

# Enrollment Reporting Handbook

Instructions for the 2016–17  
School Year



**Randy I. Dorn**  
State Superintendent of  
Public Instruction

**August 2016**



2016-17 Enrollment Reporting Handbook by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360 725-6162/TTY: 360-664-3631; or P.O. Box 47200, Olympia, WA 98504-7200; or [equity@k12.wa.us](mailto:equity@k12.wa.us).

# **Enrollment Reporting Handbook**

**Instructions for the 2016–17 School Year**

Updated by  
Becky McLean, Supervisor, Enrollment and Categorical Funding

**School Apportionment and Financial Services**  
**Office of Superintendent of Public Instruction**  
**T.J. Kelly, Director**

---

Randy I. Dorn  
Superintendent of Public Instruction

Ken Kanikeberg  
Chief of Staff

---

**August 2016**



# Enrollment Reporting Handbook

## Table of Contents

Section 1. Summary of Changes for 2016–17 School Year.....	1
A. School Level Enrollment Reporting.....	1
B. Expelled and Long-Term Suspended Students.....	1
C. Skill Center Work Based Learning (WBL).....	2
D. State Funded Full-Day Kindergarten Expansion .....	2
E. College in the High School Rules.....	2
F. Form P-240 for Reporting Ancillary Services.....	2
G. K–3 Class Size Reporting.....	2
H. Open Doors Youth Reengagement Programs Changes.....	2
Section 2. Enrollment Reporting—General Information.....	3
A. Purpose.....	3
B. How Enrollment is Used.....	3
C. Documentation and Audit.....	3
D. Getting Additional Help.....	4
E. Disclaimer.....	4
Section 3. How to Report.....	5
A. Electronic Reporting.....	5
B. Paper Report Forms.....	6
C. Rounding of Student FTE.....	6
Section 4. When to Report.....	7
A. Monthly Count Dates.....	7
B. Monthly Due Dates.....	8
C. Timely Reporting Rules.....	8
Section 5. What to Report.....	9
A. Reporting Summary.....	9
B. Enrolled Student.....	9
C. Course of Study.....	10
D. Enrollment Exclusions.....	11
E. Resident Students.....	12
F. Nonresident Students.....	13
G. Part-Time Enrollment.....	14
H. Grade Level Definition.....	15
I. Full-Time Equivalent Calculation.....	15
J. FTE and AAFTE Limitations and Exceptions.....	19
Section 6. Types of Enrollment.....	23
A. Basic Education.....	23
B. Special Education.....	23
C. K–3 High Poverty.....	25
D. Transitional Bilingual Instruction Program (TBIP).....	25
E. Exited TBIP.....	25
F. Vocational .....	25
G. Skill Center.....	26
H. Work Based Learning (WBL).....	27

I. Running Start.....	28
J. Direct-Funded Technical Colleges.....	29
K. Alternative Learning Experience (ALE).....	29
L. Open Doors Youth Reengagement.....	29
M. Nonstandard School Year Enrollment.....	30
N. State Institution Enrollment.....	32
O. Ancillary Services.....	33
P. University of Washington Transition School and Early Entrance Program.....	34
Q. Home/Hospital (HH).....	34
R. Nonhigh Students.....	35
Section 7. The Enrollment Reporting Method.....	37
A. Form P-223, Monthly Report of School District Enrollment Eligible for Basic Support.....	37
B. Form P-223H, Monthly Report of School District Special Education Enrollment.....	37
C. SAFS ALE Enrollment Reporting.....	37
D. Form P-223RS, Monthly Report of Running Start Enrollment.....	38
E. Form P-223TC, Monthly Report of Technical College Enrollment Eligible for Basic Education Support.....	38
F. Form P-223-1418, Monthly Report of Approved Open Doors (OD) Youth Reengagement Program Eligible Enrollment.....	38
G. Form E-672, Monthly Report of Institutional Education Program Enrollment...	38
H. Form P-223S, Nonstandard School Year AAFTE Enrollment Eligible for Basic Support.....	39
I. Form P-240, Attendance Report of Ancillary Services to Part-Time Students Eligible for Basic Support .....	39
J. Form E-525, Report of Final Home and Hospital (HH) Services.....	39
K. Form P-213, Report of Students Residing in Nonhigh Districts and Enrolled in High Districts.....	39
Section 8. How to Revise Reported Enrollment.....	40
Section 9. Documentation of Enrollment and Retention of Records.....	41
Section 10. Index.....	43
Section 11. Appendix.....	44
Paper Forms.....	44
• P-223 - Monthly Report of Enrollment Eligible for Basic Support.....	44
• P-223H - Monthly Report of Special Education Enrollment.....	44
• P-223RS - Monthly Report of Running Start Enrollment.....	44
• P-223TC - Monthly Report of Technical College Enrollment Eligible for Basic Education Support .....	44
• P-223-1418 - Monthly Report of Approved Open Doors (OD) Youth Reengagement Program Eligible Enrollment.....	44
• E-672 - Monthly Report of Institutional Education Program Enrollment.....	44
• P-223S - Nonstandard School Year AAFTE Enrollment Eligible for Basic Support.....	44
• P-240 - Attendance Report of Ancillary Services to Part-Time Students Eligible for Basic Support.....	44

- P-213 - Report of Students Residing in Nonhigh Districts and Enrolled in High Districts..... 44
- E-525 - Report of Final Home and Hospital (HH) Services.....44

---

**This page left blank intentionally.**

---

## SECTION 1. SUMMARY OF CHANGES FOR 2016–17 SCHOOL YEAR

### A. School Level Enrollment Reporting

Starting with the 2016–17 school year, districts, charter schools, tribal compact schools, and direct-funded technical colleges will report all enrollment (except Ancillary Services reported on Form P-240 and Open Doors headcount and Full-Time Equivalent (FTE)) at the school level through the NEW School Level Enrollment application. Starting with the September 2016 count, enrollment will be reported in both the District Level Enrollment application, as well as the School Level Enrollment application. Each reporting entity will be submitting their enrollment in two EDS applications – one at the district level and one at the school level. Both applications will have the same due date and the enrollment numbers should be the same – just reported in more detail in the School Level application.

Once OSPI determines the School Level application's enrollment data quality is sufficient to be used for funding, the District Level application will be eliminated. When this occurs, the School Level application will become the sole enrollment reporting application and will be used for state funding.

In-person training for this new application will be provided at each ESD in August 2016. Additionally, the School Level Enrollment Application User Guide found at [http://www.k12.wa.us/safs/INS/ENR/1617/User\\_Guide\\_School\\_Level\\_Reporting.docx](http://www.k12.wa.us/safs/INS/ENR/1617/User_Guide_School_Level_Reporting.docx) provides detailed instructions on this application. This guide will be updated regularly with the most current known requirements and instructions and is subject to change as OSPI continues with the necessary programming and addresses questions received.

### B. Long-Term Suspended and Expelled Students

With the passage of HB 1541, districts, charter schools, and tribal compact schools must provide educational services for students who have been suspended or expelled. As such, WAC 392-121-108 that defines the enrollment exclusions has been revised to remove the prohibition to claim students who are long-term suspended or expelled. However, the exclusion that restricts claiming students who have been absent for twenty consecutive school days prior to the count day remains. Any student who has been long-term suspended or expelled and who has not received educational services within twenty school days prior to the count day cannot be claimed for state funding.

Students who have been suspended or expelled could be provided educational services through the following options; at an alternative classroom setting, through an Alternative Learning Experience (ALE) or Open Doors program, or establishing a written agreement with the student's parents where the student would continue his educational progress while remaining at home pursuant to WAC 392-121-108(1)(a). Claiming a student's FTE differs for each of these options and are addressed within this handbook and in an upcoming bulletin.

---

**C. Skill Center Work Based Learning (WBL)**

For the 2016–17 school year, WBL offered at a skill center and being claimed for skill center enhanced funding must be **preparatory** opportunities. Refer to Section 6.H. of this handbook for more information on WBL.

**D. State Funded Full-Day Kindergarten Expansion**

The 2015 Legislature authorized adding schools that are approved for state full-day kindergarten funding. A list of approved state full-day kindergarten schools for the 2016–17 school year can be found at

[http://www.k12.wa.us/SAFS/Misc/BudPrep16/2016-17\\_FDKSchoolsList.xlsx](http://www.k12.wa.us/SAFS/Misc/BudPrep16/2016-17_FDKSchoolsList.xlsx).

Approved schools can report their kindergarten students for more than a 0.50 FTE. All students attending a full-day kindergarten program must be reported on the Form P-223's Full-Day Kindergarten fields (Headcount and FTE) regardless if the FTE is less than 1.0.

**E. College in the High School Rules**

New rules regarding College in the High School programs have been adopted. Rules include the required standards that a participating college must provide, details on what is required to be addressed in the interlocal agreement between the college and district, charter school, or tribal compact school, enrollment reporting rules, and eligibility for state funded College in the High School subsidies. See WAC chapter 392-725.

**F. Form P-240 for Reporting Ancillary Services**

Starting with the 2016–17 school year, Form P-240 will no longer be a monthly form but instead an annual form. Districts, charter schools, and tribal compact schools can continue to report their ancillary services monthly by adding the actual hours of ancillary services to the existing annual form.

**G. K–3 Class Size Reporting**

Continuing for 2016–17 school year, districts, charter schools, and tribal compact schools will be required to report monthly their K–3 class size for each school with grades K through 3 classrooms. This data will be collected in the EDS K–3 Class Size Reporting application and will include the student headcount in grades K through 3 classrooms and the number of homeroom teachers per school.

This data collection is for informational purposes only and will not be used to comply with the fiscal K–3 class size for state funding purposes. The K–3 class size compliance calculation will continue to include specialists. The instructions for completing this reporting can be found here:

[http://www.k12.wa.us/safs/INS/ENR/1617/2016-17\\_K-3\\_Class\\_Size\\_Reporting\\_Instructions.docx](http://www.k12.wa.us/safs/INS/ENR/1617/2016-17_K-3_Class_Size_Reporting_Instructions.docx).

**H. Open Doors Youth Reengagement Programs Changes**

Changes have been made to the Open Doors rules found in WAC chapter 392-700 for the 2016–17 school year. Detailed information on these changes can be found at the following link: <http://www.k12.wa.us/safs/INS/ENR/1617/2016-17%20OD%20WAC.docx>.

---

## SECTION 2. ENROLLMENT REPORTING—GENERAL INFORMATION

### A. **Purpose**

This handbook contains instructions for reporting enrollment to the School Apportionment and Financial Services (SAFS) section of OSPI. These enrollments determine state funding. By following the guidance in this handbook, you will secure the maximum state funding and avoid audit problems.

### B. **How Enrollment is Used**

OSPI publishes monthly electronic apportionment reports showing how enrollment is used in state funding formulas.

- Report 1191ED displays grades K–12 enrollment used to determine general apportionment funding for basic education including vocational and skill center (source: Form P-223 and Report 1251).
- Report 1191SN displays enrollment used for learning assistance, Transitional Bilingual Instruction Program (TBIP), Exited TBIP, and highly capable program allocations (source: Form P-223 and Reports 1251H and 1251).
- Report 1159 displays enrollment used to determine the K–12 staff compliance (source: Form P-223 and Report 1251).
- Report 1220 displays enrollment used to determine special education funding (source: Form P-223H and Report 1735).
- Report F-483 displays enrollment used for nonhigh billing and levy authority transfers (source: Form P-213).

Monthly apportionment reports can be found through the “District Reports” link on the SAFS website at <http://www.k12.wa.us/SAFS/reports.asp>.

September through December state apportionment payments to schools are based on the budgeted enrollments reported in the F-203. Beginning in January, monthly apportionment payments are based on actual year-to-date average enrollments reported to OSPI. Therefore, beginning in January, monthly apportionment reports will agree 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). 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 9 for requirements.
- Improperly counting special education enrollment for students with out-of-date Individualized Education Plans (IEPs) or evaluations, or students not receiving specially designed instruction.
- Improperly counting ALE and Open Doors FTE based upon a lack of understanding of the program and reporting rules.
- Improperly counting students in the September count who did not participate during one of the first four school days.
- Improperly counting summer school enrollments for students claimed September through June as 1.00 FTE, thereby exceeding the 1.00 annual average FTE (AAFTE) limitation.

**D. Getting Additional Help**

Your enrollment reporting questions should be referred first to your ESD fiscal staff that are listed in the table below by ESD. Since the ESD fiscal staff are the primary persons responsible for answering questions, it is important that they know the kinds and number of questions you may have. If the ESD is unable to answer your question, contact Becky McLean, School Apportionment and Financial Services, at 360-725-6306. She will make an effort to keep the ESD fiscal staff included in the response to questions.

<b>ESD</b>	<b>Name</b>	<b>Email</b>	<b>Phone</b>
ESD 101	DeAnn Wagoner	dwagoner@esd101.net	509-456-2718
ESD 105	Dustin Kinley	dustin.kinley@esd105.org	509-454-3116
ESD 112	Christy Price	christy.price@esd112.org	360-952-3489
ESD 113	Jody Thompson	jthompson@esd113.org	360-464-6759
ESD 114	Rebecca Mallillin	rmallillin@oesd114.org	360-478-6854
ESD 121	Jane Murray	jmurray@psed.org	425-917-7778
ESD 123	Michelle Dearlove	mdearlove@esd123.org	509-544-5776
ESD 123	Laura Donley	ldonley@esd123.org	509-544-5742
ESD 171	Student Coordinators	studentcoords@ncesd.org	509-665-2659
ESD 189	Noreen McKinney	nmckinney@nwesd.org	360-299-4033

Most enrollment reporting questions are answered by reference to rules codified in WAC 392-121-106 through 392-121-1885. Rules are published annually by OSPI in the *Common School Manual*. The rules are the authoritative source of OSPI policy.

