. If no report is filed, no funding is provided.

The following optional reporting is submitted annually and electronically in EDS:

I. Form P-223S, Nonstandard School Year AAFTE Enrollment Eligible for Basic Support

Form P-223S is used to claim enrollment in lieu of attendance during the regular school year. Enrollment reported on Form P-223S is added to September through June P-223 enrollment in determining state basic education funding. Refer to Section 7.L. of this handbook for information about a student's eligibility to be claimed for the nonstandard school year and how to calculate FTE.

J. Form P-240, Attendance Report of Ancillary Services to Part-time Students Eligible for Basic Support

Form P-240 is used to claim state basic education funding for ancillary services. On Form P-240, the reported total hours of service is used to calculate the AAFTE. See Section 7.M. of this handbook for specific reporting information.

Form P-240 is an annual form that can be submitted monthly, adding the new hours of services to the previously reported hours of services. Form P-240 can be reported at one time with an accumulated count of the total annual ancillary service hours. All ancillary services are reported under the resident district of the reporting LEA.

The following optional reporting is submitted monthly by paper form:

K. Form E-525, Report of Final Home and Hospital (HH) Services

This is a year-end report. Form E-525 is used to report actual HH enrollment for the entire school year. If used, this form is due to OSPI by July 16, 2021. See Section 7.O. of this handbook for further information.

L. Form P-213, Report of Students Residing in Nonhigh Districts and Enrolled in High Districts

This is a year-end report. Form P-213 is used to summarize nonhigh students who attend High districts. Refer to Section 7.P. of this handbook for further information.

SECTION 9. HOW TO REVISE REPORTED ENROLLMENT

At any time prior to the completion of the audit for the school year, reported enrollment can be revised. How to revise reported enrollment is dependent on the time of the revisions.

During the current school year, submit revisions electronically by revising the file in EDS for the month, submitting the revised data, and notifying the ESD of the revision. Be sure to retain signed revised reports. Once the revisions are submitted, the next monthly apportionment will reflect the changes. Revisions made to prior months between September and August must be submitted by the monthly due dates available in Section 5.B. of this handbook. Make sure to not begin a revision if the file will not be submitted by the monthly due dates.

After the close of the school year, refer to WAC [392-117-045](#) for the rules on submitting corrections to enrollment and other data that affects state apportionment. Revisions made after the August due date will appear as prior year adjustments in apportionment payments for the next school year.

- **Revisions made after the August due date but prior to the closing of the school year in EDS:** 2019–20 revisions submitted after August 14, 2020, but by November 23, 2020, and 2020–21 revisions submitted after August 17, 2021, but by November 22, 2021, are submitted electronically to the ESD. Make sure to notify the ESD of the changes. Changes done after the August due date will not be included in the district’s levy calculation.
- **Revisions made after the closing of the school year in EDS, but prior to the completion of the audit for the school year:** all revisions made after the closing of the school year in EDS are submitted by paper. If the revision occurs during the audit for the school year, the state auditor must be notified of the enrollment change. “During audit” means between the entrance conference and the exit conference held by the state auditor as part of the regular financial and state compliance audit. This may happen every year or less often depending on the audit cycle.
- To submit revisions, a current 1251, 1251H, or 1735 report should be printed and marked with the enrollment changes required. Additionally, include details on which schools require adjustments. Attach the report(s) to a letter on LEA letterhead with an authorizing signature. The letter should indicate what state the audit is in for that school year. If the audit is in progress, the letter should indicate this and note the auditor has been informed of the revision. This letter and the enrollment reports(s) can be scanned and emailed to OSPI or sent in the mail. The ESD should also receive a copy of the letter.
- **After completion of the audit by the state auditor:** revisions made after the exit meeting held by the state auditor are only made as part of the audit resolution process pursuant to Chapter [392-115](#) WAC.

SECTION 10. DOCUMENTATION OF ENROLLMENT AND RETENTION OF RECORDS

Documentation supporting the enrollment claimed must be retained for audit. Unsubstantiated enrollment counts can result in an audit exception. Enrollment reporting errors found in an audit will generally require revised reports and adjustments to state apportionment.

The following supporting documentation must be maintained:

Signed enrollment reports to include:

- 1251 reports that include each month's Forms P-223, P-223S, and P-240 basic education FTE enrollment.
- 1251H reports that include each month's Form P-223 basic education headcount enrollment, to include TBIP and Exited TBIP enrollment.
- 1735 reports showing each month's Form P-223H special education enrollment.

Basic Education records to support the enrollment reported on Form P-223 to include:

- Evidence the student was enrolled on the monthly count day, participated on or before the September count day (fourth school day of September), and attended within the last 20 consecutive school days of the October through June count day.
- Enrollment and withdrawal reports identifying student, grade, and date.
- Student schedules by month, quarter, or semester necessary to support the claimed FTE.
- Calculation of FTE of individual schools or programs.
- Rosters identifying individual students counted for each type of enrollment (both headcount and FTE where applicable).
- Students' daily attendance records, including excused and unexcused absences.
- For nonresident students, completed choice transfers and interdistrict agreements.

Special Education records to support the enrollment reported on Form P-223H to include:

- Evidence a student age 3 through 21 has an active IEP in place on the monthly count day.
- Evidence there is a current evaluation in place on the monthly count day.
- Evidence the student received special education services on or before the count day and within the prior month.
- For nonresident students, completed choice transfers and/or interdistrict agreements.

Grades 9–12 vocational records to support the enrollment reported to include:

- Evidence the classes are state-approved grades 9–12 vocational courses.
- Records to show the class was taught on the monthly count day or within the last 20 consecutive school days by an instructor with a valid endorsement for the subject area.
- The classes' weekly hours to support the FTE claimed.
- Student rosters showing the students claimed are in grades 9–12.

Middle school vocational records to support the enrollment reported to include:

- Evidence the classes are state-approved middle school vocational courses.

- Records to show the class was taught on the monthly count day or within the last 20 consecutive school days by an instructor with a valid endorsement for the subject area.
- The classes' weekly hours to support the FTE claimed.
- Student rosters showing the students claimed are in grades 7 and 8.

Skill center records to support the enrollment reported to include:

- Evidence the classes are state-approved skill center courses.
- Records to show the class was taught on the monthly count day or within the last 20 consecutive school days by an instructor with a valid endorsement for the subject area.
- The classes' weekly hours to support the FTE claimed.
- Student rosters showing the students claimed are in grades 9–12.

TBIP records to support the enrollment reported to include:

- Placement test results showing the student's eligibility to be claimed for TBIP funding.
- Records to show the student received TBIP services on or before the count day and within the prior month.

Exited TBIP records to support the enrollment reported to include:

- Records that show each reported Exited TBIP student scored Proficient in either the Spring 2019 or Spring 2020 ELPA21 test.

ALE records to support the enrollment reported to include:

- ALE school board policy.
- Annual reports to the board of directors as required by WAC [392-550-045](#).
- Monthly and annual reports to OSPI as required by WAC [392-550-050](#).
- Written student learning plans required by WAC [392-550-025](#).
- Evidence of weekly personal contact required by WAC [392-550-025](#).
- Student monthly progress evaluations and intervention plans required by WAC [392-550-025](#).
- Results of any assessments required by WAC [392-550-050](#).
- Student enrollment detail substantiating FTE reported to the state.
- List of ALE purchased services and materials and documentation that supports how these purchases are substantially similar to those available in the regular instructional setting.

Running Start records to support the enrollment reported to include:

- College must retain evidence the students claimed on Form P-223RS had participated in the reported college courses on or before the monthly count day and within the prior month.

Nonstandard school year records to support the enrollment reported to include:

- For each student claimed on Form P-223S, the student's available AAFTE for the nonstandard school year.
- Records of each student's actual enrolled hours for the summer months.

WBL records to support the enrollment reported to include:

- Documented actual hours of work experience used to calculate FTE claimed.
- Individual student WBL learning plans.
- Agreements with the workplace.

- Evidence of each eligible student's participation in a program orientation.

Open Doors records to support the enrollment reported to include:

- Documentation for each student's eligibility to enroll in an Open Doors program.
 - Evidence the student met the age requirement.
 - Credit deficiency calculation for each student. If the student is found not to be credit deficient, the written documentation from appropriate individual recommending the student to enroll.
- Evidence the student met the requirements to be claimed for state funding to include:
 - Minimum attendance requirement.
 - Weekly status check requirement.
 - For below 100 level classes, the requirement to make academic progress within three months of being counted.

For more detailed information on the documentation requirements for attendance period and weekly status checks, as well as sample logs, refer to OSPI's [Open Doors webpage](#).

- For each student claimed for July and August, evidence of the student's available AAFTE for the nonstandard school year.

Ancillary Service records for the enrollment reported on Form P-240 to include:

- Actual annual hours of services to private and home-based students.

Home Hospital (HH) services records reported on Form E-525 to include for each student:

- The original letter from a medical practitioner stating the student was expected to be absent from school for at least four weeks.
- Documentation of the student's first and last day of HH services.
- Student attendance records to show the student's missed school days.

The Secretary of State's Division of Archives and Records Management has established the standards for retaining enrollment records and for further information refer to the [Secretary of State webpage](#).

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APPENDICES

Appendix A: Paper Forms

The following enrollment reporting forms have been included in this handbook. These are also available on OSPI's [Enrollment Reporting webpage](#).