**E. Disclaimer**

The guidance in this handbook does not replace or supersede the RCWs and WACs that it attempts to illustrate and summarize. If there is a conflict in guidance, RCWs and WACs take precedence over the guidance in this handbook.

---

## SECTION 3. 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 (for Running Start enrollment).
- Chapter 392-700 (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 attached report forms.

### A. Electronic Reporting

All districts, charter schools, and tribal compact schools report their Forms P-223, P-223H, P-223S, and P-240, and SAFS ALE enrollment data electronically through the EDS Enrollment System. Additionally, direct-funded technical colleges report their Form P-223 enrollment data electronically through the EDS Enrollment System. This reporting is a separate report from the Comprehensive Education Data and Research System (CEDARS).

- Enrollment data should be available to the ESD by the due dates shown in Section 4.B.
- The districts, charter schools, and tribal compact schools should be prepared to explain any edit messages generated by default edit variances.
- **Caution:** Exercise care in properly reporting the district of residence. Refer to Section 5.E. of this handbook.
- 2015–16 revisions made after **November 21, 2016**, and 2016–17 revisions made after **November 20, 2017**, must be made on a signed paper report form. See Section 8. of this handbook.
- Questions about electronic enrollment reporting procedures should be first directed to your ESD enrollment contact.
- If you have questions or need technical assistance with CEDARS, please contact OSPI Customer Support at [CustomerSupport@k12.wa.us](mailto:CustomerSupport@k12.wa.us) or by calling 360-725-6371, or the toll-free number at 1-800-725-4311.
- If you need access to EDS, please contact your District Security Manager.

**Exceptions to Electronic Reporting Forms:** Exceptions to electronic reporting may be made at the discretion of the appropriate ESD. Districts that have ESD permission to report enrollment on paper forms may duplicate the forms attached to this handbook. Districts may submit computer generated paper or faxed reports to the ESD in lieu of the attached forms if reports contain authorizing signatures and are acceptable to the ESD.

---

**Direct-Funded Technical College Reporting:** Form P-223TC data is entered by the serving technical college using the P-223 data entry screen in EDS. A copy of the paper form P-223TC should be sent to each resident district.

**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 to be sent to each resident district, charter school, and tribal compact school for the Running Start students served by the college by the eighth calendar day of the month.
- Form P-223-1418 is completed by the Open Doors Youth Reengagement program and sent to the reporting district, charter school, and tribal compact school by the eighth calendar day of the month.
- Form E-672 is completed by districts or other education providers who provide an institutional education program for residential habilitation centers, state long-term juvenile institutions, state operated community facilities, county juvenile detention centers, Department of Corrections facilities, or county or city adult jails. The 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. The form is due to OSPI by July 21, 2017.
- Form E-525 is an annual report for home and hospital services reimbursement and is due by July 7, 2017.

**C. Rounding of Student FTE**

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. Per WAC 392-121-011, FTE is rounded to the nearest two decimal places.

---

## SECTION 4. WHEN TO REPORT

### A. Monthly Count Dates

Report all enrollment, except Running Start enrollment, as of the fourth school day of September and the first school day of October through June (WAC 392-121-119). This is true even if the district begins school in August.

WAC 392-121-033 defines a school day to mean:

“ . . . a calendar day except school holidays on which students enrolled in the school district or charter school are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the school district or charter school certificated staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.”

For districts, charter schools, and tribal compact schools 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 enrollment count date.

**Example:** An individual school starts on September 6 and the rest of the district starts on September 1. The individual school's September count day is September 9. The remaining schools' count day is September 7.

For Full-Day State Funded Kindergarten programs whose first three school days of September are parent/student/teacher conferences, the following two options are available for counting these students for September. Whichever method is chosen, it must be applied to all of a district's Full-Day State Funded Kindergarten classes.

1. The three days of conferences can be considered school days since parent/teacher conferences meet the definition of a course of study pursuant to WAC 392-121-107. As such, the first actual day of class would be the count day for the Full-Day Kindergarten class since it is the fourth school day for September. Students that attend the conference will have shown participation and can be claimed for September. Students who miss the conference must attend the first day of class to qualify to be claimed for September.
2. Disregard the conference days and use the fourth day of class as the September count day.

For nonstandard school year reporting instructions, refer to Section 6.M.

Running Start classes do not have a September count date and are only 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 2016–17 EDS due dates for the current month's original files for Forms P-223, P-223H, P-240 and P-223S and prior month's revisions.

Report Month	Monthly Due Date	Report Month	Monthly Due Date
September	Sep. 19, 2016	March	Mar. 13, 2017
October	Oct. 13, 2016	April	Apr. 12, 2017
November	Nov. 10, 2016	May	May 12, 2017
December	Dec. 13, 2016	June	June 13, 2017
January	Jan. 12, 2017	July	July 13, 2017
February	Feb. 10, 2017	August	Aug. 14, 2017

Districts, charter schools, tribal compact schools, and direct-funded technical colleges unable to report actual enrollment by the due date will submit an estimate report and revise their reports when actual enrollment is known.

Additionally, the paper Form E-525 – Report of Final Home and Hospital (HH) Services is due July 7, 2017 and paper Form P-213 – Report of Students Residing in Nonhigh Districts and Enrolled in High Districts is due July 21, 2017.

Any 2015–16 enrollment revisions submitted after August 12, 2016, but by November 21, 2016, should be submitted electronically to the ESD but will not be reflected on the apportionment funding until January 2017. Only apportionment paid through August will be included in the district's levy base for the following year; revisions received after August 12, 2016 **do not** affect the levy base in any year.

Any 2016–17 enrollment revisions submitted after August 14, 2017, but by November 20, 2017, should be submitted electronically to the ESD but will not be reflected on the apportionment funding until January 2018. Only apportionment paid through August will be included in the district's levy base for the following year; revisions received after August 14, 2017 **do not** affect the levy base in any 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. If the EDS enrollment file contains no data for a month, this agency may delay payment or may calculate apportionment payments as if the zero enrollment was reported for the month.

---

## SECTION 5. WHAT TO REPORT

### A. Reporting Summary

SERVICES PROVIDED	METHOD OF REPORTING
Basic education including High Poverty schools, TBIP, Exited TBIP, vocational, skill center, Running Start, and Open Doors programs including part-time enrollment by home-based or private school students.	Reported electronically through the EDS enrollment application on <b>Form P-223</b> .
ALE enrollment.	Reported electronically through the EDS enrollment application on <b>Form P-223</b> and <b>SAFS ALE</b> .
Special education services.	Reported electronically through the EDS enrollment application on <b>Form P-223H</b> .
Colleges providing Running Start education in approved vocational and nonvocational college level courses.	Completed by colleges on paper <b>Form P-223RS</b> and submitted to districts, charter schools, and tribal compact schools.
Direct-funded technical colleges providing basic education and approved vocational programs in high school level courses.	Reported by technical colleges electronically through the EDS enrollment application on <b>Form P-223TC</b> .
Institutional Education programs.	Completed by districts and ESDs on paper <b>Form E-672</b> and submitted to OSPI.
Approved programs providing Open Doors Youth Reengagement instruction.	Completed by program on paper <b>Form P-223-1418</b> and submitted to the reporting district, direct-funded technical college, charter school, or tribal compact school.
Nonstandard school year eligible for basic support.	Reported electronically through the EDS enrollment application on <b>Form P-223S</b> .
Ancillary services to part-time, private school, and home-based students.	Reported electronically through the EDS enrollment application on <b>Form P-240</b> .
Education services provided to home and hospital students.	Completed on paper <b>Form E-525</b> and submitted to OSPI.
High districts providing services to students residing in nonhigh districts.	Completed by both high and nonhigh districts on paper <b>Form P-213</b> and submitted to the ESD.

### B. Enrolled Student

Report only enrolled students as defined in WAC 392-121-106.

**“WAC 392-121-106 Definition - Enrolled student.** As used in this chapter, “enrolled student” means a person residing in Washington state who:

(1) Is eligible to enroll in the school district’s education programs because he or she:

- 
- (a) Resides in the school district with or without an address (RCW 28A.225.010, 28A.225.160 and 28A.225.215);
  - (b) Resides on a United States reservation, national park, national forest, or Indian reservation contiguous to the school district (RCW 28A.225.170);
  - (c) Resides in a school district not offering the grade for which they are eligible to enroll such as a nonhigh district (RCW 28A.225.210);
  - (d) Has been released from the school district he or she resides in and has been accepted by the school district claiming enrollment (RCW 28A.225.225 and 28A.225.230);
  - (e) Will be attending the school district as part of an interdistrict cooperative program (RCW 28A.225.250); or
  - (f) Will be attending school in a school district in another state per a reciprocity agreement pursuant to RCW 28A.225.260.
  - (g) Will be attending a public charter school, as defined by RCW 28A.710.010, located within Washington state.
- (2) After the close of the prior school year has presented himself or herself, or has been presented, to the school district's or charter school's appropriate official to be entered on the school district's or charter school's rolls for the purpose of attending school in grades kindergarten through twelve;
  - (3) Is under twenty-one years of age at the beginning of the school year;
  - (4) Actually participated on a school day during the first four school days of the current school term (semester or quarter), or on a school day during the current school term on or prior to the date being counted, in a course of study offered by the school district or charter school as defined in WAC 392-121-107; and
  - (5) Does not qualify for any of the enrollment exclusions set forth in WAC 392-121-108."

### **C. Course of Study**

A student's FTE is based upon the number of hours a student is enrolled in a "course of study." Courses of study are those activities defined in WAC 392-121-107 that meet basic education requirements (chapter 180-16 WAC).

**"WAC 392-121-107 Definition - Course of study.** As used in this chapter, "course of study" means those activities for which students enrolled pursuant to chapters 180-16, 180-51, 392-169, 392-134 and 392-410 WAC may be counted as enrolled students for the purpose of full-time equivalent student enrollment counts.

(1) Course of study includes:

(a) Instruction - teaching/learning experiences conducted by school district staff as directed by the administration and the board of directors of the school district, or teaching/learning experiences conducted by charter school staff as directed by the charter school administration and charter school board, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences that are planned and scheduled by the district or charter school for the purpose of discussing students' educational needs or progress, and exclusive of time for meals.

(b) Alternative learning experience - alternative learning experience provided by the school district or charter school in conformance with WAC 392-121-182.

(c) Instruction provided by a contractor - instruction provided by a contractor in conformance with WAC 392-121-188 or 392-121-1885.

(d) National guard - participation in a national guard high school career training program for which credit is being given toward either required or elective high school credits pursuant to RCW 28A.300.165 and WAC 392-410-320.

(e) Ancillary service - 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 district or charter school staff. The term shall 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 district or charter school, certificated contact time pursuant to RCW 28A.225.010 (4)(a) with students who are in a home-based instruction program. The term shall exclude all extracurricular activities and all other courses of study defined in this section. In conformance with WAC 392-134-025, school districts and charter schools report the actual number of student contact hours of ancillary service for part-time, private school, and home-based students to the superintendent of public instruction.

(f) Work based learning - training provided pursuant to WAC 392-410-315 and reported as provided in WAC 392-121-124.

(g) Running start - attendance at an institution of higher education pursuant to RCW 28A.600.300 through 28A.600.400, chapter 392-169 WAC.

(h) Transition school - participation in the University of Washington's transition school and early entrance program pursuant to RCW 28A.185.040, and chapter 392-120 WAC. Such participation shall be reported by the University of Washington and shall not be reported by a school district or charter school.

(i) Technical college direct funding - enrollment at a technical college pursuant to RCW 28A.150.275 and WAC 392-121-187. Such participation shall be reported by the technical college and shall not be reported by a school district unless the technical college and the school district agree to have the school district report such enrollment.

(j) Dropout reengagement program – enrollment in a state approved dropout reengagement program pursuant to RCW 28A.175.100 and charter 392-700 WAC.”

#### **D. Enrollment Exclusions**

**Do not** report a person who qualifies for any of the enrollment exclusions described in WAC 392-121-108. Note that (4) does not refer to a student who has a General Equivalency Degree (GED).

**“WAC 392-121-108 Definition - Enrollment Exclusions.** A person who qualifies for any of the exclusions set forth in this section shall not be counted as an enrolled student pursuant to WAC 392-121-106.

(1) Absences - except as provided in (a) and (b) of this subsection, a student whose consecutive days of absence from school exceed twenty school days shall not be counted as an enrolled student until attendance is resumed.

(a) If there is a written agreement between the appropriate school official and a student's parent or guardian pursuant to RCW 28A.225.010 that the student's temporary absence is not deemed to cause a serious adverse effect upon the student's educational progress, the absent student may be counted as an enrolled student for up to two monthly enrollment count dates as specified in WAC 392-121-122.

(b) A student receiving home and/or hospital service pursuant to WAC 392-172A-02100 shall be counted as an enrolled student as provided in WAC 392-122-145.

(2) Dropouts - a student for whom the school district or charter school has received notification of dropping out of school by the student or the student's parent or guardian shall not be counted as an enrolled student until attendance is resumed.

(3) Transfers - a student who has transferred to another public or private school and for whom the school district or charter school has received notification of transfer from the school to which the student has transferred, from the student, or from the student's parent or guardian shall not be counted as an enrolled student unless the student reenrolls in the school district or charter school.

(4) Graduates - a student who has met the high school graduation requirements of chapter 180-51 WAC by the beginning of the school year.

(5) Tuition - a student paying tuition including, but not limited to, students on an F-1 visa or students enrolled in a tuition-based summer school program.

---

(6) An institution student who is claimed as a 1.0 FTE by any institution as an enrolled student eligible for state institutional education support pursuant to chapter 392-122 WAC where the institution's count date occurs prior to the school district count date for the month. Where the count dates occur on the same date, the institution shall have priority for counting the student."

**Do not** report enrollment in any of the following areas on Forms P-223, P-223H, P-223S, or P-240.

- **State Institutions** – (WAC 392-122-200 through WAC 392-122-275 and WAC 392-122-900 through WAC 392-122-910.) Students in 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 are reported monthly on Form E-672. Students reported as part-time on Form E-672 and reported on Form P-223 may not have a combined FTE in excess of 1.00. See the annual Institutional Enrollment Reporting Memorandum for further information.
- **Out-of-State** – Except for special education students served under contract pursuant to WAC 392-172A-04085, do not report students who reside in another state or country. See WAC 392-137-115 for a definition of student residence.
- **State Schools** – Do not report enrollment for 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 Memorandum No. 003-16 dated January 22, 2016 for more information.
- **Technical Colleges** – Do not report enrollment in a technical college pursuant to an interlocal agreement under RCW 28B.50.533 if the technical college is reporting the enrollment and claiming funding directly from OSPI. See the annual Direct Funding to Technical Colleges Memorandum for further information.
- **University of Washington** – Do not report enrollment in the University of Washington's transition school and early entrance program. This enrollment is reported by the University of Washington (WAC 392-121-107).
- **Other** – Students served by another district while in a hospital or a substance abuse treatment center.
- **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 districts, charter schools, or tribal compact schools are required by the federal government to collect this tuition from the student prior to issuance of an F-1 visa. As a tuition paying student cannot be reported for state funding, do not report such student for any state or federal funding. Refer to OSPI Bulletin No. 13-97 Curriculum and Assessment dated March 4, 1997, for more information.

#### **E. Resident Students**

Districts must admit, tuition free, any person of school age (5 or older and under 21) who has not met the district high school graduation requirements and who either:

- 
- Resides in the district. Student residence means the physical location of a student's principal abode — i.e., the home, house, apartment, facility, structure, or location, etc. — where the student lives the majority of the time. A student's resident district is one where the student is expected to live for 20 consecutive days or more. See WAC 392-137-115.
  - Resides in a district not carrying the grade for which the person is eligible to enroll (e.g., a nonhigh district).
  - Lives on certain federal lands contiguous to the district.
  - Lives "in a home that is located in Idaho but that has a Washington address for the purposes of the United States postal service." See RCW 28A.225.170.

Except as noted in the fourth bullet above, a student residing in another state cannot be reported unless the student is a special education student being served under contract pursuant to WAC 392-172A-04085. A student residing in Washington and enrolled out of state under a reciprocity agreement (RCW 28A.225.260) can be reported if the district is paying tuition for the student.

On Forms P-223, P-223H, and P-223S, the following students are reported as **residents of the serving district**:

- Students who reside in the serving district. Student residence is defined in WAC 392-137-115. The district may not require proof of residency of a school-aged child who does not have a legal residence. Such "homeless" children are to be enrolled at the request of the child or the child's parent or guardian. See RCW 28A.225.215 and WAC 392-121-106.
- Nonhigh school students and all other students who reside in a district not carrying the grade for which they are eligible to enroll. Nonhigh school students are also reported at year-end on Form P-213.
- Students from another district, including special education students, who are enrolled under the Choice law (RCW 28A.225.220, 240 and chapter 392-137 WAC). RCW 28A.225.240 says that under choice, "the student's attendance shall be credited to the nonresident district of enrollment for state apportionment and all other purposes."
- Students who reside on certain federal lands contiguous to the district.
- For ancillary services reporting purposes, private school and home-based students residing in the district receiving ancillary services.
- Students attending a charter school or tribal compact school are reported under the resident district of the charter school or tribal compact school.

#### **F. Nonresident Students**

Students who are a nonresident of the reporting district can be claimed for state funding if the proper agreements are in place on the monthly count day.

- A choice transfer releases a student to a nonresident district. The nonresident district becomes responsible for the student's education and the student can be

---

claimed by the nonresident district for state funding. For this instance only, the student is reported as a resident of the “choice district.”

- An interdistrict agreement allows a student’s enrollment to be shared between the student’s resident district and a nonresident district. The nonresident district can claim the student’s enrollment as outlined in the interdistrict agreement. Particular care should be taken in reporting such a student served by two districts.
  - Both districts may report a partial FTE for the student on Form P-223. Both districts may report the student as 1 headcount. Coordination between districts is important to ensure that the total FTE reported for a single student does not exceed the monthly FTE and annual average FTE limitation addressed in Section 5.J. in any year.
  - Only one district may report the special education student headcount on Report P-223H. The counting of the student should be clearly defined in the interdistrict agreement.

**Example:** District A provides special education services for a resident of District B under an interdistrict agreement. District B provides the student’s basic education instruction. District A reports the student as a resident of District B on Form P-223H. Districts A and B may each report a partial FTE and 1 headcount on Form P-223 for their district.

- Students enrolled in a direct-funded technical college can be claimed for state funding provided there is an interlocal cooperative agreement with the student’s resident district.
- For skill center programs, students who are nonresidents of the skill center host district but reside in a district that has a skill center consortium agreement in place can be claimed for state funding. Students who live in districts outside of the skill center consortium must have an individual interdistrict agreement in order to be claimed by the skill center program.

Except for special education, state funding flows to the district, charter school, or tribal compact school reported as the serving district. State special education funding flows to the **resident district** regardless of the serving district. The compensation for the special education services provided by the serving district should be addressed in the agreements in place.

### **G. Part-Time Enrollment**

Private school and home-based students have a right to participate in any course or receive any service that is available to public school students (RCW 28A.150.350 and WAC 392-134-010). Districts, charter schools, and tribal compact schools may claim state funding for services they provide part-time private school and home-based students. However, the enrollment reporting for these functions must be in accordance with state law and the appropriate rules.

- 
- **Private School Students** – State funding for private school students is provided for the time the students are served directly by district, charter school, or tribal compact school staff on school grounds or on sites controlled by the district, charter school, or tribal compact school for any combination of courses and ancillary services that are not available in the students' private school of attendance. Instruction provided by a private school cannot be reported.
  - **Home-Based Students** – For enrollment reporting purposes, only the time that a home-based student is served by district, charter school, or tribal compact school staff on school grounds or is enrolled in district, charter school, or tribal compact school classes can be reported. The time that the student is instructed or supervised by the parent cannot be reported. Enrollment in a Running Start program may also be claimed based upon enrolled credits.
  - Report part-time enrollment in regularly scheduled classroom instruction as a partial FTE on Form P-223.
  - Report actual hours of ancillary services on Form P-240. For further information, see Form P-240.
  - For calculation of FTE, see Section 5.I.
  - Refer also to Section 6.O. regarding extracurricular and before and after school activities.

#### **H. Grade Level Definition**

Determine a student's grade level as follows:

- **Kindergarten** – WAC 392-121-10601 defines kindergarten as an instructional program conducted pursuant to RCW 28A.150.220 for students who are 5 years of age on September 1 for the current school year, pursuant to chapter 392-335 WAC. See RCW 28A.225.160.
- **First Grade** – WAC 392-121-10602 defines first grade as an instructional program conducted pursuant to RCW 28A.150.220 for students who are 6 years of age 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** – Districts, charter schools, and tribal compact schools may adopt regulations that provide for individual exceptions to the uniform entry qualifications established by chapter 392-335 WAC. See RCW 28A.225.160.
- **Other Grades** – Other grade level definitions are determined by the district, charter school, or tribal compact school.

#### **I. Full-Time Equivalent Calculation**

Determine student FTE pursuant to WAC 392-121-122, 136, and 182.

- **Full-Day State Funded Kindergarten** – The Legislature established a state funded, full-day kindergarten program for qualifying schools. Kindergarten students enrolled for 20 hours or more is reported as a 1.00 FTE. For each kindergarten student enrolled in a full-year full-day state funded kindergarten

---

program, report their FTE and headcount on the Full-Day Kindergarten line on Form P-223 regardless whether the student attends full-day.

**Example 1:** A kindergarten student is enrolled 4 1/2 hours a day, five days per week September through June, in a state funded full-day kindergarten program. Report 1.00 FTE and 1 headcount on the Full-Day Kindergarten line on Form P-223.

**Example 2:** A kindergarten student is enrolled for 2 hours a day, five days per week September through June, in a state funded full-day kindergarten program. Report 0.50 FTE  $((2 \times 5) \div 20)$  and 1 headcount on the Full-Day Kindergarten line on Form P-223.

- **Half-Day Kindergarten** – For each kindergarten student enrolled in a half-day kindergarten program, report a maximum of 0.50 FTE if the student is enrolled for 10 hours or more per week and 1 headcount. (This includes those conducted for a full day on alternate days, those conducted for a full day all year long that **are not** an approved state funded program, as well as those conducted for half days for 180 days.) Report these students on the Half-Day Kindergarten line on Form P-223.

**Example 1:** A kindergarten student is enrolled 2 1/2 hours a day for 180 days or four hours a day on alternate school days. Report 0.50 and 1 headcount on the Half-Day Kindergarten line on Form P-223.

**Example 2:** A kindergarten student is enrolled for 4 1/2 hours a day, five days per week September through June, in a full-day kindergarten program that is not at an approved state funded, full-day kindergarten school. Report only 0.50 FTE and 1 headcount on the Half-Day Kindergarten line on Form P-223.

- **Grades 1–12** – For each 1st through 12th grade student enrolled in courses of study for at least the minimum hours shown below, report 1.00 FTE. If the student is enrolled for less than the minimum hours shown below, report a portion of the FTE determined by dividing the hours enrolled by the minimum hours for the student’s grade level, as shown in the following:
  - **Grades 1–3:** 20 hours each week or four hours (240 minutes) each scheduled school day.
  - **Grades 4–12:** 25 hours each week or five hours (300 minutes) each scheduled school day.

**Example 1:** A 1st grade student is enrolled 5 1/2 hours per day five days per week. Report 1.00 FTE on Form P-223.

---

**Example 2:** A 4th grade student is enrolled for five hours each school day. For two hours per day, the student is served by special education staff in another district (District A). The resident district (District B) reports 0.60 (1.00 - 0.40) FTE on Form P-223. The district providing special education services reports the student for 0.40 FTE on Form P-223.

District A - 2 hours x 5 days = 10 weekly hours ÷ 25 = 0.40 FTE

District B - 3 hours x 5 days = 15 weekly hours ÷ 25 = 0.60 FTE

**Example 3:** An 11th grade student is enrolled in high school classes for two hours a day, five days per week and also attends Running Start at the college campus classes. Report: 0.40 FTE ((2 x 5) ÷ 25) for 11th grade on Form P-223.

**Example 4:** A 12th grade student is enrolled in two high school classes (one for 45 minutes and one for 90 minutes), five days per week. Report 0.45 ((45 + 90) ÷ 300) FTE for 12th grade on Form P-223.

- **Passing Time and Block Periods of Instruction** – WAC 392-121-122 provides flexibility to districts, charter schools, and tribal compact schools to count passing time and block periods of instruction. Total hours include class periods and class change passing time, but exclude time for meals.

Districts, charter schools, and tribal compact schools may claim one hour of instruction provided that each hour contains at least 50 minutes of instruction or supervised study by appropriate instructional staff. This flexibility allows schools to schedule 50 minute classes with associated passing time up to 10 minutes. Passing time included in class hours must be part of the scheduled school day and must be when the general student body is ultimately under the jurisdiction of the school staff for the equivalent of the 60 minute hours for the school day.

To the extent that a school does not schedule the full 10 minutes of passing time for each 50 minutes of instruction, the school may utilize this unused allowed passing time elsewhere in the school day for other scheduled services to students, provided the services are supervised by appropriate instructional staff and the students claimed are expected to attend.

The purpose of this interpretation is to recognize that the value in the FTE hour is in the instruction time of 50 minutes, not the allowed passing time.

---

**Example 1:** A school schedules class time of 50 minutes and passing time of five minutes. The 30 minutes of allowed passing time not being used (six periods x five minutes) is scheduled between 1st and 2nd periods for non-instructional activity where all students are expected to attend and attendance is taken and which is supervised by a teacher.

**Example 1 continues:**

The total time that would be used in the calculation of FTE for this class would be 60 minutes (50 minutes of instruction + five minutes of passing time + five minutes of associated passing time used elsewhere within the school day). This class time would be calculated as a 0.20 FTE.

$$(50 + 5 + 5) \div 300 = 0.20 \text{ FTE}$$

**Example 2:** A school schedules class time of 50 minutes and passing time of five minutes. The allowed, unused five minutes of passing time is not scheduled elsewhere in the school day. This class time would be calculated as a 0.18 FTE.

$$(50 + 5) \div 300 = 0.18 \text{ FTE}$$

**Example 3:** A district schedules class time of 57 minutes and passing time of 10 minutes. This class time would be calculated as a 0.22 FTE.

$$(57 + 10) \div 300 = 0.22 \text{ FTE}$$

- **Before and After School Passing Time** – Schools may include before and after school passing time if **all** of the following conditions are met:
  - The passing time is supported by a published schedule and/or other communication to students, staff, and community.
  - All students are expected to be present during the scheduled passing times.
  - 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.
- **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/or departing early.