- P-223 – Monthly Report of Enrollment Eligible for Basic Support
- P-223H – Monthly Report of Special Education Enrollment
- P-223RS – Monthly Report of Running Start Enrollment
- P-223-1418 – Monthly Report of Open Doors (OD) Program Eligible Enrollment
- P-223TC – Monthly Report of Technical College Enrollment Eligible for Basic Education Support
- P-223S – Nonstandard School Year AAFTE Enrollment Eligible for Basic Support
- P-240 – Attendance Report of Ancillary Services to Part-Time Students Eligible for Basic Support
- E-672 – Monthly Report of Institutional Education Program Enrollment
- E-525 – Report of Final Home and Hospital (HH) Services
- P-213 – Report of Students Residing in Nonhigh Districts and Enrolled in High Districts



**MONTHLY REPORT OF
ENROLLMENT ELIGIBLE FOR BASIC SUPPORT**

(See reverse side for instructions)

SERVING LOCAL EDUCATION AGENCY (LEA) NAME	COUNTY NAME	SERVING LEA NO.	ESD NO.	REPORT MONTH
RESIDENT DISTRICT NAME	COUNTY NAME	RESIDENT DISTRICT NO.	YEAR 2020-21	

GENERAL EDUCATION ENROLLMENT

	Total K-12 Enrollment ¹		ALE ²	
	Headcount	FTE	Headcount	FTE
Kindergarten				
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade				
Sixth Grade				
Seventh Grade				
Eighth Grade				
Ninth Grade				
Tenth Grade				
Eleventh Grade				
Twelfth Grade				
Totals				

RUNNING START (RS) ENROLLMENT

Headcount		RS FTE ⁵	
Total RS Students ³	College RS Only ⁴	Nonvocational RS	Vocational RS

OPEN DOORS PROGRAM ⁶

TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM (TBIP)

Total Headcount	Nonvocational FTE	Vocational FTE	TBIP Gr K-6 Headcount ⁷	TBIP Gr 7-12 Headcount ⁷	Exited TBIP Headcount ⁸

VOCATIONAL ENHANCED ENROLLMENT ⁹

Middle School Vocational – Grades 7-8		High School Vocational – Grades 9-12		Skill Center Program	
TOTAL FTE	ALE FTE ²	TOTAL FTE	ALE ²	TOTAL FTE	ALE ²

FOOTNOTES

1. Report total general education K-12 enrollment, including any ALE enrollment. Do not include Open Doors enrollment.
2. Report ALE enrollment. Additionally, all K-12 ALE enrollment must be restated in SAFS ALE Reporting by program and home district.
3. Report the number of all RS students; those taking courses at the high school and counted in K-12 above, plus college RS only students.
4. Report the number of RS students that are only taking RS classes (no high school classes).
5. Report the number of nonvocational and vocational RS FTE. These numbers are not included in K-12 above.
6. Report eligible enrolled headcount and FTE in an approved Open Doors program. These numbers (headcount and FTE) are not included in K-12 above.
7. Report total headcount enrolled in a state-approved transitional bilingual instructional program (TBIP) pursuant to chapter 392-160 WAC, in grade category K-6 and 7-12.
8. Report total headcount who exited a state-approved TBIP by scoring Proficient on either the 2019 Spring or the 2020 Spring ELPA21 test.
9. These FTEs are included in K-12 above. Report FTEs only in state-approved vocational or skill center courses taught by an instructor having a valid endorsement for the subject area.

CERTIFICATION

I hereby certify that all students reflected in this report are properly enrolled students, that conversions to FTEs are in accordance with instructions, and that student records and other pertinent documents are readily available for audit.

Acknowledged:

Original Signature of LEA Superintendent or Authorized Official

Date

Original Signature of ESD Superintendent or Authorized Official

Date

INSTRUCTIONS FOR COMPLETING FORM SPI P-223

(For districts, complete a separate form for each resident district. Charter or tribal compact schools report all students with the resident district of the school.)

GENERAL INSTRUCTIONS

Count Dates

Report enrolled students as of the fourth school day of September and the first school day of each of the next nine months, October through June. (Reference WAC 392-121-033 and 392-121-119.) Running Start enrollment is reported as of the first school day of October–June.

Due Dates and Routing of Form P-223

The report for September is due at the Educational Service District (ESD) fiscal office September 26. Refer to Section 5.B. of the *2020–21 Enrollment Reporting Handbook* for the remaining ESD due dates for the months, October through June.

Late reporting can result in delay or withholding of state apportionment payments as provided in chapter 392-117 WAC, Timely Reporting.

Purpose

September through June annual average full-time equivalent (AAFTE) enrollment reported on Form P-223 are used to calculate state basic education funding for LEAs. Additionally the AAFTE is used to calculate the levy authority transfers from serving school districts to resident school districts and eligibility for local effort assistance. AAFTE resident enrollment impacts the calculation of state special education funding.

Basic education state funding is sent directly to the serving LEA and appears on Report 1191.

Enrollment received by the published August reporting deadline will be included in August apportionment calculations. Enrollment received after the August deadline will be included as a prior year adjustment in the January 2022 apportionment but **WILL NOT** be included in a district's levy base or LAP High Poverty funding for the following year.

Enrollment Definitions

Report enrolled students participating in courses of study.

1. **Enrolled student** is defined in WAC 392-121-106.
2. **Courses of study** are those activities that may be counted in determining enrolled students and student FTE. Courses of study include classroom instruction, alternative learning experience, contracting services, ancillary services, work-based learning, Open Doors, and Running Start enrollment. See WAC 392-121-107.
3. **Full-time equivalent (FTE) calculations.** For each student enrolled in courses of study for at least the minimum weekly minutes shown below, report 1.00 FTE. For each student enrolled for less than 1,665 weekly minutes, report a portion of an FTE determined by dividing the enrolled weekly minutes by 1,665.

Enrolled weekly minutes include class change passing time and recess but exclude meal times. The breakfast after the bell program, as defined in RCW 28A.235.200, is not considered time for meals. A limited amount of passing time between classes can be claimed. Refer to Section 6.I. of the *2020–21 Enrollment Reporting Handbook* for more information on passing time.

Report FTE students rounded to two decimal places (e.g., 17.23).

Enrollment Exclusions

Do not report the following students (see WAC 392-121-108):

1. Students whose consecutive days of absence exceed 20 school days may not be counted until attendance is resumed, except as follows:

A student with a temporary excused absence pursuant to RCW 28A.225.010(d) may be counted for up to two monthly count dates provided they had participated at an LEA school prior to becoming absent for the new school year and will return to school before the end of the school year.
2. Prior year students who have not yet attended school this school year.
3. Full-time private school or home-based instruction students.
4. Students who have dropped out, transferred, or who have met high school graduation requirements by the beginning of the school year.
5. Students enrolled in state institutions; i.e., residential habilitation centers, state long-term juvenile institutions, state operated community facilities, county juvenile detention centers, Department of Corrections facilities, and county or city adult jails. These students are reported monthly on Form E-672.
6. Student enrollment at the Washington State School for the Blind or Center for Childhood Deafness and Hearing Loss.
7. Do not report enrollment in a technical college if the district approved an interlocal agreement authorizing the technical college to report the enrollment to OSPI and receive funding directly from OSPI.
8. Students claimed directly by the University of Washington.

Limitation on FTE Counts

Report no student for more than 1.00 FTE. If a student is enrolled in two schools, the combined FTE reported by the schools must not exceed 1.00.

Exceptions:

1. Students enrolled in high school (11th or 12th grade) and Running Start (college) may be counted for a combined maximum FTE of 1.20. Neither the high school nor college FTE can exceed 1.00.
2. Students enrolled at a skill center and high school can be counted for a combined maximum FTE of 1.60. Neither the high school nor the skill center FTE can exceed 1.00.

References

- Annual Enrollment Bulletin available online at OSPI's [Bulletin webpage](#).
- Reported basic education enrollment is summarized on Report 1251.

DETAILED INSTRUCTIONS

Enter the LEA name, county, LEA number, ESD number, and report month in the boxes provided.

Resident District

Enter the resident district name, county, and school district number in the boxes provided. Districts serving nonresident students must complete a separate P-223 form for each resident district served. Charter and tribal compact schools report all students with the resident district of the charter or tribal compact schools.

General Education Enrollment

Report headcount and FTE of enrolled students participating in courses of study. **Include** all special education students served by instructional staff. A grade assignment based on chronological age is made for any ungraded special education students. Report special education kindergarten as a kindergarten student on Form P-223 only if the student attends a regular kindergarten program in addition to the special education program.

Alternative Learning Experience (ALE) Enrollment

Report ALE enrollment pursuant to WAC 392-121-182 that is included in the K–12, vocational, and skill center enrollment.

Running Start (RS) Enrollment

Student's enrollment in RS are reported separately on Form P-223 and should not be included in the K–12 11th and 12th grade FTE counts. Colleges report their RS enrollment to each LEA monthly on Form P-223RS. The LEA reviews the enrollment and includes it on Form P-223.

RS FTE is reported for the months October through June.

"Total RS Students" headcount is the sum of RS students claimed in K–12 above (attending high school classes) plus "College RS Only" students (attending only college courses). Report "College RS Only" headcount in the separate field.

RS FTE is calculated based on the number of college credits. Fifteen college credits equals 1.0 FTE. A student's RS nonvocational and RS vocational FTE are calculated and reported separately with a maximum combined RS FTE of 1.00.