**Example 4:** A skill center schedules a block period of 150 minutes of instruction followed by a 30-minute bus ride back to the resident district each day. The total is 180 minutes or  $(180 \div 60) =$  three hours. The district may report 0.60  $(3 \div 5)$  FTE, because there are at least 150  $(3 \times 50)$  minutes of instruction.

- 
- **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. Refer to WAC 392-121-182, Section 6.K. of this handbook, and the Digital Learning Department ALE support website at <http://digitallearning.k12.wa.us/ale/> for further information.
  - **Running Start** – FTE in Running Start program pursuant to WAC chapter 392-169 is based on the student’s enrolled college credits. 1.00 FTE equals 15 college credits. To determine a student’s Running Start FTE divide the actual enrolled college credits by 15.
  - **Instruction Provided Under Contract** – When a district, charter school, or tribal compact school contracts with an outside entity to provide instruction, hours of such instruction may be counted in determining a student’s FTE and state funding. Additionally, 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 environment, 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, and if the student is a special education student served under contract pursuant to WAC 392-172A-04085.
  - **Open Doors Youth Reengagement Program** – FTE in Open Doors Youth Reengagement program pursuant to WAC chapter 392-700 is dependent on the student’s level of classes. Below college level classes’ FTE is based on the program’s annual hours of instruction. College level classes’ FTE is based on the student’s enrolled college credits.

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

- **Limitations:**
  - Pursuant to WAC 392-121-136, no student, including a student enrolled in more than one district including charter school and tribal compact school or one school, 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 district including charter school and tribal compact school or one school, 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 reporting entity, the total of all enrollment claims for that student may not exceed 1.00 FTE on any count date, and the total may not exceed 1.00 AAFTE for any school year.

- 
- No kindergarten student, including a kindergarten student enrolled in more than one district including charter school and tribal compact school or one school, can be counted as more than 0.50 AAFTE in any school year, unless the student is enrolled in a state funded full-day kindergarten program.

- **Exceptions:**

- If a Running Start student enrolls in both high school and college courses, the 1.00 FTE limit applies separately to the high school FTE and the college's Running Start FTE. For all months except January, a Running Start student can be claimed up to a combined 1.20 FTE. Additionally, a Running Start student can be claimed up to a combined 1.20 AAFTE.

A Running Start student can exceed the 1.20 FTE for January only when the high school semester and the winter college quarter overlap. When this occurs, the student may be at risk of exceeding the 1.20 combined AAFTE and may require having the spring quarter available FTE reduced.

**Example 1:** A 12th grade Running Start student is enrolled in high school classes for four hours per day and in one 5-credit nonvocational college course. Report 0.80 ( $20 \div 25$ ) 12th grade FTE and 0.33 ( $5 \div 15$ ) Running Start nonvocational FTE.

**Example 2:** An 11th grade student is enrolled in 18 nonvocational college credits and no high school classes. Report 1.00 Running Start nonvocational FTE.

**Example 3:** A 12th grade student is enrolled in a college for 10 credits of vocational courses and seven credits of nonvocational courses. The student is not enrolled in any high school classes. Report no FTE in the 12th grade. Report Running Start vocational and nonvocational FTE totaling 1.00. Determine the FTE in each category as 0.67 ( $10 \div 15$ ) vocational FTE and 0.33 ( $1.00 - 0.67$ ) nonvocational FTE.

Students that exceed the 1.20 FTE limitation are assessed tuition by the college for the excess enrollment.

The Running Start Enrollment Verification Form (RSEVF) must be completed for each Running Start student for each term and for each college. This form ensures that all parties are aware of this 1.20 FTE limitation.

The Spring Quarter Eligibility Adjustment Form (SQEAF) is completed for students that 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 1.20 FTE Limitation bulletin issued in August 2016, for more details.

- If a student enrolls in both a high school and a skill center, they 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.

**Example 4:** A student is enrolled in the skill center for three hours a day, five days a week and also is enrolled in their high school for three hours a day, five days a week.

The student's FTE would be split as follows:

0.60 – for the skill center

0.60 – for the high school

**Example 5:** A student is enrolled in high school six hours a day, five days a week and also is enrolled in the skill center three hours a day, five days a week.

The student's FTE would be split as follows:

0.60 – for the skill center

1.00 – for the high school

**Note:** 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 a skill center and the high school district as long as the enrollment claimed for the skill center and the high school does not individually exceed the 1.00 FTE limit.

- When a student is enrolled in both the high school and skill center and claimed for more than a combined 1.0 FTE, the available Running Start enrollment is limited to a 0.20 FTE. When a student is enrolled in both the high school and skill center and taking less than a 1.0 FTE, the standard Running Start calculation applies.

**Example 6:** A student is enrolled in the skill center for three hours a day, five days a week and also is enrolled in their high school for three hours a day, five days a week. Additionally, the student wants to attend Running Start. How much FTE is available for Running Start?

The student's skill center FTE is 0.60 and the high school FTE is 0.60 equaling a total 1.20 FTE. Since the combined skill center and high school exceeds 1.0 FTE, the Running Start FTE available is 0.20 FTE.

---

**Example 7:** A student is enrolled in the skill center for three hours a day, five days a week but takes a class at the high school for one hour a day, five days a week. Additionally, the student wants to attend Running Start. How much FTE is available for Running Start?

The student's skill center FTE is 0.60 and the high school FTE is 0.20 equaling a total 0.80 FTE. Since the combined skill center and high school is less than 1.0 FTE, the standard Running Start calculation applies and the available Running Start FTE is 0.40 FTE.

- **Cautions:**

- Exercise particular care in reporting students served in more than one school. Also, be careful in reporting students served by more than two entities (district, charter school, or tribal compact school). The combined enrollment must not exceed the limitations above. If a student is reported by two entities, the interdistrict agreement must address how the FTE will be split and reported on Form P-223.
- For Running Start students enrolling in multiple colleges, the district, charter school, or tribal compact school and colleges must work together to ensure that a student's 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.
- If a student temporarily enrolls in the education component of a drug and alcohol treatment program operated by another district, the student's original district, charter school, or tribal compact school and the district operating the treatment program must agree on who will report the student for basic education funding on Form P-223 subject to the limitations of WAC 392-122-145.
- If a student is reported full-time on Form E-672 as part of an institutional education program enrollment, no district, charter school, or tribal compact school may include the student on Forms P-223 and P-223H for that count date as long as the institution's count date is the same as or prior to the student's enrolled school. 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's Forms P-223 and P-223H, 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 6. 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 district, charter school, or tribal compact school on the count date. See Section 5.B.
- The student must have participated in a course of study on or before the count date. See Section 5.C.
- The student must not meet any of the enrollment exclusions set forth in Section 5.D.

### B. Special Education

Special education enrollment is reported in three age categories: age birth through 2, age 3 through 5 not yet enrolled in kindergarten, and kindergarten to age 21. Students ages 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 district, charter school, or tribal compact school.
- The student is age 3–21 and has a current individualized education program (IEP) OR the student is age birth through 2 and has an individualized family service plan (IFSP) per IDEA Part C – Washington Early Support for Infants and Toddlers (ESIT) requirements (WAC 392-172A-02000).
- The student has been reevaluated every three years.
- The student is currently receiving special education or related services as defined under WAC 392-172A-01175 and 01155.

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

- **Limitations on Enrollment Counts**

- Report only enrolled and properly identified students. Counts should include students placed in nonpublic school agencies on a contractual basis. Properly identified students are those with current individualized education programs (IEPs) that are appropriate and are properly and efficiently prepared and formulated. Such IEPs must meet all of the following criteria:
  - 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 conform with areas of need identified in the student’s evaluation made pursuant to WAC 392-172A-03035 and 03040.
  - 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.
- **Age Determination**  
Report, as of the enrollment count date, the headcount of individual students in three reporting categories: age birth through 2, age 3 through 5 not yet enrolled in kindergarten, and kindergarten to age 21. Determine the student’s age for the categories of age birth through 2 and age 3 through 5 based on the student age on count date.

**Example:** A student who turns 3 on January 20 is reported in the age 3 through 5 category for the months of February through June.

- **Basic Education Funding for Special Education Students**  
Special education students who are not enrolled in grades K–12 are not reported on Forms P-223, P-223S, and P-240 and do not generate state basic education funding. These students may be counted for special education funding only on Form P-223H.

Special education students eligible for basic education funding is determined as follows:

**“WAC 392-121-137 Full-Time Equivalent Enrollment of Students With a Disability.** In determining the full-time equivalent enrollment of students reported as students with a disability pursuant to chapter 392-172A WAC, the following rules apply:

(1) If the student is enrolled exclusively in an ungraded special education program, the student’s grade level shall be based on the typical grade level of students of the same age (e.g., a student who is six years old at the beginning of the school year shall be counted as a first grader).

(2) If the student is enrolled in a grade level below the typical grade level of students of the same age, the school district or charter school shall have the option of counting the student in the grade enrolled or the typical grade level of students of the same age.

(3) A student with a disability who is five years old at the beginning of the school year may be counted as a kindergarten student only if the student is enrolled full time (twenty hours or more per week), or is enrolled in a kindergarten program and is provided special education services in addition to the kindergarten program.”

---

### C. K–3 High Poverty

Schools that qualify as High Poverty pursuant to WAC 392-140-915 receive additional K–3 enhanced funding for all non-ALE students enrolled in grades K–3. Districts, charter schools, and tribal compact schools report their eligible K–3 High Poverty enrollment monthly on Form P-223 and Form P-223S.

For a list of the 2016–17 High Poverty schools, refer to <http://www.k12.wa.us/SAFS/Misc/2015-16/K-3HighPoverty.xlsx>. Eligibility was determined based on the free and reduced-price lunch reported on October 1, 2015, CEDARS enrollment inclusive of changes made through March 31, 2016. This list is final and there is no appeals process.

### D. Transitional Bilingual Instruction Program (TBIP)

Report the headcount of individual K–12 students enrolled on the monthly count date in a state-approved TBIP program in the field provided on Form P-223. TBIP enrollment reporting does not distinguish resident from nonresident enrollment.

### E. Exited TBIP

Additional academic instructional support funding is provided for students that have exited from TBIP in the previous two school years. An eligible student is one who is currently enrolled in the district, charter school, or tribal compact school and who scored a Level 4 on either the Spring 2015 Washington English Language Proficiency Assessment (WELPA) or the Spring 2016 English Language Proficiency Assessment for the 21st Century (ELPA21). This includes Exited TBIP students who transfer from another district, charter school, or tribal compact school, or whose parents had previously waived TBIP services. This would not include English Language Learners (ELL) who scored a Level 4 at private schools participating in Title III or exited Native American students who were eligible for Title III but not TBIP.

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

For more information on the student’s eligibility and use of Exited TBIP funding, refer to the following guidance available at OSPI’s Migrant and Bilingual Education website: <http://www.k12.wa.us/MigrantBilingual/pubdocs/ExitedTBIPStudents.pdf>.

### F. Vocational

Enhanced basic education funding is provided for students enrolled in a state-approved vocational course, according to the following WAC:

**“WAC 392-121-138 Full-Time Equivalent Enrollment of Vocational Education Students.** For the purpose of enhanced funding for vocational

---

education, full-time equivalent enrollment in vocational and skills center programs shall be based upon the actual hours of enrollment in state approved vocational courses. Vocational full-time equivalent enrollment shall be determined pursuant to WAC 392-121-122 and shall be reported on the same monthly basis as the enrollment for students eligible for basic support.”

- Vocational FTE is reported for students enrolled in a state-approved vocational course taught by an instructor having a valid endorsement for the subject area.
- Middle school vocational FTE is only reported for a state-approved middle school vocational program, offered in a middle/junior high school, and limited to students in grades 7–8.
- High school vocational FTE (grades 9–12) school is only reported for a state-approved high school vocational program, offered in a high school, and limited to students in grades 9–12.
- The FTE for a vocational student is based upon the average minutes per day in a state-approved vocational course (300 daily minutes equal 1.00 FTE).
- The time reported for each course may include not more than one class change passing time.
- Where a vocational course is jointly taught by a certificated 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 vocational funding.
- Work based learning provided as part of a state-approved vocational education program may be included in determining a student’s vocational FTE enrollment.

**Example 1:** A district offers five 50-minute periods of instruction with five minutes of passing time. A full-time student is enrolled in two periods of state-approved vocational education per day. The vocational FTE of this student is 0.37 FTE  $((55 + 55) \div 300)$  and is reported as vocational FTE on Form P-223.

**Example 2:** A district offers a state-approved vocational class meeting three days per week for 95 minutes with five minutes of passing time. The vocational FTE of this student is 0.20 FTE  $((95 + 5) \times 3 \div 5 \div 300)$ . Note: Calculate the weekly minutes and divide by five for average daily minutes.

### **G. Skill Center**

Enhanced basic education funding is provided for students enrolled in a skill center that meets the standards for skill center funding established in the January 1999 OSPI report.

Students enrolled in classes at the skill center and at a high school are reported for a maximum combined 1.60 FTE. A student’s resident high school FTE cannot exceed 1.00 and the student’s skill center FTE cannot exceed 1.00 (WAC 392-121-136). It is imperative that the skill center and the high school collaborate to ensure that the student is not reported for more than the allowable FTE.

---

**Preparatory** work based learning provided as part of a state-approved skill center program may be included in determining a student’s skill center FTE enrollment.

#### H. **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 <http://www.k12.wa.us/CareerTechEd/WorkBasedLearning.aspx>.

WAC 392-410-315 defines the two categories of WBL, cooperative and instructional. Instructional WBL is one that is taught by an instructional staff. Cooperative WBL is one that is coordinated by an 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 district, charter school, or tribal compact school and the workplace, and
- Student’s participation in a program orientation.

WBL can be claimed for vocational enhanced funding provided that the WBL is a state-approved vocational. **Preparatory** work based learning provided as part of a state-approved skill center course can be claimed for skill center enhanced funding. The instructor who is either teaching or coordinating the vocational or skill center WBL experience must have a valid vocational endorsement for the subject area.

The maximum number of work hours that can be claimed for one earned credit is limited to:

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

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.

<b>Example 1:</b>	Instructional WBL	Cooperative WBL
Student’s Documented Monthly Actual Hours	15	42
Divide By	100	200
Monthly FTE	0.15	0.22

**Example 2:** A student obtains employment in the fall. In January, the student enrolls in a WBL program. Can the school revise the fall enrollment reported to reflect the student’s work hours?  
**No** – A student’s WBL hours that occur after a learning plan, workplace agreement, and student orientation are in place can be claimed for state funding.

---

## I. **Running Start**

All community and technical colleges, as well as Central Washington University, Eastern Washington University, 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.

Districts, charter schools, and tribal compact schools 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. 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 a district, charter school, or tribal compact school 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.

Colleges report Running Start enrollments on Form P-223RS to the districts, charter schools, or tribal compact schools from which students earn high school graduation credit. Districts, charter schools, or tribal compact schools report Running Start enrollments to OSPI on Form P-223. OSPI allocates state basic education funding to districts, charter schools, or tribal compact schools for transmittal to colleges.

- **College Reports to District, Charter School, or Tribal Compact School**  
Instructions for Form P-223RS are included in the annual Running Start Enrollment Reporting memorandum. Colleges may use alternative monthly report forms if the information required on Form P-223RS is included, the form is signed by the authorized college official, and the form is acceptable to the district, charter school, or tribal compact school. Faxed reports are permitted if acceptable to the district, charter school, or tribal compact school.

The report is due at the district, charter school, or tribal compact school on or before the eighth calendar day of each month. Colleges are to report individual student headcounts, student enrolled high schools, the location of the Running Start class, and the vocational and nonvocational FTE for each student. Questions about the data reported by a college should be pursued with the college.

- **District, Charter School, or Tribal Compact School Reports to OSPI**  
After reviewing the college's report, the district, charter school, or tribal compact school reports Running Start vocational and nonvocational enrollments 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 restated on the October through June Form P-223.

Districts, charter schools, or tribal compact schools are responsible for tracking separately those “college only” students (i.e., attending college Running Start courses, but not classes provided at the high school) and those students attending courses at both the college and the high school.

#### **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 at the beginning of the school year, are enrolled tuition free, are enrolled in a district with 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. Enrollments claimed for state basic education funding by the technical college will be for courses for 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 allocations 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 memorandum.

#### **K. Alternative Learning Experience (ALE)**

ALE experience is an individualized course of study conducted by a district, charter school, or tribal compact school. ALE can be claimed for basic education funding provided it is a program that complies with WAC 392-121-182. Due to the length of the WAC, the text is not included here but is available at <http://app.leg.wa.gov/WAC/default.aspx?cite=392-121-182>.

For additional clarification and guidance regarding the ALE, refer to <http://digitalllearning.k12.wa.us/ale/> where updates on the rule changes, an annotated guide to the new ALE rules, and commonly asked questions are available.

#### **L. Open Doors Youth Reengagement**

Open Doors Youth Reengagement program pursuant to WAC 392-700 provides reengagement instruction for students that are under age of 21 but at least 16 as of September 1, have not met the high school graduation requirements of the district,

---

charter school, or tribal compact school, and are significantly behind in credit. Open Doors programs and the reporting districts, charter schools, or tribal compacts school must receive approval from OSPI to operate an Open Doors Youth Reengagement program before enrollment may be reported.

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

Students who have met in the prior month the attendance period requirement, weekly status check requirement, and, for below 100 level classes, the requirement to make academic progress within three months of being counted, may be 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 district, charter school, or tribal compact school. The Open Doors enrollment is included on the reporting entity's monthly Form P-223. July and August enrollment is reported on a monthly Form P-223 available only for reporting entities that are approved to report Open Doors enrollment.

For more detailed information on Open Doors programs, refer to the following website: <http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx>. Additionally, changes have been made to the Open Doors rules found in WAC chapter 392-700 for the 2016–17 school year. Several changes concern student eligibility and claiming enrollment for state funding. Detailed information on these changes can be found at the following link: <http://www.k12.wa.us/safs/INS/ENR/1617/2016-17%20OD%20WAC.docx>.

#### **M. Nonstandard School Year Enrollment**

See RCW 28A.150.420 and WAC 392-121-123 and 133 for rules. Districts, charter schools, and tribal compact schools providing instruction during the nonstandard school year may claim basic education support 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 5.C., that meets basic education requirements.
- Nonstandard school year enrollment is in lieu of enrollment during the standard school year 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 first 10 months (September through June) including private school or home-based instruction, the AAFTE cannot exceed the limitations described in Section 5.J. Follow the steps below to calculate a student's available nonstandard AAFTE.

---

For all nonstandard school year enrollment, except Open Doors programs, districts, charter schools, and tribal compact schools report the total enrolled hours on Form P-223S. The form calculates an AAFTE based on the enrolled hours. Seven hundred twenty hours of enrollment for grades K–3 and nine hundred hours of enrollment for grades 4–12 equal 1.00 AAFTE.

For Open Doors enrollment, programs report on Form P-223-1418 the monthly FTE of the eligible enrolled students on the first instructional day for July and August. Districts, charter schools, and tribal compact schools will report the enrollment received on the program’s Form P-223-1418 on the 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, sum the student’s FTE enrollment claimed on the monthly Form P-223 for each 10 count dates of the standard school year (September through June), including enrollment reported by other districts, charter schools, and tribal compact schools as well as enrollment in a private school or in home-based instruction. Divide the result by 10. If applicable to this student, add any hours of ancillary services from Form P-240 divided by 720 for grades K–3 or 900 for grades 4–12.

**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. This student’s September to June AAFTE equals 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 two enrollment count dates. The student was enrolled and reported for eight months. This student’s September to June AAFTE equals 0.80 ( $8 \div 10$ ). Up to 0.20 ( $2 \div 10$ ) AAFTE can be reported on Form P-223S if additional instruction is provided.

2. Determine each eligible student’s nonstandard AAFTE enrollment.
  - For all enrollment except Open Doors programs, divide the student’s hours of nonstandard school year enrolled hours by either 720 for grades K–3 or 900 for grades 4–12.
  - For Open Doors programs, determine the student’s FTE on each of the nonstandard school year’s monthly count day (July and August).

**Example 3:** An eligible high school student attended 30 days for five hours per day during July and August. The student’s nonstandard school year AAFTE equals:  $(30 \times 5) \div 900$  or 0.17.

---

3. Evaluate the combined AAFTE.

- For all enrollment except Open Doors programs, sum 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 group 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 group on Form P-223S.
  - For kindergarten students, the AAFTE limit is 0.50 unless the student is in a state funded full-day kindergarten program.

**Example 4:** A student's September through June AAFTE equals 0.44 and the student's nonstandard school year AAFTE equals 0.28. Report 0.28.

**Example 5:** 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 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 that the student's total AAFTE does not exceed the limitations under Section 5.J.
4. If the enrollment is in a state-approved vocational program, report the AAFTE in the appropriate vocational program AAFTE box on Form P-223S. If the enrollment is in a state-approved skill center course program, also report the AAFTE in the skill center program AAFTE box on Form P-223S.

#### **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 a district, charter school, or tribal compact school 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 district, charter school, or tribal compact school must work together to ensure that enrollment reported on Form E-672 is not reported on Forms P-223 and P-223H. To ensure that students are not reported both for institution education funding and for basic education and special education funding, the district, charter school, or tribal compact school receiving notice that 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 and/or FTE enrollment for all such count dates. Enrollment reporting on Forms P-223 and P-223H should not be resumed for such a student until the student returns.

For example, a district reports a student on Form P-223 for the October count date. A week later the district is notified that the student was actually in the county juvenile detention center education program 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 Form P-223 for November unless the student returned to the basic education program on or before the November count date.

The annual Institution Enrollment memorandum will be sent to the districts and ESDs operating a state institution education program. This memorandum refers to enrollment reporting for institutional enrollment on Form E-672.

#### **O. Ancillary Services**

Ancillary services are reported on Form P-240 and are those services pursuant to WAC 392-121-107(1)(e):

“(e) Ancillary service - 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 district or charter school staff. The term shall 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 district or charter school, certificated contact time pursuant to RCW 28A.225.010 (4)(a) with students who are in a home-based instruction program. The term shall exclude all extracurricular activities and all other courses of study defined in this section. In conformance with WAC 392-134-025, school districts and charter school report the actual number of student contact hours of ancillary service for part-time, private school, and home-based students to the superintendent of public instruction.”

In conformance with WAC 392-134-025, districts, charter schools, and tribal compact schools 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 Counts and Limitations** – All enrollments reported on Form P-240 are subject to the following limitations:

- In no case will the same enrollment be reported on Forms P-223 and P-240.
- Report actual hours of service, not estimates. Absences may not be reported. Records must be maintained documenting the actual hours of ancillary services.

The information reported on Form P-240 is the actual hours of service and can be aggregately reported each month in the annual form. Actual hours are not entered on the form until after the month closes and the service hours can be summarized. Accordingly, the hours for September are not entered until October, October until November, etc.

Except for services to students with a disability and home and hospital students, only those services provided by district, charter school, or tribal compact school staff on school grounds or facilities controlled by the district, charter school, or tribal compact school can be counted.

**Example:** Three 3rd grade students are provided ancillary services on a non-regularly scheduled basis totaling 15 hours in September. In October, report the 15 hours on the Form P-240. The total actual hours for all students can be reported on time in June.

**P. University of Washington Transition School and Early Entrance Program**

Districts, charter schools, or tribal compact schools do not report students attending the University of Washington transition school and early entrance program. Such enrollments are reported directly to OSPI by the University of Washington.

**Q. Home/Hospital (HH)**

HH instruction is provided to students who are temporarily unable to attend school for an estimated period of four weeks or more because of a physical and/or mental disability or illness. HH services are limited to a maximum of 18 weeks. Weeks of absences may be consecutive or intermittent. Districts, charter schools, and tribal compact schools maintain responsibility to provide services based on the student's needs and their policy.

HH allocations are made in two categories. The 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 or hospital room generates \$60 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 a residential treatment center generates \$55 in HH program allocations.

An eligible student is one who has a notice from a qualified medical practitioner stating that 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 the student is at Seattle Children’s Hospital.

HH services are reported on Form E-525 due at OSPI by July 7, 2017.

**Weeks of Enrollment Calculations** – Report only total weeks of enrollment calculated through the following process:

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, 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 enrollment.
5. Use the lesser of the calculated weeks in No. 4. above or 18 weeks. Total weeks of service for any individual may not exceed 18.
6. Accumulate the results of No. 5. for all students receiving HH services through the district, charter school, or tribal compact school. Also accumulate weeks of enrollment for all students receiving HH services through hospitals. Report the total number of full and partial weeks of enrollment rounded to one decimal place.

Students receiving HH services and absent from school for more than 20 consecutive school days can be claimed for Basic Education funding on Form P-223 for an additional two months pursuant to WAC 392-121-108(1)(a), provided that 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 that the requirements of Section 6.B. are met.

Refer to Secondary Education and Student Support’s annual home hospital bulletin regarding eligibility for HH services.

## **R. Nonhigh Students**

Districts are either a “high district” or a “nonhigh district.” Chapter 28A.545 RCW defines a “student residing in a nonhigh district” as:

“...any 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.”

In some districts, this includes junior high or middle school students. Any high district enrolling students residing in a nonhigh district pursuant to chapter 28A.545 RCW during the 2016–17 school year and/or planning on enrolling such students in 2017–18 must complete Form P-213. Nonhigh districts sending students to high districts must review and sign forms initiated by high districts.

---

High districts complete a separate P-213 form for each nonhigh district served and send signed form(s) to the appropriate ESD by **June 23, 2017**. ESDs forward each P-213 form to the appropriate nonhigh district for a concurring signature. Nonhigh districts review and sign the form and return it to the ESD by **July 7, 2017**. Forms are due at OSPI by **July 21, 2017**.

Running Start students are reported only if they are also attending the high school. Report only the AAFTE enrollment at the high school.

Form P-213 enrollments are used to calculate payments from nonhigh districts to high districts and levy authority transfers from high districts to nonhigh districts. Eligibility for local effort assistance (LEA) is also affected.