Open Doors Program Enrollment

LEAs who are approved to operate an Open Doors program pursuant to WAC 392-700 report the program enrollment provided by the program on Form P-223-1418. Enrolled students that meet the following requirements qualify to be counted:

- Eligibility pursuant to WAC 392-700-035,
- Attendance requirement pursuant to WAC 392-700-160(1)(d),
- Weekly status check requirement pursuant to WAC 392-700-160(1)(e), and
- For below 100 level classes, made academic progress within three months of being counted pursuant to WAC 392-700-160(2). When the three months include September, an additional month is allowed to meet academic progress.

Transitional Bilingual Instructional Program (TBIP) and Exited TBIP Enrollment

In the TBIP field, report students enrolled in a state-approved K–12 TBIP pursuant to chapter 392-160 WAC in the two grade categories; K–6 and 7–12. In the Exited TBIP field, report total headcount who exited a state-approved TBIP by scoring Proficient on either the 2019 Spring or the 2020 Spring ELPA21 test. For all TBIP fields, report the enrolled students monthly on a headcount basis.

Vocational and Skill Center Enrollment

FTE enrollment in state-approved vocational and skill center programs taught by a vocationally certified instructor are reported separately for enhancement funding purposes. Districts serving nonresident students must complete a separate P-223 form for each resident school district served.

Calculate the enhancement funding FTE in the same manner as is defined in Enrollment Definitions 3. above. For specific instructions to calculate the FTE for work-based learning, refer to Section 7.K. of the *2020–21 Enrollment Reporting Handbook*.

Certification

Provide an original signature and date the completed Form P-223.



INSTRUCTIONS FOR COMPLETING FORM SPI P-223H

GENERAL INSTRUCTIONS

Count Dates

Report enrolled students as of the fourth school day of September and the first school day of each of the next nine months, October through June. See WAC 392-121-033 for a definition of "school day."

Due Dates and Routing of Form P-223H

The report for September is due at the Educational Service District (ESD) fiscal office September 26. Refer to Section 5.B. of the *2020–21 Enrollment Reporting Handbook* for the remaining ESD due dates for the months, October through June.

Late reporting can result in delay or withholding of state apportionment payments as provided in chapter 392-117 WAC, Timely Reporting.

Purpose

The October through June average resident enrollment reported on Form P-223H is used in calculating state special education funding for each LEA.

State funding is paid directly to the resident district or charter or tribal compact school and appears on Reports 1220 and 1191SE.

Enrollment received by the published August reporting deadline will be included in August apportionment calculations. Enrollment received after the August deadline will be included as a prior year adjustment in the January 2022 apportionment.

Enrollment Definitions

- The following criteria **must** be met for each student counted on Form P-223H:
 - The student's evaluation must be current.
 - The student's eligibility to receive special education and related services must have been established.
 - The student's individualized education program (IEP) must be current and in effect. Consideration of the need for extended school year special education services must be documented in the IEP for each special education student reported.
 - The student must have received special education and related services on or before the count day but within the prior month.
- A properly identified student that is age 3 through 21 is one who:
 - has an active IEP that meets state requirements;
 - has a current evaluation that meets state requirements; and
 - receiving specially designed instruction as described in a current IEP.
- All corrections to state enrollment reporting required for resolution of state audit examination findings related to special education and state child count verification findings are submitted pursuant to chapter 392-117 WAC, Timely Reporting.

Limitations on Enrollment Counts

- Report only enrolled and properly identified students.
- Do not report students enrolled in state institutions; i.e., residential habilitation centers, state long-term juvenile institutions, state operated community facilities, county juvenile detention centers, Department of Corrections facilities, and county or city adult jails. The district or ESD that provides the education services for the institution reports these students monthly on Form E-672.

References

- Annual Enrollment Bulletin available online at OSP's [Bulletin webpage](#).
- Reported enrollment is summarized on Report 1735.
- Refer to WAC Chapter 392-172A for special education guidelines.

DETAILED INSTRUCTIONS

Enter the LEA name, county, LEA number, ESD number, and report month in the boxes provided.

Resident District

For districts and ESDs, enter the resident district name, county, and school district number in the boxes provided.

For charter and tribal compact school, report the students as a resident district of the school.

Districts and ESDs serving nonresident students must complete a separate entry row on Form P-223H for each resident district served.

Headcount

Report special education headcount enrollment in the three age categories

- Age 3–5 – report students who are between 3 and 5 years old and not enrolled in Kindergarten. Do not report students who are enrolled in a transitional kindergarten program. They are reported in one of the K–21 fields.
- Tier 1 K–21 – report students who are Kindergarten to Age 21 and identified as Least Restrictive Environment (LRE) code 1 (spending 80% or more of their time in a general education setting).
- Other Tier K–21 – report students who are Kindergarten to Age 21 and spend less than 80% of their time in a general education setting.

Certification

Provide an original signature and date the completed Form P-223H.



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MONTHLY REPORT OF RUNNING START ENROLLMENT

(See reverse side for instructions)

COLLEGE NAME	SCHOOL TERM	REPORT MONTH
LOCAL EDUCATION AGENCY (LEA) NAME	LEA NO.	REPORT YEAR 2020-21

	Running Start Headcount	Running Start Nonvocational FTE	Running Start Vocational FTE
Eleventh Grade			
Twelfth Grade			
Totals			

ENROLLED STUDENTS (Attach additional pages as needed)

Student Name	Grade	Nonvocational Enrollment		Vocational Enrollment		
		# of Credits ¹	FTE ²	# of Credits ¹	FTE ²	CIP Code
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
Total of FTE						

¹ Report the student's enrolled college credits.

² Using the Running Start formula, calculate and report the student's Running Start FTE (# of enrolled college credits ÷ 15).

CERTIFICATION

I hereby certify that students are reported in accordance with enrollment reporting rules and instructions and that supporting student records are available for audit.

The college and the LEA should retain this form for audit purposes.

ORIGINAL SIGNATURE OF AUTHORIZED COLLEGE OFFICIAL

DATE

INSTRUCTIONS FOR COMPLETING FORM SPI P-223RS

(Complete a separate form for each LEA served by the reporting college.)

GENERAL INSTRUCTIONS

Count Dates (WAC 392-169-100)

- For all Running Start classes, except Washington State University, the monthly count days are the first university day of each of the months of October through June.
- For Washington State University Running Start classes offered at the college campus, count enrollment as of the first university day of each of the months of September through May but report the enrollment on the following month's Form P-223RS.

Due Dates and Routing of Form P-223RS

Submit forms to the LEA's business offices on or before the eighth calendar day of each month, October through June.

Submit a separate form to each LEA sending Running Start students to the college. If the actual enrollment is not available by the due date, the college must submit their estimated enrollment number by the due date and then submit a revised form when the actual enrollment is known. Submit revised forms whenever errors are discovered.

LEAs must submit enrollment on or around the 11th calendar day of each month.

The provisions of chapter 392-117 WAC, Timely Reporting, apply to state funding for Running Start. Failure to report by the due date or in the form required can result in the reduction or delay of state apportionment payments.

Purpose

Community and technical colleges, as well as Central Washington University, Eastern Washington University, The Evergreen State College, Northwest Indian College, Spokane Tribal College, and Washington State University, if participating, use this form to report Running Start students. Running Start students earn both high school and college credit for college courses. Running Start enrollment generates state basic education funding, which is paid to the LEA for transmittal to the college (less a seven percent administrative fee).

Enrollment Counts

To be counted, a student must:

- Be under 21 years of age at the beginning of the school year.
- Be enrolled tuition free.
- Be enrolled in 11th or 12th grade.
- Not have met the LEA high school graduation requirement at the beginning of the school year.
- Be enrolled in college-level courses on the count date for which the student is earning high school graduation credit.

Limitations on Enrollment Counts

Do not report:

- A student who has dropped out, transferred to another college, or not participated in instructional activities on at least one college day since the last enrollment count date.
- Enrollment that generates state funding for higher education or adult education for the college.
- Running Start enrollment is limited to the college's fall, winter, and spring quarters or first and second semester. (WAC 392-169-055).
- As a general rule, a student's eligibility for Running Start program terminates at the end of the student's 12th grade regular academic year. See WAC 392-169-055.

Applicable Laws and Regulations

Funding for Running Start students is provided pursuant to RCW 28A.600.310 (as amended by Chapter 222, Laws of 1993). Rules governing the Running Start program are contained in chapter 392-169 WAC.



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Documentation for Audit Purposes

Retain P-223RS reports for 6 years. Retain supporting documentation until completion of the Washington State Auditor's Office examination of the school year. Documentation should show the student's enrolled status on the count date and evidence of participation in college instruction since the last enrollment count date.

References

- See WAC 392-121-187 for rules governing technical college direct-funded enrollment.
- See the School Apportionment and Financial Services Annual Enrollment Bulletin for additional guidelines and instructions on enrollment reporting at OSPI's [Bulletin webpage](#).

Questions

For additional information contact **Becky McLean**, OSPI, School Apportionment and Financial Services, at **360-725-6306**.

DETAILED INSTRUCTIONS

On the lines provided, enter the college name, school term, report month, LEA name and LEA number. Prepare a separate form for each LEA.