All enrollments included on Form P-213 are 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.
- 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 (five hours or more each school day for 10 months, September through June) is 1.00 AAFTE. A student reported on Form P-223 less than five hours per day or fewer than 10 months is counted 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 hours per day for 10 months is counted as 0.40 AAFTE ( $2 \div 5$ ).

**References:**

- See 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.

---

## SECTION 7. THE ENROLLMENT REPORTING METHOD

### Monthly Reports:

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

On each count date from September through June, the serving district, charter school, or tribal compact school completes Form P-223 reporting the following:

- Grades K–12 total basic education enrollment, including enrollment in ALE programs, High Poverty schools, and Remote and Necessary schools.
- In separate columns, ALE enrollment in grades K–12.
- In separate columns, grades K–3 enrollment in eligible High Poverty schools.
- In separate columns, enrollment at a designated Remote and Necessary school.
- Running Start enrollment for nonvocational and vocational funding.
- Enrollment qualifying for enhanced vocational funding; for grades 7 and 8 and for grades 9–12 separately, and in a separate column, any ALE enrollment that qualifies for enhanced vocational funding.
- Enrollment at a Skill Center, and in a separate column, any ALE enrollment that qualifies for enhanced vocational funding.
- TBIP and Exited TBIP enrollment.
- Enrollment in an approved Open Doors Youth Reengagement program.

Open Doors enrollment may be reported on Form P-223 for July and August.

A separate Form P-223 should be completed for each resident district.

Electronic submissions of P-223 enrollment through the EDS enrollment reporting application are due at the ESD by dates shown in Section 4.B. of this handbook.

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

On each count date, the serving district, charter school, tribal compact school, or ESA 112 Special Education Cooperative reports enrolled and properly identified special education students on Form P-223H. Complete a separate entry row for each resident district served. Electronic submissions of P-223H enrollment are due at the ESD by dates shown in Section 4.B. of this handbook. See Section 6.B. for further information.

#### C. **SAFS ALE Enrollment Reporting**

Districts, charter schools, and tribal compact schools claiming ALE enrollment for school apportionment 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 districts.

---

Electronic submissions of the monthly ALE enrollment are due at the ESD by dates shown in Section 4.B. of this handbook.

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

The serving college 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 resident district, charter school, and tribal compact school served by the reporting college. Form P-223RS is due to the student's district, charter school, or tribal compact school on or before the eighth calendar day of the month. See Section 6.I. for further information.

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

On the first day of school for the months of September through June, 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 served to ensure students are not reported for more than 1.0 AAFTE. Electronic submissions of Form P-223TC enrollment are due by dates shown in Section 4.B. of this handbook. See Section 6.J. for further information.

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

Approved Open Doors Youth Reengagement programs report their eligible enrollment on each count date to the reporting district, charter school, or tribal compact school on Form P-223-1418. This paper form is due to the reporting entity by September 14 and the eighth calendar day of the months October through August. See Section 6.L. of this handbook for further information.

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

On each count date for the months of September through July, report institutional education students enrolled in authorized 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. Form E-672 is due at OSPI September 19 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 6.N. for further information.

---

## Optional Forms:

Forms P-223S, P-240, E-525, and P-213 are optional reports and filed as needed. If no report is filed, no funding is provided.

Forms P-223S, P-240, and E-525 are used by districts, charter schools, and tribal compact schools to claim state basic education funding for eligible nonstandard school year enrollment; ancillary services provided to part-time, private school, or home-based students; and home and hospital enrollments for the school year. Form P-213 is used to report nonhigh enrollment and is used to calculate payments from nonhigh districts to high districts and levy authority transfers from high districts to nonhigh districts.

### **H. 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 6.M. for information about a student's eligibility for nonstandard school year enrollment and how to calculate FTE.

### **I. 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. This is added to the September through June P-223 AAFTE enrollment in determining apportionment of state basic education funding (720 hours of service for grades K–3 and 900 hours of service for grades 4–12 equal one AAFTE student). State support for these services is provided under RCW 28A.150.350 and WAC 392-121-133.

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 services. All ancillary services enrollments are treated as resident enrollments of the reporting entity. See Section 6.O. for specific reporting information.

### **J. 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 enrollments for the entire school year. **If used, this form is due to OSPI by July 7, 2017.** See Section 6.Q. for further information.

### **K. 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 students, who are enrolled in a grade in a district that their resident district does not offer. If used, refer to Section 6.R. for further information and the due dates.

---

## SECTION 8. HOW TO REVISE REPORTED ENROLLMENT

At any time prior to completion of the audit for the school year, reported enrollment can be revised.

- During the current school year, submit revisions electronically by revising the data in EDS for the month, submitting that data, and notifying the ESD of the revision. Be sure to retain signed revised reports.

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 end of the school year will appear as prior year adjustments in apportionment payments for the next school year.

- After August 14, 2017, but on or before November 20, 2017, submit 2016–17 revisions electronically in EDS, making sure to notify the local ESD of the changes. Changes done after August 14 will not be included in the district’s levy calculation.
- After November 20, 2017, but prior to the completion of the audit for the school year, 2016–17 revisions 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 with district, charter school, or tribal compact school staff as part of the regular financial and state compliance audit. This may happen every year or less often depending on the entity’s audit cycle.

To submit revisions, a current 1251, 1251H, and/or 1735 report should be printed and marked with the enrollment changes required. Attach the report(s) to a letter on district, charter school, or tribal compact school letterhead with an authorizing signature. The letter should indicate what stage the audit is in for that school year. If the audit is in progress, the letter should indicate this and note that the auditor has been informed of the enrollment change. This letter and the enrollment report(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 are only made as part of the audit resolution process pursuant to chapter 392-115 WAC. “After audit” means after the exit meeting held by the state auditor with district, charter school, or tribal compact school staff as part of the regular and financial audit. This may happen every year or less often depending on the entity’s audit cycle.

---

## SECTION 9. DOCUMENTATION OF ENROLLMENT AND RETENTION OF RECORDS

Because enrollments reported on Forms P-223, P-223H, P-223S, P-240, and E-525 generate state funding, documentation supporting the enrollment claimed must be retained for audit. Additionally, documentation supporting the SAFS ALE monthly enrollment must be retained. Form P-213 does not generate state funding, but it is important since it limits the amount that a nonhigh district can be charged by a high district and must have supporting documentation as well as the other forms.

The supporting documentation that must be maintained are as follows:

- Signed 1251 reports that include each month's electronic P-223, P-223S, and P-240 basic education FTE enrollment.
- Signed ALE reports that include each month's ALE enrollment reported electronically on the SAFS ALE enrollment reporting.
- Signed 1251H reports that include each month's electronic P-223 basic education headcount enrollment, as well as TBIP and Exited TBIP enrollment.
- Signed 1735 reports showing each month's electronic P-223H special education enrollment.
- According to WAC 392-121-182(10), records for ALE students must include:
  - School board policy for ALE.
  - Annual reports to the board of directors as required by WAC 392-121-182(5).
  - Monthly and annual reports to OSPI as required by WAC 392-121-182(9).
  - The written student learning plans required by WAC 392-121-182(4).
  - Evidence of direct weekly personal contact required by WAC 392-121-182(4).
  - Student monthly progress evaluations and intervention plans required by WAC 392-121-182(4).
  - Results of any assessments required by WAC 392-121-182(8).
  - Student enrollment detail substantiating FTE enrollment reported to the state.
  - Signed parent enrollment disclosure documents required by WAC 392-121-182(6)(j).
  - List of ALE purchased services and experiences and documentation of substantially similar services and experiences available in the regular instructional setting.
- Records for WBL students that document actual hours of work experience used to calculate FTE enrollment and/or vocational enhancement funding FTE, as well as individual student WBL learning plans, agreements with the workplace, and evidence of student's participation in a program orientation.

- 
- Records of the actual annual hours of ancillary services provided to part-time, private school, and home-based students and reported on Form P-240.
  - Records for Open Doors students that documents each student's eligibility, the amount of FTE claimed, and evidence of the student meeting the minimum attendance requirement, weekly status check requirement, and 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 this website: <http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx>.
  - Supporting documentation of monthly enrollment counts must be sufficient to substantiate compliance with enrollment reporting rules and instructions, to include any enrollment claimed as contracted instruction pursuant to WAC 392-121-188.
    - Documentation must support that the student was enrolled and had attended within the last 20 consecutive school days (Oct–June counts) and participated on one of the first four school days of the new school year (Sept count).
    - Documentation of enrollments must support the Headcount/FTE reported including, but not limited to:
      - Rosters identifying individual students counted for each type of enrollment (both headcount and FTE where applicable).
      - Enrollment and withdrawal reports identifying student, grade, and date.
      - Student schedules by month, quarter, or semester necessary to support student's claimed FTE.
      - Student's daily attendance to include excused/unexcused absence.
      - Calculation of FTE for individual schools or programs.
    - Documentation must support student's special education eligibility to be claimed on Form P-223H which includes an active IFSP or IEP, current evaluation, and evidence of special education services in the prior month.
  - Supporting documentation of year-end enrollment counts reported on Forms P-213 (nonhigh enrollment) and E-525 (home and/or hospital enrollment) must be sufficient to substantiate compliance with enrollment reporting rules and instructions.

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 Secretary of State's Division of Archives and Records Management has established the following standards for retaining enrollment records. See their website at <http://www.sos.wa.gov/archives/recordsmanagement/state-agencies-records-retention-schedules.aspx> for further information.

---

## SECTION 10. INDEX

### A

Absences, 11  
Age Determination, 24  
Alternative Learning Experience, 19, 29  
Ancillary Services, 33, 39  
Apportionment Reports, 3  
Audit Issues, 3

### B

Basic Education Enrollment, 23, 37  
Block Periods of Instruction, 17

### C

Contract-Instruction Under, 19  
Corrections to Data, 40  
Count Dates, 7  
Course of Study, 10

### D

Direct-Funded Technical College, 29, 38  
Documentation, 3, 41

### E

Electronic Reporting, 5  
Enrolled Student, 9  
Enrollment Exclusions, 11  
Enrollment Forms

- E-525 – Home/Hospital, 39
- E-672 – Institutional Education, 38
- P-213 – Nonhigh Students, 39
- P-223 – Basic Education, 37
- P-223-1418 – Open Doors Youth Reengagement, 38
- P-223H – Special Education, 37
- P-223RS – Running Start, 38
- P-223S – Nonstandard School Year, 39
- P-223TC – Technical College, 38
- P-240 – Ancillary Services, 39
- SAFS ALE – ALE Enrollment, 37

Exception to the 1.00 FTE Limit, 20  
Exited Transitional Bilingual Instruction, 25

### F

Foreign Exchange Students, 12  
Full-Time Equivalent (FTE) Calculation, 15

### G

Grade Level Definitions, 15

### H

Home/Hospital, 34, 39  
Home-Based Students, 15

### K

K–3 High Poverty, 25  
Kindergarten, 2, 15,

### N

Nonhigh Students, 35, 39  
Nonresident Students, 13  
Nonstandard School Year, 31, 39

### O

Out-of-State, 12  
Open Doors Program, 2, 29, 38

### P

Paper Forms, 7, 44  
Part-Time Enrollment, 14  
Passing Time, 17  
Private School Students, 15

### R

Resident Students, 12  
Revisions to Enrollment, 8, 40  
Rounding FTE, 6  
Running Start, 19, 28, 38

### S

Skill Centers, 2, 18, 26  
Special Education Enrollment, 23, 37  
State Institutions, 12, 32, 38  
Summer School, 30

### T

Timely Reporting Rules, 8  
Transitional Bilingual Instruction, 25  
Transfers, 11

### U

U W Early Entrance Program, 12, 34

### V

Vocational Enrollment, 25

### W

Work Based Learning, 2, 27

---

## SECTION 11. APPENDIX

### **Paper Forms**

The following enrollment reporting forms have been included in this handbook. These are also available on our website at <http://www.k12.wa.us/safs/> under the “Instructions/Enrollment Reporting/2016–17” link.

- 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-223TC – Monthly Report of Technical College Enrollment Eligible for Basic Education Support
- P-223-1418 – Monthly Report of Approved Open Doors (OD) Youth Reengagement Program Eligible Enrollment
- E-672 – Monthly Report of Institutional Education Program Enrollment
- 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
- P-213 – Report of Students Residing in Nonhigh Districts and Enrolled in High Districts
- E-525 – Report of Final Home and Hospital (HH) Services



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360-664-3631

ESD	CO	DIST
-----	----	------

## MONTHLY REPORT OF ENROLLMENT ELIGIBLE FOR BASIC SUPPORT

(See reverse side for instructions)

SERVING DISTRICT, CHARTER SCHOOL, OR TRIBAL COMPACT SCHOOL NAME	COUNTY NAME	SERVING DISTRICT/SCHOOL NO.	ESD NO.	REPORT MONTH
RESIDENT DISTRICT NAME	COUNTY NAME	RESIDENT DISTRICT NO.	YEAR	2016-17

### GENERAL EDUCATION ENROLLMENT

	Headcount				Full-Time Equivalent (FTE)			
	K-12 <sup>1</sup>	ALE <sup>2</sup>	High Poverty <sup>3</sup>	R & N <sup>4</sup>	K-12 <sup>1</sup>	ALE <sup>2</sup>	High Poverty <sup>3</sup>	R & N <sup>4</sup>
Half-Day Kindergarten								
Full-Day State Funded 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								
<b>Totals</b>								

### RUNNING START (RS) ENROLLMENT

Headcount		RS FTE <sup>7</sup>	
Total RS Students <sup>5</sup>	College RS Only <sup>6</sup>	Nonvocational RS	Vocational RS

OPEN DOORS YOUTH REENGAGEMENT PROGRAM <sup>8</sup>			TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM (TBIP)	
Total Headcount	Nonvocational FTE	Vocational FTE	TBIP Headcount <sup>9</sup>	Exited TBIP Headcount <sup>10</sup>

### VOCATIONAL ENHANCED ENROLLMENTS <sup>11</sup>

Middle School CTE Program – Grades 7-8		High School CTE Program – Grades 9-12		Skill Center Program	
TOTAL FTE	ALE FTE <sup>2</sup>	TOTAL FTE	ALE <sup>2</sup>	TOTAL FTE	ALE <sup>2</sup>

### FOOTNOTES

1. Report total general education K-12 enrollment, including any ALE, High Poverty, and Remote and Necessary 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 non-ALE kindergarten through 3rd grade enrollment attending eligible high poverty schools.
4. Report enrollment in small school plants judged "remote and necessary" by the State Board of Education.
5. 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.
6. Report the number of RS students that are only taking RS classes (no high school classes).
7. Report the number of nonvocational and vocational RS FTE. These numbers are not included in K-12 above.
8. Report eligible enrolled headcount and FTE in an approved Open Doors Youth Reengagement program. These numbers (headcount and FTE) are not included in K-12 above.
9. Report total headcount enrolled in a state-approved transitional bilingual instructional program (TBIP) for the reporting period pursuant to chapter 392-160 WAC.
10. Report total headcount who exited a state-approved TBIP by scoring a level 4 on either the 2015 Spring WELPA test or the 2016 Spring ELP21 test.
11. 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.	<b>Acknowledged:</b>  <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
---	---

# INSTRUCTIONS FOR COMPLETING FORM SPI P-223

(For districts, complete a separate form for each resident district. Charter schools 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 19. Refer to Section 4.B. of the 2016–17 *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) enrollments reported on Form P-223 are used to calculate state basic education funding for districts, charter schools, and tribal compact schools. Additional the AAFTE is used to calculate the levy authority transfers from serving school districts to resident school districts and eligibility for local effort assistance (LEA). AAFTE resident enrollments impact calculation of state special education funding.

Basic education state funding is sent directly to the serving district, charter school, or tribal compact school 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 as a prior year adjustment in the January 2018 apportionment but **WILL NOT** be included in a district's levy base 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 instruction, alternative learning experience, contracting services, National Guard training, ancillary services, work based learning, out-of-state enrollment pursuant to a reciprocity agreement, 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 hours shown below, report 1.00 FTE. For each student enrolled for less than the minimum hours shown below, report a portion of an FTE determined by dividing the hours enrolled by the minimum hours shown below:

Kindergarten (full-day):	20 hours per week
Primary (grades 1–3):	20 hours per week
Elementary (grades 4–6):	25 hours per week
Secondary (grades 7–12):	25 hours per week

Each student enrolled in a half-day kindergarten program is limited to be reported for no more than 0.50 FTE or 10 hours per week. Report these students' headcount and FTE in the half-day kindergarten fields.

For each student enrolled in a qualifying state funded full-day kindergarten program, report the student's headcount and FTE in the full-day kindergarten fields.

Enrolled hours include class change passing time but exclude meal times. Passing time is limited to the actual number of passing minutes in the class schedule, or 10 minutes, whichever is less.

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. 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 return to school before the end of the school year.
  - b. A student receiving home or hospital service and not otherwise a special education student may be counted for up to two monthly count dates provided they 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. Resident students at the Washington State School for the Blind or Center for Childhood Deafness and Hearing Loss.
7. Do not report enrollments in a technical college if the district approved an interlocal agreement authorizing the technical college to report the enrollments 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.

Exception:

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

- o Annual Enrollment Bulletin available online at <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.
- o Reported basic education enrollments are summarized on Report 1251.

## DETAILED INSTRUCTIONS

For districts, enter district name, county, district number, ESD number, and report month in the boxes provided. For charter schools and tribal compact schools, enter school name, county, school number, ESD number if applicable, and report month.

### 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 schools and tribal compact schools report all students with the resident district of the school.

### 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 district, charter school, or tribal compact school monthly on Form P-223RS. The district, charter school, or tribal compact school 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.

Running 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 Youth Reengagement Program Enrollment

Districts, charter schools, and tribal compact schools who are approved to operate an Open Doors Youth Reengagement 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 the 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 Exited TBIP field, report total headcount who exited a state-approved TBIP by scoring a level 4 on either the 2015 Spring WELPA test or the 2016 Spring ELPA21 test. For both 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 6.H. of the 2016–17 *Enrollment Reporting Handbook*.

### Certification

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





# INSTRUCTIONS FOR COMPLETING FORM SPI P-223H

(Districts and ESDs complete a separate entry row for each resident district served.)

## 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 19. Refer to Section 4.B. of the *2016–17 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 resident district, charter school, and tribal compact school.

State funding is paid directly to the resident district, charter school, 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 2018 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 or early intervention 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. Students age birth through 2 must be served pursuant to an individualized family service plan (IFSP) per IDEA Part C – Washington Early Support for Infants and Toddlers (ESIT) requirements.
  - The student must have received special education and related services or early intervention 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 IEP that meets state requirements;
  - has a current evaluation that meets state requirements;
  - and receiving specially designed instruction as described in a current IEP.
- A properly identified student that is age birth through 2 is one who:
  - has an IFSP that meets state requirements;
  - has an IFSP based upon an appropriate evaluation;
  - and is receiving early intervention services described in the IFSP.
- 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 <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.
- Reported enrollments are summarized on Report 1735.
- Refer to WAC Chapter 392-172A for special education guidelines.

## DETAILED INSTRUCTIONS

For serving districts and ESDs, enter the district or ESD name, county, district/ESD number, ESD number, and report month in the boxes provided.

For charter schools and tribal compact schools, enter the school name, county, school number, ESD number if applicable, and report month.

### Resident District

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

For charter school 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 "0–2," "3- to 5-Year-Olds Not Yet Enrolled in Kindergarten," and "Kindergarten to Age 21."

The age category reported for a student is determined by the student's birthday. See WAC 392-122-160.

### Certification

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



Form P-223H by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360-664-3631

ESD	CO	DIST
-----	----	------

**MONTHLY REPORT OF RUNNING START ENROLLMENT**  
 (See reverse side for instructions)

COLLEGE/UNIVERSITY NAME	SCHOOL TERM	REPORT MONTH
DISTRICT, CHARTER SCHOOL, OR TRIBAL COMPACT SCHOOL NAME	DISTRICT/SCHOOL NO.	REPORT YEAR <b>2016-17</b>

	Running Start Headcount	Running Start Nonvocational FTE	Running Start Vocational FTE
Eleventh Grade			
Twelfth Grade			
<b>Totals</b>			

**ENROLLED STUDENTS** (Attach additional pages as needed)

Student Name	Grade	Nonvocational Enrollment		Vocational Enrollment		
		# of Credits <sup>1</sup>	FTE <sup>2</sup>	# of Credits <sup>1</sup>	FTE <sup>2</sup>	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.						
<b>Total of FTE</b>						

<sup>1</sup> Report the student's enrolled college credits.

<sup>2</sup> Using the Running Start formula – (# of enrolled college credits ÷ 15) – calculate and report the student's Running Start FTE.

**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/university and the reporting district, charter school, or tribal compact school should retain this form for audit purposes.

ORIGINAL SIGNATURE OF AUTHORIZED COLLEGE/UNIVERSITY OFFICIAL

DATE

# INSTRUCTIONS FOR COMPLETING FORM SPI P-223RS

(Complete a separate form for each district, charter school, and tribal compact school 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 enrollments 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-223-RS.

### Due Dates and Routing of Form P-223RS

Submit forms to district, charter school, or tribal compact school's business offices on or before the eighth calendar day of each month, October through June.

Submit a separate form to each district, charter school and tribal compact school sending Running Start students to the college/university. If actual enrollments are not available by the due date, the college/university should submit estimated enrollment by the due date and then submit a revised form when actual enrollments are known. Submit revised forms whenever errors are discovered.

Districts, charter schools, and tribal compact schools must submit enrollments on or around the 11th calendar day of each month.

The provisions of chapter 392-117 WAC, Timely Reporting, apply to this form. 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, 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 district, charter school, or tribal compact school for transmittal to the college/university (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 district, charter school, or tribal compact school's 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.



Form P-223RS by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/).

### Documentation for Audit Purposes

Retain P-223RS reports for six 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/university 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 <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.

### 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, district, charter school, or tribal compact school name, and district, charter school, or tribal compact school number. Prepare a separate form for each district, charter school, or tribal compact school.

### Enrollments

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.

### Individual Enrolled Students

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

### 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).

### 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 January. For further guidance, see Bulletin No. 035-16 dated August 5, 2016.

### Alternative Report Forms

A college/university 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.
- Is signed by the authorized college/university official.
- Is acceptable to the district, charter school, or tribal compact school. Faxed reports are permitted if acceptable to the district, charter school, or tribal compact school.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360-664-3631

ESD	CO	DIST
-----	----	------

**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 <b>2016-17</b>

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					
<b>Totals</b>					

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

<sup>1</sup> Twenty-five or more hours per week of technical college enrolled class time equals 1.00 FTE. A student's combined nonvocational and vocational FTE cannot exceed 1.00.

<sup>2</sup> 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 COLLEGE/UNIVERSITY OFFICIAL

DATE

# INSTRUCTIONS FOR COMPLETING FORM SPI P-223TC

## GENERAL INSTRUCTIONS

### Count Dates

Enrollment is reported as of the fourth school day of September and the first school day of each 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 19. Refer to Section 4.B. of the *2016–17 Enrollment Reporting Handbook* for the remaining ESD due dates for the months, October through June.

If actual enrollments are not available by the due date, submit estimated enrollment by the due date and then submit a revised form when actual enrollments are 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. Enrollments reported on this form generate 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 district 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 six years. Documents supporting monthly enrollment counts are to be retained until the audit for the school year is complete. Enrollments are 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 <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.

### Questions

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



Form P-223TC by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

## 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 enrollments separately in the boxes provided. Report vocational enrollments 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 25 or more hours of enrollment per week; report a partial FTE if the student is enrolled for less than 25 hours.

**Example:** A student enrolled for 20 hours per week is reported as 0.80 FTE ( $20 \div 25$ ). 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 of vocational instruction and 15 hours per week of nonvocational instruction can be reported for 0.60 vocational FTE ( $15 \div 25$ ), and 0.40 nonvocational FTE ( $1.00 - 0.60$ ), or for 0.50 vocational FTE and 0.50 nonvocational FTE.

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 0.20 FTE, the technical college can report no more than 0.80 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.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360- 664-3631

ESD	CO	DIST
-----	----	------

## MONTHLY REPORT OF APPROVED OPEN DOORS (OD) YOUTH REENGAGEMENT PROGRAM ELIGIBLE ENROLLMENT

(See reverse side for instructions)

REPORTING DISTRICT, CHARTER SCHOOL, TRIBAL COMPACT SCHOOL, OR DIRECT-FUNDED TECHNICAL COLLEGE NAME	COUNTY NAME	DISTRICT/SCHOOL NO.	ESD NO.	REPORT MONTH
OD PROGRAM NAME	RESIDENT DISTRICT			YEAR <b>2016-17</b>

### 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 district, charter school, tribal compact school, and direct-funded technical college's Form P-223 in the OD fields only.

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

### OD ENROLLED STUDENTS

Student Name	Nonvocational FTE <sup>1</sup>	Vocational FTE <sup>1,2</sup>	CIP Code <sup>2</sup>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
<b>Totals</b>			

1. Calculate FTE for college level classes, divide enrolled credits by 15. For below 100 level classes in programs offering 900 total planned hours of instruction, each eligible student is 1.0 FTE.
2. 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.	<b>Acknowledged:</b>
Original Signature of OD Program Authorized Official	Original Reporting District, Charter School, Tribal Compact School, or Direct-Funded Technical College Authorized Official
Date	Date

# 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) Youth Reengagement programs. The generated funding is directed to the reporting district, charter school, tribal compact school, or direct-funded technical college 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 in scheduled end-of-year adjustments to 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 district, charter school, tribal compact school, or direct-funded technical college on September 19 and the eighth calendar day of the months October through August. The reporting entity will include the OD program's enrollment on their month Forms P-223. Note that July and August enrollment is reported a 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 as of September 1, 2016 and age of 20 as of August 31, 2016,
2. Has not meet the high school graduation requirements of the reporting district, charter school, tribal compact school, or direct-funded technical college or earned a college degree,
3. Is not currently enrolled in any high school classes that receive basic education funding, excluding a Jobs for Washington Graduate program, approved skill center program, or running start program, and
4. 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 per 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 Graduate, 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.



Form P-223-1418 by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/).

### 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 the OD program website:

[http://www.k12.wa.us/GATE/SupportingStudents/pubdocs/OD1418\\_DocRqrmntsAttndnceWklyStatus.pdf](http://www.k12.wa.us/GATE/SupportingStudents/pubdocs/OD1418_DocRqrmntsAttndnceWklyStatus.pdf)

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

### References

- OD guidance online at <http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx>.
- Annual Enrollment Bulletin available online at <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.