Enrollment

In the boxes provided, enter the number of 11th and 12th grade enrolled Running Start students, and the college nonvocational and vocational FTE on the monthly count day. If the LEA does not require the grade level information, enter the total of all students in the Total fields only.

Individual Enrolled Students

Report the name of each enrolled Running Start student on the monthly count date. Report the grade level of each student only if required by the LEA.

FTE Enrollment to Report

Report nonvocational and vocational enrollment in the columns provided. Report vocational enrollment only for courses in a vocational approved program or track taught by a vocationally certified instructor. Report the classification of instructional programs (CIP) codes in the appropriate column.

Determining FTE

Determine FTE based on the enrolled college credits. 15 enrolled college credits equals 1.0 FTE. Use the following formula to calculate the student's FTE:

$$\# \text{ of enrolled college credits} \div 15$$

Report FTE rounded to two decimal places (e.g., 0.33, or 0.80).

For colleges that provide a 1-credit waiver for students who are enrolled at their high school for a 0.60 FTE, allowing them to take 10 credits instead of 9, report the student as a 0.60 FTE based on 9 credits.

Limitation on FTE Counts

Colleges are limited in counting any student for more than 1.00 FTE in any month (including combined nonvocational and vocational FTE). For example: a student enrolled for 18 college credits is reported as 1.00 FTE.

The college 1.00 FTE limitation applies to students enrolled in multiple colleges.

Additionally, students enrolled in high school (11th or 12th grade) and Running Start (college) may not exceed the allowed combined maximum FTE of 1.20, except for specific cases in the months of December and January. For further guidance, refer to the annual bulletin regarding the Running Start Updates on 1.20 FTE Limitation.

Alternative Report Forms

A college may submit alternative (computer-generated)

P-223RS reports in lieu of the paper form provided if the report:

- Displays all of the information required on Form P-223RS except for LEAs who do not require the students' grade level information.
- Is signed by the authorized college official.
- Is acceptable to the LEA.

Faxed reports are permitted if acceptable to the LEA.



**MONTHLY REPORT OF OPEN DOORS (OD)
PROGRAM ELIGIBLE ENROLLMENT**

(See reverse side for instructions)

REPORTING LOCAL EDUCATION AGENCY (LEA) COLLEGE NAME	COUNTY NAME	LEA NO.	ESD NO.	REPORT MONTH
OD PROGRAM NAME	RESIDENT DISTRICT			YEAR 2020-21

OD PROGRAM ELIGIBLE ENROLLMENT

Do not include this enrollment in the K-12 Portion of Form P-223. OD enrollment is reported by the OD program on Form P-223-1418 and included on the reporting LEA's Form P-223 in the OD fields only.

	OD Headcount	OD Full-Time Equivalent (FTE)	
	Total (Nonvocational and Vocational)	Nonvocational ¹	Vocational ²
Ninth Grade			
Tenth Grade			
Eleventh Grade			
Twelfth Grade			
Totals			

OD ENROLLED STUDENTS

Student Name ¹	Nonvocational FTE ²	Vocational FTE ^{2,3}	CIP Code ²
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
Totals			

- Do not count include student who has no FTE.
- Calculate FTE for college level classes, divide enrolled credits by 15. For below 100 level classes in programs offering 1,000 total annual hours of instruction, each eligible student is 1.0 FTE.
- Report vocational enrollment only for college level courses in a state-approved vocational program taught by a vocationally certified instructor. Include the CIP code for eligible courses.

CERTIFICATION

I hereby certify that all students reflected in this report are properly enrolled students of an approved OD program, that conversions to FTEs are in accordance with instructions, and that student records and other pertinent documents are readily available for audit.

Acknowledged:

Original Signature of OD Program Authorized Official	Date	Original Signature of Reporting LEA Authorized Official	Date
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INSTRUCTIONS FOR COMPLETING FORM SPI P-223-1418

GENERAL INSTRUCTIONS

Purpose

September through August annual average full-time equivalent (AAFTE) enrollment reported on Form P-223-1418 is used to calculate state basic education funding for approved Open Doors (OD) programs. The generated funding is directed to the reporting LEA and appears on Report 1191.

Enrollment received by the published August reporting deadline will be included in August apportionment calculations. Enrollment received after the August deadline will be included as a prior year adjustment in the January 2022 apportionment.

Count Dates

Count day is the fourth school day of September and the first school day for October through August. (Reference WAC 392-121-033 and 392-121-119.) Report enrolled students that have participated on or before the count day.

Due Dates and Routing of Form P-223-1418

Form P-223-1418 is due to the reporting LEA on September 21 and the eighth calendar day of the months October through August. The reporting LEA will include the OD program's enrollment on their monthly Forms P-223. Note that July and August enrollment is reported on the July and August Forms P-223 and is not included on Form P-223S.

Late reporting can result in delay or withholding of state apportionment payments as provided in chapter 392-117 WAC, Timely Reporting.

Eligible OD Student

An eligible OD student is one who:

1. Is between the age of 16 and 20 as of September 1, 2020,
2. Has not met the high school graduation requirements of the reporting LEA or has not earned a college degree,
3. Is not currently enrolled in any high school classes that receive state basic education funding, excluding special education services, Jobs for Washington's Graduates program, approved skill center program, or running start program,
4. Is a resident of the reporting district or has a completed choice transfer or interdistrict agreement in place to attend the reporting district as a nonresident student. For direct-funded technical college programs, there is an interlocal agreement in place with the student's resident district, and
5. Is significantly behind in credits as outlined in WAC 392-700-035(1)(c), or if found not to be credit deficient, has been recommended to enroll by a case manager from the department of social and health services, the juvenile justice system, district designated school personnel, or staff from community agencies which provide educational advocacy services.

Requirements for Claiming an OD Student for State Funding

Eligible students that meet the following requirements on or before the monthly count day may be reported on Form P-223-1418 and will generate basic education funding:

1. Enrolled in an approved OD program as defined by WAC 392-700-042,
2. Receiving instruction pursuant to WAC 392-700-065,
3. Met the attendance period requirement pursuant to WAC 392-700-015(3) in the prior month,
4. Met the weekly status check requirement pursuant to WAC 392-700-015(24) for each school week of the prior month, and
5. For below 100 level classes, made satisfactory progress as defined in WAC 392-700-160(2).

Limitations on Enrollment Counts

Do not report the following students:

1. Students who have withdrawn or dropped out prior to the monthly count day.
2. If concurrently in Jobs for Washington's Graduates, skill center or Running Start programs, has not exceeded the monthly FTE limitations outlined in WAC 392-121-136.
3. Students enrolled in a postsecondary course.
4. Students that have exceeded 1.0 AAFTE for the school year pursuant to WAC 392-121-133 to include prior enrollment in another OD program, a high school, private school, and home-based instruction.

Documentation for Audit Purposes

OD Programs are required to retain for audit purposes evidence of student's eligibility, as well as student's meeting the requirements to be claimed for state funding. Refer to detailed documentation guidance posted on OSPI's [OD webpage](#).

Enrollment is subject to audit by the Washington State Auditor's Office. Lack of adequate documentation can result in the recovery of state funding.

References

- o OD guidance online at OSPI's [OD webpage](#).
- o Annual Enrollment Bulletin available online at OSPI's [Bulletin webpage](#).

DETAILED INSTRUCTIONS

Enter the LEA name, county, LEA number, ESD number, and report month in the boxes provided. Prepare a separate report for each resident school district.

Enrollment

In the boxes provided, report the total number of students and FTE enrolled in an approved OD program on count date and eligible to be claimed for state funding.

Individual Enrolled Students

Report the name of each enrolled student on the monthly count date.

School District Enrollment

Report total headcount and FTE of enrolled students participating in an approved OD program and eligible to be claimed for state funding. Report nonvocational and vocational enrollment separately in the columns provided. The total of each student's nonvocational and vocational enrollment cannot exceed 1.0 FTE.

Report vocational enrollment only for state-approved college level vocational courses taught by a vocationally certified instructor. Report the classification of instructional programs (CIP) codes in the appropriate column.

Determining FTE

Determine FTE in an approved OD program based on program type.

1. For college level classes, FTE is based on enrolled credits. Fifteen college credits equal 1.0 FTE. For students enrolled for less than 15 credits, report a portion of an FTE determined by dividing the hours enrolled by 15 (e.g., 13 ÷ 15 = 0.87).
2. For below 100 level classes, a student's FTE is based on the program's total annual hours of instruction. For programs offering 1,000 or more annual planned hours of instruction, each eligible student is claimed as a 1.0 FTE.

Report FTE students rounded to two decimal places (e.g., 17.23).

Limitation on AAFTE Counts

No student will be claimed for more than 1.00 AAFTE in any school year. AAFTE is an average of 10 months of enrollment. Enrollment in a public school, private school, or home-based instruction during the school year must be included in the AAFTE calculation.

Certification

Provide an original signature from the serving OD program authorized official and reporting LEA authorized official and date the completed Form P-223-1418.





**MONTHLY REPORT OF TECHNICAL COLLEGE ENROLLMENT
ELIGIBLE FOR BASIC EDUCATION SUPPORT**
(See reverse side for instructions)

TECHNICAL COLLEGE NAME		COLLEGE TERM	REPORT MONTH
DISTRICT NAME	COUNTY NAME	DISTRICT NO.	REPORT YEAR 2020-21

TECHNICAL COLLEGE ENROLLMENT ELIGIBLE FOR BASIC EDUCATION SUPPORT					
	Headcount		Full-Time Equivalent (FTE)		
	Total Nonvocational and Vocational		Nonvocational	Vocational	Total
Ninth Grade					
Tenth Grade					
Eleventh Grade					
Twelfth Grade					
Totals					

ENROLLED STUDENTS (Attach additional pages as needed)			
	Nonvocational FTE ¹	Vocational FTE ¹	CIP Code
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
Totals ²			

¹ Twenty-seven weekly hours and 45 minutes or 1,665 weekly minutes of technical college enrolled class time equals 1.00 FTE. A student's combined nonvocational and vocational FTE cannot exceed 1.00.

² Total FTEs must agree with totals reported at the top of this form.

CERTIFICATION

I hereby certify that students are enrolled pursuant to an interlocal agreement with the district authorizing the technical college to receive direct state funding for the students that FTEs are determined pursuant to chapter 392-121 WAC and instructions provided by the Office of Superintendent of Public Instruction, and that documentation of student enrollment is available for audit.

ORIGINAL SIGNATURE OF AUTHORIZED TECHNICAL COLLEGE OFFICIAL

DATE

INSTRUCTIONS FOR COMPLETING FORM SPI P-223TC

GENERAL INSTRUCTIONS

Count Dates

Count day is the fourth school day of September and the first school day of each of the next nine months, October through June.

Due Dates and Routing of Form P-223TC

The report for September is due at the Educational Service District (ESD) fiscal office September 28. Refer to Section 5.B. of the *2020–21 Enrollment Reporting Handbook* for the remaining ESD due dates for the months, October through June.

If the actual enrollment is not available by the due date, submit estimated enrollment by the due date and then submit a revised form when actual enrollment is known. Submit revised forms whenever errors are discovered.

The provisions of chapter 392-117 WAC, Timely Reporting, apply to this report. Failure to report by the due date or in the form required can result in the reduction or delay of state apportionment payments.

Purpose

This form is used by technical colleges to claim direct state funding for high school students served under an interlocal agreement with a district pursuant to RCW 28B.50.533. Enrollment reported on this form generates state basic education funding which are paid to the technical college by the Office of Superintendent of Public Instruction (OSPI).

Applicable Laws and Regulations

Direct basic education funding to technical colleges is made possible by Chapter 223, Laws of 1993. Funding is determined pursuant to chapter 28A.150 RCW, chapter 392-121 WAC, and the state Operating Appropriations Act. Unless otherwise stated, reporting rules and requirements for Form P-223TC are the same as rules and requirements for school districts reporting on Form P-223, Monthly Report of School District Enrollment Eligible for Basic Support.

Documentation for Audit Purposes

Colleges are required to retain P-223TC reports for 6 years. Documents supporting monthly enrollment counts are to be retained until the audit for the school year is complete. Enrollment is subject to audit by the Washington State Auditor's Office. Lack of adequate documentation can result in the recovery of state funding.

Documentation should permit the auditor to verify the FTE reported for each student and should provide evidence of the student's class attendance within the last 20 consecutive school days.

References

- See WAC 392-121-187 for rules governing technical college direct-funded enrollment.
- See the School Apportionment and Financial Services Annual Enrollment Bulletin for additional guidelines and instructions on enrollment reporting at OSPI's [Bulletin webpage](#).

Questions

For additional information contact **Becky McLean**, OSPI, School Apportionment and Financial Services, at **360-725-6306**.



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DETAILED INSTRUCTIONS

On the lines provided, enter the college name, college term, report month, district name, county name, and district number. Prepare a separate report for each school district.

Enrolled Students

Report the name of each enrolled student on the monthly count date. Report only students who are under 21 years of age at the beginning of the school year (September 1) and enrolled tuition free under an interlocal agreement with a school district pursuant to RCW 28B.50.533.

Do not report a student who meets any of the enrollment exclusions provided in WAC 392-121-108, who has missed twenty consecutive school days prior to the count day, or who has not yet attended class in the current school year.

Report only enrollment for which the student is earning high school graduation credit from a district. Do not report enrollment which is claimed by the district for state funding or which generates state or federal funding for higher education, adult education, or job training for the technical college.

Nonvocational and Vocational Courses

Report, by grade level, nonvocational and vocational enrollment separately in the boxes provided. Report vocational enrollment only for courses in a vocational approved program or track taught by a vocationally certified instructor. Report the classification of instructional programs (CIP) codes in the appropriate column.

Determining Full-Time Equivalent (FTE)

Determine each student's nonvocational and vocational FTE pursuant to WAC 392-121-122. If the student is enrolled exclusively in the technical college, report 1.00 FTE for 1,665 weekly minutes; report a partial FTE if the student is enrolled for less than 1,665 weekly minutes.

Example: A student enrolled for 20 hours per week or 1,200 weekly minutes is reported as 0.72 FTE ($1,200 \div 1,665$). See "Limitation on FTE Counts" below.

Enrolled hours include reasonable class change passing time but does not include lunch time. Report FTE rounded to two decimal places (e.g., 0.33).

Limitation on FTE Counts

No student's combined nonvocational and vocational FTE can exceed 1.00 in any month.

Example: A student enrolled for 15 hours per week or 900 weekly minutes of vocational instruction and 15 hours per week or 900 weekly minutes of nonvocational instruction can be reported for 0.54 vocational FTE ($900 \div 1,665$), and 0.46 nonvocational FTE ($1.00 - 0.54$).

If a student is taking high school classes that are reported by a district for basic education funding, the combined FTE reported by the college and the district cannot exceed 1.00. The method of dividing the FTE is to be negotiated by the college and the district.

Example: A student enrolls one hour per day in a high school course and five hours per day in technical college courses. If the high school reports 0.18 FTE, the technical college can report no more than 0.82 FTE. The district and college may agree on some other method of dividing the 1.00 FTE.

Students enrolled in high school (11th or 12th grade) and Running Start (college) may not exceed the allowed combined maximum FTE of 1.20.

Certification

Provide an original signature and date the completed Form P-223TC.



**NONSTANDARD SCHOOL YEAR AAFTE ENROLLMENT
ELIGIBLE FOR BASIC SUPPORT**

(See reverse side for instructions)

SERVING LOCAL EDUCATION AGENCY (LEA) NAME	COUNTY NAME	SERVING LEA NO.	ESD NO.
RESIDENT DISTRICT NAME	COUNTY NAME	RESIDENT DISTRICT NO.	YEAR 2020-21

NONSTANDARD SCHOOL YEAR ENROLLMENT

	Total K-12 Enrollment ¹			ALE ²		
	Headcount	Total Hours	AAFTE ³	Headcount	Total Hours	AAFTE ³
Kindergarten						
First Grade						
Second Grade						
Third Grade						
Fourth Grade						
Fifth Grade						
Sixth Grade						
Seventh Grade						
Eighth Grade						
Ninth Grade						
Tenth Grade						
Eleventh Grade						
Twelfth Grade						
Totals						

STATE-APPROVED VOCATIONAL COURSE ENROLLMENT

	Total K-12 Enrollment ¹			ALE ²		
	Headcount	Total Hours	AAFTE ³	Headcount	Total Hours	AAFTE ³
Grades 7-8 Vocational ⁴						
Grades 9-12 Vocational ⁴						
Skill Center ⁴						

1. Report total K-12 nonstandard school year enrollment, including any ALE enrollment.
2. Report ALE enrollment. ALE enrollment must be restated in the SAFS ALE Reporting by program and home district.
3. AAFTE is calculated by dividing the total hours by 1,000.
4. Any vocational enrollment is included in K-12 above. Report enrollment only in state-approved vocational courses, taught by a certified vocational instructor.

CERTIFICATION

<p>I hereby certify that all students reflected in this report are properly enrolled students, that conversions to FTEs are in accordance with instructions, and that student records and other pertinent documents are readily available for audit.</p>	<p>Acknowledged:</p>
ORIGINAL SIGNATURE OF LEA SUPERINTENDENT OR AUTHORIZED OFFICIAL	ORIGINAL SIGNATURE OF ESD SUPERINTENDENT OR AUTHORIZED OFFICIAL
DATE	

INSTRUCTIONS FOR COMPLETING FORM SPI P-223S

GENERAL INSTRUCTIONS

Who Should Complete Form P-223S?

LEAs claiming state basic education funding for all eligible nonstandard school year enrollment excluding Open Doors complete Form P-223S. Open Doors enrollment provided in the nonstandard school year is reported on the July and August Form P-223S.

Due Date of Form P-223S

Form P-223S should be submitted electronically as needed during the months of July and August.

Enrollment received by the published August reporting deadline will be included in August apportionment calculations. Enrollment received after the August deadline will be as a prior year adjustment in the January 2022 apportionment but **WILL NOT** be included in the district's levy base or LAP High Poverty funding for the following year.

Purpose

State support for eligible nonstandard school year enrollment is provided under RCW 28A.150.420 and WAC 392-121-123 and -133. LEAs providing nonstandard school year instruction during the months of July and August may claim annual average full-time equivalent (AAFTE) attendance to the extent that such attendance is in lieu of attendance during the standard school year. AAFTE reported on Form P-223S is added to average September through June P-223 enrollment in determining state basic education funding.