## DETAILED INSTRUCTIONS

For OD programs operated through a district or direct-funded technical college, enter the district or college name, county, district number, ESD number, and report month in the boxes provided. Prepare a separate report for each resident school district.

For OD programs operated through a charter school and tribal compact school, enter the school name, county, school number, ESD number if applicable, and report month. Report all students with the resident district of the charter school or tribal compact school.

### 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 enrollments 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 class, 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.;  $13 \div 15 = 0.87$ ).
2. For below 100 level class, a student's FTE is based on the program's total annual planned hours of instruction. For programs offering 900 or more annual planned hours of instruction, each eligible student is claimed 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 district/charter school/tribal compact school/college authorized official and date the completed Form P-223-1418.



# 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 19 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 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 Department of Corrections and the education provider; or
- (b) Is in a residential institution other than the Department of Corrections 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/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 pursuant to No. 4. below.
  - Combined individual study time and scheduled study time pursuant to No. 2. above claimed in determining the student's full-time equivalent pursuant to 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.

Juveniles in adult jails: Districts that have a county or city adult jail must be prepared to provide a program of education within five days of notification from the adult jail facility of a juvenile confined therein.

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.

### Limitations on Enrollment Counts

Enrollment FTE reported on Form E-672 are not reported on Form P-223 or Form P-223H. 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. A full-time student must be reported instead 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 at the district may be claimed as a partial FTE on Forms E-672 and Form P-223 but the combined FTE cannot exceed 1.00. But 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, districts or other education providers receiving notice that an individual was reported on Form E-672 for a certain count date that is prior to or the same as the district's must revise their Forms P-223 and P-223H to exclude this student and/or FTE enrollment for all such count dates.

Enrollment reporting on Forms P-223 and P-223H should not be resumed for such a student until the student returns.

### 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.

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



Form E-672 by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license](https://creativecommons.org/licenses/by-nc-sa/4.0/).



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360-664-3631

ESD CO DIST

## NONSTANDARD SCHOOL YEAR AAFTE ENROLLMENT ELIGIBLE FOR BASIC SUPPORT

(See reverse side for instructions)

SERVING DISTRICT, CHARTER SCHOOL, OR TRIBAL COMPACT SCHOOL NAME	COUNTY NAME	SERVING DISTRICT/SCHOOL NO.	ESD NO.
RESIDENT DISTRICT NAME	COUNTY NAME	RESIDENT DISTRICT NO.	YEAR <b>2016-17</b>

### NONSTANDARD SCHOOL YEAR ENROLLMENT

	Total Nonstandard School Year K-12 Enrollment <sup>1</sup>			ALE <sup>2</sup>			Eligible High Poverty <sup>3</sup>		
	Headcount	Total Hours	AAFTE <sup>4</sup>	Headcount	Total Hours	AAFTE <sup>4</sup>	Headcount	Total Hours	AAFTE <sup>4</sup>
Half-Day Kindergarten									
Full-Day State Funded Kindergarten									
Grade 1									
Grades 2-3									
Grade 4									
Grades 5-6									
Grades 7-8									
Grades 9-12									
<b>Totals</b>									

### STATE-APPROVED VOCATIONAL COURSE ENROLLMENTS

	Nonstandard School Year <sup>1</sup>			ALE <sup>2</sup>		
	Headcount	Total Hours	AAFTE <sup>4</sup>	Headcount	Total Hours	AAFTE <sup>4</sup>
Vocational Program Grades 7-8 <sup>5</sup>						
Vocational Program Grades 9-12 <sup>5</sup>						
Skill Center Program <sup>5</sup>						

1. Report total K-12 nonstandard school year enrollment, including any ALE and High Poverty enrollment.
2. Report ALE enrollment. ALE enrollment must be restated in the SAFS ALE Reporting by program and home district.
3. Report non-ALE kindergarten through 3rd grade enrollment attending eligible high poverty schools.
4. AAFTE is calculated by dividing the kindergarten through 3rd grade total hours by 720 and the 4th through 12th grade total hours by 900.
5. Any vocational enrollment is included in K-12 above. Report enrollment only in state-approved vocational courses, taught by a certified vocational instructor.

### 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 DISTRICT/CHARTER SCHOOL/TRIBAL COMPACT SCHOOL SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

ORIGINAL SIGNATURE OF EDUCATIONAL SERVICE DISTRICT SUPERINTENDENT OR AUTHORIZED OFFICIAL

# INSTRUCTIONS FOR COMPLETING FORM SPI P-223S

## GENERAL INSTRUCTIONS

### Who Should Complete Form P-223S?

Districts, charter schools, and tribal compact schools claiming state basic education funding for eligible nonstandard school year enrollment complete 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 2018 apportionment but **WILL NOT** be included in the district's levy base 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. Districts, charter schools, and tribal compact schools 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:
  - a. 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.
  - b. Kindergarten students may not exceed 0.5 AAFTE unless enrolled in a qualifying state funded full-day program. See WAC 392-121-136, Limitation on Enrollment Counts.
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, determine and sum the student's FTE enrollment on each of the ten count dates of the standard school year, including enrollment reported for state funding, as well as enrollment in a private school or in home-based instruction. Divide the result by ten. If applicable to the student, add any hours of attendance from Form P-240 divided by 720 for grades K-3 and 900 for grades 4-12.
2. Determine each eligible student's nonstandard AAFTE enrollment by dividing the student's hours of nonstandard school year enrolled hours either by 720 for grades K-3 or 900 for grades 4-12.
3. Evaluate the combined AAFTE by summing 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.  
For kindergarten students, the AAFTE limit is 0.50 unless the student is in a state funded full-day program.
- c. Round the AAFTE to two decimal places as shown in the examples above.

### References

- Annual Enrollment Bulletin available online at <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.
- Reported nonstandard school year enrollments are summarized on Report 1251.

## DETAILED INSTRUCTIONS

For districts, enter district name, county, district number, ESD number, and report month in the boxes provided. For charter schools and tribal compact schools, enter school name, county, school number, ESD number if applicable, and report month.

### Resident District

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

### Total Nonstandard School Year 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) programs and enrollment in eligible high poverty schools.

### 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 grades K-3 by 720 or for grades 4-12 by 900. 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.

### Eligible High Poverty Enrollment

Report any non-ALE K-3 enrollment in eligible high poverty schools in the fields provided. ALE enrollment at high poverty schools must be removed from this count.

### 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.



Form P-223S by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360-664-3631

ESD	CO	DIST
-----	----	------

## ATTENDANCE REPORT OF ANCILLARY SERVICES TO PART-TIME STUDENTS ELIGIBLE FOR BASIC SUPPORT

(See reverse side for instructions)

SERVING DISTRICT, CHARTER SCHOOL, OR TRIBAL COMPACT SCHOOL NAME	COUNTY NAME	SERVING DISTRICT/SCHOOL NO.	ESD NO.	REPORT MONTH
			YEAR	<b>2016-17</b>

ATTENDANCE ELIGIBLE FOR BASIC SUPPORT				
	PRIVATE SCHOOL		HOME-BASED	
	(A) Headcount	(B) Total Hours of Attendance	(C) Headcount	(D) Total Hours of Attendance
Kindergarten				
Grades 1-3				
Grade 4				
Grades 5-6				
Grades 7-8				
Grades 9-12				
<b>Totals</b>				

### FOOTNOTES

The Form P-240 is an annual form – one where all actual annual ancillary services hours are reported for the school year. This form can be used to document monthly the ancillary services hours or to document the annual total hours of ancillary services.

### 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 DISTRICT/CHARTER SCHOOL/TRIBAL COMPACT  
SCHOOL SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

ORIGINAL SIGNATURE OF EDUCATIONAL SERVICE DISTRICT SUPERINTENDENT OR AUTHORIZED  
OFFICIAL

# INSTRUCTIONS FOR COMPLETING FORM SPI P-240

## GENERAL INSTRUCTIONS

### Who Should Complete Form P-240?

Districts, charter schools, and tribal compact schools providing non-scheduled ancillary services to part-time, private school, or home-based students eligible for enrollment 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 2018 apportionment but **WILL NOT** be included in the district's levy base for the following year.

### Purpose

State support for hours of ancillary services is provided under RCW 28A.150.350 and WAC 392-121-133. Districts, charter schools, and tribal compact schools may claim actual hours of attendance for ancillary services to part-time, private school, and home-based students. Total hours of ancillary services reported on Form P-240 are divided by 720 for grades K-3 and 900 for grades 4-12 and added to average September through June P-223 enrollment in determining state basic education funding (720 hours of service for grades K-3 or 900 hours of service for grades 4-12 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," for or in which Kindergarten through 12th grade students are enrolled by a public school.

### Enrollment Counts and Limitations

All enrollments reported on Form P-240 are 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 district, charter school, or tribal compact school, 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 district, charter school, or tribal compact school 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.
- e. When special education students are eligible to be reported on Form P-223H, do not use Form P-240 for any of their basic education funded enrollment; use Form P-223 instead.

### References

- Annual Enrollment Bulletin available online at <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.
- 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

For districts, enter district name, county, district number, ESD number, and report month in the boxes provided. For charter schools and tribal compact schools, enter school name, county, school number, ESD number if applicable, and report month.

All Form P-240 enrollments are treated as resident enrollments of the reporting district, charter school, or tribal compact school.

### Column A

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

### Column B

Report the cumulative hours of ancillary services provided to part-time, private school, and home-based students in each grade group.

### Certification

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



Form P-240 by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/).



# 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.

High Districts  
Nonhigh Districts

**Due at ESD**  
June 23, 2017  
July 7, 2017

Completed reports are due at OSPI July 21, 2017.

- 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 23, 2017.
- 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 7, 2017.
- ESDs will:
  - Facilitate the 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 21, 2017.

### Purpose

P-213 enrollments are used to calculate payments from nonhigh districts to high districts and levy authority transfers from high districts to nonhigh districts. Eligibility for local effort assistance (LEA) is also affected.

Enrollment received by the published reporting deadline will be included in calculation of levy authority and LEA, as well as the maximum nonhigh payment amount. Enrollment received after the deadline will be included in calculation of the maximum nonhigh payment amount.

Because P-213 data affects 2017–18 expenditures and revenues, districts require P-213 data in July 2017 for use in budget preparation.

### Limitations on Enrollment Counts

All enrollments included on Form P-213 are 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 (five hours or more each school day) for 10 months (September–June) is 1.00 AAFTE. A student enrolled less than five hours per day or fewer than 10 months is counted 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 hours per day for 10 months is counted as 0.40 AAFTE ( $2 \div 5$ ).

## References

- Annual Enrollment Bulletin available online at <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.
- 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 enrollments are 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 2016–17 AAFTE," enter the AAFTE of students residing in the nonhigh district and enrolled in the high district during the 2016–17 school year.

Under "Estimated 2017–18 AAFTE," enter the estimated enrollment for the 2017–18 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 2016–17 student. Report estimated AAFTE for each 2017–18 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.



Form P-213 by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nd/4.0/).



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 School Apportionment and Financial Services  
 Old Capitol Building  
 PO Box 47200  
 OLYMPIA WA 98504-7200  
 360-725-6300 TTY 360-664-3631

ESD	CO	DIST
-----	----	------

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

SERVING DISTRICT, CHARTER SCHOOL, OR TRIBAL COMPACT SCHOOL NAME	COUNTY NAME	SERVING DISTRICT/SCHOOL NO.	ESD NO.	YEAR <b>2016-17</b>
---	-------------	-----------------------------	---------	------------------------

HOME AND HOSPITAL (HH) SERVICES	Total Actual Weeks of HH <sup>1</sup> (rounded to the nearest tenth)
A. For students enrolled in the district, charter school, or tribal compact school who are receiving HH services at sites with a single student (such as the student's home):	
B. For students enrolled in the district, charter school, or tribal compact school who are receiving HH services at sites such as in a children's ward of a hospital or a residential treatment center:	

<sup>1</sup> 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 DISTRICT/CHARTER SCHOOL/TRIBAL COMPACT SCHOOL SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

# INSTRUCTIONS FOR COMPLETING FORM SPI E-525

## GENERAL INSTRUCTIONS

### Who Should Complete Form E-525?

Districts, charter schools, and tribal compact schools claiming funding for home and hospital (HH) services provided to students pursuant to WAC 392-172A-02100 should complete Form E-525. Only serving entities report attendance.

### 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.

Districts, charter schools, and tribal compact schools complete one Form E-525 and send the signed form to OSPI, School Apportionment and Financial Services, by **July 7, 2017**. 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 2017 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 Secondary Education and Student Support'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 <http://www.k12.wa.us/BulletinsMemos/bulletins2016.aspx>.
- Questions may be directed to **Becky McLean**, School Apportionment and Financial Services, at **360-725-6306**.

## DETAILED INSTRUCTIONS

For districts, enter district name, county, district number, ESD number, and report month in the boxes provided. For charter schools and tribal compact schools, enter school name, county, school number, ESD number if applicable, and report month.

### 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 that 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.



Form E-525 by Office of Superintendent of Public Instruction is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents  
of this document, please contact:  
Becky McLean, OSPI  
Email: [becky.mclean@k12.wa.us](mailto:becky.mclean@k12.wa.us)  
Phone: 360-725-6306

To order more copies of this document,  
please call 1-888-59-LEARN (1-888-595-3276)  
or visit our website at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:  
**16-0027**

This document is available online at  
<http://www.k12.wa.us/safs/INS/ENR/1617.eh.asp>

This material is available in alternative format upon request.  
Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200  
2016