Enrollment Counts and Limitations

Nonstandard school year attendance that is in lieu of basic education enrollment during the standard school year can be reported if all the following conditions are met:

1. The student was reported as part-time or for less than ten months and the same enrollment has not been previously reported during the regular school year.
2. The student is enrolled tuition free in a course of study as defined in WAC 392-121-107.
3. The student was not enrolled full-time in either a private school or home-based instruction for the months the student was not claimed for state funding during the school year.
4. The student's nonstandard attendance, when combined with enrollment during the first ten months (September through June) of the school year, does not exceed the limitations set forth in WAC 392-121-136 to include:

No student will be counted for more than a 1.0 AAFTE, except for:

- Skill center students who may be claimed up to a combined 1.60 FTE with the maximum 1.0 FTE for skill center enrollment and a maximum 1.0 FTE for high school.
 - Running Start students who may be claimed up to a combined 1.20 FTE with the maximum 1.0 FTE for Running Start enrollment and a maximum 1.0 FTE for high school.
5. Running Start enrollment in a community or technical college for summer quarter is not allowed. See WAC 392-169-055.

Determining Available Nonstandard AAFTE

The following steps should be taken to determine a student's available AAFTE:

1. For each eligible student, total the student's FTE enrollment on the monthly Form P-223 for each 10 count dates of the standard school year (September through June), including enrollment reported for state funding, as well as enrollment in a private school or in home-based instruction. Divide the result by 10. If applicable to the student, add any hours of attendance from Form P-240 divided by 1,000 for all grades.
2. Determine each eligible student's nonstandard AAFTE enrollment by dividing the student's hours of nonstandard school year enrolled hours by 1,000 for all grades.
3. Evaluate the combined AAFTE by totaling the AAFTE calculated in Steps 1. and 2.

- a. If the student's combined AAFTE is less than or equal to 1.00*, report the nonstandard school year AAFTE calculated in Step 2. in the appropriate grade group.

Example: A student's September through June AAFTE equals 0.44 and the student's nonstandard school year AAFTE equals 0.28. Report 0.28.

- b. If the student's combined AAFTE is greater than 1.00, subtract the student's September through June AAFTE calculated in Step 1. from 1.00 and report the result in the appropriate grade group.

Example: A student's September through June AAFTE equals 0.89 and the student's eligible nonstandard school year enrollment equals 0.28. Report 0.11 (1.00 - 0.89).

- * For Running Start students, the AAFTE limit is 1.20 with the maximum 1.0 FTE for Running Start and 1.0 FTE for high school.
For skill center students, the AAFTE limit is 1.60 with the maximum 1.0 FTE for skill center and 1.0 FTE for high school.
- c. Round the AAFTE to two decimal places as shown in the examples above.

References

- Annual Enrollment Bulletin available online at OSPI's [Bulletin webpage](#).
- Reported nonstandard school year enrollment is summarized on Report 1251.

DETAILED INSTRUCTIONS

Enter the LEA name, county, LEA number, ESD number, and report month in the boxes provided.

Resident District

Enter the resident district name, county, and district number in the boxes provided. Districts serving nonresident students must complete a separate Form P-223S for each resident district served. Charter and tribal compact schools report all students with the resident district of the school.

Total K–12 Enrollment

Report the total headcount and actual enrolled hours of nonstandard school year in the appropriate grade group, include students enrolled in an Alternative Learning Experience (ALE) program.

Annual Average Full-Time Equivalent (AAFTE)

Calculate the cumulative AAFTE counts for all months of the nonstandard school year by dividing the Total Hours for all grades K–3 by 1,000. Round the AAFTE to two decimal places.

ALE Enrollment

ALE enrollment pursuant to WAC 392-121-182 reported in the Total K–12, vocational, and skill center enrollment is reported in the fields provided. ALE enrollment must be restated in the SAFS ALE Reporting application.

Vocational and Skill Center Enrollment

Enrollment reported above in a state-approved vocational middle school (grades 7–8), vocational secondary programs (grades 9–12) or skill center program taught by a vocationally certified instructor is also reported in the boxes provided.

Certification

Provide an original signature and date the completed Form P-223S.



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Washington Office of Superintendent of
PUBLIC INSTRUCTION

ESD	CO	DIST
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**ATTENDANCE REPORT OF ANCILLARY SERVICES TO
PART-TIME STUDENTS ELIGIBLE FOR BASIC SUPPORT**
(See reverse side for instructions)

SERVING LOCAL EDUCATION AGENCY (LEA) NAME	COUNTY NAME	SERVING LEA NO.	ESD NO.	REPORT MONTH
			YEAR	2020-21

ATTENDANCE ELIGIBLE FOR BASIC SUPPORT		
	(A) Headcount	(B) Total Hours of Attendance
Kindergarten		
Grades 1-3		
Grade 4		
Grades 5-6		
Grades 7-8		
Grades 9-12		
Totals		

FOOTNOTES

Form P-240 is an annual form – one where all actual annual ancillary services hours are reported for the school year.

CERTIFICATION

I hereby certify that all students reflected in this report are properly enrolled students, that hours served are calculated in accordance with the instructions, and that student records and other pertinent documents are readily available for audit.

Acknowledged:

ORIGINAL SIGNATURE OF LEA SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

ORIGINAL SIGNATURE OF ESD SUPERINTENDENT OR AUTHORIZED OFFICIAL

INSTRUCTIONS FOR COMPLETING FORM SPI P-240

GENERAL INSTRUCTIONS

Who Should Complete Form P-240?

LEAs providing non-scheduled ancillary services to part-time, private school, or home-based students eligible for basic education funding in kindergarten through 12th grade should complete this form. Whenever possible, ancillary services that are regularly scheduled should be reported as a partial FTE on Form P-223.

Due Date of Form P-240

Form P-240 is submitted electronically. Form P-240 is an annual form. Districts can report ancillary services monthly by adding the previous month's actual hours to the annual form or wait until the end of the school year and report the total annual hours at one time.

Enrollment received by the published August reporting deadline will be included in August apportionment calculations. Enrollment received after the August deadline will be as a prior year adjustment in the January 2022 apportionment but **WILL NOT** be included in the district's levy base or LAP High Poverty funding for the following year.

Purpose

State support for hours of ancillary services is provided under RCW 28A.150.350 and WAC 392-121-133. LEAs may claim actual hours of attendance for ancillary services to part-time, private school, and home-based students in grades K–12. Total hours of ancillary services reported on Form P-240 are divided by 1,000 for all grades and added to average September through June P-223 enrollment in determining state basic education funding (1,000 annual hours equals one AAFTE student).

Definition: Ancillary services are any cocurricular service or activity, any health care service or activity, and any other services or activities, except "courses," in which kindergarten through 12th grade students are enrolled by a public school.

Enrollment Counts and Limitations

All enrollment reported on Form P-240 is subject to the following limitations:

1. In no case will the same enrollment be reported on Form P-223 and any other enrollment reporting forms for basic education.
2. Report actual hours of service, not estimates. Absences may not be reported.
3. Do **not** report ancillary services for full-time public school students.
4. Do **not** report enrollment in a private school.
5. Do **not** report time that the student is instructed or supervised by the parent. See chapter 392-134 WAC.
6. Do **not** report ancillary services to pre-kindergarten students.
7. **Ancillary services** are any cocurricular service or activity, any health care service or activity, and any other services or activities for or in which enrolled students are served by appropriate school staff. The services can include, but not be limited to, counseling, psychological services, testing, remedial instruction, speech and hearing therapy, health care services, and if such service is provided by the LEA, certificated contact time pursuant to RCW

28A.225.010(4)(a) with students who are in a home-based instruction program.

- a. Ancillary services are actual hours of student contact time with appropriate school staff.
- b. Except for services to students with a disability and home and hospital students, only those services provided by school staff on school grounds or facilities controlled by the LEA can be counted.
- c. Ancillary services exclude all extracurricular activities. Sports activities may be counted on Form P-223 (not Form P-240) only if the school's regular students participate in such activities as part of their regular educational curriculum.
- d. Ancillary services exclude other courses of study as defined in WAC 392-121-107.

References

- Annual Enrollment Bulletin available online at OSPI's [Bulletin webpage](#).
- See RCW 28A.150.350, RCW 28A.225.010(4), and chapter 392-134 WAC for eligibility requirements and other rules for part-time attendance of private school and home-based students.

DETAILED INSTRUCTIONS

Enter the LEA name, county, LEA number, ESD number, and report month in the boxes provided.

Form P-240 enrollment is treated as resident enrollment of the reporting LEA.

Column A

Report the headcount of individual students served in each grade group.

Column B

Report the cumulative hours of ancillary services provided.

Certification

Provide an original signature and date the completed Form P-240.



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**MONTHLY REPORT OF INSTITUTIONAL EDUCATION
PROGRAM ENROLLMENT**
(See reverse side for instructions)

1. SERVING DISTRICT OR ESD NAME	2. COUNTY NAME	3. SERVING DISTRICT NO.	4. ESD NO.	5. REPORT MONTH
6. PROGRAM OR INSTITUTION NAME	7. NAME OF PERSON PREPARING THIS REPORT	8. TELEPHONE NUMBER		9. SCHOOL NUMBER
10. TYPE OF INSTITUTION (Check One) <input type="checkbox"/> Residential Habilitation Center <input type="checkbox"/> State (JRA) Long-Term Juvenile Institution <input type="checkbox"/> State Operated Community Facility <input type="checkbox"/> County Juvenile Detention Center <input type="checkbox"/> Department of Corrections Facility <input type="checkbox"/> County or City Adult Jail		11. ANNUAL NUMBER OF PROGRAM DAYS		SCHOOL YEAR 2020-21

INSTITUTIONAL EDUCATION PROGRAM ENROLLMENT Only include enrollment reported for Institutional Education Funding				
	Education site is the institution facility named in item 6. above		Education site is other than the institution facility named in item 6. above	
ON THE MONTHLY COUNT DATE	A. HEADCOUNT	B. FTE	C. HEADCOUNT	D. FTE
Residential Students				
Day Reporting Students (See the definition on the reverse side under Detailed Instructions)			N/A	N/A
Totals				

	E. HEADCOUNT	F. FTE
MENTALLY ILL OFFENDER UNIT at state long-term juvenile institutions		

DIFFERENTIATED INSTRUCTIONAL ALLOCATION ASSURANCE		
Residential Habilitation Centers, Long-Term Juvenile Institutions, Community Facilities, and County Juvenile Detention Centers qualify for additional funding to provide differentiated instruction. This instruction is intended to meet the students' unique educational needs which include but are not limited to one-on-one instruction, enhanced access to counseling for social emotional needs of the student, and services to identify the proper level of instruction at the time of the student's entry into the facility.		
Does this facility provide the differentiated instruction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

CERTIFICATION	
I hereby certify that all students reflected in this report are properly enrolled students of the school district or institution, that conversions to FTEs are in accordance with instructions, and that student records and other pertinent documents are readily available for audit. If "County Juvenile Detention Center" is checked in item 10. "Type of Institution" above, I certify that all students reported meet the definitions of "confinement" according to RCW 13.40.020 and that the facility meets the definition of "detention facility" according to RCW 13.40.020.	Acknowledged
ORIGINAL SIGNATURE OF PROGRAM ADMINISTRATOR	ORIGINAL SIGNATURE OF SCHOOL DISTRICT OR ESD SUPERINTENDENT OR AUTHORIZED OFFICIAL

INSTRUCTIONS FOR COMPLETING FORM SPI E-672

GENERAL INSTRUCTIONS

Count Dates

School districts and other education providers are to report enrolled students as of the fourth school day of September and the first school day of the months of October through July.

Due Dates and Routing of Form E-672

Reports are due at the Office of Superintendent of Public Instruction (OSPI), School Apportionment and Financial Services, on September 23 and the tenth calendar day of each month, October through July.

Completed Form E-672 can be faxed to 360-664-3683 or mailed to:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
School Apportionment and Financial Services
Old Capitol Building
P.O. Box 47200
OLYMPIA, WA 98504-7200

Timely reporting rules (chapter 392-117 WAC) apply. Failure to report by the due date or on the form required may result in the delay or reduction of state allocations.

Purpose

School districts or ESDs use this form to report state institutional education program enrollment for residential habilitation centers, state long-term juvenile institutions, state operated community facilities, county juvenile detention centers, Department of Corrections facilities, and county or city adult jails.

Enrollment reported on Form E-672 is used by OSPI to calculate allocations of state funding for institutional education programs.

Enrollment Definitions

Enrolled institutional education student (WAC 392-122-220) is a person who:

- (a) Is in a program in a Department of Corrections or City or County Adult Jail facility and is under 18 years of age, or is 18 years of age and is continuing in the institutional education program with the permission of the facility and the education provider; or
- (b) Is in a residential institution other than the Department of Corrections or an Adult Jail and is under 21 years of age at the beginning of the school year.
- Is scheduled to engage in educational activity in the institutional education program during the current week.
- During the current school year, has engaged in educational activity in the institutional education program provided or supervised by educational certificated staff.
- Does not qualify for any of the enrollment exclusions in WAC 392-122-221.

Educational activity (WAC 392-122-212) means the following teaching and learning experiences:

- Instruction, testing, counseling, supervision, advising, and other services provided directly by certificated staff or by classified staff who are supervised by certificated staff.
- Up to one hour per day of scheduled study time if the study is in conjunction with other educational activity and if the study is monitored by educational staff who are present during the study.
- Up to two hours per day of individual study conducted by a student when educational staff are not present if all of the following conditions are met:
 - The study is in pursuit of high school graduation credit, or the study is in a Department of Corrections facility and is in pursuit of a certificate of educational competence pursuant to RCW 28B.50.536 and chapter 131-48 WAC.
 - The study is part of a program of instruction defined by a certificated employee who evaluates the student's progress in that program.
 - The student is making progress in the program.
 - The study is not counted as work training experience per No. 4. below.
 - Combined individual study time and scheduled study time per No. 2. above claimed in determining the student's full-time equivalent per WAC 392-122-225 do not exceed two hours per day.
- Work-based learning meeting the requirements of WAC 392-410-315 will be reported in a student's full-time equivalent enrollment pursuant to WAC 392-121-124.

Excused absence means an absence from scheduled educational activity due to illness; attendance in court; or a meeting with a lawyer, case worker, counselor, physician, dentist, nurse, or other professional service provider.

Full-time equivalent (FTE) students are defined in WAC 392-122-225 and 392-122-228.



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Limitations on Enrollment Counts

Enrollment reported on Form E-672 is not reported on Forms P-223 and P-223H, except for Transitional Bilingual Instructional Program (TBIP) and Exited TBIP. A district cannot elect to report a full-time resident student who is confined and receiving all educational services at a state institution on the monthly count day on Forms P-223 and P-223H to generate basic education and special education funding instead of institutional education funding. A full-time student at a state institution must be reported solely on Form E-672.

Students confined to a state institution on count day that may be receiving educational services at both the state institution and the district, and with the permission of the state institution may be claimed as a partial FTE on Forms E-672 and P-223, but the combined FTE cannot exceed 1.00. A part-time confined student cannot be claimed on Form P-223H.

Institutions, districts, or other education providers must work together to ensure that enrollment reporting is in compliance with WAC 392-121-107 and 392-122-221. To ensure that students are not reported both for institution education funding, and for basic education and special education funding, state institutions will notify districts or other education providers when they have claimed a student on their Form E-672. LEAs must revise their Forms P-223 and P-223H removing the student's enrollment.

Enrollment reporting on Forms P-223 and P-223H should not resume for such a student until the student returns to the LEA.

For TBIP and Exited TBIP only, a student who qualifies to be claimed for this funding can be reported on an LEA's P223 in the TBIP and Exited TBIP fields only.

References

- Refer to the School Apportionment and Financial Services Annual Enrollment Bulletin for instructions related to other enrollment reporting.
- Questions may be directed to **Becky McLean**, School Apportionment and Financial Services, at **360-725-6306**.

DETAILED INSTRUCTIONS

Enter the ESD, county, and district numbers at the top of the form. In boxes 1–9, enter serving district name, county name, serving district number, ESD number, report month, program or institution name, person preparing the report, telephone number, and school number, respectively. In box 10, check the type of institution. Check one box only. In box 11, enter the number of planned program days of instruction for the school year.

Residential Students: Students whose living accommodations are at the institution. These students may leave the institution grounds during the day but return to the institution to sleep.

Day Reporting Students: For county juvenile detention centers only, students whose residence or living accommodations are not at the institution, but the court requires that they attend the day reporting school. These students must meet the standard of "confined" in accordance with RCW 13.40.020, in physical custody of the court, are on the institution grounds for education pursuits, due to a court order which requires attendance at day reporting, not on probation, and not previously confined and completing the school term.

Mentally Ill Offender Unit Students: Students residing at a state long-term juvenile institution and housed in a mentally ill offender unit.

Columns A–F: All counts are as of the monthly count date and are included in the respective Totals box.

Columns A and B: Using the definition of "Residential Students" and "Day Reporting Students" above, enter the headcount and FTE of enrolled education students whose education site is the institution facility named in item 6. in the respective boxes.

Columns C and D: Using the definition of "Residential Students" and "Day Reporting Students" above, enter the headcount and FTE of enrolled education students whose education site is other than the institution facility named in item 6. in the respective boxes. For Community Facilities and Day Reporting educational programs, institutional education services may only be conducted on-site at the institution facility.

Columns E and F: Enter the headcount and FTE of students housed in a mentally ill offender unit. This headcount and FTE should be included in Columns A–D and reported discretely again in Columns E and F.

Differentiated Instructional Allocation Assurance: Residential Habilitation Centers, Long-Term Juvenile Institutions, Community Facilities, and County Juvenile Detention Centers check either the "Yes" or "No" box indicating they assure that the additional Differentiated Instructional Allocation will be spent as intended.

Certification: Sign and date the completed Form E-672.



REPORT OF FINAL HOME AND HOSPITAL (HH) SERVICES
(See reverse side for instructions)

SERVING LOCAL EDUCATION AGENCY (LEA) NAME	COUNTY NAME	SERVING LEA NO.	ESD NO.	YEAR 2020-21
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HOME AND HOSPITAL (HH) SERVICES	Total Actual Weeks of HH ¹ (rounded to the nearest tenth)
A. HH provided at home: For students enrolled in the LEA who are receiving HH services at sites with a single student (such as the student's home).	
B. HH provided at a hospital: For students enrolled in the LEA who are receiving HH services at sites such as in a children's ward of a hospital or a residential treatment center.	

¹ Actual weeks of HH services is calculated as:

- The number of **eligible school days** divided by five, rounded to the nearest tenth.
- The number of **eligible school days** is the number of school days between the start date the student was both eligible and received services and the end date the student was both eligible and received services.

See the reverse side for complete calculation steps.

CERTIFICATION

I hereby certify that all students reflected in this report are properly enrolled students, that conversions to weeks of attendance are in accordance with instructions, and that student records and other pertinent documents are readily available for audit.

Acknowledged:

ORIGINAL SIGNATURE OF LEA SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

INSTRUCTIONS FOR COMPLETING FORM SPI E-525

GENERAL INSTRUCTIONS

Who Should Complete Form E-525?

LEAs claiming funding for home and hospital (HH) services provided to students pursuant to WAC 392-172A-02100 should complete Form E-525.

Due Date and Routing of Form E-525

Form E-525 is not part of the electronic enrollment reporting system and should be submitted at the end of the school year on paper.

LEAs complete one Form E-525 and send the signed form to OSPI, School Apportionment and Financial Services, by **July 16, 2021**. Form E-525 may be faxed to 360-664-3683 or mailed to:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
School Apportionment and Financial Services
Old Capitol Building
PO Box 47200
OLYMPIA WA 98504-7200

Purpose

Reported E-525 attendance will determine final HH allocations included in the July 2021 apportionment calculation. HH allocations appear on Line B of Report 1191SE.

Prior to OSPI receiving Form E-525, HH allocation is paid based on a projected HH amount submitted in the annual F-203. HH services including eligible summer HH received after the published August deadline will be included in scheduled end-of-year adjustments to apportionment.

HH allocations are made in two categories. The distinguishing factor is related to economies of scale for mileage.

Each reported week of HH services on Line A generates \$60, and each reported week of attendance reported on Line B generates \$55 in HH program allocations.

Limitations on Enrollment Counts

- Refer to Student Engagement and Support/Special Education's annual home hospital bulletin for program procedures.
- Students reported for HH services can be claimed for two additional monthly count days after their last day of attendance at school on Form P-223 for Basic Education funding, provided that the student returns to school prior to the end of the school year.
- Students reported for HH services but qualifying for Special Education funding can be claimed on the monthly Form P-223H provided that they receive special education services in the prior month.
- See WAC 392-122-140 and WAC 392-172A-02100 for fiscal eligibility requirements for HH funding.

References

- Annual Enrollment Bulletin available online at OSPI's [Bulletin webpage](#).
- Questions may be directed to **Becky McLean**, School Apportionment and Financial Services, at **360-725-6306**.

DETAILED INSTRUCTIONS

Enter the LEA name, county, LEA number, ESD number, and report month in the boxes provided.

Line A

Report, to the nearest tenth, the total number of HH service weeks provided at sites with a single enrolled student, such as the student's home. Calculate weeks of HH services as described below. Do not include students reported on Line B.

Each such week of HH services generates \$60 in HH program allocations.

Line B

Report, to the nearest tenth, the total number of HH service weeks provided at sites such as a children's ward of a hospital or a residential treatment center. Calculate weeks of HH services as described below. Do not include students reported on Line A.

Each such week of HH services generates \$55 in HH program allocations.

Weeks of HH Calculations

Total weeks of HH is calculated in the following method:

1. Determine the first regularly scheduled school day on which the student was both eligible for HH services and began to receive HH services.
2. Determine the last regularly scheduled school day on which the student was both eligible for HH services and received HH services.
3. Count the number of regularly scheduled school days the student did not attend, as defined in WAC 392-121-033, between the dates determined in Nos. 1. and 2.
4. Divide the number of days in No. 3. by five to determine weeks of HH.
5. Use the lesser of weeks in No. 4. or 18. Total weeks of HH for any individual may not exceed 18.
6. Total the number of weeks for each category for both Line A and B.

Certification

Provide an original signature and date the completed Form E-525.



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Washington Office of Superintendent of
PUBLIC INSTRUCTION

ESD	CO	DIST
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REPORT OF STUDENTS RESIDING IN NONHIGH DISTRICTS AND ENROLLED IN HIGH DISTRICTS
(See reverse side for instructions)

HIGH DISTRICT NAME	COUNTY NUMBER	HIGH DISTRICT NO.	ESD NO.
NONHIGH DISTRICT NAME	COUNTY NUMBER	NONHIGH DISTRICT NO.	ESD NO.

HIGH DISTRICT ENROLLMENT					Actual 2020–21 AAFTE	Estimated 2021–22 AAFTE
Total AAFTE from Nonhigh District Listed Below						
Name of Student	Grade	Home Address	2020–21 Start Date	2021–22 End Date		

(Attach additional pages as needed.)

CERTIFICATION

We hereby certify that all students reflected in this report are properly enrolled students in the high district and are residents of the nonhigh district, that conversions to AAFTEs are in accordance with instructions, and that student records and other pertinent documents are readily available for audit.

ESD certifies all entries and revisions reflect the final agreement of both the nonhigh and the high district:

ORIGINAL SIGNATURE OF SERVING HIGH DISTRICT SUPERINTENDENT OR AUTHORIZED OFFICIAL DATE

ORIGINAL SIGNATURE OF EDUCATIONAL SERVICE DISTRICT SUPERINTENDENT OR AUTHORIZED OFFICIAL

ORIGINAL SIGNATURE OF NONHIGH DISTRICT SUPERINTENDENT OR AUTHORIZED OFFICIAL DATE

INSTRUCTIONS FOR COMPLETING FORM SPI P-213

GENERAL INSTRUCTIONS

Who Should Complete Form P-213?

Any high district enrolling students residing in a nonhigh district pursuant to chapter 28A.545 RCW completes this form. Nonhigh districts sending students to high districts must review and sign forms initiated by high districts.

Due Date and Routing of Form P-213

Form P-213 is not part of the electronic enrollment reporting system and should be submitted on paper.

Due at ESD

High Districts June 25, 2021
Nonhigh Districts July 9, 2021

Completed reports are due at OSPI July 23, 2021.

- High districts will:
 - Complete **a separate Form P-213 for each nonhigh district served.**
 - Send signed form(s) to the high district's educational service district (ESD) by June 25, 2021.
- ESDs forward each Form P-213 to the appropriate nonhigh district for input and a concurring signature.
- Nonhigh districts will:
 - Review and sign the form.
 - Return it to the high district's ESD by July 9, 2021.
- ESDs will:
 - Facilitate Form P-213 process so that both districts reach agreement on the accuracy of the data before it is submitted to OSPI.
 - Make copies of the final report form for distribution to high districts and nonhigh districts.
 - Send signed originals to OSPI, School Apportionment and Financial Services, by July 23, 2021.

Purpose

P-213 enrollment is used to calculate payments from nonhigh districts to high districts. Levy authority transfers from high districts to nonhigh districts and eligibility for local effort assistance may be affected.

Limitations on Enrollment Counts

All enrollment included on Form P-213 is subject to the following limitations:

- Students must reside within the boundaries of the nonhigh district. The students must be in a grade that the nonhigh district does not conduct, they must be eligible for that grade, and they must not previously have successfully completed that grade. Include special education and vocational students from the nonhigh district. Include middle school and junior high grades if they otherwise meet the criteria.
- Running Start students are included only if they are also attending the high school. Report only the AAFTE enrollment at the high school. Do not include the Running Start AAFTE.
- A student enrolled full-time (1,665 weekly minutes) for 10 months (September–June) is 1.00 AAFTE. A student enrolled less than 1,665 weekly minutes for 10 months is reported as a partial AAFTE. For example: A student enrolled full-time for three months is counted as 0.30 AAFTE ($3 \div 10$). A student enrolled two daily hours each day of the week or 600 weekly minutes for 10 months is counted as 0.36 AAFTE ($600 \div 1665$).

References

- Annual Enrollment Bulletin available online at OSPI's [Bulletin webpage](#).
- See RCW 84.52.0531 and WAC 392-139-340 for details about levy authority transfers.
- See chapter 28A.545 RCW and chapter 392-132 WAC for details about nonhigh payments to high districts.
- Reported nonhigh enrollment is summarized on Report F-483.

DETAILED INSTRUCTIONS

Enter the high district and nonhigh district names, county numbers, school district numbers, and ESD numbers in the spaces provided.

Totals

Under "Actual 2020–21 AAFTE," enter the AAFTE of students residing in the nonhigh district and enrolled in the high district during the 2020–21 school year.

Under "Estimated 2021–22 AAFTE," enter the estimated enrollment for the 2021–22 school year.

Details

List information for each nonhigh student attending the high district. Identify each student separately by name, grade, and home address. Show current school year starting and departure dates if different from the beginning and ending date of school. Report actual AAFTE for each 2020–21 student. Report estimated AAFTE for each 2021–22 student. Include middle school and junior high students if they otherwise meet the criteria.

Cross-Reference

The AAFTE reported for a student should be the same as the AAFTE reported by the high district on Form P-223 during the school year. Total AAFTE counts should equal the sum of AAFTE for each student.

Certification

Provide an original signature and date the completed Form P-213.

If any student is added or subtracted from the form, the ESD is responsible to verify the changes have been approved by both the Nonhigh and the High District.



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Download this material in PDF at [Enrollment Reporting Instruction website](#) (<http://www.k12.wa.us/>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 20-0028.



**ESTD
1889**

*All students prepared for post-secondary pathways,
careers, and civic engagement.*



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